



***2023-2024 Grand View University Catalog***

## ***Non-discrimination Policy***

Grand View University is dedicated to equal employment and advancement opportunities. It is Grand View University's policy to hire and promote qualified individuals on the basis of their qualifications, interest and aptitude, without unlawful regard to race, religion, creed, color, sex, sexual orientation, gender identity, marital status, age, national origin, ancestry, disability, military status, or any other classification protected by local, state, or federal law. This policy applies to all terms, conditions, and privileges of employment, including but not limited to recruiting, hiring, terminations, working conditions, compensation, training, transfers, promotions, benefits, and other terms and conditions of employment.

Grand View University expressly prohibits any form of workplace harassment based on race, religion, creed, color, sex, sexual orientation, gender identity, marital status, age, national origin, ancestry, disability, military status, or any other classification protected by local, state, or federal law.

Grand View University also expressly prohibits retaliation. Consistent with federal laws, acts of retaliation against an employee who engages in a protected activity, whistle blowing, or the exercise of any appeal or grievance right provided by law will not be tolerated.

Any person having inquiries concerning the University's compliance with the regulations implementing Title VI, Title IX, and Section 504 is directed to contact the Human Resources Department. The Vice President for Administration and Finance has been designated by Grand View University to coordinate the University's efforts to comply with regulations implementing Title VI, Title IX, and Section 504. Any person may also contact the Assistant Secretary for Civil Rights, U. S. Department of Education, regarding the University's compliance with regulations implementing Title VI, Title IX, and Section 504.

### **Disclosure of Educational Record Information**

Grand View University is concerned about students' right to privacy and follows the policy stated below, which is in accordance with the Family Educational Rights and Privacy Act of 1974: The University will obtain consent from students before disclosing personally identifiable information from their educational records, except when legally allowed to do so. An exception to this is for students who are financially dependent upon their parents. Release of some types of information may be made to parents if the student has indicated on the FAFSA that he/she is a dependent of that parent.

### **Accreditation**

Grand View University is accredited by the Higher Learning Commission, 230 South LaSalle Street, Suite 7-500, Chicago, IL 60604-1413, 1-800-621-7440, Fax 1-312-263-7462, Web site [www.hlcommission.org](http://www.hlcommission.org)

Other specialized accreditations include:

The graduate degree in athletic training is accredited by the Commission on Accreditation of Athletic Training Education, 6850 Austin Center Boulevard, Suite 100, Austin, TX 78731-3184, Web site <https://caate.net/>

The baccalaureate degree in biochemistry is accredited by the American Society for Biochemistry and Molecular Biology Accreditation Program, 11200 Rockville Pike, Suite 302, Rockville, MD 20852-3110, 1-240-283-6600. Web site <https://www.asbmb.org/accreditation/overview/>

The Grand View teacher education program is accredited by State of Iowa, Board of Educational Examiners, Licensure, E. 14<sup>th</sup> and Grand, Grimes State Office Building, Des Moines, IA 50319-0146, 1-515-281-3427, Fax 1-515-242-6025, Web site [www.iowa.gov/educate/](http://www.iowa.gov/educate/)

The Grand View teacher education program is accredited by State of Iowa, Department of Education, Bureau of Accreditation and Improvement Services, E. 14<sup>th</sup> and Grand, Grimes State Office Building, Des Moines, IA 50319-0146, 1-515-281-3427, Fax 1-515-242-6025, Web site [www.iowa.gov/educate](http://www.iowa.gov/educate)

The baccalaureate degree in nursing is accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

The baccalaureate degree in nursing is approved by the Iowa Board of Nursing, 400 SW 8<sup>th</sup> Street, Suite B, Des Moines, IA 50309-4685, 1-515-281-3255, Fax 1-515-281-4825, Web site [www.state.ia.us/nursing/](http://www.state.ia.us/nursing/)

The baccalaureate degree in social work is accredited by the Council on Social Work Education, Commission on Accreditation, 333 John Carlyle Street, Suite 400, Alexandria, VA, 22314, 1-703-683-8080, [www.cswe.org](http://www.cswe.org).

The graduate degree in social work has achieved candidacy towards Accreditation by the Council on Social Work Education, Commission on Accreditation, 333 John Carlyle Street, Suite 400, Alexandria, VA, 22314, 1-703-683-8080, [www.cswe.org](http://www.cswe.org).

Grand View University intends to adhere to the rules and regulations, course offerings, and financial charges as announced in this Catalog. The University, nevertheless, reserves the right to withdraw any subject, to change its rules affecting the admissions and retention of students or the granting of credit degrees, or to alter its fees and other charges, whenever such changes are desirable or necessary.

While all efforts are made to ensure the completeness and accuracy of this Catalog, the regulations and policies of the University are not changed by typographical or other errors. While a student's academic advisor is responsible for giving academic advice, each student is ultimately responsible for ensuring that all graduation requirements for the student's particular program are fulfilled.

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## **Academic Calendar and Terms – 2023/2024**

### **Fall Semester, 2023**

Thursday, August 24

Opening Faculty Meetings

Friday, August 25

Opening Faculty Meetings

Friday, August 25 – Sunday, August 27

New Student Days

Monday, August 28

Fall Classes Begin

Monday, September 4

Labor Day; No Classes; University Offices Closed

Friday, October 13

Fall Break; No Classes

Monday, November 20 – Friday, November 24

Thanksgiving Vacation; No Classes; University Offices Close at Noon on Wednesday; Offices Closed Thursday and Friday

Friday, December 8

Fall Semester Classes End

Monday, December 11 – Thursday, December 14

Fall Semester Examinations

Monday, December 25 – Monday, January 1

University Offices Closed

### **Fall Accelerated Classes, 2023**

Monday, August 28 – Saturday, October 14

Session I (No Classes September 4)

Monday, October 23 – Saturday, December 16

Session II (No Classes November 22-24)

### **Spring Semester, 2024**

Monday, January 15

Martin Luther King, Jr. Day; No Classes; University Offices Open

Tuesday, January 16

Spring Semester Classes Begin

Monday, March 11 – Friday, March 15th

Spring Vacation; No Classes

Friday, March 29

Good Friday; No Classes; University Offices Closed

Friday, April 26

Spring Semester Classes End

Monday, April 29 – Thursday, May 2

Spring Semester Examinations

Monday, May 6

Commencement

### **Spring Accelerated Classes, 2024**

Monday, January 16 – Saturday, March 2

Session III

Monday, March 18 – Saturday, May 4

Session IV (Spring break March 11 – 15)



**Summer Session, 2024**

Monday, May 13

Monday, May 27

Wednesday, June 19

Thursday, July 4

Saturday, August 17

Summer Session Classes Begin

Memorial Day; No Classes; University Offices Closed

Juneteenth; No Classes

Independence Day; No Classes; University Offices Closed

Summer Session Classes End

**Summer Accelerated Classes, 2024**

Monday, May 13 – Saturday, June 29

Monday, July 1 – Saturday, August 17

Session V (No Classes May 27, June 19)

Session VI (No Classes July 4)

**May Term, 2024**

Monday, May 13

Monday, May 27

Friday, June 7

May Term Classes Begin

Memorial Day; No Classes; University Offices Closed

May Term Classes End

## ***University Mission***

**Grand View engages, equips, and empowers students to fulfill their individual potential and serve society.** Committed to the development of the whole person – mind, body and spirit – and to preparing students for successful careers and responsible citizenship in their communities and in a diverse and changing world, Grand View offers a liberal arts education that:

- Challenges students to inquire with a disciplined and critical mind, communicate effectively, and display an awareness of the global issues that affect us all.
- Creates a community of learners where differing perspectives are welcome, where friendly interaction is the norm, and where intellectual and personal integrity is expected and modeled.
- Offers a supportive environment where students can engage in community with others, discern life purpose, and grow in leadership.
- Affirms Christian faith and ethics as a vision for life, a vision that enhances our respect for the diversity and dignity of all people, for relating to others, and for the pursuit of lifelong learning.

Informed by its Danish Lutheran heritage, Grand View is a School for Life.

# ***History, Facilities, and Des Moines***

## **History**

Founded in 1896 in Des Moines, Iowa, Grand View is a private, not-for-profit Lutheran University committed to preparing students for successful careers and responsible citizenship both in their communities and in a diverse and changing world. With 40 undergraduate and six graduate degree programs, Grand View combines academically rigorous instruction with career-related experiences in the Des Moines area.

While our educational practices and institutional values are shaped by and grounded in our Lutheran heritage and identity, Grand View welcomes students from all religious and cultural backgrounds.

Committed to the development of the whole person – mind, body and spirit – and to preparing students for successful careers and responsible citizenship both in their communities and in a diverse and changing world, Grand View welcomes students from 41 states and 44 countries. Grand View is one of the most diverse private universities in Iowa, with more than 25% of incoming freshman who are non-white.

## **Growth**

Since its founding, Grand View has provided students a high-quality liberal arts education while responding to changing societal and workplace needs. In 1912 Grand View opened an academy or high school department. In 1924 instruction at the junior college level began. Following discontinuation of the academy in 1938, the Iowa State Department of Public Instruction accredited the junior college. By 1959 Grand View was accredited by the North Central Association of Colleges and Secondary Schools. In 1960 the theological seminary at Grand View was relocated to Maywood, Illinois, with the formation of the Lutheran Church in America and its Iowa Synod.

In 1975 the College added a new division offering preparation for nursing and allied health professions, and the nursing program became the first four-year degree offering. Baccalaureate accreditation in the summer of 1975 was a major

event in the College's continuing development. In 1988 Grand View became one of 27 colleges of the newly formed Evangelical Lutheran Church in America. In 2008, with the launch of its inaugural master's program, Grand View became a University.

Throughout its history, the University has emphasized a personalized admissions process, moderate tuition, quality teaching, liberal learning, career preparation, community outreach, religious heritage and lifelong education.

## **Lutheran Higher Education**

Grand View University is one of the 26 institutions of higher education that are sponsored by the Evangelical Lutheran Church in America.

Because Grand View is rooted in a robust theological tradition, we intentionally pursue conversation about big questions from the full array of religious and secular academic traditions. In so doing, we invite vocational discernment and encourage religious literacy. We press our graduates to push beyond careerism toward meaningful work and active participation in community. Students with a secular self-understanding will grow in their commitment to ethical perspectives.

## **Facilities**

The modern 60-acre Grand View campus resides northeast of downtown Des Moines. The campus consists of nine state-of-the-art academic, athletic and administrative buildings along with six residence halls comprised of traditional dorms, suite-style units and apartments. The campus is split by East 14th Street and is connected by an enclosed pedestrian bridge.

## **Location in Des Moines**

Grand View's location in Des Moines, the capital city of Iowa, offers many advantages to students, especially internship opportunities with premier businesses and state, municipal and social service

agencies. Des Moines has the world-class amenities, career options, shopping and entertainment of a large city without the hassles, congestion, pollution and logistical challenges. Des Moines continually receives top rankings for livability, including being ranked #3 Most Affordable Place to Live by U.S. News & World Report.

In addition to academic opportunities, Grand View's location in Des Moines offers students a plethora of experiences outside the classroom. Grand View's core education model is constructed so all students have civic engagement projects during their time on campus. Co-curricular and extracurricular partnerships play an especially significant role in preparing students to be dynamic, culturally responsive leaders.

## Admission

### Admission Requirements

In keeping with its mission statement, Grand View University has a personalized admission and enrollment policy. Each student's academic record is evaluated individually and admission to the University is granted on the basis of that record. Consideration may be given to: quality of high school curriculum completed; co-curricular achievement; and maturity and seriousness of purpose as displayed through church, community, school, work, and family activities. Admission to a particular program or major may be governed by different standards. If requirements do differ, they are listed in the section of the catalog where that program is described. Admission to Grand View University is granted on a rolling basis.

2. Request that official transcripts be sent to the Admissions Office from all high schools attended. An official General Education Development (G.E.D.) Certificate may be used in the absence of a high school diploma.
3. Grand View University has a test-optional admissions process. Applicants are admitted on a rolling basis. Consideration may be given to: quality of high school curriculum completed; class rank; co-curricular achievement; and maturity and seriousness of purpose as displayed through community, school, work, church and family activities. Your decision to submit scores will not affect consideration of Grand View's offer of academic awards. Some applicants may need to submit additional information to be considered for admission to Grand View.

### Recommended Academic Preparation

Students planning to attend Grand View University are encouraged to pursue a college-preparatory course of study in high school. It is recommended that students complete:

- Four years of English
- Three years of math
- Three years of science
- Three years of social science

### First Year Student Application Procedure

At Grand View, a first-year student is defined as a student who has not attended a college or university after the summer following high school graduation.

Students are required to complete the following steps when applying for admission to Grand View University as a first-time freshman student:

1. Complete an application for admission. Applications can be completed on-line at [www.grandview.edu/](http://www.grandview.edu/).

### Transfer Application Procedure

Transfer students are those who have attended a college or university after they have graduated high school. A student whose only post-high school college enrollment was in the summer following graduation will be considered a first-year student.

1. Complete an application for admission. Applications can be completed on-line at [www.grandview.edu/](http://www.grandview.edu/).
2. Request that official transcripts from all colleges or universities previously attended be sent to the Admissions Office. Transcripts must be sent regardless of whether credit was earned. Students who are applying for undergraduate education endorsements only who have received a baccalaureate degree from another accredited institution, need only submit the transcript for the institution where they received their teaching degree. Failure to submit all previous transcripts will be considered sufficient cause for denial or cancellation of admission. If you have served in the military, request your military transcripts.
3. Students who have completed fewer than 24 semester hours of college course work before applying to Grand View must provide an official

high school transcript or official GED scores. Some applicants may need to submit additional information to be considered for admission to Grand View.

4. Transfer students who have earned 24 credits or more must certify on their application for admission or through a signed written statement that they have graduated from an accredited high school.

To receive credit for coursework completed outside of the United States of America (U.S.A.), the student must have the transcript evaluated by a transcript evaluation agency in the U.S.A., at the student's expense. The evaluation must be completed on a course-by-course level. Evaluation by a transcript evaluation agency provides a guide for evaluating international course work; however, Grand View University retains the right to determine transferability of courses and degrees. Students may need to provide Grand View with additional information about coursework, if requested. To receive transfer credit for English composition, international students must take an equivalent course from an accredited institution in the United States or pass the Grand View Composition requirement. In some cases, transfer credit can be granted if the course work is transcribed by a college or university in the U.S.A. that sponsored the study abroad or semester at sea experience, but this situation will be evaluated on a case-by-case basis.

## International Application Procedure

In addition to either the freshman or transfer application procedures, international students must complete the following:

1. To receive credit for coursework completed outside the United States of America (U.S.A.), the student must have the transcript evaluated by a transcript evaluation agency in the U.S.A., at the student's expense. The evaluation must be completed on a course-by-course level. Evaluation by a transcript evaluation agency provides a guide for evaluating international course work; however, Grand View University retains the right to determine transferability of courses and degrees. Students may need to provide Grand View with additional information about coursework, if requested. In some cases, transfer credit can be granted if the course work

is transcribed by a college or university in the U.S.A. that sponsored the study abroad or semester at sea experience, but this situation will be evaluated on a case-by-case basis.

2. Official SAT or ACT scores are not required for international students to be considered for admission to Grand View University. However, scores may be necessary in determining athletic eligibility. Please consult with the athletic coach or international admissions counselor with regard to these requirements. For SAT reporting purposes our code is 6251 and the website is [www.sat.org](http://www.sat.org). For ACT reporting purposes our code is 1316 and the website is [www.act.org](http://www.act.org).
3. Official TOEFL, IELTS, Duolingo, or PTE scores will be required unless you reside in a country where English is the ONLY official language. Exam results must be less than two years old. International students transferring from a U.S. college: the English proficiency requirement can be waived if you earned English credit at an appropriate level with a grade of B or better from an accredited U.S. two-year or four-year college or university. Required minimum scores:
  - a. TOEFL – 69 (Code 6215)
  - b. IELTS – minimum 6.0 overall score with all sub scores of 5.5 or above
  - c. Duolingo English Test (DET) – 95 overall score
  - d. PTE – 48 overall score
4. Demonstrate on the Official Certification of Finances form that you have adequate financial resources to cover the estimated annual expense budget. This form will be given to the student by the international admissions counselor. Current bank statements must also be submitted along with the financial form.
5. Provide a copy of their passport.
6. Applicants transferring from a U.S. college or university must submit a copy of their current I-20 and a Transfer Release Form.
7. To receive transfer credit for English composition, international students must take an equivalent course from an accredited institution in the United States or pass the Grand View Composition requirement.

- Grand View University must receive all of the documentation items before an international student is considered for admission. The deadline for receipt of documentation for Fall enrollment is June 1 and for Spring enrollment is November 1.

## Transfer from an Accredited Institution

Grand View University follows the Transfer Credit Practices published by the American Association of Collegiate Registrars and Admissions Officers (AACRAO). The transfer of credit from one institution to another involves at least three considerations according to AACRAO. Grand View will take into consideration, when evaluating transfer credit, the following:

- The educational quality of the learning experience,
- The comparability of the nature, content, and level of the learning experience, and
- The appropriateness and applicability of the learning experience to the programs offered at Grand View.

The department chair of the courses being evaluated has the ultimate approval of transferability of the courses. Official transcripts must be submitted from all institutions attended whether coursework was completed or not. Transcripts must be mailed directly from the originating institution to Grand View University.

Only credits and grade points earned at Grand View will be used to calculate a student's cumulative grade point averages. Credits with grades of D- (D minus) or above that transferred from an accredited institution can be used toward graduation and may be used to meet requirements and prerequisites for specific courses, but not necessarily toward students' majors. Students awarded Latin honors must receive at least 45 credit hours from Grand View from which the grade point average will be calculated. The maximum number of transfer credits accepted from junior/community colleges is 75 semester credits. All transfer coursework is accepted at the course level from the originating institution.

## Transfer with an Associate in Arts or Associate in Science Degree

The Associate in Arts (AA) and Associate in Science (AS) degrees satisfy the Grand View University General Education Core requirements for the baccalaureate degree except for the composition and quantitative reasoning courses (unless fulfilled by transfer coursework), Core Seminar II, and the required number of outcome iterations (number determined by class status on entry to the University; see pg. 59). The student must have graduated from an accredited institution and earned a 2.00 cumulative grade point average on a 4.00 system based on work completed at all institutions attended, and have satisfied Grand View's Quantitative Reasoning and Composition course requirements. Students holding Associate in Arts or Associate in Science degrees from accredited institutions based outside the United States are required to satisfy Grand View's Quantitative Reasoning and Composition course requirements. The maximum number of transfer credits accepted from junior/community colleges is 75 semester hours. All junior/community college transfer credit is considered lower division credit.

Students holding any other Associate's degree other than an Associate of Arts or Associate in Science degree are not exempt from the general degree requirements.

## Transfer with a Baccalaureate Degree

Students holding a baccalaureate degree or higher from an accredited institution based in the United States are considered to have fulfilled all Grand View University General Education Core requirements except for the completion of one iteration of each of the Core outcomes and Core Seminar II. To earn the additional degree, they must complete the following: 30-hour residency requirement, one iteration of each outcome, Core Seminar II, requisite courses for the major, and prerequisites for those courses.

Students holding baccalaureate degrees from accredited institutions based outside the United States are frequently considered to have fulfilled all General Education Core requirements except English Composition, though Grand View reserves the right to make a determination of comparability.

## Transfer from Vocational-Technical Schools

Grand View University, with departmental approval, awards credit in some cases for courses successfully completed in technical and/or vocational programs at institutions of higher education which have the accreditation of their regional association or of a professional accrediting association recognized by the U.S. Office of Education. Grand View may refuse to recognize vocational/technical credit or may accept some or all of the credit. No grades are averaged into the cumulative GPA. A maximum number of 30 vocational/technical transfer credits are accepted. Core courses are accepted on a course-for-course basis only, at the discretion of the Registrar's Office. Other courses receive general elective credit. Students must meet all graduation requirements.

## Transfer from a Non-Accredited College

Grand View University may refuse to recognize credit from an institution that is not accredited by a regional accrediting organization or may accept credit for approved Core and/or major courses successfully passed with a C- (C minus) or above. Credit may be given for courses equivalent to the core courses required of every Grand View graduate.

Associate of Arts or baccalaureate degrees from an institution which is not regionally accredited will not automatically satisfy the Grand View General Education Core requirements; however, credit may be given for courses equivalent to the core courses required of every Grand View graduate.

At the discretion of the Registrar's Office and the major department, courses may be counted toward the major. Additional coursework may be considered for elective or vocational-technical credit. These credits count toward hours required for graduation but do not meet any specific degree requirements. The transferability of coursework follows the principles outlined in Transfer from an Accredited Institution.

No grades from non-accredited institutions are averaged into the cumulative GPA.

## Readmission

Students who have not attended Grand View for two or more consecutive semesters (not including summer) must reapply for admission through the Office of Admissions by completing the online Application for Admission.

Students who have attended another institution since leaving Grand View are required to submit current official transcripts from those institutions attended.

## Readmission – Suspended Students

Students who are returning to Grand View University after an academic suspension must complete the following additional requirements to be considered for readmission:

1. Cease course work at Grand View for a minimum of one fall or spring semester.
2. Complete college courses from an accredited institution of higher education other than Grand View. Must be able to demonstrate ability to be successful in college level course work.
3. Apply for readmission to Grand View University. An Application for Readmission may be obtained at <https://apply.grandview.edu>. Submit current official transcripts from all institutions attended since leaving Grand View regardless of whether credit was earned.
4. Students must petition the Student Success Leadership Committee showing evidence of substantial improvement in their ability to perform college level work. Submit a Petition for Readmission for a Suspended Student form to the Admissions Office. Forms can be found online at [www.grandview.edu/forms/readmission-petition](http://www.grandview.edu/forms/readmission-petition)

Completion of these tasks is no guarantee for readmittance and each application will be judged on its own merits.

All requirements for readmission must be completed before the first day of the academic term in which the student wishes to enroll. Students who successfully petition the Student Success Leadership Committee for readmission after this deadline will not be allowed to enroll at Grand View University until the following semester or academic session.



Students who have been suspended for disciplinary reasons may request readmission from the vice president for student affairs after the term of suspension has expired. Additionally, students with a history of disciplinary behaviors that are counter to the effective functioning of the University may be required to petition prior to readmission.

## Readmission – Deployed Veterans

If called to active duty a student (or student who is a spouse/dependent child of a member of the military called to active duty, and who needs to withdraw due to the call-up), should contact the VA Certifying Official in the Registrar's Office to complete a Military Leave of Absence form. Verification of military deployment must be submitted with the completed Military Leave of Absence form.

If the student is called to active duty before the mid-point of a term, the student may request to withdraw from some or all courses and the University will fully refund their tuition and mandatory fees for the withdrawn courses.

If the student is called to active duty military service during the term, the student may make arrangements with their instructors to remain enrolled in some or all of their course and will be assigned an I symbol (Incomplete) for each course in which they remain enrolled. In such a case, no adjustment of tuition charges for enrolled courses will occur. Students have until the end of the next academic term following their release from military service to complete the course. Failure to do so will result in the I symbol becoming an F grade.

A student receiving Veteran's Benefits should notify the VA Certifying Official in the Registrar's Office in order to complete the required documents.

A student will have one calendar year after the end of their deployment to re-enroll at Grand View. Grand View considers the end date of deployment to be the date listed on the original deployment papers, or more recent paperwork (such as a DD-214) that lists a deployment end date. After one calendar year beyond the deployment end date, the student will need to apply for readmission to Grand View through the Admissions Department.

A student will be re-enrolled in the same academic program (or the most similar one, if same program does not exist), will carry forward the same number of credits, and same academic status. Grand View University scholarship awards will be preserved for students holding such awards when called to active duty.

During the first academic year of return, the veteran will be assessed the same tuition and fee charges as were in effect during the academic year he/she left the program (Veterans or other service member education benefits may be taken into account) or up to the amount of tuition and fee charges that other students in the program are assessed for that academic year, if veteran's education benefits, as defined in section 480(c) of the HEA, or other service member education benefits, will pay the amount in excess of the tuition and fee charges assessed for the current academic year in which the student left for Grand View.

A student who wishes to re-enroll at Grand View after deployment should contact the VA Certifying Official in the Registrar's Office. The VA Certifying Official will serve as the main point of contact for the student during the re-enrollment process.

Grand View University reserves the right to deny admission to anyone.

## Non-Degree Students

Students interested in taking courses for academic credit, but who are not seeking a degree are welcome to enroll as non-matriculating students. These students are not eligible for any financial aid through Grand View University, the State of Iowa, or federal entitlement programs. If students decide to become degree seeking, they must complete the admission process meeting all the standards. Students may apply up to 20 credit hours taken as non-degree students toward a degree. Students enrolled at another college and planning to transfer credit back to that institution should verify that the course is equivalent with their college prior to enrolling at Grand View. Non-matriculating students (other than students in approved programs) will register one week prior to the start of the term for the course.

Registration for non-degree seeking students will begin after the scheduled registration period for Grand View degree-seeking students has ended (this includes the summer registration period for incoming first-year students) and will be completed

only if there is an available seat in the class. Only 20 credits earned while a non-degree-seeking student may be applied toward a Grand View University degree. Completion of coursework as a non-degree-seeking student does not guarantee admission to a Grand View University degree program.

## **Senior Citizens**

The policy for senior citizen students (persons aged 65 years or over on the first day of the class) is divided into two categories of students: degree-seeking students and students who are not degree-seeking.

Degree-seeking senior citizen students follow the same policies and processes as any other degree-

seeking student including payment of all regular tuition and fees. They are required to meet admission requirements, apply for Federal and State financial aid, and meet with an advisor to register after they have been admitted.

Senior citizens who are not degree-seeking are eligible to register for undergraduate classes at a discounted rate, equal to the fee assessed for audited courses (see fee schedule published by the Business Office each year) if they plan to earn credit for the course. To audit the course (attend the course without earning credit for it), the student must declare at the time they register that they do not wish to take the course(s) for credit, and they may attend at no charge. This standing cannot be changed at a later time. To receive this benefit, students must submit proof of age and a completed request form at the Registrar's Office.

## Financial Information

### GV Complete

GV Complete is a program designed to support students in making decisions, both academically and financially, as they progress toward graduation. Participating students are partnered with assigned Completion Coaches who accompany them through their time at Grand View. GV Complete strives to make a Grand View education a little more affordable while assisting students to complete their education on time. Please go to <https://www.grandview.edu/student-life/support/gv-complete> for an overview of the program.

### Financial Charges

#### Enrollment Deposit: \$100.00

All full-time day students are required to pay a non-refundable enrollment deposit of \$100.00 prior to registration and securing campus housing, but no later than May 1 for students applying for Fall semester or December 1 for students applying for Spring semester.

Students who are admitted after May 1 for Fall semester or December 1 for Spring semester will need to pay the enrollment deposit prior to registration and securing campus housing.

The enrollment deposit is retained by the University and will be applied to outstanding financial obligations when the student graduates or ceases to be enrolled. Any balance remaining after financial obligations are met will be refunded to the student.

#### Housing Deposit: \$200.00

All residential students are required to make an initial housing deposit of \$200.00 at the time the housing contract is submitted. The deposit will be refundable until July 1 for students applying for Fall semester and until December 1 for students applying for Spring semester. For returning students the deposit will be refundable until March 1<sup>st</sup>. All requests for refunds must be submitted in writing to the Residence Life Office.

The housing deposit is retained by the University and becomes refundable when students leave Grand View and successfully follow the checkout procedures, providing the students have no outstanding financial obligations to the University.

### Library Fees

The Grand View University Library does not charge a daily fine for the late return of library books or other materials. However, after 90 days students are charged a replacement fine for the item (minimum of \$10.00), plus a service fee of \$5.00. This fee is charged to the student's account at Viking Central.

### Room and Board

Students must be enrolled full time (12 credits for undergraduate students or 9 credits for graduate students) to qualify for housing.

The signed contract, together with a payment of the enrollment and housing deposits, must be received before a housing assignment can be made.

The Student Dining Center serves breakfast, lunch and dinner on a daily basis, Monday through Friday. Brunch and dinner are served on Saturday and Sunday. All meal plans include a supplemental fund called Declining Balance dollars. Declining Balance dollars can be used to eat at any of the retail dining locations on campus including Einstein Bros. Bagels and the Grand View Express on-campus convenience shop. The Student Dining Center is closed whenever classes are not in session.

Meal plans are available for all residential and commuter students. Contact Student Life & Student Success at 263-2885 for more information.

### Student Health Insurance

An optional accident-sickness insurance plan is available to students. Students are encouraged to subscribe to a health insurance program to protect against financial problems related to health concerns. Enrollment forms are available at the Student Life Office in the Student Center and in the Health Services Clinic in the Wellness Center. International students are required to carry health insurance and must provide proof of coverage.

### Transcripts

Student transcripts are available through the Registrar's Office. Students should place an order online at [www.getmytranscript.org](http://www.getmytranscript.org). No transcript

will be issued to or for any students who have not satisfied all financial obligations to the University.

Generally, official transcripts are issued only to educational institutions and other authorized agencies. An official transcript must be printed on security paper, imprinted with the corporate seal of the University, carry the signature of the Registrar, and remain in a sealed envelope.

A fee of \$10.00 is charged for each transcript. Priority service (requesting that transcripts be mailed prior to transcript requests received from other students) requires an additional \$2.00 charge per transcript. Requests to fax transcripts require an additional \$2.00 charge per transcript and an address to mail the original. Any special postage fees (such as international postage, certified mail requests, next day services, etc.), if available, will be paid by the student in addition to the regular fees.

For purposes of evaluation, students who are currently enrolled at the University may access their grades and transcript through GV Self Service > Student Planning, which compares completed coursework with academic program requirements. Copies of a student's high school transcript, as well as transcripts which have been sent to Grand View from other colleges and universities cannot be released. Students must direct their requests for copies of these transcripts directly to the originating institution.

Student records are confidential and may be released only upon the written request of the student involved or upon the signed request of a person legally authorized to act on behalf of the student.

## Tuition and Fees

The full-time day\* tuition charge is a comprehensive fee covering the academic costs of attending Grand View University. It includes the student identification card, the use of campus facilities, and the access to the Health Clinic. Students registered for more than 18 semester hour credits are charged an overload rate per additional semester hour credit. Please go to [www.grandview.edu](http://www.grandview.edu) for an up-to-date listing of tuition and fees.

\*Full-time day is defined as a student taking 12 or more semester hour credits with at least one (1)

day class. (Day class is defined as any class with a starting time between 8:00 a.m. and 4:00 p.m. Monday – Friday.) Full-time and part-time standing requirements for other organizations (such as VA educational benefits) may vary.

## Part-Time Day Students

Students registered for fewer than 12 semester hours are charged per semester hour credit. Please go to [www.grandview.edu](http://www.grandview.edu) for an up-to-date listing of tuition and fees.

## Division of Graduate and Professional Studies

Students registered for evening and weekend classes offered in the Division of Graduate and Professional Studies are charged per semester hour credit. Please go to [www.grandview.edu](http://www.grandview.edu) for an up-to-date listing of tuition and fees.

## Graduate Tuition

Students registering for graduate credit are charged per semester hour credit. Please go to [www.grandview.edu](http://www.grandview.edu) for an up-to-date listing of tuition and fees.

## Summer Session

Students registering for classes provided during the May Session, June Session, July Session or Summer Weekend-Evening Session are charged per semester hour credit. Please go to [www.grandview.edu](http://www.grandview.edu) for an up-to-date listing of tuition and fees.

## Military Tuition Rate

Active status military personnel and spouses of active status military personnel may qualify to take undergraduate classes in the Division of Graduate and Professional Studies schedule (primarily evening and weekend classes) at a reduced tuition rate. Proof of current military status is required prior to registration for the course(s). Contact the Division of Graduate and Professional Studies staff for additional information.

## Senior Citizens

The policy for senior citizen students (persons aged 65 years or over on the first day of the class) is divided into two categories of students: degree-seeking students and students who are not degree-seeking.

Degree-seeking senior citizen students follow the same policies and processes as any other degree-seeking student including payment of all regular tuition and fees. They are required to meet admission requirements, apply for Federal and State financial aid, and meet with an advisor to register after they have been admitted.

Senior citizens who are not degree-seeking are eligible to register for undergraduate classes at a discounted rate, equal to the fee assessed for audited courses if they plan to earn credit for the course. Please go to [www.grandview.edu](http://www.grandview.edu) for an up-to-date listing of tuition and fees. To audit the course (attend the course without earning credit for it), the student must declare at the time they register that they do not wish to take the course(s) for credit, and they may attend at no charge. This standing cannot be changed at a later time. To receive this benefit, students must submit proof of age and a completed request form at the Registrar's Office.

Registration will begin for non-degree-seeking students one week prior to the start of the class and will be completed only if there is an available seat in the class. Only 20 credits earned while a non-degree-seeking student may be applied toward a Grand View University degree. Completion of coursework as a non-degree-seeking student does not guarantee admission to a Grand View University degree program.

## Payments and Refunds

### Payment of Student Accounts

Payment of charges for tuition, fees, room, and board are due by the Friday before the start of class. All other charges (fines, etc.) are due within 10 days of the date assessed. Payments can be made in Viking Central by cash or check, and may be made online by e-check, MasterCard, Visa, Discover Card or American Express. A service fee will be applied to all credit card payments made towards student account balances.

The Employer Reimbursement Plan is available to students who are reimbursed by their employer for the cost of classes. While the students have the ultimate responsibility for payment of tuition, the amount reimbursed by the company can be deferred until 30 days after the end of the class. To defer payment students must:

1. Complete and submit the Grand View Tuition Reimbursement Form (available in Viking Central) no later than the tuition due date;
2. On or before the tuition due date pay the portion of tuition not covered by the employer reimbursement plan plus a processing fee of \$25.00 per semester.

Additionally, the University offers a variety of payment plan options. For additional information on this payment option, please contact the Business Office.

Any amount not paid in full by the due date will be assessed a 1.5% per month late charge. The balance shall be due and payable at once, without any additional notice to the students, if the students terminate enrollment at Grand View University or the total due is not paid by the final payment deadline. The student is responsible for all interest, collection costs and attorney fees necessary for the collection of any amount not paid when due. Late fees will continue to be charged in the amount of 1.5% per month. Any past due balance may result in prevention of further enrollment and may also result in cancellation of registration for upcoming classes. Transcripts and diplomas will be held until all financial obligations to the University are satisfied.

Students who do not pay tuition, fees, room or board, or make arrangements for payment by the published deadline each semester may have their future schedules cancelled and future housing room and board plans terminated. Students will be notified using their Grand View e-mail account concerning outstanding delinquencies and given an opportunity to pay the past due balance or make arrangements for payment with Viking Central prior to cancellation. If the University takes such action, the student will still be responsible for any outstanding balance.

All returned checks will be charged a \$25.00 fee which will be added to the student's account, and no further checks will be accepted.

### VA Benefits Penalties

In compliance with Section 103 of the Veterans Benefits and Transition Act of 2018, students using Chapter 31 and Chapter 33 benefits of the G.I. Bill® will not be assessed any penalty due to the delayed disbursement of tuition fund payment by the U.S. Department of Veterans Affairs (VA). Students using these benefits will not be required to

borrow additional funds to cover the student account balance expected to be paid by the VA or be assessed late fees due to delayed disbursement of tuition fund payment by the VA during the semesters they are using those benefits. Students using those benefits will not be denied access to classes, the library, or other institutional facilities due to delayed disbursement of tuition fund payment by the VA.

## **Tuition Refunds**

Financial Aid refunds are issued beginning Wednesday of the second week of each semester and thereafter are issued weekly within 7 days, but no later than 14 days, from the date the credit balance was created.

All refund checks will be mailed immediately upon issue to the student's local address, or deposited into a bank account specified by the student.

## **Dropping Classes**

Students have the first five days of each semester (add/drop period) to add and drop classes without financial penalty. Viking Central, and the Financial Aid Office will establish each student's tuition charges and financial aid based on the student's enrollment after the add/drop period. Any classes dropped after the add/drop period will continue to count toward total billing credits and will not result in an adjustment to tuition charges or financial aid unless students completely withdraw (drop all classes) from the University. Classes added after this date may result in increased tuition charges as the total billing credits charged will include all courses not dropped before or during the add/drop period. Students enrolled in both accelerated sessions within a semester\* will have their withdrawal calculations based upon complete attendance in the semester and not in the individual accelerated sessions. Please contact the Financial Aid Office or Viking Central for more information regarding your withdrawal calculation.

\*Semester is equivalent to two sessions. Fall semester (Session 1 and 2), Spring Semester (Session 3 and 4), Summer (Session 5 and 6). The add/drop period is adjusted for courses that do not last the full length of a semester or session.

## **Complete Withdrawal**

Students who are considering withdrawing from Grand View University should first consider all academic options with their advisor. Students

should then consult with the Financial Aid Office and Viking Central to understand the financial implications of a complete withdrawal. Students who then decide to officially withdraw from the University must contact Viking Central if a full- or part-time day student, or the Division of Graduate and Professional Studies staff if an evening/weekend student or graduate student. These offices will assist in completing the official withdrawal/exit form. Students who wish to remain enrolled for a future course must indicate their intention in writing.

The official withdrawal date will be determined by the date that the student begins the official withdrawal process. This date will be used to determine any adjustments to tuition and financial aid awards. Students who withdraw on or after the first day of the semester and before the 60% point in time in the semester will receive a prorated refund in tuition. The amount of the refund is based on the percentage of the semester that has not been completed (the number of calendar days remaining in the semester divided by the number of calendar days in the semester). Financial aid will be refunded to the respective sources (federal, state and institutional) using the same percentage. Stated simply, a student who completely withdraws after completing 20% of the semester will be charged 20% of tuition charges and will retain 20% of the financial aid. Examples of the application of the refund policy are available upon request at the Financial Aid Office.

If funds have been released to the student because of a credit balance on the student's account at Grand View University, then the student may be required to repay some or all of the amount released to the student.

This policy is subject to federal regulations. Contact the Financial Aid Office for details and to learn of any changes to this policy.

## **Room and Board Refunds**

Written notification of a contract termination must be received by July 1 for the fall semester and by December 1 for the spring semester for new students. Written notification of a contract termination must be received by March 1 for the fall semester for returning students. Housing deposits will be forfeited for all contracts terminated beyond this deadline. Room charges are not refundable after classes begin the first day of the academic year. For students withdrawing from Grand View,



board charges are refunded based on the number of full weeks remaining in the semester at the time of withdrawal. Board charges are not refundable beyond 60% of the semester. Please refer to your Housing and Meal contract for additional information.

### **Student Activity Fee/Technology Fee/Online Course Fee/Parking Fee/Residence Hall Activity Fee/Athlete Wellness Fee Refunds**

Fees are charged to student accounts on a per semester basis. Parking fees are assessed to all students. Technology fees and Student Activity fees are both assessed to full-time students. Resident Activity fees are assessed to students living in any campus housing. Online course fees are charged per credit hour for all online courses. Athlete Wellness fees are assessed to all student athletes. Fees are not refundable after the start of the semester. Please go to [www.grandview.edu](http://www.grandview.edu) for an up-to-date listing of tuition and fees.

### **Active Military Service Withdrawal**

If called to active duty a student (or student who is a spouse/dependent child of a member of the military called to active duty, and who needs to withdraw due to the call-up), should contact the VA Certifying Official in the Registrar's Office to complete a Military Leave of Absence form. Verification of military deployment must be submitted with the completed Military Leave of Absence form.

If the student is called to active duty during a semester, the student may request to withdraw from some or all courses and the University will fully refund their tuition and mandatory fees for the withdrawn courses.

If the student is called to active duty military service during the semester, the student may make arrangements with their instructors to remain enrolled in some or all of their course and will be assigned an I symbol (Incomplete) for each course in which they remain enrolled. In such a case, no adjustment of tuition charges for enrolled courses will occur. Students have until the end of the next academic semester following their release from military service to complete the course. Failure to do so will result in the I symbol becoming an F grade.

A student receiving Veteran's Benefits should notify the VA Certifying Official in the Registrar's

Office in order to complete the required documents.

A student will have one calendar year after the end of their deployment to re-enroll at Grand View. Grand View considers the end date of deployment to be the date listed on the original deployment papers, or more recent paperwork (such as a DD-214) that lists a deployment end date. After one calendar year beyond the deployment end date, the student will need to apply for readmission to Grand View through the Admissions Department.

A student will be re-enrolled in the same academic program (or the most similar one, if same program does not exist), will carry forward the same number of credits, and same academic status. Grand View University scholarship awards will be preserved for students holding such awards when called to active duty.

During the first academic year of return, the veteran will be assessed the same tuition and fee charges as were in effect during the academic year he/she left the program (Veterans or other service member education benefits may be taken into account) or up to the amount of tuition and fee charges that other students in the program are assessed for that academic year, if veteran's education benefits, as defined in section 480(c) of the HEA, or other service member education benefits, will pay the amount in excess of the tuition and fee charges assessed for the current academic year in which the student left for Grand View.

A student who wishes to re-enroll at Grand View after deployment should contact the VA Certifying Official in the Registrar's Office. The VA Certifying Official will serve as the main point of contact for the student during the re-enrollment process.

## **Financial Aid**

Students who are making plans for enrollment and who believe they will need financial aid should apply for admission to the University. Once the student has been accepted, the financial aid application will be considered and acted upon according to acceptance date, funds available and the following principles and practices:

- The financial aid program and Grand View University provides assistance to students who, without such aid, would be unable to attend

Grand View and provides opportunity to reward, encourage, and recognize students' academic achievements.

- The primary responsibility for financing a higher education rests upon the students and parents. Financial aid from Grand View and other sources will be viewed only as supplementary to the family contribution.
- For financial aid purposes, undergraduate students enrolled in 12 credit hours or more per semester in the standard Fall, Spring and/or Summer Semesters are considered full-time students. Those students enrolled in less than 12 but at least 6 credit hours per standard semester are considered half-time. The following is a breakdown of enrollment statuses for undergraduate students enrolled in the Fall/Spring, Summer Semester/Trimester, including the two sessions that comprise fall, spring or summer for students enrolled in the Division of Graduate and Professional Studies accelerated classes:

<b>Credits per semester</b>	<b>Enrollment Status</b>
12 or more	Full-time
9-11	Three-quarter time
6-8	Half-time
5 and less	Less than half-time

The assessment of financial assistance offered by Grand View University is based on financial need as reported by the Free Application for Federal Student Aid (FAFSA), and merit based on academic history of the student. Primary consideration for aid is given to students who meet the January 15 priority deadline (must have the FAFSA to processing center by that date).

Note: to ensure that forms are received by the processor by the priority deadline date, complete an on-line FAFSA at <https://studentaid.gov/h/apply-for-aid/fafsa> by December 30.

Should questions arise concerning the financial aid application process or the awards you receive, contact the Financial Aid Office at (515) 263-2820 or 1-800-444-6083, ext. 2820.

The Financial Aid Office is dedicated to providing excellent service. Should you wish to recommend staff for exemplary performance or express a

complaint, please contact the Financial Aid Director.

## **Grand View University Assistance**

Full-time students who are charged the full-time day tuition rate and are degree seeking may be eligible for Grand View University awarded aid. Grand View awarded aid is available to students for a maximum of eight semesters. Transfer students' eligibility will be prorated based on hours transferred to Grand View. Students with greater than 27 transfer credits would be eligible for a maximum of six semesters. Students transferring between 15-27 credits would be eligible for a maximum of seven semesters. Students with less than 15 transfer credits would be eligible for eight semesters. Grand View assistance is available only for the Fall and Spring semesters. For a complete listing of scholarships, grants, and other awards, please see the [Financial Aid Handbook](#).

Academic scholarship and grant amounts are based on living on campus and will be reduced by \$2,000 if you are eligible and decide to commute. Students who are approved and/or choose to live off campus may not receive more than the maximum amount allowed Grand View grants and scholarships for the academic year they plan to live off campus. See the current [Financial Aid Handbook](#) for the current maximum allowed.

## **Pell and ITG Recalculation Date Policy**

The Pell/Iowa Tuition Grant recalculation date is a date in the semester when Grand View evaluates Federal Pell Grant and/or Iowa Tuition Grant eligibility based on the student's attendance in the courses they are enrolled in. The recalculation date is the 10th day of the course or census date. If by the 10<sup>th</sup> day the student has not begun attendance in one or more of their courses, grants will be adjusted to the appropriate amounts based on the total credits of courses they have attended. Students must also be registered for all courses they expect to receive Pell Grant or Iowa Tuition Grant funding for by those same dates to receive funding – this includes courses that start in the second session of the semester.

## **Student Employment (Work-Study) Program**

Grand View University's student employment program allows eligible students to earn up to the amount shown on the financial aid award at a part-time job on- or off-campus. Awards are based on



calculated need as determined by information provided on the FAFSA. Need-based employment is funded by Federal Work-Study. Student workers must complete paperwork in Viking Central prior to beginning work. Employment earnings are paid DIRECTLY to the student for hours worked and DO NOT show as a credit on the tuition bill. Students earning pay through work may choose to apply their paycheck toward their tuition balance. Checks are issued in Viking Central on the 10<sup>th</sup> of each month, or students may elect to have their paycheck deposited directly into their bank account. Enrollment forms for Direct Deposit are available in Viking Central.

Work-Study awards are offered to students as part of their financial aid packages. Employment awards generally range between \$500 and \$1,500 per year. The typical work-study position pays between minimum wage and \$10 per hour. The work-study award is not a guarantee of employment. Available positions are posted in Handshake: <https://grandview.joinhandshake.com/edu>. When you find a position of interest, you should email the supervisor to arrange an interview. You are responsible for establishing a work schedule with your supervisor so that you can earn the total amount of your work award. It is not possible for Grand View University to make up any award that you do not earn. If you choose to decline your work-study award, Grand View will not make up this amount in scholarships or grants. Students must have an approved I-9 on file before they can begin working.

### **Consortium Agreements**

Grand View University allows qualified students to take courses at other institutions while receiving financial aid from Grand View in rare instances. Students must be enrolled in coursework at Grand View during the semester for which they request a consortium agreement. The classes must not be offered at Grand View in the time frame that the students need to graduate or would hinder their progress toward graduation. The approved classes must transfer back to Grand View, and they must meet the students' graduation requirements. Forms are available in the Financial Aid Office and must be completed with the student's academic advisor and have the provost's approval. Courses taken by consortium agreement do not interrupt nor

count toward the last 30 hours at Grand View University requirements.

## **Satisfactory Academic Progress**

### **Standards and Duration of Eligibility for Receiving Financial Aid for Undergraduates**

The Higher Education Act of 1965, as amended, requires students to maintain satisfactory progress toward their degree in order to receive financial aid. At Grand View University, these standards are established for students who are receiving or applying for financial aid from one or more of the various federal, state, or institutional scholarship, grant, work, or loan programs.

Grand View's Satisfactory Academic Progress Standards for financial aid apply to all students who want to establish or maintain financial aid eligibility. These standards apply to a student's entire academic transcript, including semesters for which financial aid was not applied or disbursed.

The Satisfactory Academic Progress Standards require that students successfully complete a certain percentage of attempted credit hours and maintain a minimum required grade point average as defined by the standards. These are minimum standards that must be attained. Specific aid programs or departments standards may require more than these minimum standards.

The academic progress of financial aid recipients is monitored a minimum of once each semester/payment period. Students should contact the Financial Aid Office with questions regarding the intent and/or interpretation of these standards.

### **Completion Rate Requirements and Duration of Eligibility**

Students must successfully complete 67% of their attempted credit hours. Credits for which students receive grades of W or F are counted as credits that are attempted, but not completed. Pass-fail credits will be counted as attempted and earned credits. Students who do not earn 67% of their attempted credit hours will be granted one warning period in which to increase their percentage of credit hours earned. Failure to achieve this standard at any point following the warning period will result in the loss of financial aid eligibility until the student has earned 67% of the attempted credit hours.

Eligibility will terminate when the credit hours required for a specific degree/program are earned or the student has attempted greater than 150% of the credit hours required for a specific degree/program.

### Grade Point Average (GPA) Requirements

Students must maintain a minimum cumulative GPA. The minimum GPA requirements are as follows:

	Minimum Cumulative GPA
Year 1, first semester 1 – 14 hours	1.7 GPA
Year 1, second semester 15 – 27 hours	1.8 GPA
Year 2, first semester 28 – 42 hours	1.9 GPA
Year 2, second semester 43 – 59 hours	2.0 GPA
Year 3 60 – 89 hours	2.0 GPA
Year 4 More than 89 hours	2.0 GPA

S and U grades will not be counted in GPA determinations.

Students who do not have the minimum cumulative minimum GPA are granted one warning period in which to raise their cumulative GPA to the minimum. Failure to achieve this standard at any point following the warning period results in the loss of financial aid eligibility until the cumulative GPA meets the minimum standards.

Courses with a symbol of Incomplete must be completed in the following semester. The Incomplete is not factored into academic progress until the grade is assigned by the faculty member. Incomplete courses that remain after one semester will be assigned a grade of F and factored into academic progress at that time.

### SAP Determination & Notification

The Financial Aid Office evaluates the SAP progress (completion rate, duration of eligibility, and GPA) for all students at the end of each semester/payment period of the current academic year to determine financial aid eligibility for the next semester.

Students who do not meet the minimum cumulative GPA or completion rate requirements will be granted one warning period in which to raise their cumulative GPA and/or completion rate to the minimum standard. Failure to achieve this standard at any point following the warning period will result in the loss of financial aid eligibility known as Financial Aid Suspension until the cumulative GPA meets the minimum standard.

Students who have failed to meet SAP at the semester evaluation will receive a notification to their Grand View email addresses and a letter sent to their preferred mailing address.

### Warning Periods

Please note that students will receive a total of one warning period whether they are in violation of one or more Satisfactory Academic Progress requirements.

### Transfer Students

Transfer credits that are accepted at Grand View University are counted toward the total attempted credits in determining Duration of Eligibility.

### Repeated Coursework

When students repeat a course, the most recent grade received is used in the calculation of the cumulative grade point average. Each time the course is taken the credits for the course will be calculated as part of the attempted and completed credits in a student's completion rate and duration of eligibility.

In regards to financial aid in relation to the repeating of a course, the following applies:

- A failed course may be repeated as many times as needed until passed
- A course that has been successfully completed with a D minus (D-) or above can only be repeated once; financial aid will not pay for a student to repeat a passed course more than once.
- This includes even those courses where a higher grade is required for the major (e.g., minimum of C for nursing major courses, etc.)
- This does not include courses designated as repeatable (e.g., ensembles, music lessons, communications labs, etc.) as these are not restricted nor limited (unless designated otherwise) and, therefore, a student may repeat these courses as often as needed

- If a student finally passes a failed course with a passing grade, he/she may repeat the course one more time to try and achieve a higher grade

### **Non-credit Coursework**

Non-credit coursework is not counted in the determination of completion rate or duration of eligibility.

### **Satisfactory/Unsatisfactory**

These courses are not counted in GPA requirements, but are included in maximum timeframe and completion rate determinations.

### **Remedial Coursework**

All attempted remedial coursework is included in the calculation of minimum GPA and completion rate. All remedial coursework is excluded from the measure of maximum timeframe.

### **Change of Major or Additional Degrees**

All coursework acceptable for the student's current program of study is included in the calculation of student progression for duration of eligibility. Acceptable coursework is not limited to only those courses accepted by Grand View in order to meet graduation requirements.

### **Re-establishing Eligibility**

Students who have lost financial assistance eligibility due to a deficiency in completed hours or a low GPA can regain eligibility by achieving the minimums established in this policy. It is the student's responsibility to notify the Financial Aid Office when this has been accomplished in order to request the aid to be reinstated.

### **Appeal Process**

Extenuating circumstances such as the death of a relative, an injury or illness of the student, or other special circumstance that results in a student failing to achieve the minimum completed credit hours and/or GPA requirements will be evaluated by the Financial Aid Academic Progress Committee.

A student's appeal must include the following:

- A completed Financial Aid Appeal Form found on the Financial Aid website under forms for the current academic year or in the Financial Aid Office.

- A Completion Plan must be developed with your academic advisor and stored in GV Self Service. The Completion Plan must then be approved and archived by the advisor in GV Self Service. Once the plan has been archived the advisor or the student can send a copy of the Completion Plan to the Financial Aid Office or notify the Financial Aid Office that the plan has been archived. The Financial Aid Office can then print the Completion Plan and attach it to the appeal.

Appeals can be sent to Grand View University, 1200 Grandview Avenue, Des Moines, Iowa 50316-1599, or emailed to [finaidappeals@grandview.edu](mailto:finaidappeals@grandview.edu).

If you have questions regarding the process, please call Financial Aid at (515) 263-2820. The Financial Aid Academic Progress Committee will notify you of the appeal decision by email to your Grand View email account.

### **Other Financial Matters**

#### **Disbursements of Aid for Non-Institutional Costs**

This is applicable only if aid exceeds institutional costs. Financial aid refunds in excess of institutional costs will be disbursed according to federal financial aid guidelines. For more information, contact Viking Central.

## Student Life

Student Life provides out-of-class learning experiences that are as rich in learning opportunities as the formal in-class experience. Learning occurs during the admission process, financial aid planning, residential living, participation in campus activities and athletics, career development, and involvement in the University community.

Other offices provide services which are designed to meet the individual needs of students: Academic Success Center, Admissions, Athletics, Career Center, Counseling, Financial Aid, Food Service, International Student Services, New Student Programs, Multicultural and Community Outreach, Personal Counseling, Student Involvement, Residential Life, Disability Services, Student Leadership, Student Employment, Tutoring, and Writing Lab.

### Career Center

A full range of career planning, internship, experiential learning, and resources for post-graduate studies, are available to Grand View students. Personal advising, career discovery and occupational resources are employed as we assist students at the various stages of career and professional development and in preparation for attainment of vocational goals. The Career Center's comprehensive services are designed to assist students to prepare for and engage in a successful job search and/or seamlessly transition to post graduate studies. Students and alumni utilize Grand View's broad range of resources including career exploration assessments, major and career pathway projections, access to Handshake (the nation's leading job and internship platform for colleges and universities), salary calculators, and occupational outlook indicators which are all available on the external website and myGVU sites.

Seniors will be particularly interested in job search preparation workshops and virtual resources (resume, cover letter, prospecting and social media strategies, professionalism, mock interviewing, salary negotiations, preparation for graduate studies), and key networking and pre-select interview days held on campus, virtually and

in collaboration with the Iowa College Recruiting Network.

Grand View graduates are well prepared, and hold a competitive advantage given our strategic location and emphasis on internships, practicums, experiential and cooperative learning opportunities. These integrated learning opportunities are an important component of the academic programs at Grand View. Key employers regularly hire GV interns in all academic majors, and those opportunities are readily promoted via Handshake, and our social media sites (Facebook, LinkedIn & Twitter) so that students can apply for and earn multiple internship opportunities while they complete their degree.

Additionally, a job board with on-campus and work study positions is also available to students on myGVU through Handshake. These on-campus employment opportunities offer students meaningful work that is both accommodating to their schedules and enriching to their overall student experience.

### Food Services

Grand View Dining offers several convenient options at any one of our two restaurant locations and coffee house on campus.

The Dining Center located in the Student Center provides full service dining. Hot breakfast is served Monday through Friday with continental on Saturday as well as brunch on Saturday and Sunday. Enjoy a wide variety of traditional as well as international cuisine for lunch and dinner seven days a week. We offer a full-service salad bar, cook-to-order grill as well as authentic international cuisines ranging from Chinese to Mediterranean and Mexican.

The Dining Center offers many different meal plan options including "All Access" dining. All meal plans include a supplemental fund called Declining Balance dollars. Declining Balance dollars can be used to eat at any of the retail dining locations on campus including Einstein Bros. Bagels and the Grand View Express on-campus convenience shop. The Student Dining Center is closed whenever classes are not in session.

Einstein's Bagels is located in the Grand View Library. A variety of coffee drinks, smoothies, teas, sodas, juices, and many more are available throughout the day. Lunch and dinner options include soup, sandwiches, salads and fresh bagels, just to name a few. Purchase is not required to come in and enjoy the relaxing atmosphere with good conversation and study tables.

Meal plans are available for all residential and commuter students. Contact GV Dining Services at 263-6179 for more information.

Variety, flexibility, and location are all yours with Grand View's Dining Services!

## Student Health Services

Student Health Services at Grand View University provide a variety of health care services to the University community. Located in the Johnson Wellness Center, Room 119A, Campus Health is open Monday – Friday from 8:00 a.m. to 4:00 p.m. during the academic year.

Grand View Student Health Center is offered by Unity Point Health Systems/Blank Children's Hospital. It is located in the Wellness Center on the 1<sup>st</sup> floor. Our health care staff is available to help you with your health care needs while you are a student at Grand View University. All visits are confidential. Sick visits are free. Other appointments or exams may have an additional cost.

## International Students

The Director of Multicultural and Community Outreach serves as the designated school official (DSO) and as an advisor to non-immigrant students. Non-immigrant students must keep informed of special requirements concerning their residence while in the United States. Please note that you (the F-1 student) are solely responsible for following U.S. immigration laws. These special requirements relate primarily to immigration laws. International students must keep their passport and visa current. International students also are required to report to Grand View University's DSO any change of address within 10 days of the address change. The law provides for rather severe penalties for failing to properly notify the Bureau of Citizenship and Immigration Services.

The Student Life staff is available to assist with housing, personal adjustment counseling, and other concerns. All international students are required to

have health insurance prior to registering for classes.

## Parking

Students wishing to park motor vehicles in University student parking lots must register their vehicles. Parking registration stickers must be displayed on all vehicles. All students are charged for parking on campus. Students who do not bring a vehicle to campus are required to fill out a parking waiver.

Violators will be issued tickets which will be applied to their accounts. Fines must be paid within 10 days. Any unpaid fines will become a part of the student's financial obligation to the University. Students who believe that they were issued a parking ticket in error must appeal the ticket within 30 days of the violation.

For further details, please consult the Student Life section on the [www.grandview.edu](http://www.grandview.edu) website, or the Student Handbook.

## Counseling Center

The Grand View University Counseling Center is staffed by a professionally trained counselor who can assist you by providing a caring listening environment, strategies and skills to address your concerns, and connections with helping resources on and off campus. Frequently discussed concerns include relationships with others, depression and anxiety, life decisions, substance abuse, eating disorders, past trauma, and grief and loss. Counseling services are confidential and provided without cost to all Grand View students.

Grand View University is concerned for the total welfare of each of its students. Working together with the counselor, students can explore new insights and work toward positive changes that contribute to the success and development of the whole person.

Counseling appointments can be made online: <https://www.grandview.edu/student-life/services/counseling>.

Grand View also offers Telehealth Counseling through Uwill allows the student to select their own counselor based on preferences including availability, issue, gender, language and ethnicity for up to five sessions in a calendar year. They can also select times that fit their schedule including nights and weekends. Options for text and chat is



also available. Uwill is private, secure, and confidential. Click here to [register/login](#) with your GUV credentials.

**24/7/365 Mental Health Crisis** help is available to students at 833-646-1526, connecting you with a licensed mental health counselor. (For medical emergency, call 911)

## Residence Life

Grand View University provides an on-campus living experience for approximately 800 students. The housing accommodations at Grand View all include high-speed internet access and coin-operated laundry. In the residential community, we seek to enhance student development and understanding by providing settings in which students interact, network, socialize, grow physically, grow mentally, grow emotionally, define personal values and goals, and assume responsibilities in a living-learning environment.

Professional and student Residence Life staff are readily available to assist students with concerns or issues (academic, residential, or personal) within all the housing units at Grand View. Residence Life staff facilitate activities, coordinate educational sessions that tie the classroom experience and campus life services to the residential experience, and help maintain a suitable living environment in which personal and educational growth can occur.

The journey towards independence is a staple of on-campus housing at Grand View and can be witnessed by the physical structures, the guidance, and the personal responsibility that takes place during a student's on-campus experience.

There are two traditional residence halls, Nielsen Hall and Knudsen Hall. In the traditional residence halls there are both single and double rooms, some with bathrooms. The vast majority of all freshmen will have a roommate during their stay in the traditional halls. Students living in the residence halls are required to have a minimum meal plan of All Access 5.

The Langrock Suites and Hull Suites are sophomore/junior level housing units that provide second- and third-year students with more autonomy than the traditional residence halls but still enables them to be part of a larger community. The Langrock Suites and Hull Suites are designed as two-bedroom, one-bathroom units with a common living space. The bedrooms each house

two residents. Students get to experience both the smaller, four-person communities and the larger, building communities within the Langrock Suites and Hull Suites.

The L and Hull Apartments house upper division students who live in two, four, five, or six-person units. Each fully furnished apartment has a full kitchen with all the amenities of home. A common living area and one or two bathrooms are located within each unit. Each resident gets their own bedroom.

University housing simultaneously provides facilities and services not available elsewhere to students. Those things include:

1. A convenient location with easy access to classes, the library, and campus/University activities.
2. Educational, recreational, referral and counseling services.
3. Professional and student staff whose purpose is to assist residents in maximizing their potential holistically.
4. Direct, personal involvement with other students at Residential Experience Council (REC) events and in-hall activities.
5. Convenient location to the dining hall with a variety of meal plans.

Housing contracts are available online. For further information, please contact the Residence Life Department.

## Residency Requirement

Grand View University is a liberal arts institution strongly committed to learning and growth beyond the classroom. Because residence life brings new perspectives to concepts studied in class and better opportunities to enhance the learning experience, Grand View requires full-time students to live on campus for the first three years. Students under the age of 22 who desire to live off campus must apply and be approved for an on-campus housing exemption. Generally, exemptions are considered when one of the following criteria is met:

- Student is married living with spouse.
- Student has graduated from high school three or more years ago.
- Student is a veteran of two years active military service.

- Student is 22 years old prior to the first day of class.
- Student has attended college for at least two years and has held an off-campus lease agreement (a copy of the lease agreement from the two years prior to attending Grand View must be provided).
- Student has dependent children living with them.
- Student will commute daily from the permanent home of their parents or legal guardian within 30 miles of campus.

All exemptions to the residency requirement must be requested through the Residence Life Department and must be approved by the Director of Residence Life.

## Accessibility Services

Recognizing and supporting diversity, Grand View University provides services for students with disabilities through the Director of Accessibility Services. The Director of Accessibility Services facilitates access to programs, services, and activities that are provided at Grand View while encouraging and empowering students with disabilities to develop self-advocacy. Students with documented disabilities that want to request accommodations should contact the Director of Accessibility Services.

## Information Technology

The Information Technology department provides computing capabilities for the entire campus. The goal of the Information Technology department is to provide computer support to students, faculty, and academic programs. Students, faculty and staff are offered a personal e-mail address and storage space for documents on our network.

Integrating technology into teaching and learning is emphasized at Grand View University through both instructional methods and student assignments. Students have access to multiple computer labs on campus, including a large lab in our Library and several smaller labs around campus. Most labs feature computers running Windows while the journalism and graphic arts labs utilize Macintosh computers. The Microsoft Office software suite is installed on every computer on campus. Please see our web site, <http://computing.grandview.edu>, for more specific computer lab information.

All residential, academic buildings and most administrative buildings on campus have WiFi wireless Internet access. Please see our web site, <http://myNet.grandview.edu>, for more information on connectivity requirements as well as instructions for accessing our network.

Opening a Help Desk ticket is the quickest and most efficient way to get service through Grand View's IT Department. Your service request will be automatically routed to the appropriate support person after you submit a request in one of two easy ways –

1. Email your request to [helpdesk@grandview.edu](mailto:helpdesk@grandview.edu)
2. Call us at 515-263-6100.

## Library

Students can access many of the Library's resources 24/7 through the library webpage, or by search for the library on myGVU. Each student has access to a personal account within the online library system. Through that account, students can renew checked out materials, request items from other libraries, save searches, store articles, and do work cited pages. Some articles may require a login which is their Grand View University username and password. The Help link located on the main page offers useful links such as "Ask a Librarian". Students are also encouraged to stop by the library for help or call 263-2877 to make personal appointments.

## Student Employment

Work-study and student employment is coordinated through Financial Aid at Grand View. Students who qualify for work-study and those seeking on-campus, part-time jobs may find student employment positions in Handshake (Jobs > All filters > On-Campus > Show results).

Before a student may begin on-campus employment at Grand View University, they are required to complete state and federal tax forms (paperwork can be picked up in Viking Central) and bring original ID documentation to Viking Central in Humphrey. Students hired for on-campus employment must complete this step on or before the first day of employment. Acceptable documents include a valid photo ID and original Social Security Card (or Birth Certificate); a current US passport would cover both forms of ID.

## Student Code of Conduct

Grand View University engages, equips, and empowers students to fulfill their ambitions and to serve society. With this mission comes the obligation to maintain conditions conducive to freedom of inquiry and expression to the maximum degree compatible with the orderly conduct of its functions. To create the positive, disciplined, and safe environment in which students can live and grow, Grand View University has developed policies and procedures to protect the rights of all members of Grand View University community, individually and collectively.

Application and enrollment to Grand View University represent a voluntary agreement by the student to fulfill the expectations of the community as represented in this handbook and in the policies, procedures and guidelines available on the Grand View University website. Any student unable or unwilling to abide by University regulations may expect disciplinary action by Grand View University and/or civil authorities.

## Student Rights

Students have the right to free inquiry, expression and association. However, Grand View University insists that all such expressions be peaceful and orderly and conducted in a manner so as not to infringe upon the rights of others. Moreover, students must clearly indicate that they are speaking as individuals and not for Grand View University community. Students should be free from discrimination and harassment based on race, ethnicity, sexual orientation, gender identity, age, national origin, religion, disability status, marital status or family status, national or geographic origin, language use, socioeconomic status, first-generation status, military/veteran, or other forms of self-identification. Students should be secure in their persons, living quarters, papers and effects. Students are protected against improper disclosure as provided for in the Family Education Rights and Privacy Act of 1974 (FERPA).

## Student Responsibilities and Discipline

The submission of an application for admission to Grand View University represents a voluntary decision by a prospective student. Acceptance for admission to the University represents the extension of privilege to join this academic

community. Students may remain part of the University so long as they fulfill academic and behavioral expectations as set forth in University publications, as announced by University authorities, and as posted on bulletin boards.

When students are closely associated in an academic community, externally imposed restraints on behavior are necessary to maintain order and fairness and to protect the majority from possible inconsistent behavior of those who infringe on the rights of others. Grand View University maintains rules and regulations which are consistent with its announced educational objectives and which are fairly related to the accomplishment and protection of these objectives.

University policies on student life are presented in the Student Handbook, which is available online at [www.grandview.edu](http://www.grandview.edu). Specific expectations of students are explained in this publication.

Any student unable or unwilling to abide by University regulations may expect disciplinary action by the University and/or civil authorities. The University will cooperate fully with civil authorities having jurisdiction in specific matters. Students charged with misconduct have the rights of due process and appeal. The University may suspend or dismiss any student whose conduct is unsatisfactory, and shall be under no liability for such action.

Students are responsible for:

- Practicing high standards of academic and professional honesty and integrity.
- Respecting the rights, privileges and property of other members of the academic community and visitors to the campus.
- Refraining from any conduct that would interfere with University functions or endanger the health, welfare or safety of other persons.
- Following the reasonable directions of University personnel and maintaining an appropriate educational atmosphere in classes and laboratories.
- Complying with the rules, regulations, procedures, policies, standards of conduct and orders of Grand View University and its divisions and departments.

## Misconduct

Specific actions and/or behaviors which constitute violations of the Code of Student



Conduct and will subject a student to disciplinary sanctions include, but are not limited to:

1. **Conduct on or off campus which reflects poorly on Grand View University** or other conduct prejudicial to the best interests of Grand View University or other students.
2. **Violation of any published University policies, procedures, rules and/or regulations** including, but not limited to, the policies on non-discrimination, smoking, alcohol, illegal drugs (or look-a-likes), designer synthetic drugs that may not be illegal in the state of Iowa, sexual harassment (verbal and written), violence and computer usage, and those rules and regulations duly established and promulgated by other University departments (e.g., Residence Life, Dining Services, Campus Safety, Library, etc.).
3. **Violation of federal, state or local laws** on Grand View University premises or at University-sponsored or supervised events or commission of violations of federal, state or local law that adversely affect Grand View University and/or the pursuit of its objectives.
4. **Conduct on Grand View University campus constituting a sexual offense**, whether forcible or non-forcible, such as rape, sexual assault or sexual harassment.
5. **Physical or mental abuse of any person**, or conduct that causes or presents a substantial risk of physical injury, serious mental distress or personal humiliation to any individual, including oneself. It is not a defense to the violation that the person abused provided explicit or implied consent. Apathy or acquiescence in the presence of physical or mental abuse are not neutral acts; they are violations of this section.
6. **Disorderly conduct or fighting.** For purposes of this Code, disorderly conduct is defined to include, but is not limited to, acts which breach the peace or are lewd, indecent, obscene, or violent.
7. **Hazing** is any intentional, knowing or reckless action, request or creation of circumstances that:
  - a. Endangers the health or safety of any individual;
  - b. Causes or presents a substantial risk of physical injury, serious mental distress or personal humiliation to any individual; and/or
- c. Involves the destruction or removal of public or private property in connection with initiation or admission into, or continued membership in, any group affiliated with Grand View University, including, but not limited to, any student, campus, fraternal, academic, honorary, athletic or military organization. It is not a defense to the violation of this section that the hazing participant provided explicit or implied consent. Apathy or acquiescence in the presence of hazing are not neutral acts; they are violations of this section. Hazing does not include sanctioned athletic events or similar contests or competitions.
8. **Unauthorized Audio/Video.** Any actual or attempted unauthorized use of electronic or other devices to make an audio or video record of any person without prior knowledge or consent, when such a recording is likely to cause injury or distress to the subject of the audio or video record. Unauthorized photographs or video of a person in a locker room, restroom or bedroom are examples of conduct which violates this rule.
9. **Conduct that intentionally and substantially obstructs** or disrupts teaching or freedom of movement or other lawful activities on the college campus and which is not constitutionally and/or legally protected.
10. **Unauthorized key possession or use**, including unauthorized possession, duplication or use of keys, key cards or other access or security devices and unauthorized entry to, or use of Grand View University campus and its facilities.
11. **Theft, vandalism, damage, destruction or unauthorized use of property** of Grand View University or a member of Grand View University community, such as faculty, staff, students, contractors or visitors.
12. **Unauthorized posting/placing** of notices, posters, signs, fliers or using other materials for posting (for example, but not limited to, sidewalk chalk or spray paint) anywhere on Grand View University premises.

13. **Weapon possession or use.** Grand View University has zero tolerance for weapons on campus except when expressly authorized by Grand View University. Possession or use of firearms (or look alike), explosives, other weapons, dangerous chemicals or compounds or other dangerous object of no reasonable use to the student (including but not limited to switchblades, butterfly knives or any knife that opens automatically or has more than one sharp edge) on Grand View University campus, or the brandishing of any object in a threatening manner on Grand View University premises (legal defense sprays are not covered by this section).
14. **Arson**, creation of a fire hazard or possession or use, without proper authorization, of inflammable materials or hazardous substances on Grand View University property.
15. **Committing acts which endanger the property of Grand View University**, including, but not limited to, altering or misusing any firefighting equipment, safety equipment or emergency device.
16. **Making false reports** of a fire, bomb threat or other dangerous condition; failing to report a fire or interfering with the response of Grand View University or municipal officials to emergency calls.
17. **Failing to comply with the directions of, or obstructing Grand View University** officials acting in the performance of their duties and/or failing to positively identify oneself or others to a Grand View University official when requested to do so. The preferred form of identification shall be a current, valid Grand View University identification card.
18. **Dishonesty**, including, but not limited to, forgery, changing or misuse of Grand View University documents, records of identification, misrepresentation, cheating, plagiarism, aiding or abetting cheating or plagiarism, knowingly furnishing false information to Grand View University or tampering with the election of any Grand View University-recognized student organization.
19. **Gambling**, except as expressly permitted by law, on Grand View University property or engaging in unauthorized canvassing or solicitation. Raffles used in the form of auction or door-prize giveaways, where the money used to purchase prizes was requisitioned programming money, is allowed. Raffles used as a means of raising money, even if there are prize awards, are prohibited.
20. **Malicious damage to or malicious misuse of Grand View University property** or the property of any person where such property is located on Grand View University campus.
21. **Parading or marching on streets, roadways or property of Grand View University** without the advance approval of the Vice President for Student Affairs or designee and the Director of Buildings and Grounds or designee.
22. **Misuse of or assisting another to misuse, another person's identity, password, identification number**, Grand View University identification card or any other means of identification.
23. **The use of skateboards, roller skates, in-line skates, bicycles and other wheeled conveyances on stairways, walls, planters, parking bumpers and similar objects is prohibited.** The use of skateboards, roller skates, in-line skates, bicycles and other wheeled conveyances for the purpose of performing acrobatic stunts anywhere on campus is prohibited. Nothing in this policy prohibits the safe use of the listed items.
24. **Judicial system abuse**, including, but not limited to: failure to set up and/or attend an appointment when directed by a Grand View University official; falsification, distortion or misrepresentation of information; disruption or interference with orderly conduct of a proceeding; attempting to discourage participation or impartiality of others, including harassment; and failing to comply with sanction(s).
25. **Aiding and abetting or inciting** another person in committing an act that violates the Code of Student Conduct.
26. **Falsely reporting a violation** of the Student Code of Conduct.
27. **Discriminatory actions inconsistent with Grand View's Statement on Equity, Inclusion, and Diversity**, specifically the section that declares that "Grand View University is dedicated to the goal of an

inclusive campus where people of diverse identities feel welcomed and empowered to shape our culture and processes.” Actions that took place before or after enrollment at Grand View, but that have negative impacts on other students or staff and faculty, are examples of conduct which violates this rule.

Disciplinary action may be taken in accord with this section regardless of whether that conduct also involves an alleged or proven violation of law.

### **Student Complaints**

A student complaint is limited: 1) to a dispute or difference regarding the interpretation of application of established Grand View University policies or procedures OR 2) to addressing an issue for which the University does not have an established policy or procedure. A student complaint must be in writing and must set forth all of the relevant facts upon which it is based, the policy or procedure involved, and the relief sought. A student complaint must be submitted to the appropriate member of the President’s Council (vice president or his/her designee) no later than 21 calendar days after the actual incident giving rise to the complaint.

### **Student Grievances**

Procedures to appeal or reexamine a previously made decision have been established by several administrative units of the University. Formal grievance procedures exist:

**To appeal a final course grade or instructor’s final academic disciplinary action** (Office of the Provost). Students who wish to appeal a final course grade or other final academic disciplinary action of an instructor must complete and file the first section of an Academic Appeal form electronically within 14 calendar days after the end of the academic term in which the issue of disagreement occurred.

**To appeal decisions regarding admission, progression, or graduation in the nursing program** (Office of the Chair of the Nursing Department). Students who wish to appeal a previously made decision must refer to the Nursing Student Handbook for the process.

**To appeal decisions regarding admission, progression, or graduation in the education program** the student must submit a written letter and schedule a meeting with the Education Department Chair within 14 calendar days after the

incident. Students who wish to continue the grievance further make speak with the Dean of Humanities and Education.

**To appeal a parking ticket** (Office of the Vice President for Student Affairs). Students who wish to appeal a parking ticket must complete and submit a Parking Appeal Form to the Office of Student Life within 10 days after receiving a citation.

**To appeal a housing exemption decision** (Office of the Vice President for Student Affairs). Appeals must be submitted in writing with any supporting documentation. The student should present the appeal to the Vice President for Student Affairs. Appeals must be received within five working days from the date of the original exemption decision. Questions regarding the process should be directed to the Student Life Office at 515-263-2886.

**To appeal a financial aid suspension** (Office of Financial Aid). Students who are on financial aid suspension for failure to meet standards of academic progress may write an appeal letter if extenuating circumstances prevented them from meeting grant or scholarship requirements. Students need to write a letter to the Assistant Director of Financial Aid, which will then be reviewed by the Financial Aid Academic Progress Committee. This letter must include an explanation of the extenuating circumstances, as well as how the student plans to improve his/her academic status in future semester. Any supporting documentation the student can provide, such as plan of study as well as letters from professors, advisors, etc., is helpful. If a student is suspended for having too many credit hours without earning a B.A., a copy of his or her petition to graduate or similar documentation is requested.

**To appeal time limit restrictions on Grand View grants and scholarships** (Office of Financial Aid). Full-time students who have exhausted their institutional aid eligibility may write an appeal for an additional semester/year of Grand View grants or scholarships. This letter should be sent to the Assistant Director of Financial Aid, which will be reviewed by the financial aid committee. It should explain the reason it is taking the student more than four years to graduate. It must request that Grand View grants/scholarships be reinstated for the student’s remaining semester/year.

**To appeal decisions regarding intercollegiate athletics** (Office of the Director of Athletics). Appeals for reexamination of a decision by a Coach must be submitted in writing to the Director of Athletics, which will then be reviewed by a committee consisting of the Director of Athletics, Athletic Success Coordinator, and one other member of the Athletic Department not otherwise included in the appeal.

**To register a complaint regarding online courses/distance education** (Office of Graduate and Professional Studies) Grand View University is registered by the Iowa College Student Aid Commission to operate in Iowa and to participate in the National Council for State Authorization Reciprocity Agreements. NC-SARA is a voluntary, regional approach to state oversight of postsecondary distance education. In addition to the grievance policy state in the Student Complaints and Student Grievances sections of the Grand View University Catalog, students may contact the Iowa College Student Aid Commission at (877) 272-4456 or by using the following URL: <https://www.iowacollegeaid.gov/sdrf-start>

### **Student Complaint External Resources**

In the unlikely event that the student grievance cannot be resolved through institutional processes, students have the right to file a complaint with external licensing or accrediting agencies. It is recommended that students filing a grievance with an external agency refer to the individual agency policies to familiarize themselves with agency requirements including filing deadlines and expectations for first exhausting institutional avenues for resolution. Relevant external agencies:

Iowa College Student Aid Commission  
475 SW 5th St., Suite D  
Des Moines, IA 50309-4608  
Phone: (877) 272-4456

Student Complaint Form:  
<https://iowacollegeaid.gov/StudentComplaintForm>

Higher Learning Commission 230 South LaSalle Street, Suite 7-500 Chicago, IL 60604 Phone: (800) 624-7440 <https://www.hlcommission.org/Student-Resources/complaints.html>

\*This listing of grievance procedures is not intended to be exhaustive. Grand View reserves the right to alter and/or withdraw grievance options whenever such changes are deemed to be desirable or necessary.

## **New Student Orientation**

Students enrolling in Grand View University as freshmen are expected to participate in one of four Summer Orientation Days. Meeting a representative from their major or department, registering for classes, learning about campus resources, and hearing about ways to get involved at Grand View prepare students for their first semester. New students transferring into Grand View are encouraged to attend one of the transfer orientations to become oriented to Grand View's culture and learn about resources available as they transition institutions.

## **Alumni Relations Office**

The Grand View University Alumni Relations Office promotes alumni interest and participation in University programs and events. It also supports University advancement by encouraging alumni to provide service, counsel, and financial support.

By working with Grand View's National Alumni Council, the Office sponsors numerous annual programs and events. These include: Homecoming, commencement activities, departmental reunions, alumni networking events, service and educational trips, and alumni awards.

Alumni benefits include:

- The Grand View University e-newsletter, The Viking View
- Discounts at the Grand View Bookstore
- Access to the Grand View Library
- Dining hall services access
- Discounted Wellness Center membership
- Discounted tickets to theatre and choir performances
- Discounts for campus services, including printing

For more information, please contact [alumni@grandview.edu](mailto:alumni@grandview.edu) or call (515) 263-2957. Additional information is also available on the home page of Grand View's website at [www.grandview.edu/alumni](http://www.grandview.edu/alumni).

## Academic Information

### Student Classification and Registration Status

#### Classification of Undergraduate Students

- Freshman status – fewer than 28 semester hours of credit
- Sophomore status – 28-59 semester hours of credit
- Junior status – 60 – 89 semester hours of credit
- Senior status – 90 or more semester hours of credit

#### Registration

New students may register in advance according to information that will be sent after the acceptance process is completed. In addition, registration is possible on days specified in the University calendar.

Returning students will pre-register for the following semester according to the schedule distributed by the Registrar's Office each semester.

The times of registration for the Division of Graduate and Professional Studies and the Summer Session are stated in connection with the announcement of course offerings prior to the opening of each session.

In every instance registration is complete when students have enrolled for a schedule of courses and have completed financial arrangements in the Business Office.

#### Prerequisites

Many course descriptions provide a list of prerequisites that provide essential background for successful completion of a class. Prerequisites may include specific courses or may also refer to acceptable class standing, prior academic standing, permission of instructor, departmentally determined competencies or other departmental requirements. Prerequisites must be completed prior to the beginning of the term in which the course with prerequisites is scheduled. It is the responsibility of the student to comply with the prerequisites for a course that they plan to take. **Failure to meet the prerequisites can result in cancellation of registration for a course.**

### Academic Load for Undergraduate Students

Normal load is considered 12-18 semester hours. Full-time students are those enrolled in 12 semester hours of credit or more during any regular term (fall, spring or summer) as well as the two sessions that comprise fall, spring or summer semesters for students enrolled in the Division of Graduate and Professional Studies accelerated classes. Those enrolled for fewer than 12 hours but at least 6 hours are considered half-time students. Those enrolled in less than 6 hours are less than half-time. Full-time and part-time standing requirements for other organizations (such as VA educational benefits) may vary.

Students may not register for more than 18 semester hours unless special permission is granted by the registrar and the advisor. An additional fee will be charged for a class load totaling more than 18 semester hours. Please go to [www.grandview.edu](http://www.grandview.edu) for an up-to-date listing of tuition and fees.

#### Changes in Registration

When necessary, changes in registration may be made. However, students should plan their academic programs carefully so that subsequent changes are kept to a minimum.

After the first five class days of the fall or spring academic terms, no new courses may be added to students' schedules without the instructor's written approval.

For other academic terms, the add/drop period is the first 7% of the term. Specific dates are listed on the course schedule for each term.

#### Undergraduate Enrollment in Graduate Courses

An undergraduate student who is pursuing a baccalaureate degree at Grand View University may receive graduate credit for graduate courses at the 500 level if the student meets all of the following conditions. The student must:

1. Have a minimum of 90 credit hours
2. Have a minimum cumulative GPA of 3.00
3. Obtain the approval of the Department Chair/Program Coordinator and student's

advisor via signature on the “Change of Registration” form.

4. Students may enroll and count up to six credit hours of graduate-coursework toward both their undergraduate and graduate degrees.
  - a. Students accepted and enrolled into the Kinesiology Department’s Pre-Athletic Training concentration may count up to 24 credit hours of Master of Science in Athletic Training graduate-coursework toward both their undergraduate and graduate degrees.
  - b. Students enrolled in the Organizational Studies major may count up to 9 credits of Master of Science in Organizational Leadership graduate-coursework toward both their undergraduate and graduate degrees.
  - c. Students accepted and enrolled into the Education Department’s Master’s Pathway program may count up to 15 credit hours of Master in Education graduate coursework towards both their undergraduate and graduate degrees.
  - d. Students accepted and enrolled into the Social Work 3+2 program may count up to 15 credit hours of Master of Social Work graduate-coursework toward both their undergraduate and graduate degrees.
  - e. Students enrolled in the Human Services and Psychology majors may count up to 12 credits of Master of Science in Clinical Mental Health Counseling graduate-coursework toward both their undergraduate and graduate degrees.
5. Grades from coursework will count in both the undergraduate and graduate GPA.
6. Graduate credit can apply toward upper division credit requirements for the undergraduate degree and major.

An undergraduate student who is deficient in any of the above respects may not take a graduate course without the approval of the department chair of where the course is offered and Vice Provost for Academic Affairs. Internal transfer of credit is subject to Graduate Program transfer credit regulations.

Tuition for undergraduate students taking graduate courses will be based upon the combination of their total enrolled credits. If the student is taking 12 credits or more during a fall or spring semester with at least one day credit, the student will be billed as a full-time day undergraduate student. In all other scenarios, the student will be billed per credit hour based upon the stated undergraduate or graduate credit hour rates for each course enrolled.

## **Withdrawal from Courses or from the University**

### **1. Individual Course Withdrawal**

Students may officially withdraw from an individual course during the first 60% of a semester. If withdrawal occurs after the first five class days of the fall or spring academic terms and before the end of the first 60%, the registrar will place the symbol W on a student’s transcript. Students who drop individual courses after the first 60% will receive an F (fail) grade for those courses. For academic courses of irregular length, the withdrawal date shall be 60% of the length of the course. If withdrawal occurs after the first 7% of the academic term and before the final withdrawal date, the registrar will place the symbol W on a student’s transcript. An F (fail) grade will be recorded for any irregular length course that a student drops after the withdrawal deadline. The specific date for this deadline is listed on the Term Calendar for each term, which is distributed by the Registrar’s Office. If students have been found guilty of academic dishonesty and a penalty of an F (fail) grade is assigned, a W cannot be granted.

### **2. Withdrawal from the University**

Students may withdraw from the University and receive a W for each course if withdrawal occurs before the end of the first 60% of the semester. A failing grade will be recorded for all courses if the University withdrawal is made after the first 60% of the term. Students who withdraw from Grand View will need to apply for readmission if they do not return within one academic year. Contact the Registrar’s Office for further information.

### **3. Late Withdrawal**

Students who wish to withdraw from one or more of their courses after the first 60% of the term for medical reasons or for rare circumstances must

apply to the Late Withdrawal Committee in order to receive grades of W for their course(s). To apply, students must submit the undergraduate withdrawal form and must provide documentation supporting the reasons for requesting a late withdrawal. In the case of illness, students must provide a letter from a licensed professional documenting their need to withdraw. No refund will be granted for a withdrawal that occurs after the first 60% of the term. The Late Withdrawal Committee will consist of the Registrar, Student Success Program Manager, and the Director of Counseling and Leadership. Students whose request is denied may appeal to the Provost and Vice President of Academic Affairs.

Students who withdraw from Grand View will need to apply for readmission if they do not return within one academic year. Contact the Registrar's Office for further information.

#### **4. Excessive Withdrawal**

Full time students who withdraw from the University after the first five class days of a semester, are administratively withdrawn, or receive Ws for all courses for two consecutive semesters may be placed on Academic Probation. Students who withdraw from all courses after the first five class days or are administratively withdrawn for three consecutive semesters may be placed on Academic Suspension.

#### **5. Active Military Service Withdrawal**

If called to active duty a student (or student who is a spouse/dependent child of a member of the military called to active duty, and who needs to withdraw due to the call-up), should contact the VA Certifying Official in the Registrar's Office to complete a Military Leave of Absence form. Verification of military deployment must be submitted with the completed Military Leave of Absence form.

If the student is called to active duty during a term, the student may request to withdraw from some or all courses and the University will fully refund their tuition and mandatory fees for the withdrawn courses.

If the student is called to active duty military service during the term, the student may make arrangements with their instructors to remain enrolled in some or all of their course and will be assigned an I symbol (Incomplete) for each course in which they remain enrolled. In such a case, no

adjustment of tuition charges for enrolled courses will occur. Students have until the end of the next academic term following their release from military service to complete the course. Failure to do so will result in the I symbol becoming an F grade.

A student receiving Veteran's Benefits should notify the VA Certifying Official in the Registrar's Office in order to complete the required documents.

A student will have one calendar year after the end of their deployment to re-enroll at Grand View. Grand View considers the end date of deployment to be the date listed on the original deployment papers, or more recent paperwork (such as a DD-214) that lists a deployment end date. After one calendar year beyond the deployment end date, the student will need to apply for readmission to Grand View through the Admissions Department.

A student will be re-enrolled in the same academic program (or the most similar one, if same program does not exist), will carry forward the same number of credits, and same academic status. Grand View University scholarship awards will be preserved for students holding such awards when called to active duty.

During the first academic year of return, the veteran will be assessed the same tuition and fee charges as were in effect during the academic year he/she left the program (Veterans or other service member education benefits may be taken into account) or up to the amount of tuition and fee charges that other students in the program are assessed for that academic year, if veteran's education benefits, as defined in section 480(c) of the HEA, or other service member education benefits, will pay the amount in excess of the tuition and fee charges assessed for the current academic year in which the student left for Grand View.

A student who wishes to re-enroll at Grand View after deployment should contact the VA Certifying Official in the Registrar's Office. The VA Certifying Official will serve as the main point of contact for the student during the re-enrollment process.

#### **6. Non-academic dismissal**

Students who are dismissed from Grand View University for non-academic reasons will receive a grade of W in all courses if the dismissal is before the withdrawal deadline. If the dismissal is after the withdrawal deadline, the earned grade for the



course will be determined including zero credit for the incomplete course work after the date of dismissal.

**7. Students are reminded that if withdrawal is not official, they will be responsible for tuition charges relating to the course(s) in question.**

## **Transfer to Other Institutions**

The fact that Grand View University is an accredited member of the Higher Learning Commission and is accredited at the baccalaureate level insures a maximum of convenience in the transfer of credits to other educational institutions.

Students planning to transfer, however, should realize that there is no such thing as automatic transfer. Each college has its own requirements and standards and is free to apply these restrictions to all applicants. Moreover, many colleges reserve the right to refuse to accept credits in which the students received a low grade.

For these reasons students who plan to transfer are strongly urged to plan their programs at Grand View University with careful reference to the catalogs of the colleges in which they are interested, or better yet, with a letter or visit to the registrar of such colleges. In addition, students are urged to maintain as high a grade point average as possible to minimize difficulties associated with low grades.

## **Educational Records Policy**

### **Notification to Students on Family Educational Rights and Privacy Act of 1974**

Grand View University, in full compliance with the Family Educational Rights and Privacy Act of 1974, shall make educational records available to students upon request. Likewise, in accordance with the law, individually identifiable educational records will not be released to other than authorized individuals without the written consent of the students. Students have the right to file complaints with the Family Educational Rights and Privacy Act Office (FERPA) in Washington, D.C., concerning alleged failures by the institution to comply with the Act.

Student educational records are open to inspection and review by the individual student with

certain exceptions which are permitted under the act. Among those items excepted from this policy are confidential letters written prior to January 1, 1975, records held by counselors and other psychological records held on a student, private records in the sole possession of the maker, or financial records of the parents. Students' records are open to other school officials, including teachers within the educational institution or local educational agency who have been determined to have legitimate educational interest, and those others specified in the act.

As of January 3, 2012, the U.S. Department of Education's FERPA regulations expand the circumstances under which student education records and personally identifiable information (PII) contained in such records — including Social Security Number, grades, or other private information — may be accessed without student consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities ("Federal and State Authorities") may allow access to student records and PII without student consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is "principally engaged in the provision of education," such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, Federal and State Authorities may allow access to student education records and PII without student consent to researchers performing certain types of studies, in certain cases even when we object to or do not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive your PII, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without student consent PII from your education records, and they may track student participation in education and other programs by linking such PII to other personal information about students that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.



Students have the right to challenge the contents of their education records, to have a hearing if the outcome of the challenge is unsatisfactory, and to submit explanatory statements for inclusion in their files if they feel the decision of hearing officers is unacceptable.

Grand View University considers the following categories to be directory information, and, as such, may release it to any or all inquiries in such forms as news releases, directories, or computer address lists: the student's name, addresses, telephone numbers, e-mail addresses, advisor, major field of study, dates of attendance, enrollment status, degrees and awards received, honors received (including Dean's and President's Lists), most recent previous educational agency or institution attended, photographic view or electronic images, class level, anticipated date of completion, participation in official recognized activities and sports, and for members of athletic teams, weight and height.

Students who do not wish this information to be released may prevent such a release by sending a written request to the Registrar's Office. If a student requests that directory information not be released, it will prohibit Grand View University from providing any of the above information except the student's name, Grand View University e-mail address, information related to participation in sports, and information published in the commencement program. If students do not want student's name, Grand View University e-mail address, information related to participation in sports, and information published in the commencement program released, they should contact the registrar.

### **Notification to Students on European Union's General Data Protection Regulation**

Grand View University is committed to protecting the personally identifiable information of our prospective and current students and employees. This policy explains what type of information we might collect from you, and how we will use it.

When we collect personally identifiable information from you, we will use it to provide you with further information about Grand View and process your application to study or work at Grand View. We also collect information on how users interact with our website by tracking IP addresses

through cookies. Cookies facilitate a better experience for you the next time you visit our website, but you may change your browser settings to not accept cookies.

Should you become a degree-seeking student at GV, we will use your information to fulfill our basic contract with you: in exchange for the payment of tuition and fees, Grand View will provide academic instruction and assessment within a defined curriculum, and other services and activities typically provided at an institution of higher learning.

Once you are a student at Grand View, your information is also protected by U.S. privacy laws, including the Federal Education Rights and Privacy Act of 1974 as amended (FERPA), the Health Insurance Portability and Accountability Act of 1996 (HIPPA), and the Gramm-Leach-Bliley Act (GLBA), as appropriate.

Should you become an employee at GV, we will use your information to process your pay, provide you with benefits, and ensure our compliance with federal and state laws related to your employment and our responsibilities as an employer. Your information is protected by HIPPA and GLBA, as appropriate.

With the exception of directory information, Grand View will not release your information to a third party without your written consent. We may engage third party vendors to perform certain functions necessary to provide our service to you. These vendors may have access to your information in order to perform these functions, but they may not use your information for their own purposes.

If you have any questions about your personal information or its use, please contact us at [provost@grandview.edu](mailto:provost@grandview.edu) or (515) 263-2805.

### **Academic Advising**

At Grand View University, academic advising is a collaborative educational process that facilitates students' understanding of the meaning and purpose of a liberal arts education and fosters their holistic development that leads to academic success and lifelong learning. The responsibilities for student and advisor, listed below, are essential for an effective student/advisor relationship. Ultimately, each student is responsible for

determining and shaping his/her own education and for ensuring timely progress toward graduation.

### **Student Responsibilities**

1. Schedule and participate in regular advising appointments.
2. Come prepared to each appointment.
3. Learn how to access information on myGVU including the University catalog, core and degree requirements, student records, and other tools.
4. Become knowledgeable about and comply with University policies, regulations, programs, and procedures.
5. Create and maintain an appropriate and complete plan of study.
6. Identify and reflect on academic and vocational goals.
7. Make final decisions about own academic life and be actively responsible for academic career.
8. Identify and make use of resources and relationships that promote academic and vocational success.

### **Advisor Responsibilities**

1. Keep regular office hours and be available to meet with students.
2. Maintain regular contact with advisees.
3. Assist students with understanding University policies, regulations, programs, and procedures.
4. Assist students in managing a complete plan of study that is consistent with each student's abilities and interests (course loads, academic background, program demands, life commitments, etc.) and that satisfies degree requirements.
5. Assist the student in identifying and reflecting on academic and vocational goals.
6. Assist the student in identifying and making use of resources and relationships that promote academic and vocational success.
7. Monitor student progress toward educational and vocational goals.

8. Respect the student's right to privacy of educational records.
9. Support students in assuming responsibility for their own decisions and actions related to their academic progression and graduation.

## **Grading and Academic Progress**

### **Permanent Grades**

There are twelve permanent grades that indicate the quality of students' work in a course. Eleven of these indicate successful completion of the course: A (highest), A-, B+, B, B-, C+, C, C-, D+, D, and D- (lowest). The twelfth, F, indicates failure to complete the course successfully.

Several other symbols may appear on students' transcripts. The symbol P indicates that students have passed a course taken under the pass/fail option. The symbols S and U indicate that students have taken a course under the credit/no credit option (S indicates satisfactory completion, resulting in credit, U indicates unsatisfactory completion, resulting in no credit). The symbol W is entered on the transcript when students withdraw. The symbol Z denotes that the course has been audited.

### **Incomplete Work**

Students who have made satisfactory progress in a course (achieved passing grades) but are unable to complete course requirements due to extenuating circumstances beyond their control may ask their instructor for an "Incomplete." Students must discuss this option with their instructor, document the circumstances preventing them from completing the course to the instructor's satisfaction, and receive the instructor's approval before the University will recognize such requests. The faculty member, in consultation with the student, will decide the amount of time allowed to complete the course requirements. Students receiving an Incomplete during the Spring Semester or during one of the summer terms must finish all specified course work before the end of the following Fall Semester. Students receiving an incomplete during the Fall Semester must complete all specified course work before the end of the following Spring Semester. This completion period may be extended if special circumstances exist. Requests to extend the completion period beyond one additional semester must be made by the instructor and approved by the college dean. The

temporary symbol I is noted on a student's transcript when an incomplete is granted. This symbol is removed from the student's transcript and replaced with the appropriate grade for the course if the requirements are completed within the designated time period. If the requirements are not completed during the designated time period, the I symbol is automatically replaced with a grade of F.

Students requesting an incomplete must fill out an incomplete request form in consultation with their instructor. When completed the faculty member must submit it to the Registrar's Office no later than the day grades are due for the semester in which the course is taken. The registrar must sign this form to acknowledge its receipt. Students and faculty are encouraged to keep copies of this form as well as copies of all the work required to complete the course until they receive written verification of their final course grade.

### Grading Policies, Credits, Grade Points, and Grade Point Average

Academic credit is expressed in semester hours. Grade points are assigned to the students' grades and used to determine the academic standing of the students.

- Each credit hour of A = 4 grade points
- Each credit hour of A- = 3.7 grade points
- Each credit hour of B+ = 3.3 grade points
- Each credit hour of B = 3 grade points
- Each credit hour of B- = 2.7 grade points
- Each credit hour of C+ = 2.3 grade points
- Each credit hour of C = 2 grade points
- Each credit hour of C- = 1.7 grade points
- Each credit hour of D+ = 1.3 grade points
- Each credit hour of D = 1 grade point
- Each credit hour of D- = 0.7 grade points
- Each credit hour of F = 0 grade points

The symbols I (incomplete), W (withdraw), Z (audited), S (credit earned), U (no credit earned), and P (pass) do not carry grade point values.

The grade point average is the total of all grade points divided by the total of all credit hours attempted, with the exception of credit hours passed with the symbols of P, S, and U.

Grade point averages are recorded on official transcripts to the nearest 0.01 of a point. All decisions affecting students' academic progress that make use of a grade point criterion (e.g.

academic probation, academic suspension, and graduation) are made with reference to the nearest 0.01 of a point of the students' GPA.

### Good Academic Standing

Students must achieve the following minimum cumulative grade point averages to remain in Good Academic Standing:

	Minimum Cumulative GPA
Year 1, first semester 1 – 14 hours	1.7 GPA
Year 1, second semester 15 – 27 hours	1.8 GPA
Year 2, first semester 28 – 42 hours	1.9 GPA
Year 2, second semester 43 – 59 hours	2.0 GPA
Year 3 60 – 89 hours	2.0 GPA
Year 4 More than 89 hours	2.0 GPA

Students entering as first semester freshmen are considered to be in Good Academic Standing if they have met regular admission standards.

### Grade Change

After an instructor reports a grade at the end of a semester or term, it may be changed only under one of the following circumstances:

1. An error has been made in computing or reporting the grade. If an error has been made, the student should contact the course instructor immediately. The instructor completes and signs a change of grade form and sends it to the registrar. Upon receipt of the completed form, the registrar will change the student's permanent record.
2. An unusual set of circumstances necessitates such an action. In these situations, the instructor must provide a written justification with appropriate documentation and receive the approval of the college dean. Upon receipt of the completed grade change form, the registrar will change the student's permanent record.

It is the student's responsibility to initiate the procedure for a grade change. Grade change forms are available at the Registrar's Office. Students should verify grade changes by going to GV Self Service in myGVU, or by requesting a copy of their official University transcript.

### **Credit/No Credit**

The credit/no credit option stipulates that no grade will be given other than S (satisfactory completion, resulting in credit) or U (unsatisfactory completion, resulting in no credit). This option is open to encourage students to broaden their education by taking courses outside of their major or minor discipline without jeopardizing their GPA. Credit will be awarded only for work equivalent to a D- (D minus) grade or above; work equivalent to an F will not receive credit.

Only one course per semester may be so taken. The option must be designated by the student through the Registrar's Office, and cannot be changed after the first 60% of the academic term. A maximum of nine semester hours of credit/no credit work, excluding PACT credit, CLEP examination, test-out examination, Cooperative Education, Internships, Experiential Learning, vo-tech credit may be applied toward graduation.

The credit/no credit option does not apply to requirements taken at Grand View for a major or minor in a baccalaureate degree, except for internships. Internships that are required for a major or a minor may be taken credit/no credit or for a grade at the discretion of the instructor. The credit/no credit option may not be used for core seminars (LIBA 110, LIBA 350, or LIBA 350H) or for courses intending to satisfy the Composition or Quantitative Reasoning core requirements.

Hours for which an S is earned will not be counted toward eligibility for academic recognition. Hours for which a U is earned will not be computed in total credit hours for graduation. Hours taken credit/no credit will not be computed in the GPA.

### **Pass/Fail Option**

The pass/fail option stipulates that no grade will be given other than P (passing) or F (failing). Credit will be awarded only for work equivalent to a C grade or above; work equivalent to a D or F grade will receive an F grade.

Only one course per semester may be so taken. The option must be designated by the student

through the Registrar's Office, and cannot be changed after the first 60% of the academic term. A maximum of nine semester hours of pass/fail work, excluding PACT credit, CLEP examination, test-out examination, Cooperative Education, Internships, Experiential Learning, vo-tech credit may be applied toward graduation. Passed hours will not be counted toward eligibility for the Dean's List. Failed hours will be computed in the GPA.

The pass/fail option does not apply to requirements taken at Grand View for a major or minor in a baccalaureate degree, except for internships. Internships that are required for a major or a minor may be taken pass/fail or for a grade at the discretion of the instructor.

### **Mid-term Grade Notification**

Grand View University publishes mid-term grades for semester long classes to alert students to their academic performance in time for them to take corrective measures. Students are encouraged to seek special help from instructors and academic advisors.

### **Final Grade Reports**

Following the end of each term, final grade reports are available on GV Self Service. Students who need an official copy may request it online or in the Registrar's Office.

### **Repeating Failed Courses**

Students may repeat any credit course in which a failing grade (F) was received. A student is strongly advised to repeat a failed course as soon as possible. Students will find that this is the most effective way of raising their cumulative grade point average. The grade earned for the most recent enrollment will be used in calculating the cumulative GPA. While all previously earned grades remain on the academic record, they are not counted in GPA calculations. All course titles, credits attempted, and grades earned will be listed on the transcript with an indication that the course was retaken. If the new course is taken at another institution, it is the student's responsibility to request that the registrar remove the earlier grade in calculating the cumulative GPA.

In regards to financial aid, a failed course may be repeated as many times as needed until passed. However, students should refer to the departmental rules listed with the major requirements, as some

departments limit the number of times a course may be repeated.

### Repeating Passed Courses

If students decide that their mastery of a previously passed course will be improved by retaking the course, they may do so subject to the following conditions:

1. The grade received for each course retaken will appear on the transcript, and the new grade will be used for computing the cumulative grade point average. However, all course titles, credits attempted, and grades earned will be listed on the transcript, along with a notation that a course was retaken.
2. No additional credit toward graduation may be received for retaking a previously passed course.
3. Fees must be paid for all courses retaken.
4. Students must properly register to retake a course during registration or pre-registration.
5. If the earlier course or the retaken course is at another institution, it is the student's responsibility to request that the registrar replace the earlier grade with the new grade.
6. Students should refer to the departmental rules listed with the major requirements, as some departments limit the number of times a course may be repeated.

In regards to financial aid, a previously passed course may only be repeated once. This includes even those courses where a higher grade is required for the major (e.g., minimum of C for nursing major courses, etc.). This does not include courses designated as repeatable (e.g. ensembles, music lessons, communication labs, etc.) as these are not restricted nor limited (unless designated otherwise) and, therefore, a student may repeat these courses as often as needed.

Previously passed courses are those for which any of the following grades have been received: A, A-, B+, B, B-, C+, C, C-, D+, D, D-, P, or S.

### Repeatable Courses

Courses may be repeated for credit if the catalog course description specifies that the course is repeatable. Each instance of a repeatable course will count in the student's cumulative GPA.

### Variable Credit Courses

Courses with a variable credit designation may be taken for a different number of credit hours. Students should consult the course instructor or the department offering the course to determine the number of semester hours for which they may register. A variable credit course cannot be taken again unless it is clearly designated as repeatable.

### Audited Courses

Students who desire to enroll in courses but not receive grades for their participation have the opportunity to audit. Audited courses are denoted on student transcripts with the symbol Z. Audited courses are not included in the computation of grade point averages and do not satisfy requirements for a major, minor, the general education core, or any other graduation requirement. Audited courses do not count toward a student's academic course load. Students pay a fee specified in the Financial Information section of the University catalog for each course audited. This option must be chosen when registering for the course and may not be changed during the term in which the course is audited. Students may take the audited course for credit during a later academic term.

### Veterans Satisfactory Progress

Students receiving veteran's benefits who do not earn a 2.0 grade point average on all hours for which a grade is given during the probationary semester will be subject to termination of benefits at the end of that semester.

### Student Eligibility

Athletes must meet the eligibility requirements of the NAIA and standards of satisfactory progress as outlined above for all students at Grand View.

Officers of the Viking Council must have a cumulative grade point average of at least 2.5 and must be doing satisfactory work in all courses at the time of appointment.

Unless otherwise indicated, current eligibility is determined at the beginning of each semester and remains valid throughout the semester.

The eligibility of potential representatives of the University, as specified above, will be checked with the provost and vice president for academic affairs prior to announcement of the appointment.

The standards mentioned under this section are minimum, all-University requirements. Directors of individual programs may set higher standards with the approval of the provost and vice president for academic affairs.

## **Class Attendance**

### **Attendance Verification**

In order to comply with federal regulations, attendance information for the first week of the term is submitted to the Registrar's Office. Students must be verified as attending class in person before financial aid funds are disbursed or any excess aid is refunded to the student.

For classes designated as blended or online, attendance is measured by either face-to-face attendance or participation in a course-related academic activity. An academic activity includes student submission of an assignment or exam, or a posting in an online discussion. All other policies for Changes in Registration, Individual Course Withdrawal, and Dropping Classes still follow University policy with the understanding that participating in an academic activity equals attendance.

After the first week of the term, non-attendance is monitored in the classroom as required by federal regulation (34 CFR 668.22).

Students are responsible for submitting the Change in Registration form to drop any class they are not attending.

Once a student has attended one class meeting for a semester, the student has committed to maintaining his/her entire registration for the semester, including the charges associated with those decisions. It is the personal responsibility of the student to know the University's registration policies, to follow those policies when adjusting registration, and to verify through their record in GV Self Service that requested schedule changes have been made. Registrants who do not attend a single class during the first week of the semester will be administratively dropped from all of their classes for the semester; however, it is the personal responsibility of the student to complete the appropriate admission deferment or withdrawal process.

## **Excused Absence Policy**

Student engagement and active participation is critical to a quality learning experience. Students are expected to be in class on time every time unless specifically excused for a valid reason. All university-sponsored events are considered excused absences. Further, individual instructors may specify criteria for additional excused absences. Students will not be penalized for missing class for university-sponsored events when they are a key participant in the event, provided: (a) the student makes prior arrangements with the instructor(s) to make up class work before the absence or when the instructor specifies, and (b) the university-sponsored event is verified. Regardless of the reason for missing class, the essential point is not just being excused from class, but being personally responsible for the learning that was missed. Excused absences do not excuse a student from completing the missed work. Instructors will facilitate the learning process to the best of their ability and time, but students are expected to take primary responsibility for making up missed assignments or exams in a timely manner. The instructor may notify the student's academic advisor, athletic coach, and others when excessive absences occur that put student's success in the course at risk.

Examples of university-sponsored events include (but are not limited to) athlete participation in team games/matches, mandatory education field experiences, choir tour, attending a professional conference, and participation in the Grand View Undergraduate Research Symposium. Examples of events not addressed by this policy include (but are not limited to) family activities, being a spectator at a team game/match, and athletic practices.

Students should be aware that there are some courses, for example those with a laboratory or clinical component, where it may not be possible to complete missed work at another time. Students should talk to instructors prior to the start of the term if they expect to miss multiple such experiences, and either make arrangements for alternative work prior to the start of the term or delay taking the course(s) until a term when the student can attend classes regularly.

## Academic Recognition

### Dean's and President's Lists

Following the end of fall and spring semesters, the provost and vice president for academic affairs publishes a list of those students who have successfully completed a minimum of 12 graded semester hours of credit, have earned no grade lower than a C during the semester, and have achieved an overall semester grade point average of 3.50.

The president of the University publishes a list of those students who have successfully completed a minimum of 12 graded hours and have achieved an overall semester grade point average of 4.00.

Any course in which a grade of P or S is earned cannot be counted toward the 12 hour minimum. No student with a grade of Incomplete will appear on the Dean's List or President's List during the semester in which the Incomplete is given.

Appearance of the students' names on the Dean's List or President's List indicates that the students' achievements meet the high academic standards of the University at the time records are reviewed for these lists.

### University Honor Society

Full-time Grand View students who have been named to the Dean's List and/or the President's List for at least four semesters are eligible for membership in the Grand View University Honor Society. Part-time students who have accumulated 60 semester credit hours and maintained a 3.50 GPA and transfer students who have accumulated 60 semester credit hours, maintained a 3.50 GPA, and have completed 12 graded semester credits are also eligible for the University Honor Society.

### Graduation Honors

Graduating students who have attained academic excellence on the basis of their cumulative grade point average are recognized at Commencement and on their diploma. Students must earn at least 45 graded semester hours at Grand View University and be earning their first bachelor's degree to be eligible for Latin honors. The honors include:

- Cum Laude – GPA 3.50 – 3.69
- Magna Cum Laude – GPA 3.70 – 3.89
- Summa Cum Laude – GPA 3.90 – 4.00

GPA's are computed to the nearest .01 and are not rounded up.

## Penalties for Grade Point Deficiencies

Grand View University requires that students have a cumulative grade point average of 2.00 and a major/minor grade point average of 2.20 in order to graduate with a baccalaureate degree. The grade point average is an important indicator of the ability to achieve a bachelor's degree; therefore, the following policies are in effect for students whose performance indicates that they are in danger of failing to meet the conditions necessary to earn a degree.

### Academic Warning

A student will receive an Academic Warning if either of the following occurs:

1. A student who has been enrolled at Grand View for more than one semester, whose *semester* grade point average falls below a 2.00, will receive an Academic Warning from the Student Success Leadership Committee. This warning will not appear on a student's transcript, or subject the student to any further penalty, but it is intended to remind the student of the University's academic standing policies as well as to inform the student of the resources available to ensure good progress in achieving an undergraduate degree. Students are expected to participate in a formal intervention program.
2. A student in their first semester at Grand View whose first semester GPA falls above the minimum cumulative GPA for their class standing, but below a 2.0, will receive an Academic Warning from the Student Success Leadership Committee. This warning will not appear on a student's transcript, or subject the student to any further penalty, but is intended to remind the student of the University's academic standing policies as well as to inform the student of the resources available to ensure good progress in achieving an undergraduate degree. Students are expected to participate in a formal intervention program.

### Academic Probation

Students will be placed on academic probation if:



1. Their cumulative grade point average falls below the minimum cumulative GOA required to be considered in Good Academic Standing.
2. They are in their first semester at Grand View and earn a GPA of 0.70 (D- average) or above but below the minimum GPA required to be in Good Academic Standing.
3. They meet the conditions for Academic Probation as stated in the University's excessive withdrawal policy.

Students will be notified by the University in writing of their probationary status and the status will be listed on the student's official transcript. Students on Academic Probation may lose financial aid and intercollegiate athletic eligibility. Students on Academic Probation will be required to participate in a formal intervention program.

Students on Academic Probation will be expected to improve their academic performance immediately. Students may be removed from Academic Probation once they attain a sufficient cumulative grade point average to be considered in Good Academic Standing by the Student Success Leadership Committee.

If students do earn a 2.00 grade point average for all hours attempted during a probationary semester, but do not sufficiently improve their cumulative grade point average to be considered in Good Academic Standing, they will be allowed to enroll for another probationary semester.

If students do not earn a 2.00 grade point average for all hours attempted during a probationary semester, they will be placed on Final Probation.

### **Final Probation**

A student will be placed on Final Probation if:

1. At the end of a semester on Academic Probation, they fail to earn a 2.0 semester GPA.
2. They are a senior with 90 or more credit hours and their cumulative GPA falls below a 2.0.
3. They are in their first semester at Grand View and earn a GPA of 0.69 or below.

Students on Final Probation are in danger of Academic Suspension at the end of that semester. Therefore, they are required to participate in a formal intervention program.

If the student achieves a semester GPA of 2.0 and their cumulative GPA still falls below the required minimum, they will be continued on probation. The student must raise their cumulative GPA to the required minimum to be removed from Final Probation.

If the student achieves a semester GPA of 2.0 and the minimum cumulative GPA to be considered in Good Academic Standing, they will be removed from Final Probation.

### **Academic Suspension**

The Student Success Leadership Committee places students on Academic Suspension when one of the following occurs:

1. Students fail to earn a 2.00 GPA during a Final Probation semester.
2. Full-time students meet the conditions for Academic Suspension as stated in the University's excessive withdrawal policy.

The registrar will cancel the registration of students placed on Academic Suspension for current and subsequent academic terms immediately upon notification of suspension.

Students placed on Academic Suspension may be considered for readmission to Grand View University if they satisfy the following requirements:

1. Cease course work at Grand View for a minimum of one fall or spring semester.
2. Complete college courses from an accredited institution of higher education other than Grand View. Must be able to demonstrate ability to be successful in college level course work.
3. Apply for readmission to Grand View University. An Application for Readmission may be obtained from the Office of Admissions or online. Submit current official transcripts from all institutions attended since leaving Grand View regardless of whether credit was earned.
4. Students must petition the Student Success Leadership Committee showing evidence of substantial improvement in their ability to perform college level work. Submit a Petition for Readmission for a Suspended Student form to the Office of Admissions. Forms may be obtained from the Office of Admissions or online.

Completion of these tasks is no guarantee for re-admittance and each application will be judged on its own merits.

All requirements for readmission must be completed before the first day of the academic term in which the student wishes to enroll. Students who successfully petition the Student Success Leadership Committee for readmission after this deadline will not be allowed to enroll at Grand View University until the following semester or academic session.

Students who satisfy the reinstatement requirements are admitted with probationary status. In addition, students must earn a minimum of a 2.00 grade point average during each term of enrollment until their cumulative grade point average is sufficient to be considered in Good Academic Standing. Failure to satisfy this requirement will result in suspension and permanent dismissal from the University.

Students placed on Academic Suspension may appeal the decision before the Student Success Leadership Committee. The appeal process must conclude prior to the end of the first week of the semester or summer term following notification of suspension. Appeals must be submitted in writing to the chairperson of that committee.

## Academic Responsibility/Academic Honesty Policy

In accordance with the mission statement, Grand View University is dedicated to the development of the whole person and committed to truth, excellence, and ethical values. The University strives to promote an appreciation of the dignity and worth of each individual and open interaction among student, faculty and staff. Personal integrity and academic honesty are essential to building a campus of trust. Thus, honesty in all aspects of the college experience is the responsibility of each student, faculty, and staff member.

This expectation is reflected in the Grand View University Code of Integrity which states: As a member of the Grand View University community, and in accordance with the mission of the University and its Lutheran identity, I agree to appreciate and respect the dignity and worth of each individual. I will honor and promote a community of open interaction, personal integrity,

active and intellectual engagement, and academic honesty with students, faculty and staff.

### Academic Dishonesty Defined

Academic dishonesty is any deliberate misrepresentation by a student of the following:

- academic record or status;
- ability to perform in any course with regard to writing papers; taking examinations, and/or doing assignments; and
- personal efforts and work accomplished toward the fulfillment of course requirements; and
- the honest work of a fellow student. That is, any dishonest action performed or statement made with the intention of impeding or discrediting said honest work.

### Typical Violations

The following list describes various ways in which the principles of academic honesty/integrity can be violated. Neither the types of violations nor the list of examples are exhaustive.

**Plagiarism:** The use of another's ideas, words, or results and presenting them as one's own. To avoid plagiarism, students are expected to use proper methods of documentation and acknowledgement according to the accepted format for the particular discipline or as required by the faculty in a course. Some common examples are:

- Copying word for word from an oral, printed, or electronic source without proper acknowledgement or citation.
- Paraphrasing, or presenting in one's own words another person's written words or ideas as if they were one's own, without proper acknowledgement or citation.
- Submitting a downloaded or purchased paper or other materials to satisfy a course requirement.
- Incorporating into one's own work, graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other non-text material from other sources without proper citation.

**Cheating:** The use or attempted use of unauthorized materials, information, notes, study aids, or other devices in any academic exercise. Cheating also includes submitting papers, research results and analyses, etc. as one's own work when

they were, in fact, prepared by others. Some common examples are:

- Receiving research, programming, data collection, or analytical assistance from others or working with another student on an assignment where such help is not permitted.
- Copying another student's work or answers on a quiz or examination.
- Collaborating with another student(s) when completing any assignment or examination, unless the faculty explicitly states otherwise.
- Using or possessing books, notes, calculators, cell phones, or other prohibited devices or materials during a quiz or examination.
- Submitting the same work or major portions of a work to satisfy the requirements of more than one course without permission from the faculty involved.
- Preprogramming a calculator or other electronic device to contain answers, formulas, or other unauthorized information for use during a quiz or examination.
- Acquiring a copy of an examination from an unauthorized source prior to the examination.
- Having a substitute take an examination for one.
- Having someone else prepare a term paper or other assignment.

**Fabrication and Falsification:** The invention or falsification of sources, citations, data, or results, and recording or reporting them in any academic exercise. Some examples are:

- Altering the record of data or experimental procedures or results.
- False citation of the source of information or citing a source that does not exist.
- Altering the record of or reporting false information about internship or practicum experiences.

**Facilitation of Dishonesty:** Facilitation of dishonesty is knowingly or negligently allowing one's work to be used by another student without prior approval of the instructor or otherwise aiding another in committing violations of academic integrity. A student who facilitates a violation of academic honesty/integrity can be considered as responsible as the student who receives the impermissible assistance, even if the facilitator does not benefit personally from the violations. Some examples are:

- Knowingly allowing another student to copy answers on a quiz or examination or assisting others to do so.
- Distributing an examination from an unauthorized source prior to the examination.
- Distributing or selling a paper to another student.
- Taking an examination for another student.

**Academic Interference:** Academic interference is deliberately impeding the academic progress of another student. Some examples are:

- Intentionally destroying or obstructing another student's work.
- Altering computer files that contain data, reports, or assignments belonging to another student.
- Removing posted or reserve material or otherwise preventing another student's access to it.

### **Procedure for dealing with an incident of academic dishonesty**

Any instance of academic dishonesty requires action involving both the student and the faculty member directly involved and the submission of an Academic Dishonesty Report to the Office of the Deans. If the instructor is unsure how to proceed, they may consult with the Chair of the Student Success Leadership Committee at any point in the process.

The faculty member must also provide the student with a copy of the Academic Dishonesty Report. The report form should identify the following series of consequences.

If it is the student's first incident of academic dishonesty, the instructor can impose a range of sanctions from the following, depending on the nature and degree of seriousness of the incident:

- A warning with opportunity to rectify the infraction.
- A failing grade for the assignment with no opportunity to rectify the infraction.
- A failing grade for the course.

The student will receive a letter from the Provost and Vice President for Academic Affairs about the incident, the University's expectations regarding academic honesty/integrity, and future possible consequences should the student commit another act of academic dishonesty during their enrollment

at Grand View. Two copies of the letter will be sent to the student – an electronic version to the student's Grand View e-mail address, and a paper version to the student's mailing address of record. Copies of the letter will be sent to the student's academic advisor, the instructor, and the registrar.

Following a second incident of academic dishonesty, the student minimally will fail the course and be placed on academic dishonesty probation. Upon receiving notification from the instructor of a violation, and determining that it is a second violation, the Provost and Vice President for Academic Affairs must notify the student about the incident. This letter will inform the student of their failing grade and placement on probation. Copies of the letter will be sent to the student's academic advisor, the instructor, and the registrar.

When a student is reported for a third incident of academic dishonesty, the student will be suspended from the University and the suspension for academic dishonesty will be noted on the student's transcript. Upon receiving notification from the instructor of a violation, and determining that it is a third violation, the Provost and Vice President for Academic Affairs must notify the student about the incident. This letter will inform the student of their suspension. Copies of the letter will be sent to the student's academic advisor, the instructor, and the registrar. Should the student appeal the decision, they will be allowed to complete the term during which the appeal is filed; if upheld, the suspension will occur during the fall or spring semester following the appeal.

Students suspended for Academic Dishonesty must follow the same procedures for readmission as those listed for students who have been academically suspended, with the exception that they will not be required to enroll elsewhere during their suspension.

When a student has returned to Grand View after being suspended for a third violation and is subsequently reported for a fourth incident of academic dishonesty, the student will fail the course and be suspended immediately from the University, and the suspension for academic dishonesty will be noted on the student's transcript. The suspension will remain in force during the appeal process; if the suspension is upheld, the student will be expelled from the University.

## **Procedure for Initiating an Appeal**

A student who wishes to appeal a decision regarding academic dishonesty must initiate that process within 14 calendar days of the date on which the electronic version of the letter from the Provost regarding the incident is sent to the student's Grand View e-mail address. The first section of the Academic Appeal Form, which identifies the reason for the appeal must be completed and hand delivered to the Executive Administrative Assistant of the of the Dean's Office. This form and the complete appeal process can be located on myGVU > Academics and Advising Resources.

## **Dismissal from the Nursing and Education Programs**

Students who are dismissed from the Nursing or Education programs will be removed from their Nursing or Education courses immediately upon notification of the registrar. If this action takes place during the time period in the semester or term when students may withdraw from individual courses, they will receive a W for all Nursing or Education courses in which they are enrolled, unless they have been found guilty of academic dishonesty or other grievous offenses and a penalty of an F grade for a course or series of courses has been sanctioned. If students are dismissed after this time period, they will receive a W for the Nursing or Education courses in which they are earning a grade of D- (D minus) or above and an F for courses in which they are not making satisfactory progress or in which they have been found guilty of academic dishonesty or other grievous offense and such a penalty has been assessed.

## **Learning Support**

At Grand View University, it is believed that all students benefit from learning support that extends beyond the classroom. Such support deepens and enriches students' understanding of the classes in which they are enrolled. This support is primarily provided in the Academic Learning and Teaching (ALT) Center and is described below.

## Mathematics Lab

The Math Lab is designed to accommodate the diversity of mathematics learning styles and backgrounds of Grand View students by supplementing the traditional classroom learning environment with individual tutoring. This tutoring is available on a drop-in basis. Math tutors help students make the transition to college mathematics as well as supporting students in advancing levels of math and statistics courses and courses with a quantitative reasoning component. Students may seek assistance on their own or be referred by faculty members or advisors.

## Writing Center

The Writing Center is a place to get one-on-one feedback on any type of writing, including research essays and personal statements, at any stage of the writing process (brainstorming, outlining, developing, editing, etc.). A Writing Center session is, at its core, a conversation between the tutor and writer to determine how best to represent one's ideas. The Writing Center is a place *all* writers benefit from, from any major and at any stage in their college career. For example, first year students might bring an assignment from English 100 to brainstorm ideas, whereas senior nursing majors might bring in a research project to discuss organizational strategies and citation format. The Writing Center also supports multilingual students for whom English is not their primary language; tutors can assist multilingual students in understanding the conventions of American essay writing (such as structure, citing, and so on) as well as practice conversation with multilingual students. The Writing Center encourages students to make appointments ahead of time, but walk-ins are also welcome.

## Accessibility Services

Recognizing and supporting diversity, Grand View University provides services for students with disabilities through the Director of Accessibility Services. The Director of Accessibility Services facilitates access to programs, services, and activities that are provided at Grand View while encouraging and empowering students with disabilities to develop self-advocacy. Students with documented disabilities that want to request accommodations should contact the Director of Accessibility Services.

## Tutoring

The ALT Center utilizes peer tutors to provide learning support to students in selected courses. These tutoring services are FREE and available to all Grand View students on a drop-in basis when tutors are available. Coordinated by the Student Success Program Manager, tutors are recruited and selected based on their demonstrated knowledge of a subject area and faculty recommendations. Tutors are then trained to provide learning support to students.

**Other support** is available through the ALT Center in areas such as time management, study skills, and test-taking strategies. Assistance with navigating the learning management system (Blackboard) can also be arranged.

## Graduation Requirements

Students must complete the graduation requirements listed in the Grand View catalog in effect at the time of initial registration. They may, however, opt to follow requirements in the current catalog either for their major or core requirements. The core and major requirements are considered separately. These requirements are in effect unless the students have been out of Grand View for over six years. Then the requirements for graduation become those in effect at the time of re-entry into the program.

## Applying for Graduation

Students must submit a graduation application to the Registrar's Office no later than one year before their intended graduation date. This is not an automatic process; one must apply for graduation.

Students who plan to complete their requirements for graduation by August are invited to participate in the spring commencement ceremony.

Any changes made to a graduation application, including the intended graduation date, must be submitted in writing to the Registrar's Office in order for the changes to be reviewed by the University. The University may use student registration and the electronic Completion Plan as justification for adjustment, as well. Information about the graduation application process can be found on myGVU > Academic and Advising Resources.

## Degrees

Grand View University offers a Bachelor of Arts (BA) degree, a Bachelor of Science in Nursing (BSN) degree, a Bachelor of Social Work (BSW) degree, and a Bachelor of Science (BS) degree with a major in Biochemistry or Biology. All other undergraduate majors are earned as part of a Bachelor of Arts degree.

Students who finish the requirements for a(n) additional major(s) after receiving a bachelor's degree from Grand View will have the additional major(s) noted on their transcript but will not receive an additional degree. Students who complete the requirements of multiple degrees will earn each degree once all requirements are met.

### Multiple Majors for the Baccalaureate (Bachelor's) Degrees

In order to earn multiple majors, students must meet the following requirements:

1. Meet all departmental and university requirements for the first major.
2. Meet all departmental and university requirements for any additional major.
3. Earn a 2.20 GPA in required courses for each major or earn the minimum required GPA for each major.

After graduating with a bachelor's degree from Grand View, students who finish the requirements for additional major(s) applicable to the same bachelor's degree will have the additional major(s) noted on their transcript but will not receive an additional degree.

### Minor

Students who wish to earn a minor must meet the following requirements:

1. Earn 18 – 24 hours in a department (check department listing for any specific required courses) having an approved minor and lying outside the students' declared major areas.
2. Take at least 6 of these hours at Grand View.
3. Earn a 2.20 GPA in required courses for the minor.

## Graduation Requirements for a Baccalaureate Degree

The following requirements must be met by all students who wish to receive a baccalaureate degree (BA, BSN, BSW, or BS) from Grand View University:

1. Successful completion of all requirements for the General Education Core.
2. Successful completion of all requirements for at least one academic major (see listings of requirements for each academic major offered by the University).
3. Successful completion of at least 124 hours of academic work (MATH 095 and 096 taken at Grand View do not apply toward graduation requirements). Note: limit of 4 semester hours credit in physical education activity courses.
4. Achievement of a cumulative grade point average of 2.00 with a minimum of 2.20 in the academic major. Education students must achieve a minimum 2.50 cumulative GPA and a minimum 3.00 GPA in the Education major and each endorsement. Students who do not maintain these standards will not be recommended to the State of Iowa Department of Education for licensure. Nursing students must achieve a minimum cumulative GPA of 3.00 and a minimum 3.00 GPA in the Nursing major. Other majors may also require higher cumulative or major GPAs.
5. Successful completion of at least 30 hours of upper division work (300- and 400-level courses at the originating institution, if transfer credit).
6. Completion of 30 of the final 36 semester hours of work at Grand View University.
  - a. The degree's date will be the degree date- December, April, or August- following receipt of official documentation of all requirements including official transcripts and updated graduation application. Degree dates will not be backdated.
  - b. Students seeking to complete the following programs must earn 30 hours of work at Grand View, however, they need not be the last 30 hours: Organizational Studies majors; RN to BSN program; the collaborative Pre-Engineering program with Iowa State

- University; the 2+2 Criminal Justice major with DMACC; the 2+2 Business Administration major with DMACC; the 4+2 Bachelor of Arts in Theology/Master of Divinity program with the North American Lutheran Seminary; or the Career Opportunities Project (COP) with DMACC and the Des Moines Public Schools.
- c. Study abroad programs approved by the International Studies Office will not interrupt the last 30 semester hours of work at Grand View University.
  7. Acquisition of a minimum of 24 hours in the major area of which at least 12 must be upper division and 9 taken in residence.
  8. Satisfactory completion of any tests or assessments (at no cost to the student) required of senior students as part of the Institutional Research Program at Grand View University.
  9. Attendance at commencement unless excused by the registrar.



## General Education Core

The General Education Core at Grand View University serves to help develop the whole person, as students are challenged to see new perspectives; make connections between their values, life and work; and develop in mind, body, and spirit. It is an intellectual encounter which affirms faith and the quest for meaning in life, understanding human society and behavior, expression of creativity through the arts, and the study of the natural world. The core is designed to ignite curiosity, present values and ideas that shape the world, provide necessary skills, and prepare students for responsible citizenship and a lifetime of learning. Throughout the core experience, students are challenged with tasks which exercise their skills in information literacy, critical inquiry, and communication (written, oral and quantitative), as well as ask them to encounter and reflect on human diversity and their own sense of purpose and service to others.

### Core Foundations

#### Core Seminars

Students are required to take two Core Seminars (LIBA 110; LIBA 350 or 350H), which may not be transferred in. Core Seminar I is required for all full time freshmen as well as transfer students with less than 20 credits.

#### LIBA 110

##### Core Seminar I

##### 3 credits

Core seminar I is a course designed to help students adjust to and excel at Grand View in their first semester and beyond. The course is designed to introduce students to academic culture and provide them with the knowledge to make informed decisions to support their intellectual and personal development. Students will develop their communication and information literacy skills and learn to plan for their academic success. Core outcomes: IL, W, O.

Students will:

1. Demonstrate an understanding of academic culture and expectations.

2. Develop and identify strategies to make informed decisions about their academic and personal development.
3. Create a range of written and oral communications for a variety of audiences and purpose.
4. Demonstrate an ability to collect, evaluate, and integrate appropriate source material.

#### LIBA 350

##### Core Seminar II

##### 3 credits

This course is designed to provide students with opportunities to engage with issues of diversity and inclusion. Students will do so through immersion experiences in local or global communities and through study of difference, bias, privilege and inclusion. Students will develop their own understandings of what it means to live a socially responsible life of ethical service to others in our diverse world. Prerequisite: Junior Status. Core outcomes: GA, IL, Q, V.

*Or*

#### LIBA 350H

##### Honors II: Society and Global Citizenship

##### 4 credits

This four credit seminar course will build on the outcomes learned in Core Seminar I. It is designed to enhance the students' understanding of self and global culture (awareness) while working with other on an "Analysis and Integration project" as well as participating together in an immersion project. Students will engage in critical inquiry, information literacy, and implementation and evaluation of the seminar's group selected project. They will examine quantitative and qualitative research as they increase awareness of themselves compared to others; and as they participate in the analysis, preparation, implementation and evaluation of the project. The students will be encouraged to identify ethical issues and share their individual talents, skills, and creativity during the semester. Core

outcomes met: GA, IL, Q, V. Prerequisite: LIBA 200H

Students will:

1. Demonstrate an awareness and appreciation of belief systems, heritages and perspectives different from their own for the purpose of developing understanding of self and others in relationship to the world.
2. Recognize their sense of social responsibility and be able to articulate future steps to take as a result of their learning about global awareness and diversity.

### Composition Requirement

Take 3 semester credits from:

- ENGL 101, First Year Composition, 3 credits
- ENGL 220, Academic English for Multilingual Students II (if applicable), 4 credits

Students who have successfully completed one of these courses will be able to:

1. Differentiate and apply foundational rhetorical concepts.
2. Utilize writing process to develop effective and persuasive texts.
3. Employ research skills to locate appropriate resources.
4. Develop an individual and effective writing style for various purposes and audiences.

All students, including those transferring to Grand View, students holding an Associate of Arts degree from an accredited institution of higher education, and international students must satisfy this requirement by earning a grade of C- (C minus) or better in ENGL 101, ENGL 220, or in a course equivalent to ENGL 101.

Students who earn a grade of D+ (D plus) or below in ENGL 101, ENGL 220, or in a course equivalent will not have satisfied the Composition requirement. They must retake ENGL 101, ENGL 220, or comparable courses at another accredited college or university based in the United States and earn a grade of C- (C minus) or above.

### Quantitative Reasoning Requirement

Take one course (3-5 credits) from the following:

- BSAD/PSYC/STAT 239, Statistics for the Social Sciences, 3 credits
- MATH 105, Contemporary Mathematical Literacy, 4 credits
- MATH 116, Finite Mathematics, 3 credits
- MATH 121, College Algebra, 3 credits
- MATH 145, Mathematics for Elementary Teachers I, 3 credits
- MATH 212 Applied Calculus, 3 credits
- MATH 231, Calculus with Analytic Geometry I, 5 credits
- STAT 241, Principles of Statistics, 4 credits
- STAT 261, Applied Statistics, 3 credits
- STAT 348, Biostatistics, 2 credits

Students who have successfully completed this requirement will demonstrate:

1. Ability to explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words).
2. Ability to convert relevant information into various mathematical forms (e.g., equations, graphs, diagrams, tables, words).
3. Ability to make judgments and draw appropriate conclusions based on the quantitative analysis of data, while recognizing the limits of this analysis.
4. Ability to make and evaluate important assumptions in estimation, modeling, and data analysis.
5. Ability to express quantitative evidence in support of an argument or purpose of the work (in terms of what evidence is used and how it is formatted, presented, and contextualized).

Students must pass the Quantitative Reasoning course with a C- (C minus) or above. Individual departments will have discretion in deciding what level of math is needed for their majors. They may designate one of the Quantitative Reasoning courses listed above as sufficient, or require one demonstrating a higher-level of quantitative ability.

Some students will need to complete college preparatory quantitative coursework (MATH 095 or 096) prior to enrolling in a Quantitative Reasoning course. Full time students are strongly encouraged to successfully complete their college preparatory coursework prior to the first semester of their second year at Grand View University. Failure to do so will result in compulsory enrollment in the

appropriate college preparatory course in subsequent semesters until mandatory completion of their core quantitative reasoning course by their fifth semester.

Incoming first-year students are required to complete their core quantitative reasoning course by the end of their fifth semester of enrollment. Students who fail to do so will not be allowed to progress until this requirement is met (an exception will be made for those students completing a program that schedules the QR course later in the program due to program accreditation or licensure requirements).

Transfer students who have yet to satisfy their major's designated core math requirement (or who have no transfer equivalency) must begin to satisfy the requirement in their first semester.

## Core Domains

Students should take a broad array of classes to have a well-rounded and diverse education. Grand View University requires that students take two courses (each a minimum of 3 credit hours or the equivalent) from two separate departmental prefixes in each of the following four categories or "Domains of Inquiry." Each of these broad areas of study involves distinct objectives, listed under each category, which are met by the classes in these areas.

Courses marked with an asterisk (\*) have required prerequisites. See the course description section for details.

### Understanding and Appreciation of the Fine Arts

*Take two courses (may not be from the same prefix; transfer courses must be 3 credits or equivalent)*

- ARTS 100, Multicultural Artforms, 3 credits
- ARTS 131, Basic Digital Photography, 3 credits
- ENGL 111\*, Interpretation of Literature, 3 credits
- ENGL 202\*, Introduction to Creative Writing-Poetry, 3 credits
- ENGL 204\*, Introduction to Creative Writing-Creative Nonfiction, 3 credits
- ENGL 206\*, Introduction to Creative Writing-Fiction, 3 credits
- HUMN 201, Aesthetic Appreciation, 3 credits

- LIBA 200H\*, Honors I: The Self and Meaning, 4 credits
- MUSC 104, Fundamentals of Music, 3 credits
- MUSC 105, Music Appreciation, 3 credits
- MUSC 121, Grand View Choir, (Credit for one course in the domain to be earned after 6 semesters of participation)
- MUSC 122, Grand View Band, (Credit for one course in the domain to be earned after 6 semesters of participation)
- SPAN 101, Spanish I, 4 credits
- SPAN 102, Spanish II, 4 credits
- SPAN 201\*, Spanish III, 4 credits
- SPAN 202\*, Spanish IV, 4 credits
- THEO 330, Worship and the Arts, 3 credits
- THTR 101, Acting for Everyone, 3 credits
- THTR 121, New Plays: New Perspectives, 3 credits

Students who have successfully completed courses in this domain will be able to:

1. Analyze aesthetic elements that shape understanding and response.
2. Understand how intellectual, cultural, and historical frameworks inform works of aesthetic expression.
3. Make informed interpretations and aesthetic judgments.
4. Develop a framework for response that is both personal and critical.
5. Acquire self-awareness about how they aesthetically relate to the world.

### Understanding the Natural World

*Take two courses (may not be from the same prefix; transfer courses must be 3 credits or equivalent)*

- BIOL 100, How Life Works, 4 credits
- BIOL 101, General Biology I, 4 credits
- BIOL 140, Introduction to Nutrition, 3 credits
- BIOL 209, Environmental Science, 3 credits
- CHEM 103\*, Introduction to Chemistry, 4 credits
- CHEM 107\*, Fundamentals of Organic and Biochemistry, 4 credits
- CHEM 111\*, General Chemistry I, 4 credits
- DATA 101, Introduction to Data Analytics, 3 credits
- ENGL 233\*, Environmental Literature, 3 credits

- MATH 205, Contemporary Issues of Mathematics, Statistics, Engineering, and Technology, 3 credits
- PHSC 101, Physical and Earth Science, 4 credits
- PHSC 201, Contemporary Issues in Science, 3 credits
- PHIL/PHSC 260, History and Philosophy of Science, 3 credits
- PHYS 241\*, Classical Physics I, 5 credits

Students who have successfully completed courses in this domain will be able to:

1. Participate in informed discussions of scientific issues.
2. Use scientific methods to gather and analyze data and test hypotheses in a laboratory setting.
3. Distinguish between findings based upon empirical evidence from those that are not.
4. Explain how scientific ideas are developed or modified over time based on evidence.
5. Use the language of science to explain scientific principles within the context of a specific scientific discipline.
6. Use the language of science to explore and understand how humanity relates to the natural world.

### Questions of Faith and Meaning

*Take two courses (may not be from the same prefix; transfer courses must be 3 credits or equivalent)*

- ENGL 212\*, Good and Evil, 3 credits
- HIST 103, The Ancient World, 3 credits
- HIST 104, The Medieval World, 3 credits
- HUMN 102, Western Humanities, 3 credits
- HUMN 301, The Good Life, 3 credits
- LIBA 400H\*, Honors III: The Human Condition, 4 credits
- PHIL 205, Introduction to Philosophy, 3 credits
- PHIL 210, Introduction to Ethics, 3 credits
- PHIL 305, Human Nature, 3 credits
- PHIL 311, Ancient and Medieval Philosophers, 3 credits
- PHIL/POLS 312, Modern Philosophers, 3 credits

- SPCH 126, Speaking of Faith and Meaning, 3 credits
- THEO 105, World Religions in Societies and Cultures, 3 credits
- THEO 106, Christian Faith and Life, 3 credits
- THEO 201, Old Testament, 3 credits
- THEO 202, New Testament, 3 credits
- THEO 310, Early Christian Thinkers, 3 credits
- THEO 315, The Life and Thought of Luther, 3 credits
- THEO 322, Modern Christian Thinkers, 3 credits
- THEO 332, Death and Dying, 3 credits

Students who have successfully completed courses in this domain will be able to:

1. Compare and contrast the answers to major faith questions posed by various religious and philosophical traditions, texts, and belief systems.
2. Critically address one's own religious stance and articulate its roots in theological traditions, texts, and/or belief systems.
3. Compare and contrast the major questions and thinkers that form the basis of philosophical traditions.
4. Apply critical reasoning methods to questions of reality, knowledge, God, morality and society.

### Understanding Society and Human Behavior

*Take two courses (may not be from the same prefix; transfer courses must be 3 credits or equivalent)*

- ARTS/ENGL 330\*, Visual Culture and Rhetoric, 3 credits
- BSAD 252\*, Introduction to Personal Finance, 3 credits
- CPSC 210, Human Computer Interaction, 3 credits
- GEOG 105, Human Geography, 3 credits
- HIST 105, The West in the Modern World, 3 credits
- HIST 111, Colonial America, 3 credits
- HIST 112, The U.S.: Republic to Empire, 1789-1898, 3 credits
- HIST 113, The American Century: U.S. History Since 1898, 3 credits

- HUMN 101, Gods, Guts, and Sinners in the Ancient World, 3 credits
- KINH 205, Lifetime Fitness and Wellness, 3 credits
- MLAN 311, Global Perspectives, 3 credits
- MUSC 107, Musics of the World, 3 credits
- POLS 110, National Government, 3 credits
- POLS 120, State and Local Government, 3 credits
- POLS 322, Public Policy, 3 credits
- PSYC 101, General Psychology, 3 credits
- SOCS 101, Introduction to Sociology, 3 credits
- SOCS 105, Cross Cultural Perspectives, 3 credits
- SOCS/PSYC 346, Sustainability, 3 credits
- SPAN 312, Hispanic Culture and Civilization, 3 credits
- SPCH 103, Making Connections, 3 credits
- THEO 335, Poverty, Racism and Power, 3 credits

Students who have successfully completed courses in this domain will be able to:

1. Analyze historical, cultural, social and/or economic institutions and representations which define and reflect human behavior.
2. Communicate understanding of various theories that explain social and human behavior and development.
3. Explain their cultural assumptions as well as those from various multicultural perspectives.
4. Articulate how human behavior and social institutions are defined by their relationship to each other.

## Essential Competencies

In all of their classes taken at Grand View, students will be challenged to develop their skills in mastering the six General Education Core objectives: Information Literacy (IL), Written Communication (W), Oral Communication (O), Quantitative Communication (Q), Global Awareness (GA), and Vocation (V). Applications or “iterations” of each of these will appear throughout the curriculum, in the Core Seminars, Domains of Inquiry classes, and classes within the student’s major.

The number of iterations of each Core objective that is required of the student will depend on the number of credits the student transfers upon admission to Grand View University:

- 0-59 credits upon admission = 2 instances required of each iteration
- 60 or more credits upon admission = 1 instance required of each iteration

Full-time freshmen will be required to complete 2 instances of each iteration, no matter how many credits they bring in with them, unless they have already completed an Associate in Arts or Associate of Science degree. Full-time freshmen who complete an Associate in Arts or Associate of Science degree prior to initial GV enrollment will be required to complete the number of instances as indicated in the chart above.

Iterations of Core objectives may not be transferred to Grand View, but must be taken at Grand View. Iterations for each course are listed in the course description section of the catalog.

The criteria for the individual Core objectives are as follows:

### Information Literacy

The course must provide students with multiple experiences in analyzing questions, theses, or problems and collecting and evaluation related information for the purpose of producing evidence-based responses.

- Purpose: Defines a question, thesis, or problem to investigate
- Information gathering: Accesses information
- Evaluation: Critically analyzes information, visuals, and sources
- Differentiation: Distinguishes between sources
- Integration: Synthesizes and communicates information
- Responsible use: Manages information ethically and legally

### Written Communication

The course must provide students with experience in the *process* of forming their ideas and presenting them to a specified audience (e.g., the instructor, classmates, community members, discipline-specific peers, etc.) for the purpose of developing effective written communication skills.

- Audience: Composition is crafted to reach a specific and well-identified audience

- Purpose: Composition reflects intention of the writer and the project
- Organization: Structure of content appropriate to the assignment, supports purpose, and fosters coherency
- Process: Composition shows evidence of growth over many drafts
- Detail: The thesis of the piece is well-supported and appropriate to the assignment
- Standard American English: Grammar, word choice, and punctuation appropriate to context

### **Oral Communication**

The course must provide students with multiple experiences in presenting their ideas orally to a specified audience for a specified occasion for the purpose of developing effective oral communication skills.

- Purpose: Communicates the central idea with clarity and in an appropriate manner, making the talk's purpose clear to the audience
- Organization: Organizes oral and visual material in an appropriate pattern
- Supporting material: Provides appropriate supporting material (electronic and non-electronic, visual, audio, textual, etc.) citing sources as necessary
- Language: Chooses appropriate, effective, and vivid language, syntax, and pronunciation
- Verbal delivery: Employs vocal variety in pitch, rate, and volume to heighten and maintain interest
- Non-verbal delivery: Uses physical behaviors (appearance, posture, natural gesture) that support and strengthen the verbal message, and demonstrates facility with presentation aids and visuals
- Transaction: Makes regular eye contact and demonstrates awareness of audience reaction by responding in the moment of transaction
- Audience: Adapts the message and mode of delivery to the particular audience and communication situation (large group, small group or team, individual)

### **Quantitative Communication**

The course must provide students with the opportunity to develop competency and comfort in working with numerical data, including the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations, and the ability to create sophisticated

arguments supported by quantitative evidence clearly communicating those arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate).

- Interpretation: Ability to explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, and information)
- Representation: Ability to convert relevant information into various mathematical forms (e.g., equations, graphs, diagrams, tables, words)
- Calculation: Ability to perform accurate, sufficient, and concise calculations
- Application/Analysis: Ability to make judgments and draw appropriate conclusions based on the quantitative analysis of data, while recognizing the limits of this analysis
- Assumptions: Ability to make and evaluate important assumptions in estimation, modeling, and data analysis
- Communication: Expressing quantitative evidence in support of the argument or purpose of the work (in terms of what evidence is used and how it is formatted, presented, and contextualized numerically and/or visually)

### **Global Awareness**

The course must provide students with engagement with belief systems, heritages and perspectives different from their own for the purpose of developing understanding of others, themselves, and their relationship to the world.

- Understanding difference: Engages diverse perspectives to gain a more complex understanding of the human experience
- Self-Awareness: Accepts that his/her own views are not inherently privileged and values understanding the views of others
- Cultural Awareness: Understands how identity and beliefs are shaped by social forces
- Interaction: Interacts with a diverse array of views in ways that foster understanding and self-awareness

### **Vocation**

The course must provide students with experiences to help them identify their calling(s) and to connect to needs in the world for the purpose of being fully engaged with life.

- Engage: Reflects upon engagement with others in acts of work and service
- Equip: Develops the skills and knowledge to ethically fulfill a life of service to others
- Empower: Discerns how vocation meets needs in the world and has a well-defined, realistic vision for fulfilling his/her vocation

## **Transfer with an Associate in Arts or Associate in Science Degree**

The Associate in Arts (AA) and Associate in Science (AS) degrees satisfy the Grand View University General Education Core requirements for the baccalaureate degree except for the composition and quantitative reasoning courses (unless fulfilled by transfer coursework), Core Seminar II, and the required number of outcome iterations (number determined by class status on entry to the University; see pg. 59). The student must have graduated from an accredited institution and earned a 2.00 cumulative grade point average on a 4.00 system based on work completed at all institutions attended, and have satisfied Grand View's Quantitative Reasoning and Composition course requirements. Students holding Associate in Arts or Associate in Science degrees from accredited institutions based outside the United States are required to satisfy Grand View's Quantitative Reasoning and Composition course

requirements. The maximum number of transfer credits accepted from junior/community colleges is 75 semester hours. All junior/community college transfer credit is considered lower division credit.

Students holding any other Associate's degree other than an Associate of Arts or Associate in Science degree are not exempt from the general degree requirements.

## **Transfer with a Baccalaureate Degree**

Students holding a baccalaureate degree or higher from an accredited institution based in the United States are considered to have fulfilled all Grand View University General Education Core requirements except for the completion of one iteration of each of the Core outcomes and Core Seminar II. To earn the additional degree, they must complete the following: 30-hour residency requirement, one iteration of each outcome, Core Seminar II, requisite courses for the major, and prerequisites for those courses.

Students holding baccalaureate degrees from accredited institutions based outside the United States are frequently considered to have fulfilled all General Education Core requirements except English Composition, though Grand View reserves the right to make a determination of comparability.



## Undergraduate Degree Programs

### The Academic Major

The Academic Major is the primary area of specialized study selected by a candidate for a baccalaureate degree. An academic major may be disciplinary, interdisciplinary, or individualized in nature. Here at Grand View, a student is ordinarily required to complete between 35 and 45 semester hours of course work in a specific area/field of study in order to satisfy requirements for the academic major. A few programs, especially those that are approved by external accrediting or licensing agencies/boards may require students to accumulate more than 45 semester hours in order to satisfy all of the requirements for an academic major. Some majors may require the completion of a limited number of prerequisite courses for admission to the program or eligibility to enroll in selected courses in the major.

Each student seeking a baccalaureate degree must complete the requirements for at least one academic major. Some students also may wish to earn a second academic major. Students who already hold a baccalaureate degree from another college may earn a second baccalaureate degree by completing the requirements for the major at Grand View University, as well as any other requirements for the Grand View University bachelor's degree.

Each academic major that is offered by the University consists of:

- One or more introductory-level courses that are designed to help students develop an understanding of the organization and progression of knowledge in an academic field as well as familiarity with the methodologies and modes of inquiry that are associated with that field.
  - A series of "middle-range" courses or educational experiences that convey topical knowledge, issues and methods; provide opportunities to explore issues; offer activities to begin the process of gaining critical perspectives and making connections; help students to see and experience interactions with other disciplines and parts of the curriculum; and create and enhance a sense of intellectual community.
- At least one integrating or capstone course which fosters a broad reflective and critical view of the academic major and its relationship to other disciplines and which explores ways that graduates in this field might put their knowledge to post-baccalaureate use.
  - One course, learning activity, or examination which demonstrates to the satisfaction of the department a knowledge of technical advances appropriate to their field of study.

The following baccalaureate degree majors are currently available at the University (majors with an \* are available in the evening/accelerated format; majors with a • are available online-only in the evening/accelerated format:

- Accounting\* (BA)
- Applied Mathematics (BA)
- Art Education (BA)
- Biochemistry (BS)
- Biology (BA)
- Biology – Pre-Professional Pathway (BS)
- Biotechnology (BA)
- Business Administration\* (BA)
- Business Analytics\* (BA)
- Communication and Media Practice (BA)
- Computer Science (BA)
- Criminal Justice• (BA)
- Data Science (BA)
- Elementary Education (BA)
- English (BA)
- Game Design and Interactive Analytics (BA)
- General Studies (see Liberal Arts)
- Graphic Design (BA)
- History (BA)
- Human Services\* (BA)
- Individualized\* (BA)
- Kinesiology and Health Promotion (BA)
- Liberal Arts\* (BA)
- Management Information Systems\* (BA)
- Nursing (BSN)
- Organizational Studies\* (BA)
- Paralegal Studies\* (BA)
- Physical Education (BA)
- Political Science (BA)
- Psychology• (BA)
- Public Health
- Secondary Education (BA)

- Social Work (BSW)
- Spanish for Careers and Professionals (BA)
- Sport Management (BA)
- Studio Arts (BA)
- Theatre Arts (BA)
- Theology (BA)

- Statistics
- Supply Chain Management
- Theatre
- Theology

## The Academic Minor

The Academic Minor is a secondary area/field of specialized study for baccalaureate degree candidates. Students seeking to complete the requirements for an academic minor earn between 18 and 24 semester hours of credit in a second field/area of study. Students who already hold a baccalaureate degree are eligible to complete the requirements for an academic minor, but are not awarded a second baccalaureate degree for their work.

Students who select a baccalaureate degree minor must earn at least six hours in their minor field of study at Grand View University.

Baccalaureate degree minors are available in:

- Accounting
- Biology
- Chemistry
- Computer Science
- Creative Writing
- Criminal Justice
- English
- Environmental Studies
- Family Studies
- Modern Languages
- General Business
- Global Studies
- History
- Information and Technology Management
- Interactive Media
- Management
- Marketing
- Mathematics
- Music
- Philosophy
- Political Science
- Professional Communication
- Psychology
- Sociology
- Spanish
- Sport Management

## Certificate Programs

A Certificate Program provides an opportunity for students with no previous college experience, for students who already hold a baccalaureate degree from an accredited college or university, and/or for learners who are working on an associate or baccalaureate degree to undertake a highly focused program of study intended to meet specific licensing/endorsement requirements or to develop specific skills, understandings, and attitudes that have direct application in the workplace. Students enrolled in these programs are required to complete no fewer than 6 semester credits at Grand View University. Students may earn a certificate in another field/area of study than their major or minor.

The University offers certificate programs in (certificates with an \* are available in the evening/accelerated format):

- Analytics\*
- Biology for Career Professionals
- Human Resource Management\*
- Post-Baccalaureate Certificate in Accounting\*
- Professional Sales\*
- Spanish Essentials

Majors, minors, and certificates are listed by department in the following pages.

## Art and Design

### Majors

#### Art Education [also see Education, Art]

*Degree Awarded:* Bachelor of Arts

A major in Art Education aims to engage, equip, and empower students to be ethical and reflective teachers of excellence in public and private schools. It combines a strong liberal arts background with rigorous professional development. The major requires two semesters of practical field experience in local classrooms in preparation for the final semester of student teaching.

#### *Learning Outcomes*

1. **The Learner and Learning:** The teacher candidate understands how children learn and develop, including the consideration of individual differences, while creating a positive environment.
2. **Content Knowledge & Application:** The teacher candidate demonstrates mastery of content area information while creating authentic learning experiences that focus on critical thinking, problem solving, and a variety of perspectives.
3. **Instructional Practice:** The teacher candidate plans for instruction using a variety of pedagogical approaches and assessments.
4. **Professional Responsibility:** The teacher candidate is an ethical and reflective practitioner who collaborates with constituents for student growth and their own professional improvement.

*Pre-Education Requirements:* Students who are interested in Art Education (K-12) must earn a minimum 3.0 GPA in a prescribed liberal arts pre-education program and have a minimum 3.0 cumulative GPA before they are formally admitted to the Teacher Education program of the University. The pre-education course requirements are:

- Complete the following, minimum grade B: SPCH 103 or 126, EDUC 111, 146. These courses will be counted in computing the minimum 3.0 GPA for this major.
- Additional pre-education requirements to be completed, but not counted as credits in the major or in computing the minimum 3.0 GPA

required for this major, include: ENGL 101, 220, or 252 (minimum grade of B required); a math course, a science course, PSYC 101 (each requiring a minimum grade of C)

- Prerequisites for courses in the major are ARTS 101, 102, 103, 104. These courses will be counted in computing the minimum 3.0 GPA for this major.
- The grade of B or above must be earned in designated education major pre-admission and major courses, and students must earn a grade of C or above in all other courses required for the major pre-admission courses, major, and each endorsement.

#### *Requirements for the Major*

81 semester credits (the pre-education program and the below) including:

- Completion of EDUC 342; EDUC 243 or 244; EDUC 280; ARTS 245, 261\*\*, or 366; ARTS 319; EDUC 306 or 307; ARTS 320; EDUC 309; EDUC 421; EDUC 442.
- Take 9 hours of Art History selected from: ARTS 231, 232, 340, 342, 431 or ARTS/ENGL 330.
- Take 9 hours of studio classes from one of three groups: ARTS 221, 222, 321, 322; OR ARTS 201, 202, 331, 332; OR ARTS 261\*\*, 265, 300, 361.
- Take 6 hours of additional two-dimensional studio classes.
- Take 6 hours of additional three-dimensional studio classes.
- Take EDUC 420 and 425.

\*\* ARTS 261 can be applied once toward major requirements.

All of the courses above will be counted in computing the minimum 3.0 GPA required for this major. Art Education majors (K-12) must earn a minimum 3.0 GPA in coursework required for the major (including ARTS prerequisites) and a minimum of 2.5 GPA in all college work. The grade of B or above must be earned in designated education major pre-admission and major courses, and students must earn a grade of C or above in all other courses required for the major pre-admission courses, major, and each endorsement.

Any request for a change in the sequence of curriculum for the Art Education major must be submitted to the Education and Art Department

chairs for consideration by the faculty of both departments.

Successful completion of these requirements (plus any additional requirements implemented by the state) and all other University graduation requirements will result in a recommendation to the State of Iowa Board of Educational Examiners for an Iowa teaching license.

## **Game Design and Interactive Analytics**

*Degree Awarded:* Bachelor of Arts

A major in Game Design and Interactive Analytics combines the cognitive and research skills of careful logistical thinking with the aesthetic and stylistic abilities required for the expression of creativity. While this degree is representative of liberal arts and an ideal program to pursue multiple fields of graduate education, it also prepares students for the rigors of working in the game design industry. It strongly prioritizes clear communication with effective research, writing, and design skills.

*Learning Outcomes:*

Students who major in Game Design and Interactive Analytics will be able to:

1. Understand fundamental elements of design, play, and narrative.
2. Demonstrate logistical thinking.
3. Design and implement representational systems of data and/or information.
4. Render and disseminate information in procedural and ludic representations.

*Prerequisites for courses in the Major*

ARTS 104, 245, ENGL 101 or 252, 111, MATH 095 or 096, STAT 241.

These courses will not be counted in computing the GPA for the major.

*Requirements for the Major*

43 semester credits including:

- ARTS 199, 335, 375, 425, 435, 499
- ARTS/ENGL 330
- ENGL 202, 204 or 206
- ARTS 302, 329, 345
- CPSC 210
- BSAD/CPSC 241
- GAME 201, 301, 470, 471

These courses will be counted in computing the 2.2 GPA required for this major. Students majoring in Game Design and Interactive Analytics must achieve a grade of C minus (C-) or above in all the required courses for the major in order to graduate. Students are strongly encouraged to register for ARTS 399, BSAD 399, or CPSC 399 internship.

All entering transfer students must submit a portfolio or writing sample for review. Additional coursework may be required for entry into the program.

## **Graphic Design**

*Degree Awarded:* Bachelor of Arts

The major in Graphic Design is a combination of the traditional visual arts area with computer graphics and a technical core of graphic design. The primary objective of this degree is to prepare students to work in areas of graphic design. A strong art emphasis with a liberal arts background is the basis for a degree in this discipline.

*Learning Outcomes:*

Students who major in Graphic Design will be able to:

1. Apply fundamental design knowledge in visual problem solving.
2. Analyze historic and contemporary visual communications media within the context of culture.
3. Maintain competency in relevant graphic technologies.
4. Demonstrate engagement with the professional design community.

*Prerequisites for courses in the Major*

ARTS 101, 102, 103, 104, or consent of the department chair.

These courses will not be counted in computing the GPA for the major.

*Requirements for the Major*

45 semester credits including:

- ARTS 199, 240, 261, 265, 300, 361, 401, 245, 335, 470, 499
- Six hours of art history selected from ARTS 231, 232, 340, 342, 431 or ARTS/ENGL 330
- 12 additional hours of Arts electives
- ARTS 199: successful portfolio review during the sophomore year or by request of the faculty.

These courses will be counted in computing the 2.2 GPA required for this major. Students majoring in Graphic Design must achieve a grade of C minus (C-) or above in all the required courses for the major in order to graduate. Students are strongly encouraged to register for ARTS 399, internship.

All entering transfer students must submit a portfolio for review. Additional coursework may be required for entry into the program.

## Studio Arts

*Degree Awarded:* Bachelor of Arts

The major in Studio Arts provides a foundation for students preparing themselves for a professional fine arts career, or entry to a master's degree program.

### *Learning Outcomes*

Students who major in Studio Arts will be able to:

1. Apply fundamental design knowledge in visual problem solving.
2. Analyze historic and contemporary media within the context of visual culture.
3. Demonstrate informed choices and utilization of a wide variety of art media.
4. Develop a personal framework of engagement relative to the greater arts community.

### *Prerequisites for courses in the Major*

ARTS 101, 102, 103, 104, or consent of the Department Chair.

These courses will not be counted in computing the GPA for the major.

### *Requirements for the Major*

42 semester credits including:

- 12 credits of art history from ARTS 231, 232, 340, 342, 431 or ARTS/ENGL 330
- Any 18 hour combination of painting, drawing, photography, printmaking, or sculpture courses from ARTS 201, 202, 221, 222, 230, 260, 262, 270, 271, 310, 311, 321, 322, 331, 332, 333, 337, 360, 371
- ARTS 440 or 441
- ARTS 240, 450, 499
- Six additional hours of Arts electives
- ARTS 199: successful portfolio review during the sophomore year or by request of the faculty

These courses will be counted in computing the 2.2 GPA required for this major. Students majoring in Studio Arts must achieve a grade of C minus (C-) or above in all the required courses in order to graduate. Students are strongly encouraged to register for ARTS 399, Internship.

All entering transfer students must submit a portfolio for review. Additional course work may be required for entry into the program.

## Minors

### Interactive Media

The minor in Interactive Media emphasizes a user experience viewpoint. Students will learn to plan, write, organize, design, and create dynamic content for screen-based devices both individually and in collaborative groups.

### *Learning Outcomes*

Students who complete an academic minor in Interactive Media will be able to:

1. Apply fundamental design knowledge in visual problem solving.

Analyze historic and contemporary visual communications media within the context of culture.

Maintain competency in relevant graphic technologies.

### *Requirements for the Minor:*

18 semester credits including:

- COMM 121
- ARTS 245, 335, 366, 375, 425

Students minoring in Interactive Media must achieve a C minus (C-) or above in all courses in the minor.

## Biology

### Majors

#### Biology

*Degree Earned:* Bachelor of Arts

The major in Biology is designed to prepare students for careers and post-baccalaureate study requiring specialization in biology. While many Biology majors continue their education in graduate school and in professional programs such as medicine, dentistry, physician assistant and physical therapy, others find excellent vocational opportunities in private and governmental laboratories, in health-related sales, and in education.

To properly prepare our students for such vocational diversity, the major requires foundational courses in biology, allows students sufficient opportunity to choose electives in biology, and requires and recommends support courses in other scientific disciplines. In order to tailor a program of study that meets an individual student's specific needs and interests, the student is expected to work closely with a faculty advisor. Transfer credit for Biology courses must be taken within the last 10 years.

#### *Learning Outcomes*

Students who major in Biology will be able to:

1. Develop a broad knowledge base in Biology.
2. Clearly communicate scientific principles orally and in writing.
3. Retrieve, understand, and critically review information from scientific literature.
4. Interpret data from a variety of sources.
5. Become proficient in the use of laboratory equipment and techniques commonly used by biologists, while abiding to safety guidelines.

#### *Prerequisites for courses in the Major*

CHEM 111 and MATH 121.

These courses will not be counted in computing the GPA for the major.

#### *Requirements for the Major*

41-44 semester credits including:

- BIOL 101, 102, 150, 250, 360, 450, CHEM 112
- Two courses from the following, one of which must be a lab course: BIOL 209, 225, 256, 285

- A minimum of 11 hours from the following, 8 of which must be lab courses: BIOL 310, 325, 335, 380, 392, 399, 411, 415, 420, 425, 430, 444, 499
- One course from the following: CHEM 321, 322, MATH 122, STAT 241, 261, PHIL 325, PHYS 131, 132

These courses will be counted in computing the 2.2 GPA required for this major. For any given course in the Biology major, a student may only receive one symbol of "W." If a course in the major has been completed and a grade assigned, a student may only repeat the course once. Appeals to this policy should be made in writing to the Chair of the Department of Biology.

#### **Biology – Pre-Professional Pathway**

*Degree Earned:* Bachelor of Science

The B.S. in Biology is designed for students seeking entry into a post-baccalaureate program focused on allied health including medicine, dentistry, physician assistant, podiatry, pharmacy, and veterinary medicine. Admission to these programs requires a broad foundation in the biological sciences and specialization in upper-level courses. Students complete courses that satisfy the requirements for the B.S. in Biology, satisfy the minimum requirements for entry to medical/dental schools and provide background to prepare for the Medical College Admission Test (MCAT), Dental Admission Test (DAT), or the Graduate Record Examination (GRE).

Students are prepared for their advanced degree program applications with course-based informational sessions and one-on-one mentoring. The goal is to help the student prepare application materials, reflect upon their own individual vocation pathway in allied health, and practice interview skills. In addition, students will master advanced concepts and abilities to improve performance upon entry into such programs. To tailor a program of study that meets an individual student's choice in post-baccalaureate program, the student is expected to work closely with an advisor.

Graduates with a B.S. in Biology can also seek employment in various biology-related fields, such as technical, clinical, and laboratory-based environments as a research technician or technologist, including within the field of medicine. Transfer credit for Biology courses must be taken within the last 10 years.

### *Learning Outcomes*

Students who major in Biology – Pre-Professional Pathway will be able to:

1. Develop a broad knowledge base in Biology.
2. Clearly communicate scientific principles orally and in writing.
3. Retrieve, understand, and critically review information from scientific literature.
4. Interpret data from a variety of sources.
5. Become proficient in the use of laboratory equipment and techniques commonly used by biologists, while abiding by safety guidelines.
6. Learn the process used to synthesize a complete medical school/dental school application portfolio.
7. Clearly communicate their own rationale for seeking a career in medicine or dentistry.

*Prerequisites for courses in the Major*  
MATH 121.

These courses will not be counted in computing the GPA for the major. Students will select from one of the three pathway options.

*Requirements for the Major*  
53-68 semester credits including:

- BIOL 101, 102, 150, 250, 251, 252, 256, 335, 360, 420, 450, CHEM 111, 112, 321, 351
- STAT 241 or 261
- Two courses from the following: BIOL 140, 380, 411, 415, 425, 444, 499

Select one of the following pathway options:

- Pre-Medical/Pre-Dental- take PHYS 131 and 132, or take PHYS 241 and 242
- Pre-Veterinary Medicine- take PHYS 131 or 241
- Pre-Physician Assistant- no additional coursework required for this option

These courses will be counted in computing the 2.2 GPA required for this major. For any given course in the Biology major, a student may only receive one symbol of “W.” If a course in the major has been completed and a grade assigned, a student may only repeat the course once. Appeals to this policy should be made in writing to the Chair of the Department of Biology.

### **Biotechnology**

*Degree Earned:* Bachelor of Arts

The major in Biotechnology is designed to respond to a rapidly growing field in which employers are seeking baccalaureate prepared graduates. This degree also prepares students who seek further education at the graduate level. Students who major in Biotechnology can be employed in both the traditional laboratory setting and a less traditional one such as field work. The expansion of biotechnology into a large variety of sectors allows students to work in vaccine development, plant and crop development, food enhancement, renewable fuels, and numerous other areas. Students who are interested in improving the quality of life will be attracted to this area. Varied employers include those in private and government research laboratories and manufacturing and pharmaceutical companies. Students are prepared through foundational courses in general biology, genetics, cell biology, physiology, and biotechnology. Additional courses in the sciences ensure that students meet the educational demands of a variety of potential employers.

### *Learning Outcomes*

Students who major in Biotechnology will be able to:

1. Develop a knowledge base associated with the fundamental principles of biotechnology.
2. Clearly communicate scientific principles orally and in writing.
3. Retrieve, understand, and critically review information from scientific literature.
4. Interpret data from a variety of sources.
5. Become proficient in a laboratory skill set necessary to be employable in the biotechnology field, while abiding to safety guidelines.
6. Students will be able to identify, analyze, and communicate ethical issues associated with biotechnological advances.

*Prerequisites for courses in the Major*  
BIOL 101, CHEM 111 and 112, and MATH 121

These courses will not be counted in computing the GPA for the major.



### *Requirements for the Major*

48-50 semester credits including:

- BIOL 102, 225, 250, 256, 285, 290, 360, 380, 415, 450, CHEM 321
- STAT 241 or 261
- Choose two of the following: BIOL 325, 335, 399

These courses will be counted in computing the 2.2 GPA required for this major. For any given course in the Biotechnology major, a student may only receive one symbol of "W." If a course in the major has been completed and a grade assigned, a student may only repeat the course once. Appeals to this policy should be made in writing to the Chair of the Department of Biology.

## **Minors**

### **Biology**

#### *Learning Outcomes*

Students who complete an academic minor in Biology will be able to:

1. Develop a knowledge base in various biological fields that will prepare students to utilize appropriate technology associated with each field.
2. Retrieve, process, and synthesize science related literature so that its context may be critically evaluated.
3. Integrate knowledge associated with various biological fields and demonstrate an awareness of how these areas are integrated with other disciplines in the natural sciences.
4. Become proficient in the use of standard laboratory equipment.

#### *Prerequisites for courses in the Minor*

CHEM 111 and MATH 121

#### *Requirements for the Minor*

22-24 semester credits including:

- BIOL 101, 102 and CHEM 112
- Three additional courses, with at least two being at the 300- or 400-level, and two being laboratory courses, selected from: BIOL 209, 225, 256, 285, 310, 325, 335, 360, 380, 411, 415, 420, 444.

Students who minor in Biology must achieve a 2.2 GPA in those courses.

## **Certificate**

### **Biology for Career Professionals**

The Biology for Career Professionals certificate allows non-life science employees of partner companies to improve their understanding of biology to supplement their professional roles by completing the lecture portions of Grand View courses.

#### *Learning Outcomes*

Students who complete an academic certificate in Biology for Career Professionals will be able to:

- Develop a broad knowledge base in biology

#### *Prerequisite for the Certificate*

Associate's degree or bachelor's degree

#### *Requirements for the Certificate*

15 semester credits including:

- BIOL 101CP, 225CP, 285CP, 325CP, 360CP

## Business Administration

### Majors

#### Accounting

*Degree Earned:* Bachelor of Arts

The major in Accounting develops the technical proficiency and the conceptual, analytical, and communication skills required in the accounting profession. The accounting program strives to prepare students for careers in all areas of accounting in both public and private concerns.

Outstanding Accounting students are recognized each year by the Iowa Society of CPAs, and the Institute of Management Accountants. Completion of the accounting program and the requisite credit hours will allow students to sit for the Certified Public Accountant examination in Iowa and students are encouraged to take the exam.

The Accounting degree can be completed in its entirety in either the day or evening/accelerated format. The Business Department also offers a post-baccalaureate certificate program.

#### *Learning Outcomes*

Students who major in Accounting will be able to:

1. Demonstrate abilities to conduct research using information technology in order to access, manipulate, and interpret relevant data and information for decision making.
2. Demonstrate abilities to effectively communicate research findings in written and/or oral format.
3. Demonstrate abilities in analyzing business situations and recommend courses of action that show a thorough understanding of the internal business functions and external environments.
4. Demonstrate abilities to apply various theoretical frameworks to practical business applications.
5. Demonstrate abilities to integrate concepts from various business disciplines into a recommended course of action.
6. Integrate concepts within the general business core with concepts from accounting in making strategic decisions.

#### *Prerequisites for the Major*

BSAD 295 (will be excused for students earning their degree fully in the online and/or evening formats), ECON 101, 102, MATH 116.

These prerequisite courses will not be counted in computing the GPA for the major **but must be taken to complete the major.**

#### *Requirements for the Major*

65 semester credits including:

- ACCT 211, 212, 303, 304, 330, 381, 401, 411, 431
- BSAD 145, 310, 311, 315, 340, 341, 352, 399, 450
- ECON 315, ENGL 309
- STAT 241 or BSAD 239

Transfer students must earn a minimum of 12 upper division semester credits in accounting at Grand View University. All accounting majors must achieve a 2.2 grade point average in the major and a 2.2 grade point average in their required accounting courses. Required courses in accounting, business administration, computer science, and economics are counted in determining the average in the major.

## Business Administration

*Degree Earned:* Bachelor of Arts

The major in Business Administration combines the traditional studies in business with a broadly based liberal arts curriculum. The Business Administration curriculum seeks to prepare people for careers in public and/or private sectors of the business environment. The program is designed to prepare graduates for positions in retail trade, manufacturing and service industries, financial services, real estate, marketing, insurance and health systems. Business courses are appropriate for cultural, educational, and governmental positions and for those interested in graduate business studies or law.

#### *Learning Outcomes*

Students who major in Business Administration will be able to:

1. Demonstrate abilities to conduct research using information technology in order to access, manipulate, and interpret relevant data and information for decision making.

2. Demonstrate abilities to effectively communicate research findings in written and/or oral format.
3. Demonstrate abilities in analyzing business situations and recommend courses of action that show a thorough understanding of the internal business functions and external environments.
4. Demonstrate abilities to apply various theoretical frameworks to practical business applications.
5. Demonstrate abilities to integrate concepts from various business disciplines into a recommended course of action.

*Prerequisites for the Major*

ACCT 211, BSAD 145, 295 (will be excused for students earning their degree fully in the online and/or evening formats), ECON 101, MATH 116

These prerequisite courses will not be counted in computing the GPA for the major **but must be taken to complete the major.**

*Requirements for the Major*

48 semester credits including:

- ACCT 212
- BSAD 310, 311, 315, 340, 352, 399, 450
- ECON 102, ENGL 309
- STAT 241 or BSAD 239

Students must also complete a 15-16 hour concentration from the following choices:

**Finance Concentration**

- BSAD 420, 422
- Three courses from the following: ACCT 411, BSAD 252, 341, 350, 426, DATA 433, ECON 315, 415

**Human Resource Concentration**

- BSAD 375, 377, 407, 408, 410

**International Business Concentration**

- BSAD 317, 331
- ECON 415
- POLS 361 or 370
- Take one foreign language course and earn a C or above or complete a semester-long study abroad program (with departmental approval) or non-native English speakers will take MLAN

311 or another foreign language course (with departmental approval)

**Management Concentration**

- BSAD 375, 410
- Three courses from the following: BSAD 316, 331, 362, 365, 405, 425, 430 (as approved), 432, 452, 453.

**Marketing Concentration**

- BSAD 351, 423, POLS 350
- Two courses from the following: BSAD 317, 320, 325, 415, 416, 430 (as approved), 452, DATA 435.

**Professional Sales Concentration**

- BSAD 235, 245, 351, 435, 445

**Supply Chain Management Concentration**

- BSAD 236, 246, 336, 456
- BSAD 346 or DATA 435 or BSAD 365

These courses will be counted in computing the 2.2 GPA required for this major.

**Business Analytics**

*Degree Earned:* Bachelor of Arts

The major in Business Analytics is designed for students interested in learning about the scientific process of using data to make better decisions in various areas of organization, non-for-profit and government entities. By using data analysis, optimization techniques, and modeling tools, students have the opportunity to make sense of big data across multiple functions of the business. The major in Business Analytics will prepare students in the business, mathematics, and computer science disciplines of data analysis and optimization to think critically about data and use data in meaningful ways. Business Analytics focuses on using mathematical approaches to help improve decision making and performance in business. To better understand business situations, students focus on collecting and analyzing data, drawing on probability and statistics. In order to improve organization's performance, students work with the vast amount of Big Data to help discover trends and make predictions, and then make strategic, data-driven decisions. The undergraduate business analytics major prepares students to succeed in a data-driven world, providing exposure to software platforms and techniques used to store, transform,

manipulate, analyze and interpret small and large sets of data.

#### *Learning Outcomes*

Students who major in Business Analytics will be able to:

1. Demonstrate the ability to think critically in making decisions based on data and deep analytics.
2. Demonstrate the ability to use technical skills in predictive and prescriptive modeling to support business decision-making.
3. Demonstrate the ability to translate data into clear, actionable insights.
4. Demonstrate effective communication skills that facilitate the effective presentation of analysis results.
5. Demonstrate an understanding of fundamental principles of data analytics systems and technologies to be able to integrate concepts from various business and statistics disciplines into a recommended course of action.

#### *Prerequisites for courses in the Major*

MATH 095, 096, 116 or satisfactory score on Math Placement.

#### *Prerequisites for the Major*

ACCT 211, BSAD 295 (will be excused for students earning their degree fully in the online and/or evening formats), DATA 101, and one course from BSAD/PSYC/STAT 239, STAT 241 or 261.

These prerequisite courses will not be counted in computing the GPA for the major **but must be taken to complete the major.**

#### *Requirements for the Major*

48 semester credits including a 15 credit Business core, a 24 credit Analytics core, and 9 credits of major electives:

#### **Requirements for the Business core include:**

- BSAD 310, 315, 352, 365, 399

#### **Requirements for the Analytics core include:**

- BSAD/CPSC 241, 421
- CPSC 242, 260
- DATA 321, 445, 454
- STAT 341

#### **Required Electives:**

- 9 credits selected from DATA 433, 435, 437, 448, CPSC 310

These courses will be counted in computing the 2.2 GPA required for this major.

## **Management Information Systems**

*Degree Earned:* Bachelor of Arts

The major in Management Information Systems is designed for students with interests in the discipline of computing and its applications in various areas of business. The major provides a solid foundation of computer sciences and an awareness of and appreciation for the expanding role that information systems has in our society. It also provides an understanding of the evolving implications of their profession in ethical, legal, and social matters, as well as a solid foundation in management and accounting. Graduates with this major will be well prepared to pursue careers oriented toward business application design and development as well as management-level positions in information systems.

#### *Learning Outcomes*

Students who major in Management Information Systems will be able to:

1. Demonstrate abilities to conduct research using information technology in order to access, manipulate, and interpret relevant data and information for decision making.
2. Demonstrate abilities to effectively communicate research findings in written and/or oral format.
3. Demonstrate abilities in analyzing business situations and recommend courses of action that show a thorough understanding of the internal business functions and external environments.
4. Demonstrate abilities to apply various theoretical frameworks to practical business applications.
5. Demonstrate abilities to integrate concepts from various business and MIS disciplines into a recommended course of action.

#### *Prerequisites for the Major*

ACCT 211, 212, BSAD 145, 295 (will be excused for students earning their degree fully in the online and/or evening formats), STAT 241 or BSAD 239

These prerequisite courses will not be counted in computing the GPA for the major **but must be taken to complete the major.**

*Requirements for the Major*

48 semester credits including an 18 credit Business core, an 18 credit MIS core, and a Business Analyst or an Information Technology concentration:

**Requirements for the Business core include:**

- BSAD 311 or 352
- BSAD 315 or BSAD 325
- BSAD 340, 399, 410, ENGL 309

**Requirements for the MIS core include:**

- BSAD/CPSC 241
- CPSC 242
- BSAD 365, 381, 451
- BSAD/CPSC 421

**Complete a 12 credit concentration:**

**Business Analyst Concentration**

- BSAD 384, 436, 437
- One additional semester of programming language

**Information Technology Concentration**

- BSAD/CPSC 323
- 6 hours programming, 3 of which are object-oriented programming
- 3 hours approved technology courses

These courses will be counted in computing the 2.2 GPA required for this major.

**Sport Management**

*Degree Earned:* Bachelor of Arts

The Sport Management program is designed to introduce student to management skills and occupational opportunities. The major will allow students to utilize a business administration background and apply this knowledge to the sports and recreational industry. The program includes course work in management and administration, public relations, sports marketing, sports law, and sport psychology. The internship is an integral part of this program and provides students with necessary field experiences.

*Learning Outcomes*

Students who major in Sport Management will be able to:

1. Demonstrate abilities to conduct research using information technology in order to access, manipulate, and interpret relevant data and information for decision making.
2. Demonstrate abilities to effectively communicate research findings in written and/or oral format.
3. Demonstrate abilities in analyzing business situations as well as situations in the sports industry, and recommend courses of action that show a thorough understanding of the internal business functions and external environments.
4. Demonstrate abilities to apply theory to managerial situations in a sport or related industry.
5. Demonstrate ability to integrate sport marketing, sport finance, motivation, and administrative knowledge to make strategic decisions.

*Prerequisites for the Major*

BSAD 145, 295 (will be excused for students earning their degree fully in the online and/or evening formats), ECON 102, MATH 116, STAT 241 or BSAD 239

These prerequisite courses will not be counted in computing the GPA for the major **but must be taken to complete the major.**

*Requirements for the Major*

- ACCT 211, 212
- BSAD 217, 270, 315, 316, 340, 343, 371, 399, 416, 453
- ENGL 309, PSYC 380
- 6 credits selected from: BSAD 310, 320, 365, 375, 405, COMM 255, DATA 437, KINH 304

These courses will be counted in computing the 2.2 GPA required for this major.

**Minors**

**Accounting**

*Learning Outcomes*

Students who complete an academic minor in Accounting will be able to:

1. Demonstrate an understanding of accounting concepts covering financial accounting and managerial accounting.

2. Demonstrate the ability to think critically in accounting problem-solving and decision making.

*Requirements for the Minor*

20 semester credits including:

- ACCT 211, 212, 303, 304, 381
- 3 additional hours of upper division accounting courses

Students who minor in Accounting must achieve a 2.2 GPA in these courses.

## **General Business**

*Learning Outcomes*

Students who complete an academic minor in General Business will be able to:

1. Demonstrate an understanding of the decision-making process as well as fundamental accounting and business concepts.

*Requirements for the Minor*

Minimum 18 semester credits including:

- ACCT 211
- BSAD 145, 202, 310, 315
- ECON 101

Students who minor in General Business must achieve a 2.2 in these courses.

## **Information and Technology Management**

*Learning Outcomes*

Students who complete an academic minor in Information and Technology Management will be able to:

1. Demonstrate abilities in analyzing business situations and recommend courses of action that show a thorough understanding of the internal business functions and external environments.
2. Demonstrate abilities to apply various theoretical frameworks to practical business applications.

*Requirements for the Minor*

21 semester credits including:

- ACCT 212
- BSAD 202, 381
- BSAD/CPSC 241, 421
- CPSC 242
- BSAD/CPSC 323 or BSAD 325 or 365
- 9 of the 21 hours must be upper division hours

Students may substitute two semesters of one other language for BSAD/CPSC 241 and CPSC 242, as long as one semester is object-oriented.

Students who major in Business Administration or Accounting may substitute an elective for BSAD 202.

Students who minor in Information and Technology Management must achieve a 2.2 GPA in these courses.

## **Management**

May not be earned by Business Administration or Accounting Majors

*Learning Outcomes*

Students who complete an academic minor in Management will be able to:

1. Demonstrate basic proficiency in applying theoretical management principles to practical situations.

*Requirements for the Minor*

18 semester credits including:

- ACCT 211
- BSAD 145, 310
- 3 courses from the following: ACCT 212, BSAD 311, 316, 340, 362, 365, 375, 405, 410, 425, 432, 452, 453

Students who minor in Management must achieve a 2.2 GPA in these courses.

## **Marketing**

*Learning Outcomes*

Students who complete an academic minor in Marketing will be able to:

1. Demonstrate understanding of fundamental principles and language of marketing, including consumer behavior, segmentation, positioning, basic marketing research, and the relationship of the external environment to the marketing mix.

*Requirements for the Minor*

18 semester credits including:

- BSAD 202, 315, 351
- 3 courses from the following: BSAD 320, 325, 416, 423, 430, 452, COMM 255, POLS 350

Students who minor in Marketing must achieve a 2.2 GPA in these courses.

## Sport Management

### *Learning Outcomes*

Students who complete an academic minor in Sport Management will be able to:

1. Demonstrate an understanding of the evolution/historical background of sport management as well as career opportunities in amateur athletics and professional sports.
2. Demonstrate the skills and competency level necessary for a career in sport management.

### *Requirements for the Minor*

18 semester credits including:

- BSAD 217, 270, 316
- 9 credits from BSAD 343, 371, 416, KINH 304, PSYC 380

Students who minor in Sport Management must achieve a 2.2 GPA in these courses.

## Supply Chain Management

### *Learning Outcomes*

Students who complete an academic minor in Supply Chain Management will be able to:

1. Apply the fundamental principles of supply chain management.
2. Apply methods of forecasting and logistics to product supply issues.
3. Understand the application of transportation and information systems technologies to supply chain management.

### *Requirements for the Minor*

18 semester credits including:

- BSAD/PSYC/STAT 239
- BSAD 236, 246, 336
- BSAD 346 or 456
- BSAD 310 or 311

Students who minor in Supply Chain Management must achieve a 2.2 GPA in these courses.

## Certificates

### Analytics

The Analytics Certificate is intended for individuals wishing to start their careers in one of the fast-growing and highest-paid professions in the USA as organizations rely on data to drive strategic

decision, or wishing to add analytics methodology to their toolkits, or wishing to complement their careers by being able to analyze data from their fields.

### *Learning Outcomes*

Students who complete a certificate program in Analytics will be able to:

1. Manage, store, share and prepare data for analysis.
2. Work with multiple data sources.
3. Translate real-life problems into analytical frameworks.
4. Understand regression, classification, prediction, forecasting, simulation and visualization.
5. Clearly justify and communicate analysis results to a non-technical audience.

### *Requirements for the Certificate*

An entry-level statistics course is required prior to entering this program (BSAD/STAT 239, STAT 241, STAT 261, or equivalent).

18 semester credits including:

- DATA 101, 321, 445, 454
- CPSC 270, STAT 341

## Human Resource Management

The Human Resource Management Certificate is intended for individuals wishing to transition into human resource positions, seeking preparation for certification, or wishing to add to their ability to manage people.

### *Learning Outcomes*

Students who complete a certificate program in Human Resource Management will be able to:

1. Demonstrate basic proficiency in applying human resource management theory to practical situations.

### *Requirements for the Certificate*

18 semester credits including:

- BSAD 375, 377, 407, 408, 410, 432

## Post-Baccalaureate Certificate in Accounting

The Post-Baccalaureate Certificate in Accounting program is designed for the person with a bachelor's degree in a field other than accounting.



This certificate will meet the requirements to sit for the CPA exam in the state of Iowa.

*Learning Outcomes*

Students who complete a certificate program in Post-Baccalaureate in Accounting will be able to:

1. Demonstrate an understanding of accounting concepts in financial accounting, managerial accounting, non-profit accounting, auditing, and income taxation.
2. Demonstrate the ability to think critically in accounting problem solving and decision making.

*Requirements for the Certificate:*

Bachelor's degree in field other than Accounting and 59 semester credits including:

- ACCT 211, 212, 303, 304, 330, 381, 401, 411, 412, 431
- BSAD 340, 341
- Minimum of 21 credits in business related courses (economics, statistics, any business course)

**Professional Sales**

The Professional Sales Certificate is designed to hone the skills most in demand by commercial sales teams and build a foundational familiarity with a broad range of selling techniques. Most importantly, the program develops practical, practiced skills that can be immediately applied in graduate sales roles. The Professional Sales Certificate is offered as a part of a consortium of independent colleges and universities. Some courses will be available only in an online format with another university.

*Learning Outcomes*

Students who complete a certificate program in Professional Sales will be able to:

1. Apply the principles of Relationship-Driven Selling to sales activities.
2. Choose the correct approach to manage sales teams.
3. Provide critical feedback about the selling practices of others.

*Requirements for the Certificate*

18 credit hours, including:

- BSAD 235, 245, 315, 351, 435, 445

## Chemistry/Physics

### Majors

#### Biochemistry

*Degree Earned:* Bachelor of Science

This major prepares students for the rapidly advancing field of biochemistry. It is designed to appeal to students who desire a major with a focus in chemistry that also offers preparation in computer science, mathematics, physics, and the biological aspects of chemistry. The interdisciplinary nature of the biochemistry major equips students for work in a variety of industries including pharmaceuticals and agriculture. Research, which is a requirement of the biochemistry major, prepares students for careers in private industry and government laboratories. The Biochemistry major also provides preparation for graduate or professional school.

Transfer credit for Biology, Chemistry, Physics and Mathematics courses must have been taken within the last 5 years. Courses taken previously to the 5 years will be considered on a case by case basis.

#### *Learning Outcomes*

Students who major in Biochemistry will be able to:

1. The student will discover and develop knowledge of chemistry and biochemistry theory and laboratory techniques through course work.
2. The student will consistently utilize appropriate laboratory techniques and chemical safety.
3. The student will be able to convey and explain scientific theories, data and observations in a clear and concise manner, both verbally and in writing.
4. The student will design and conduct research projects and propose and carry out (when possible) solutions to any challenges met during these research endeavors.

#### *Requirements for the Major*

66-71 semester credits, including:

- BIOL 101, 360, 380, 415
- CHEM 111, 112, 321, 322, 341, 351, 450, 452, 453, 499
- MATH 212 or 231 or STAT 241 or 261
- PHYS 131 and 132, or PHYS 241 and 242

- Choose one of the following: BIOL 325, 335, CHEM 361, 399, 430.

These courses will be counted in computing the 2.2 GPA required for this major.

### Minors

#### Chemistry

##### *Learning Outcomes*

Students who minor in Chemistry will be able to:

1. Demonstrate an understanding of the knowledge and methods associated with chemistry.

##### *Prerequisites for courses in the Minor*

MATH 121

##### *Requirements for the Minor*

20-22 semester credits including:

- CHEM 111, 112, 321
- Seven or more credits selected from: CHEM 322, 341, 351, 361, 430, 452, 453

Students who minor in Chemistry must achieve a 2.2 GPA in those courses.

## Communication

### Communication Department Rules

Communication majors need a high level of language proficiency, both verbal and written. There is also a need to ensure that all students graduating from Grand View in this department have uniformly attained a certain level of competency in the major. Courses from other colleges may not always contain material equivalent to our courses. Therefore, transfer and cross-enrolled credits must be examined carefully.

To be certain all students in the major are ready to take departmental courses and to ensure all classes taken at other colleges meet our requirements, certain policies have been developed by the Grand View Communication Department:

1. Students must be in or have passed the university composition requirement before taking any 200-level or higher courses in the major. If a university composition requirement equivalent is taken elsewhere, a competency test may be required of the students with a transfer grade of "C-" or lower before they are allowed to take major courses at Grand View.
2. A course in the major taken at certain other institutions where courses are not equivalent may not be accepted until the students have passed a competency test of the Grand View courses.
3. All Communication majors must pass with at least a "C" COMM 141 before taking any 300-400 level courses. This restriction can only be waived by a majority vote of the Communication Department faculty.
4. Students must earn a "C" or above in all classes in their major checklist. If a student receives a grade lower than a "C" on an elective course, he or she must either retake the course and obtain a passing grade or replace that course with another elective in which the student receives a "C" or better.
5. After the first failed attempt to pass a major course with at least the required "C," the student should immediately retake that course the next term it is available. When taking it a second time, the student is required to complete the entire semester. If the student withdraws from the course with a W symbol during the second attempt, it will count as the

second failed attempt to pass the course unless overturned by departmental review.

### Majors

#### Communication and Media Practice

*Degree Awarded:* Bachelor of Arts

The major in Communication and Media Practice prepares students for careers as multimedia storytellers through a hands-on, project-based curriculum. Students are exposed to an array of media technologies and leave equipped with the tools and expertise needed to thrive as content creators, visual storytellers, writers, editors, producers and social media managers.

#### *Learning Outcomes*

Students who major in Communication and Media Practice will be able to:

1. Exhibit appropriate knowledge of tools and equipment needed to produce professional-quality communication in written and visual forms
2. Demonstrate knowledge about laws, practices and forces that influence communication media, and demonstrate professional and ethical attitudes.
3. Exhibit specialized communication skills in an array of media forms, including photography, video production, written communication and design.
4. Exhibit "soft skills" such as interviewing, presenting, email etiquette and collaboration with others.

These courses will not be counted in computing the GPA for the major

#### *Requirements for the Major*

44 semester credits including:

- ARTS 104, 131
- COMM 105, 141, 159, 199, 255, 263, 399, 404, 470
- Three credits in Multimedia Labs from: COMM 122, 128
- Six credits in Advanced Electives from: COMM 323, 352, ARTS 300, 333, 367, BSAD 415, 416, DATA 321
- Two credits in Advanced Communication Labs from: COMM 322, 328, 359

- Six credits in Additional Electives (may not duplicate courses taken in Advanced Electives) from: COMM 323, 352, 430, 467, ARTS 230, 245, 261, 265, 300, 333, 337, 367, ENGL 309, BSAD 315

These courses will be counted in computing the 2.2 GPA required for the major. Students majoring in Communication and Media Practice must achieve a grade of C or above in all the required courses in order to graduate.

## Minors

### Professional Communication

#### *Learning Outcomes*

Students who complete an academic minor in Professional Communication will be able to:

1. Exhibit appropriate knowledge of tools and equipment needed to produce professional-quality communication in written and visual forms.
2. Exhibit specialized communication skills across an array of media forms, including photography, video production and written communication.
3. Demonstrate an attitude of flexibility and teamwork based upon an ability to learn quickly and adapt to changes in the communication industry.

#### *Requirements for the Minor*

23 semester credits including:

- COMM 105, 141
- ARTS 131
- Take 3 credits from COMM 255 or 263
- Take 2 credits from COMM 128 or 159
- Take 1 credit from COMM 328 or 359
- Take 6 credits from COMM 323, 352, 399, 404, 430, 470

Students who minor in Professional Communication must achieve a 2.2 GPA in these courses and must achieve a grade of C or above in all courses in the minor.

## Computer Science

### Majors

**Business Analytics** [see Business Administration]

### Computer Science

*Degree Awarded:* Bachelor of Arts

The major in Computer Science is designed for students with interests in using computation and logic to solve real world problems. The computer science core provides students a foundation of computational concepts with a strong mathematical emphasis, within a liberal arts context. This foundation supports a variety of computing careers or graduate study. The internship and capstone courses help students explore these opportunities.

#### *Learning Outcomes*

Students who major in Computer Science will be able to:

1. Demonstrate strong problem solving skills.
2. Attain an understanding of professional and ethical issues and their impact on society.
3. Form a foundation in which all programming languages are easily mastered.
4. Effectively communicate with others in order to solve problems.

#### *Prerequisites for courses in the Major*

MATH 121

These courses will not be counted in computing the GPA for the major.

#### *Requirements for the Major*

45-49 semester credits including the Computer Science Core, Mathematics Core, and Electives.

#### **Computer Science Core Courses (24 credits):**

- BSAD/CPSC 241
- CPSC 242, 300, 330, 360, 363, 399
- CPSC 451, 453 (upon approval of Computer Science advisor, students may substitute CPSC 451 and 453 with a capstone course taken for a second major if a sufficient amount of computer science work is incorporated)

#### **Mathematics Core Courses (12-14 credits):**

- MATH 231 or 212
- MATH 300, 340

- MATH 331 or STAT 261

#### **Electives – Take 9-11 credits from:**

- One course outside of CPSC approved by CPSC advisor (applicable to future goals)
- Two courses from: CPSC 210, 260, 310, 316, 430, 440, BSAD/CPSC 323, 421

The computer science core, mathematics core, and elective courses will be counted in computing the 2.5 GPA required for this major.

#### **Data Science [see also Mathematics]**

*Degree Earned:* Bachelor of Arts

The major in Data Science is designed to prepare students to utilize skills and practices of data science, preparing them for many careers, connecting to a wide variety of areas of study. The major emphasizes the statistical/probabilistic and algorithmic methods that underlie the acquisition, preparation, analysis, and communication of complex data. With its focus on technical foundations, within a liberal arts context, the data science program also promotes skills useful for creating and implementing new or special-purpose analysis and visualization tools. Students will be able to contribute to the application of and growth of data science in ethical ways.

Students will learn to think critically about the process of understanding data and will develop an in-depth understanding of the key technologies in data science and analytics: data mining, machine learning, visualization techniques, predictive modeling, and statistics. The major also promotes a fundamental understanding of how to best handle uncertainty when making data-driven decisions.

A capstone and internship experience will put the skills and knowledge learned into action.

#### *Learning Outcomes*

Students who major in Data Science will be able to:

1. Develop an in-depth understanding of the key concepts and technologies used in data science, which is supported by an established base of knowledge consisting of fundamental knowledge from math, statistics, computer science, machine learning, and database management.
2. Demonstrate strong problem-solving skills and the ability to generate questions that provoke deeper thoughts, strengthening and extending understanding, through the application of

mathematical reasoning, algorithmic thinking, statistical analysis, and ethics.

3. Use big data tools, database management strategies, and statistical software to perform critical analyses: wrangle, visualize, and construct the best model for the data, and then applying the model in real-world contexts, forming a set of solutions/options that will benefit the organization.
4. Form a foundation in which new programming languages and technologies are easily mastered and develop computer proficiency related to data science: use computer science methodologies, combined with statistical analysis, to write complex algorithms and computational systems that perform analysis of big data.
5. Interpret data analysis outcomes and effectively communicate and present data science-related information to teammates and a variety of technical and non-technical audiences.

*Prerequisites for courses in the Major*  
Placement in MATH 231

*Requirements for the Major*  
54-57 semester credits including:

- DATA 101, 321
- MATH 231, 232, 331
- STAT 261, 341
- CPSC 241, 242, 260, 310, 421, 441, 399, 449
- CPSC 453 or MATH 450
- Take two courses from: STAT 361, 430, 441, 461, 465

These courses will be counted in computing the 2.2 GPA required for this major.

## Minors

### Computer Science

#### *Learning Outcomes*

Students who complete an academic minor in Computer Science will be able to:

1. Demonstrate strong problem solving skills.
2. Form a foundation in which new programming languages are easily mastered.
3. Effectively communicate with others in order to solve problems.

*Prerequisites for courses in the Minor*  
MATH 121

*Requirements for the Minor*  
18 semester credits including:

- BSAD/CPSC 241
- CPSC 242, 330
- MATH 231 or 212
- MATH 300
- Take one course from: MATH 340, CPSC 300 or CPSC 363

Students who minor in Computer Science must achieve a 2.2 GPA in these courses.

### Information and Technology Management [see Business Administration]

## Criminal Justice and Sociology

### Majors

#### Criminal Justice

*Degree Awarded:* Bachelor of Arts

Grand View University offers students two programs to develop a program of study leading to a Bachelor of Arts in Criminal Justice.

Both programs in the Criminal Justice major offered by Grand View University are designed to provide students an understanding of the criminal justice system in America as well as some of the principal issues that are of concern to those who work in this field. Graduates are employed by law enforcement, corrections, and juvenile justice organizations.

#### *Learning Outcomes*

Students who major in Criminal Justice will be able to:

1. Demonstrate understanding of the major areas of the criminal justice system: policing, courts, law, and corrections.
2. Demonstrate understanding of criminological theories and their relationship to deviance behavior and to approaches to corrections and rehabilitation.
3. Demonstrate understanding of the role of the criminal justice system in protecting and sanctioning its citizens and understanding of some of the principal challenges which the law enforcement community faces.
4. Demonstrate understanding of basic social science research methods (including those most relevant to the study of crime, victimization, and criminal justice) and the ability to generate and analyze data and to use data to support reasoning.
5. Demonstrate understanding of how race/ethnicity, gender, wealth, privilege, oppression, and power are related to crime, victimization, rehabilitation, and criminal justice.
6. Demonstrate effective oral and written communication and the ability to apply principles of ethical decision making.

## The Grand View University Criminal Justice Program

*Requirements for the Major*

42-43 semester credits including:

- STAT 241 or PSYC/BSAD/STAT 239
- SOCS 155, 220, 315, 318, 340, 347, 360, 399, 420, 455
- POLS/SOCS 350
- Six hours of elective credit from: POLS 315, SOCS 215, 331, 334, 335, 363, 364, 365, 367, 375, 380, 430, PSYC/SOCS 362

These courses will be counted in computing the 2.2 GPA required for this major.

### The Criminal Justice 2 + 2 Program

This program is designed for transfer students with an Associate of Arts in Criminal Justice (any emphasis) or Associate of Applied Science or Associate of Science in Criminal Justice (any emphasis).

*Requirements for students with an Associate of Arts, Associate of Applied Science, or Associate of Science degree in Criminal Justice (any emphasis):*

24-25 semester credits including:

- POLS/SOCS 350
- STAT 241 or PSYC/BSAD/STAT 239
- SOCS 220, 318, 347, 360, 420, 455

These courses will be counted in computing the 2.2 GPA required for this major.

### Minors

#### Criminal Justice

*Learning Outcomes*

Students who complete an academic minor in Criminal Justice will be able to:

1. Identify the major areas of the criminal justice system: policing, courts, law, and corrections.
2. Explain the role of the criminal justice system in protecting and sanctioning its citizens
3. Apply criminological theories to deviant behavior and approaches to corrections and rehabilitation.

*Requirements for the Minor*

18 semester credits including:

- SOCS 155, 318
- Choose 11 credits from the following, 9 of which must be 300/400 level:
  - SOCS 220, PSYC 277, POLS 340, POLS 341, SOCS 331, SOCS 334, SOCS 335, SOCS 340, SOCS 347, SOCS 360, SOCS 361, SOCS 362, SOCS 363, SOCS 367, SOCS 375, SOCS 420

Students who minor in Sociology must achieve a 2.2 GPA in those courses.

## **Sociology**

### *Learning Outcomes*

Students who complete an academic minor in Sociology will be able to:

1. Demonstrate an understanding of the historical development and contemporary issues in sociology and how to apply a sociological perspective to everyday life.
2. Demonstrate an understanding of the technique of the scientific method in sociological research, how to interpret and use data, and understand the influence of research on policy decisions.
3. Demonstrate an understanding of classical and contemporary sociological theory and the application of theory to research and to everyday life.
4. Demonstrate an understanding of the basic institutions of society.
5. Demonstrate an understanding of the relationship of sociology to other academic areas in the social sciences.
6. Demonstrate an understanding of heredity versus socialization as the “cause” of social behavior.

### *Requirements for the Minor*

22 semester credits including:

- SOCS 101, 315
- PSYC/SOCS 310
- STAT 241 or PSYC/BSAD/STAT 239
- Take 3 additional hours from other upper or lower division offerings in Sociology
- Take 6 additional hours of upper division offerings in Sociology

Independent studies, practica, and cooperative education listings may not be considered for the minor in Sociology.



## Education

### Education Department Information

The Grand View University Teacher Education Program is committed to the preparation of ethical and reflective teachers of excellence within the liberal arts tradition. Its mission is to empower teachers, through vibrant learning communities and self-reflection, to be innovative, culturally responsive, and resourceful leaders who are empowered to respond to the dynamic needs of learners for a global society. The baccalaureate programs in elementary and secondary education provide a strong liberal arts background with rigorous professional preparation. Education faculty, in partnership with practicing teachers, model effective teaching behaviors. Students spend at least two semesters in supervised in-school settings in preparation for the student teaching experience.

At Grand View University the Bachelor of Arts degrees in Elementary (K-6) or Secondary (5-12) Education prepare students for recommendation for teacher licensure through the State of Iowa Board of Educational Examiners. In addition, students who wish to teach only art, music, or physical education may major in and be recommended to the State of Iowa for licensure to teach K-8 and 5-12 art, music, or physical education.

### Licensure Endorsements

Degree-seeking students at Grand View University may complete the requirements to be recommended for licensure through the State of Iowa Board of Educational Examiners in the following areas:

- Elementary K-6
- Art Education (K-8 & 5-12)
- Music Education (K-8 & 5-12) *Grand View is not accepting students into the Music Education major at this time. It is only available to students who entered Grand View prior to July 2022.*
- Physical Education (K-8 & 5-12)

#### Secondary First Endorsements

- All Social Sciences 5-12
- Biology 5-12
- Chemistry 5-12
- English 5-12
- Mathematics 5-12

- Social Sciences – Basic 5-12
- Spanish 5-12

Secondary Education majors can also combine two endorsements in Social Sciences (American Government, American History, Psychology, Sociology, and World History).

### Teaching Endorsements K-8

Listed below are teaching endorsements that support the Elementary Education teaching license. Students majoring in Elementary Education are required to select at least one of the following endorsement areas to complement the major:

- English/Language Arts K-8
- English as a Second Language K-12
- Health K-8
- Instructional Strategist I: Mild and Moderate K-8
- Instructional Strategist II: Intellectual Disability K-12
- Instructional Strategist II: Learning Disabilities and Behavioral Disorders K-12
- Mathematics K-8
- Reading K-8
- Social Studies K-8
- Spanish K-8
- STEM K-8

### Teaching Endorsements 5-12

Listed below are teaching endorsements that support Secondary Education teaching licenses. These endorsements authorize a teacher to teach in additional areas.

- American Government 5-12
- American History 5-12
- Basic Science 5-12
- Biology 5-12
- Chemistry 5-12
- Driver's Education 5-12
- English 5-12
- Health 5-12
- Instructional Strategist I: Mild and Moderate 5-12
- Mathematics 5-12
- Psychology 5-12
- Reading 5-12
- Sociology 5-12
- Spanish 5-12
- STEM 5-8
- World History 5-12

## Teaching Endorsements K-12

Listed below are teaching endorsements that support the Elementary or Secondary teaching license. These endorsements authorize a teacher to teach in additional areas.

- Athletic Coach K-12
- English as a Second Language K-12
- Instructional Strategist II: Intellectual Disability K-12
- Instructional Strategist II: Learning Disabilities and Behavioral Disorders K-12

## Pre-Education Program

All first-year students in Education at Grand View University are required to be enrolled in a prescribed liberal arts pre-education program before they are formally admitted to the teacher education program of the University.

Pre-education coursework (21-23 credits for Elementary, Art, Music and Physical Education majors and 33-35 credits for Secondary Education majors) includes:

- ENGL 101, 220
- SPCH 103 or 126
- PSYC 101
- MATH 145 (MATH 145, Math for Elementary Teachers I, is only required for Elementary Education majors. Other Education majors may take any Math course which meets the Grand View General Education Core requirement for Quantitative Reasoning.) The prerequisite to MATH 145 is Math ACT of 22 or above, Math placement, or MATH 095 or 096 with a C- (C minus) or above.
- BIOL 100, 101 or PHSC 101 (Grand View University requires one biological [BIOL 100 or 101] and one physical science course [PHSC 101] for Elementary Education majors only. One of these courses must be taken during the pre-education program. The remaining course also may be taken during the pre-education program, or after admission to the teacher education program. Secondary Education, Art Education, Music Education, and Physical Education majors must satisfy the Grand View University General Education Core requirements for the Natural World domain.)
- EDUC 111
- EDUC 146

- Secondary Education majors must complete 12 credit hours in their endorsement content area.

A grade of B or above is required for each course with the exception of ENGL-101 for which a grade of B- or above is required.

Students who need to improve their grade in the required pre-admission courses are limited to one repeat attempt per course for the purpose of admission to the Teacher Education Program. Appeals to this policy should be made in writing to the Chair of the Department of Education.

## Application for Admission to Teacher Education

After satisfying the pre-education requirements, students make formal application for admission to the Teacher Education Program. Candidates for the Teacher Education Program will be evaluated holistically. Unsuccessful completion of any one of the following elements can be considered sufficient evidence for non-admission into TEP:

1. Overall minimum cumulative grade point average of 3.0 and minimum 3.0 GPA in the pre-education program with a) grades of B or above in SPCH 103 or 126; EDUC 111, 146; a grade of B- or above in ENGL-101 or a grade of B or above in ENGL-220; plus for the 12 hours of endorsement coursework required for secondary education majors only; and b) a minimum grade of C in all other pre-education courses. The grade of B or above must be earned in designated education major pre-admission and major courses, and students must earn a grade of C or above in all other courses required for the major pre-admission courses, major, and each endorsement. Students who need to raise their grade in the pre-education courses are limited to one repeat attempt (or 2 withdrawals) per course.
2. Satisfactory evaluation of potential as a teacher in the field experience component of EDUC 111 or its equivalent.
3. Satisfactory evaluation of dispositional traits showing the candidate is likely to have success in the coursework leading to licensure. Dispositions are evaluated as needed in pre-education courses via the rubric in "Teacher Education Community" Blackboard site.

4. Successful personal interview at the discretion of the Teacher Education Admissions Committee.
5. Three prescribed recommendation forms.
6. Completed background check through the Education Department.
7. Personal Essay as prescribed on the “Teacher Education Community” Blackboard site.
8. Students formally admitted to the baccalaureate program in education are required to successfully complete the curriculum maintaining at least a 2.5 cumulative grade point average and a minimum 3.0 GPA in the major and each endorsement.
9. Satisfactory completion of the department’s writing requirement- see details in Teacher Education Blackboard community

Upon successful completion of a minimum of 124 credits, all other Grand View graduation requirements, and all State of Iowa teacher licensure requirements, students are recommended to the State of Iowa Board of Educational Examiners for licensure in Elementary or Secondary Education or both (Art K-12, Music K-12, or Physical Education K-12).

For full admission into the program, candidates must:

- Apply for admission into the program one semester prior to starting practicum courses
- Applications need to be turned in by April 1<sup>st</sup> for fall admission, or November 1<sup>st</sup> for spring admission

## Student Teaching

A student teaching experience during the senior year is required for all Elementary, Secondary, Art, Music, and Physical Education majors. The time required is one full semester (16 weeks) of full-time teaching during the day-time hours when schools are in session.

Formal application for student teaching is made by each student to the Education Department ONE YEAR PRIOR to student teaching. The application and supporting materials (which include a minimum grade point average of 3.0 in major and each endorsement, practica evaluations, faculty evaluations, departmental recommendations, and an interview at the discretion of the department),

are evaluated before the student is accepted for student teaching.

Elementary, Secondary, Art, Music, and Physical Education majors are assigned to student teaching placements appropriate to licensure and endorsement requirements. These placements are made by the field experience coordinator.

Student teachers follow out-of-school, holiday, and conference schedules of their assigned schools and keep the same hours as their cooperating teachers.

## Transfer Students

For those students transferring to Grand View University from other accredited institutions, every effort is made to allow credit for equivalent course work at the other institution(s) toward the pre-education and education requirements. Transfer students normally spend at least one semester at Grand View University before they are eligible for formal admission to the education program. During that semester, they may be required to enroll in EDUC 111 to establish a basis for judging their potential as a teacher. Other requirements may also be specified. Each student is evaluated on an individual basis. Transfer credit is evaluated by the university transcript analyst in conjunction with the chair of the Education Department. Original credits more than 10 years old are not accepted.

## Post-Baccalaureate Students Seeking Licensure

Students already possessing a baccalaureate degree are welcomed into the Education program. The baccalaureate degree normally satisfies university general education core requirements. It will be necessary, however, to take refresher work in specific courses in Education and Education support courses, if the original credits are more than 10 years old, or if no previous Education course work was taken. Normally this is assessed through the transfer evaluation process.

## “Master’s Pathway” Program

The Master’s Pathway program allows students to complete up to 15 hours of course work toward a Master of Education degree as they finish their B.A. The B.A. degree requires one endorsement and students who qualify for this program may take classes at the graduate level in an additional endorsement area. Many students pursue multiple

endorsements during their time at Grand View and this program allows them (if they choose and qualify) to take one endorsement at the graduate level.

Students accepted and enrolled into the Education Department's Master's Pathway program may count up to 15 credit hours of Master in Education graduate coursework towards both their undergraduate and graduate degrees. Grades from coursework will count in both the undergraduate and graduate GPA. Students who do not finish M.Ed. coursework within 6 years of receiving an undergraduate degree may have additional requirements when returning to complete the M.Ed.

Entry into the program is determined by an Admission Committee consisting of faculty from the Education Department. Decisions are based on the following criteria that demonstrate students are capable of graduate level of thought, reflection, and writing.

1. GPA: Required cumulative GPA of 3.0 and education course GPA of 3.5.
2. Recommendations: Three, as required by graduate program admission (two from education faculty, one from applicant's choice) and completion of the "Assessment of Dispositional Professional Qualities."
3. Essay and/or score on a standardized writing exam (such as the CBASE) that demonstrates proficient writing skills. Students who take the CBASE exam must earn a score of four or higher.
4. The student must have attained junior status (i.e. earned at least 60 credits), be a member in good standing of the Education Program, and not be on a plan for improvement.

Applicants who do not meet all four of the requirements may still be considered for admission to the program on a case-by-case basis. In these instances, the applicant will be interviewed by the department's Admission Committee.

Students must apply to the program one semester before beginning their first graduate course.

Students who are considering this program need to plan carefully as the program requires students to take full course loads and perhaps courses in the summer. They are encouraged to begin working

with an Education Department advisor as early as possible.

## Appeal Policy

To appeal decisions regarding admission, progression, or graduation in the education program, the student must submit a written letter and schedule a meeting with the Education Department Chair within 14 calendar days after the incident. Students who wish to continue the grievance further make speak with the Dean of Humanities and Education.

## Majors

### Art Education [also see Art]

*Degree Awarded:* Bachelor of Arts

A major in Art Education aims to engage, equip, and empower students to be ethical and reflective teachers of excellence in public and private schools. It combines a strong liberal arts background with rigorous professional development. The major requires two semesters of practical field experience in local classrooms in preparation for the final semester of student teaching.

### *Learning Outcomes*

1. The Learner and Learning: The teacher candidate understands how children learn and develop, including the consideration of individual differences, while creating a positive environment.
2. Content Knowledge & Application: The teacher candidate demonstrates mastery of content area information while creating authentic learning experiences that focus on critical thinking, problem solving, and a variety of perspectives.
3. Instructional Practice: The teacher candidate plans for instruction using a variety of pedagogical approaches and assessments.
4. Professional Responsibility: The teacher candidate is an ethical and reflective practitioner who collaborates with constituents for student growth and their own professional improvement.

*Pre-Education Requirements:* Students who are interested in Art Education (K-12) must earn a minimum 3.0 GPA in a prescribed liberal arts pre-education program and have a minimum 3.0

cumulative GPA before they are formally admitted to the Teacher Education program of the University. The pre-education course requirements are:

- Complete the following, minimum grade B: SPCH 103 or 126, EDUC 111, 146. These courses will be counted in computing the minimum 3.0 GPA for this major.
- Additional pre-education requirements to be completed, but not counted as credits in the major or in computing the minimum 3.0 GPA required for this major, include: ENGL 101, 220, or 252 (minimum grade of B required); a math course, a science course, and PSYC 101 (each requiring a minimum grade of C)
- Prerequisites for courses in the major are ARTS 101, 102, 103, 104. These courses will be counted in computing the minimum 3.0 GPA for this major.
- The grade of B or above must be earned in designated education major pre-admission and major courses, and students must earn a grade of C or above in all other courses required for the major pre-admission courses, major, and each endorsement.

#### *Requirements for the Major*

78-79 semester credits (the pre-education program and the below) including:

- Completion of EDUC 342; EDUC 243 or 244; EDUC 280; ARTS 245, 261\*\*, or 366; ARTS 319; EDUC 306 or 307; ARTS 320; EDUC 309; EDUC 415; EDUC 421; EDUC 442
- Take 9 hours of Art History selected from: ARTS 231, 232, 340, 342, 431 or ARTS/ENGL 330.
- Take 9 hours of studio classes from one of three groups: ARTS 221, 222, 321, 322; OR ARTS 201, 202, 331, 332; OR ARTS 261\*\*, 265, 300, 361.
- Take 6 hours of additional two-dimensional studio classes.
- Take 6 hours of additional three-dimensional studio classes.
- Take EDUC 420 and 425.

\*\* ARTS 261 can be applied once toward major requirements.

All of the courses above will be counted in computing the minimum 3.0 GPA required for this major. Art Education majors (K-12) must earn a minimum 3.0 GPA in coursework required for the major (including ARTS prerequisites) and a

minimum of 2.5 GPA in all college work. The grade of B or above must be earned in designated education major pre-admission and major courses, and students must earn a grade of C or above in all other courses required for the major pre-admission courses, major, and each endorsement.

Any request for a change in the sequence of curriculum for the Art Education major must be submitted to the Education and Art Department chairs for consideration by the faculty of both departments.

Successful completion of these requirements (plus any additional requirements implemented by the state) and all other University graduation requirements will result in a recommendation to the State of Iowa Board of Educational Examiners for an Iowa teaching license.

### **Elementary Education**

*Degree Awarded:* Bachelor of Arts

A major in Elementary Education aims to engage, equip, and empower students to be ethical and reflective teachers of excellence in public and private schools. It combines a strong liberal arts background with rigorous professional development. The major requires two semesters of practical field experience in local classrooms in preparation for the final semester of student teaching.

#### *Learning Outcomes*

1. **The Learner and Learning:** The teacher candidate understands how children learn and develop, including the consideration of individual differences, while creating a positive environment.
2. **Content Knowledge & Application:** The teacher candidate demonstrates mastery of content area information while creating authentic learning experiences that focus on critical thinking, problem solving, and a variety of perspectives.
3. **Instructional Practice:** The teacher candidate plans for instruction using a variety of pedagogical approaches and assessments.
4. **Professional Responsibility:** The teacher candidate is an ethical and reflective practitioner who collaborates with constituents for student growth and their own professional improvement.

*Pre-Education Requirements:* Students who are interested in Elementary Education (K-6) must earn a minimum 3.0 GPA in a prescribed liberal arts pre-education program and have a minimum 3.0 cumulative GPA before they are formally admitted to the Teacher Education program of the University. The pre-education course requirements are:

- Complete the following, minimum grade B: SPCH 103 or 126, EDUC 111, 146. These courses will be counted in computing the minimum 3.0 GPA for this major.
- Additional pre-education requirements to be completed, but not counted as credits in the major or in computing the minimum 3.0 GPA required for this major, include: ENGL 101, 220, or 252 (minimum grade of B required); MATH 145, a science course (BIOL 100, 101, or PHSC 101), and PSYC 101 (each requiring a minimum grade of C)
- Prerequisite for courses in the major is a second science course (BIOL 100/101 or PHSC 101, whichever was not completed as a pre-education requirement. One must be a lab class.) This course will not be counted in computing the GPA for the major.

*Requirements for the Major*

67-68 credits (pre-education program and the below), plus 24-29 credits for one required endorsement.

- ARTS 142, EDUC 184, MUSC 142 or THTR 320
- MATH 155, EDUC 280, 243, 245, ENGL 217
- Three credit hours in a course with one of the following prefixes: HIST, GEOG, POLS; preferred selection from: HIST 111, 112, 113, 340, POLS 110
- EDUC 342, 306, 307
- EDUC 312, 313, 314, 324, 325, 415
- EDUC 442, 420
- Elementary Education majors must complete at least ONE endorsement in addition to the Elementary Education K-6 endorsement, unless they are pursuing the K-12 Art Education, K-12 Music Education, or K-12 Physical Education endorsements.

All of the courses listed above (except for those excluded as indicated in the pre-education requirements) and those courses required for the chosen endorsement will be counted in computing the minimum 3.0 GPA required for this major.

Elementary Education majors must earn a minimum 3.0 GPA in coursework required for the major, each endorsement pursued, and a minimum 2.5 GPA in all college work. The grade of B or above must be earned in designated education major pre-admission and major courses, and students must earn a grade of C or above in all other courses required for the major pre-admission courses, major, and each endorsement.

Any request for a change in the sequence of curriculum for the Elementary Education program must be submitted to the Education Department chair for consideration by the Education Department faculty.

Successful completion of these requirements, the coursework for at least one K-8 endorsement (plus any additional requirements implemented by the state) and all other University graduation requirements will result in a recommendation to the State of Iowa Board of Educational Examiners for an Iowa teaching license.

## Elementary Education Teaching Endorsements

Students majoring in Elementary Education are required to select at least ONE of the following endorsement areas (24-29 credit hours) in addition to the above major requirements.

### English/Language Arts K-8 – Iowa Teaching Endorsement #119

*Methods Coursework:*

- EDUC 324, 325

*27 content area credit hours including:*

- ENGL 101, 220, or 252
- ENGL 111, 217
- ENGL 232 or 317
- EDUC 350, 355, 421
- SPCH 103 or 126
- THTR 320

### Health K-8 – Iowa Teaching Endorsement #137

*Methods Coursework:*

- EDUC 326

*25 content area credit hours including:*

- KINH 188, 205
- PSYC 101, 277, 322, 363, 372
- BIOL 140
- EDUC 415

- Current CPR and Concussion Training certificates

After completing an endorsement in Physical Education, a Health Endorsement may be added.

*19 credit hours including:*

- KINH 188, 205
- PSYC 101, 277, 322
- BIOL 140
- EDUC 415
- Current CPR and Concussion Training certificates

### **Instructional Strategist I: Mild and Moderate K-8 – Iowa Teaching Endorsement #260**

*Methods Coursework:*

- EDUC 313

*34 content area credit hours including:*

- EDUC 146, 342, 361, 363, 415, 431, 440, 475
- Note: EDUC 420 Elementary Student Teaching (12 credits) – the student teacher will teach eight weeks in a regular classroom and eight weeks in an Instructional Strategist I: Mild and Moderate classroom.

### **Mathematics K-8 – Iowa Teaching Endorsement #142**

*Methods Coursework:*

- EDUC 313

*25 content area credit hours including:*

- CPSC 155 or CPSC/BSAD 241 or CPSC 210
- MATH 121, 145, 155, 212, 245, 300, STAT 241

### **Reading K-8 – Iowa Teaching Endorsement #148**

*Methods Coursework:*

- EDUC 324, 325

*21 content area credit hours including:*

- EDUC 350, 355, 386, 421, 431, 441, 444
- ENGL 217

### **Social Studies K-8 – Iowa Teaching Endorsement #164**

*Methods Coursework:*

- EDUC 314

*24 content area credit hours from at least 3 of these areas: history, sociology, economics, American government, psychology, and geography*

- HIST 103, 104, 111, 112
- SOCS 101
- ECON 101, 102

- POLS 110, 120
- PSYC 101

### **Spanish K-8 – Iowa Teaching Endorsement #133**

*Methods Coursework:*

- EDUC 304, 317

*22 content area credit hours including:*

- SPAN 101, 102, 201, 202, 312, 323
- Recommended: SPAN 310

### **STEM K-8 – Iowa Teaching Endorsement #975**

Students must complete the designated coursework in each of the categories (A, B, C, D).

*36 credit hours including:*

Category A: Science (12 credits)

- CHEM 107 or 111
  - BIOL 100 or 101
  - PHSC 101 or PHYS 131 or 241 and EDUC 408
- OR

- Take a minimum of 12 credit hours of approved college level science coursework including content in Chemistry, Biology, Physics, and Earth Science

Category B: Mathematics (12 credits)

- MATH 145 and MATH 155
- CPSC 155 or CPSC 241 or approved computer programming course
- Three credit hours from MATH 121, 122, 231, STAT 241, or other approved college-level math

Category C: Engineering (3 credits)

- EDUC 410

Category D: Methods (9 credits)

- EDUC 312, 313, 411, 451.

### **Physical Education**

*Degree Awarded: Bachelor of Arts*

A major in Physical Education aims to engage, equip, and empower students to be ethical and reflective teachers of excellence in public and private schools. It combines a strong liberal arts background with rigorous professional development. The major requires two semesters of practical field experience in local classrooms in

preparation for the final semester of student teaching.

### *Learning Outcomes*

1. **The Learner and Learning:** The teacher candidate understands how children learn and develop, including the consideration of individual differences, while creating a positive environment.
2. **Content Knowledge & Application:** The teacher candidate demonstrates mastery of content area information while creating authentic learning experiences that focus on critical thinking, problem solving, and a variety of perspectives.
3. **Instructional Practice:** The teacher candidate plans for instruction using a variety of pedagogical approaches and assessments.
4. **Professional Responsibility:** The teacher candidate is an ethical and reflective practitioner who collaborates with constituents for student growth and their own professional improvement.

*Pre-Education Requirements:* Students who are interested in Physical Education (K-12) must earn a minimum 3.0 GPA in a prescribed liberal arts pre-education program and have a minimum 3.0 cumulative GPA before they are formally admitted to the Teacher Education program of the University. The pre-education course requirements are:

- Complete the following, minimum grade B: SPCH 103 or 126, EDUC 111, 146. These courses will be counted in computing the minimum 3.0 GPA for this major.
- Additional pre-education requirements to be completed, but not counted as credits in the major or in computing the minimum 3.0 GPA required for this major, include: ENGL 101, 220, 252 (minimum grade of B required); a math course, a science course, and PSYC 101, (each requiring a minimum grade of C)
- Prerequisites for courses in the major include BIOL 101 and KINH 188.
- The grade of B or above must be earned in designated education major pre-admission and major courses, and students must earn a grade of C or above in all other courses required for the major pre-admission courses, major, and each endorsement.

### *Requirements for the Major*

79-80 semester credits (pre-education program and the below)

- EDUC 243 or 244
- EDUC 280, 245, 342
- BIOL 160
- BIOL 165 or KINH 391
- KINH 205, 213, 214, 215, 281, 304, 335, 371
- EDUC 326, 327, 328, 329, 415, 421
- EDUC 442
- EDUC 420, 425

All of the courses listed above (except for those excluded as indicated in the pre-education requirements) will be counted in computing the minimum 3.0 GPA required for this major. Physical Education majors must earn a minimum 3.0 GPA in coursework required for the major, each endorsement pursued, and a minimum 2.5 GPA in all college work. The grade of B or above must be earned in designated education major pre-admission and major courses, and students must earn a grade of C or above in all other courses required for the major pre-admission courses, major, and each endorsement.

Successful completion of these requirements and all other University graduation requirements will result in a recommendation to the State of Iowa Board of Educational Examiners for an Iowa teaching license.

### **Secondary Education**

*Degree Earned:* Bachelor of Arts

A major in Secondary Education aims to engage, equip, and empower students to be ethical and reflective teachers of excellence in public and private schools. It combines a strong liberal arts background with rigorous professional development. The major requires two semesters of practical field experience in local classrooms in preparation for the final semester of student teaching.

### *Learning Outcomes*

1. **The Learner and Learning:** The teacher candidate understands how children learn and develop, including the consideration of individual differences, while creating a positive environment.
2. **Content Knowledge & Application:** The teacher candidate demonstrates mastery of content



area information while creating authentic learning experiences that focus on critical thinking, problem solving, and a variety of perspectives.

3. Instructional Practice: The teacher candidate plans for instruction using a variety of pedagogical approaches and assessments.
4. Professional Responsibility: The teacher candidate is an ethical and reflective practitioner who collaborates with constituents for student growth and their own professional improvement.

*Pre-Education Requirements:* Students who are interested in Secondary Education (5-12) must earn a minimum 3.0 GPA in a prescribed liberal arts pre-education program and have a minimum 3.0 cumulative GPA before they are formally admitted to the Teacher Education program of the University. The pre-education course requirements are:

- Complete the following, minimum grade B: SPCH 103 or 126, EDUC 111, 146. These courses will be counted in computing the minimum 3.0 GPA for this major.
- Additional pre-education requirements to be completed, but not counted as credits in the major or in computing the minimum 3.0 GPA required for this major, include: ENGL 101, 220, (minimum grade of B- required in ENGL 101, minimum grade B required for ENGL 220); a math course, a science course, and PSYC 101, (each requiring a minimum grade of C).
- Secondary Education majors must complete 12 credit hours in their initial endorsement content area. A grade of B or above is required for each course.

#### *Requirements for the Major*

48 semester credits (pre-education program and the below), plus 30-55 credits for content endorsement(s) approved for licensure consideration.

- EDUC 280, 243, 245, 342
- EDUC 310, 309, 308, 341
- Take one secondary content teaching methods course from: EDUC 317, 347, 348, 349, 351, 352, 354, 415
- EDUC 421, 425
- In addition to the above requirements, students majoring in Secondary Education must

successfully complete content endorsement(s) approved for licensure consideration.

All of the courses listed above (except for those excluded as indicated in the pre-education requirements) and those courses required for the chosen initial endorsement will be counted in computing the minimum 3.0 GPA required for this major. Secondary Education majors must earn a minimum 3.0 GPA in coursework required for the major, each endorsement pursued, and a minimum 2.5 GPA in all college work. The grade of B or above must be earned in designated education major pre-admission and major courses (with the exception of ENGL 101), and students must earn a grade of C or above in all other courses required for the major pre-admission courses, major, and each endorsement.

Any request for a change in the sequence of curriculum for the Secondary Education program must be submitted to the Education Department chair for consideration by the Education Department faculty.

Successful completion of these requirements, the coursework for one 5-12 endorsement, (plus any additional requirements implemented by the state), and all other University graduation requirements will result in a recommendation to the State of Iowa Board of Educational Examiners for an Iowa teaching license.

### **Secondary Education Content Endorsements**

Students earning a bachelor of arts degree majoring in Secondary Education must successfully complete content area endorsement(s) (30-55 credit hours) approved for licensure consideration. The Grand View Education Department recommends completion of multiple endorsements. Please work with your advisor to determine the most appropriate combination.

### **Secondary Education Language/Reading Content Endorsements**

#### **English 5-12 – Iowa Teaching Endorsement #120**

This endorsement can be completed as the student's first content endorsement for licensure consideration.

*Methods Coursework:*

- EDUC 347

*27 content area credit hours including:*

- ENGL 217, 342, 250, 301, 322, 480
- Choose one course from ENGL 202, 204, or 206
- ENGL 232 or 317
- One additional ENGL course numbered 200 or above

Required for licensure: EDUC 421, ENGL 101, either SPCH 103 or 126

After completing an endorsement for licensure, an English Endorsement may be added.

*21 content area credit hours including:*

- ENGL 217, 342, 250, 301,
- Choose one course from ENGL 202, 204, or 206
- ENGL 232 or 317
- ENGL 322 or 386

Required for licensure: EDUC 421, ENGL 101, either SPCH 103 or 126

**Reading 5-12 – Iowa Teaching Endorsement #149**

After completing any 5-12 endorsement, a Reading endorsement may be added.

*Methods Coursework:*

- EDUC 325

*21 content area credit hours including:*

- EDUC 350, 355, 386, 421, 431, 441, 445
- ENGL 217

**Spanish 5-12 – Iowa Teaching Endorsement #134**

This endorsement can be completed as the student's first content endorsement for licensure consideration.

*Methods Coursework:*

- EDUC 317

*30 content area credit hours including:*

- EDUC 304
- SPAN 101, 102, 201, 202, 310, 312, 323, 414

After completing an endorsement for licensure, a Spanish Endorsement may be added.

*27 credit hours including:*

- EDUC 304, 317
- SPAN 101, 102, 201, 202, 312, 323

- Recommended: SPAN 310

**Secondary Education Math/Science Content Endorsements****Basic Science 5-12 – Iowa Teaching Endorsement #1541**

This endorsement can be completed as the student's first content endorsement for licensure consideration. Adding an endorsement in biology, chemistry, and/or STEM is recommended.

*Methods Coursework:*

- EDUC 348, 411

*31 content area credit hours including:*

- BIOL 101, 102
- CHEM 111, 112
- PHYS 131, 132 (PHYS 241, 242 may be substituted but require a higher math prerequisite)
- PHSC 101, EDUC 408

**Biology 5-12 – Iowa Teaching Endorsement #151**

This endorsement can be completed as the student's first content endorsement for licensure consideration. Completion of additional endorsements in chemistry, basic science, and/or STEM is recommended.

*Methods Coursework:*

- EDUC 348, 411

*30 content area credit hours including:*

- BIOL 101, 102, 256
- CHEM 111, 112
- Seven to eight credits from the following option courses (cannot repeat course used for "One additional upper division biology course" requirement: BIOL 209, 360, both BIOL 160 and 165
- One additional upper division biology course

**Chemistry 5-12 – Iowa Teaching Endorsement #152**

This endorsement can be completed as the student's first content endorsement for licensure consideration. Completion of additional endorsements in biology, basic science, and/or STEM is recommended.

*Methods Coursework:*

- EDUC 348, 411

*30-34 content area credit hours including:*

- CHEM 111, 112, 321
- PHYS 131 and 132 OR PHYS 241 and 242
- Three to six credits from: CHEM 322, 341, 351, 361, 499 and PHSC 260
- One additional upper division chemistry course

### **Health 5-12 – Iowa Teaching Endorsement #138**

After completing any 5-12 endorsement, a Health endorsement may be added.

*Methods Coursework:*

- EDUC 328

*25 content area credit hours including:*

- KINH 188, 205
- PSYC 101, 277, 322, 363, 372
- BIOL 140
- EDUC 415
- Current CPR and Concussion Training certificates

After completing an endorsement in Physical Education or Family and Consumer Sciences, a Health Endorsement may be added.

*19 content area credit hours including:*

- EDUC 415
- KINH 188, 205
- PSYC 101, 277, 322
- BIOL 140
- Current CPR and Concussion Training certificates

### **Mathematics 5-12 – Iowa Teaching Endorsement #143**

This endorsement can be completed as the student's first content endorsement for licensure consideration.

*Methods Coursework:*

- EDUC 349

*34 content area credit hours including:*

- CPSC 155 or CPSC/BSAD 241
- MATH/CPSC 340
- MATH 231, 232, 300, 301, 450
- STAT 261
- MATH 331 or 335
- One additional MATH course at level 300 or above, excluding MATH 399

### **STEM 5-8 – Iowa Teaching Endorsement #976**

After completing a 5-12 math or a 5-12 science endorsement, a STEM endorsement may be added. Students must complete the designated coursework in each of the categories (A, B, C, D).

*32-41 credit hours including:*

Category A: Science (12-15 credits)

- CHEM 107 or 111
- BIOL 101
- PHSC 101 or PHYS 131 or 241 and EDUC 408

OR

- A minimum of 12 credit hours of approved college-level science coursework including content in Chemistry, Biology, Physics, and Earth Science

Category B: Mathematics (8-12 credits)

- MATH 231
- CPSC 155 or 241 or approved computer science course

OR

- 9 credits from MATH 121, 122, STAT 241, 261 or approved math course
- CPSC 155 or 241 or approved computer science course

Category C: Engineering (3 credits)

- EDUC 410

Category D: Methods (7 credits)

- EDUC 348, 349, 411, 451

### **Secondary Education Social Science Content Endorsements**

Students majoring in Secondary Education and seeking endorsement in the Social Sciences are advised to complete the All Social Sciences endorsement (#186). It is also recommended that these students double-major in History whenever possible. However, there is a second pathway by completing the Social Sciences – Basic endorsement (#1861).

### **All Social Sciences 5-12 – Iowa Teaching Endorsement #186**

This endorsement can be completed as the student's first content endorsement for licensure consideration.

*Methods Coursework:*

- EDUC 351

*52 content area credit hours including:*

- Two courses from HIST 103, 104, 105
- Two courses from HIST 111, 112, 113
- Take HIST 280
- Take one course in World history from: HIST 303, 307, 308, 315\*, 324, 326, 327, 332, 334, 335, 336, 337, 352\*, 354\*, 365, 380\*, 381, 392 (with appropriate topic), 430 (with appropriate topic)
- POLS 110, 120
- POLS 215 or 340 or 361
- PSYC 101 and one PSYC elective
- ECON 101, 102
- GEOG 105, 205
- SOCS 101
- PSYC/SOCS 310 or SOCS 315 or SOCS 341

**Social Sciences – Basic 5-12 – Iowa Teaching Endorsement #1861**

This endorsement can be completed as the student's first content endorsement for licensure consideration.

*Methods Coursework:*

- EDUC 351

*27 content area credit hours including:*

- Two courses from HIST 103, 104, 105
- Two courses from HIST 111, 112, 113
- Take one course in U.S. history from: HIST 280, 315\*, 330, 340, 346, 349, 352\*, 354\*, 365\*, 380, 392 (with appropriate topic), 430 (with appropriate topic)
- Take one course in World history from: HIST 303, 307, 308, 315\*, 324, 326, 327, 332, 334, 335, 336, 337, 352\*, 354\*, 365, 380\*, 381, 392 (with appropriate topic), 430 (with appropriate topic)
- POLS 110, 120
- POLS 215 or 340 or 361

\*Courses marked with an asterisk may only be used to fulfill requirements in one of the above areas.

Holders of the 5-12 Social Sciences – Basic endorsement may add the following endorsements with 6 credit hours per endorsement area:

*5-12 Psychology endorsement:*

PSYC 101 and one PSYC elective

*5-12 Economics endorsement:*

ECON 101, 102

*5-12 Geography endorsement:*

GEOG 105, 205

*5-12 Sociology endorsement:*

SOCS 101; PSYC/SOCS 310 or SOCS 315 or SOCS 341

Note: Students may complete the History major by taking two more upper-division courses in U.S. and World history, respectively. See the History major section. Those students truly wishing to teach Psychology in high school should additionally take PSYC 325, Counseling Theories.

Students who are planning on teaching careers outside of Iowa should consult with their advisor and/or Education Department regarding the requirements of their state. It is possible, though discouraged in Iowa, to receive licensure using a combination of the following endorsements with at least 30 credit hours of content area coursework combined: American Government, American History, Psychology, Sociology, and World History. Students are encouraged to double-major in History, which is completed in the combination of American History and World History, though other endorsements may be necessary for the requirements of the intended state.

**American Government 5-12 – Iowa Teaching Endorsement #157**

After or along with completing a Social Sciences endorsement, an American Government endorsement may be added.

*Methods Coursework:*

- EDUC 351

*15-30 credit hours including:*

- POLS 110, 120, 340, 341
- POLS 215 or 315
- For those not licensed as Social Sciences teachers, completion of an additional Social Sciences endorsement totaling at least 30 credits combined.

**American History 5-12 – Iowa Teaching Endorsement #158**

After or along with completing a Social Sciences endorsement, an American History endorsement may be added.

*Methods Coursework:*

- EDUC 351

*15-30 content area credit hours including:*

- Two courses from HIST 111, 112, 113
- Take 9 credits from: HIST 280, 315\*, 330, 340, 346, 349, 352\*, 354\*, 365, 380\*, 390, 392 (with appropriate topic), 430 (with appropriate topic).
- For those not licensed as Social Sciences teachers, completion of an additional Social Sciences endorsement totaling at least 30 credits combined.

\*These courses cannot be duplicated in the World History endorsement.

### **Psychology 5-12 – Iowa Teaching Endorsement #163**

After or along with completing a Social Sciences endorsement, a Psychology endorsement may be added.

*Methods Coursework:*

- EDUC 351

*15-30 content area credit hours including:*

- PSYC 101, 212, 310
- PSYC 320 or 325
- One additional 3 credit PSYC course at 300 level or above
- For those not licensed as Social Sciences teachers, completion of an additional Social Sciences endorsement totaling at least 30 credits combined.

### **Sociology 5-12 – Iowa Teaching Endorsement #165**

After or along with completing a Social Sciences endorsement, a Sociology endorsement may be added.

*Methods Coursework:*

- EDUC 351

*15-30 content area credit hours including:*

- SOCS 101, 310, 315, 318
- SOCS 105 or 341
- For those not licensed as Social Sciences teachers, completion of an additional Social Sciences endorsement totaling at least 30 credits combined.

### **World History 5-12 – Iowa Teaching Endorsement #166**

After or along with completing a Social Sciences endorsement, a World History endorsement may be added.

*Methods Coursework:*

- EDUC 351

*15-30 content area credit hours including:*

- Two courses from HIST 103, 104, 105
- Take 9 credits from: HIST 303, 307, 308, 315\*, 324, 326, 327, 332, 334, 335, 336, 337, 352\*, 354\*, 365, 380\*, 381, 392 (with appropriate topic), 430 (with appropriate topic)
- For those not licensed as Social Sciences teachers, completion of an additional Social Sciences endorsement totaling at least 30 credits combined.
- \*These courses cannot be duplicated in the American History endorsement.

## **Secondary Education- Other Content Endorsements**

### **Driver and Safety Education 5-12 – Iowa Teaching Endorsement #118**

Any education major may add a Driver and Safety Education endorsement to the teaching area.

*9 credit hours including:*

- EDUC 336, 337, 338
- Students who are initially licensed K-8 must complete the following to meet BOEE requirements: EDUC 338X

### **Instructional Strategist I: Mild and Moderate 5-12 – Iowa Teaching Endorsement #261**

After completing any 5-12 endorsement, an Instructional Strategist I: Mild and Moderate endorsement may be added.

*29 credit hours including:*

- EDUC 146, 242, 344, 360, 362, 363, 415, 431, 440, 475
- Note: EDUC 425 Secondary Student Teaching (12 credits) – the student teacher will teach eight weeks in a regular classroom and eight weeks in an Instructional Strategist I: Mild and Moderate classroom.

## **Other K-12 Endorsements**

### **Athletic Coach Endorsement/Authorization K-12 – Iowa Teaching Endorsement #101**

Students majoring in Elementary, Secondary, Art, Music, or Physical Education may add a Coaching endorsement to the teaching area. This

endorsement is automatically renewed with license renewal and allows a person to coach all sports at any grade level.

*12-13 credit hours including:*

- KINH 281, 371
- PSYC 212 or EDUC 146
- Choose one of the following: KINH 213, 214
- Current CPR and Concussion Training certificates

Students of any major may request a coaching authorization from the Iowa Board of Educational Examiners. This authorization must be renewed every five years and allows a person to coach all sports at any grade level. Candidates must submit a transcript and application to the Iowa Board of Educational Examiners. Applications are available from the Iowa Board of Educational Examiners Web site.

### **English as a Second Language K-12– Iowa Teaching Endorsement #104**

This is a K-12 Endorsement. Students majoring in Elementary Education are required to select at least one endorsement area in addition to the Elementary Education major requirements. Students majoring in Secondary Education or K-12 Art, Music, or PE may elect this endorsement along with their endorsement area.

University approval of English proficiency is required prior to pursuing this endorsement.

*20-21 credit hours including:*

- EDUC 350, 371, 386, 428, 487, 488
- EDUC 377 or one foreign language course

### **Instructional Strategist II: Intellectual Disability K-12 – Iowa Teaching Endorsement #264**

Any education major may add an Instructional Strategist II: Intellectual Disability endorsement to the teaching area.

*25 credit hours including:*

- EDUC 342, 360, 363, 367, 440, 466, 467, 468, 469, 472, 475

### **Instructional Strategist II: Learning Disabilities and Behavioral Disorders K-12 – Iowa Teaching Endorsement #263**

Any education major may add an Instructional Strategist II: Learning Disabilities and Behavioral Disorders endorsement to the teaching area.

*25 credit hours including:*

- EDUC 342, 360, 363, 366, 415, 440, 478, 479, 464, 475

## English

### Majors

#### English

*Degree Earned:* Bachelor of Arts

The major in English prepares students for a range of job opportunities in the future. English majors study literature, creative writing, and rhetoric. The degree provides students with foundational knowledge to explore editing, copy writing, advertising, public relations, technical writing, research, and publishing. They often attend graduate school in such fields as Composition/Rhetoric, Creative Writing, College Student Personnel, English as a Second Language, Library Science and Literature. English majors have the opportunity to study topics of interests deeply, publish their creative and academic work, and attend and present at national conferences.

#### *Learning Outcomes*

Students who major in English will be able to:

1. Develop effective writing processes.
2. Compose clear and effective texts that demonstrate awareness of diverse rhetorical situations.
3. Analyze a range of texts and articulate critical interpretations in response.
4. Understand aesthetic texts as representing the diversity of the human experience.

These courses will not be counted in computing the GPA for the major.

#### *Requirements for the Major*

45 semester credits including:

#### **Major Core Courses**

- ENGL 150, 205, 232, 242, 301, 302, 311, 317, 322, 402, 484, 485
- One course from ENGL 202, 204 or 206

These courses will be counted in computing the 2.5 GPA required for this major.

### Minors

#### **Creative Writing**

##### *Learning Outcomes*

Students who minor in Creative Writing will be able to:

1. Develop effective writing processes.

2. Compose clear and effective texts that demonstrate awareness of diverse rhetorical situations.
3. Analyze a range of texts and articulate critical interpretations in response.
4. Understand aesthetic texts as representing the diversity of the human experience.

#### *Requirements for the Minor:*

- 18 semester credits above the University Composition Requirement
- Take ENGL 202, 204, 206, 302, 402
- Take at least one THTR course at the 300 level or higher

Students who minor in Creative Writing must achieve a 2.2 GPA in those courses.

#### **English**

##### *Learning Outcomes*

Students who minor in English will be able to:

1. Develop effective writing processes.
2. Compose clear and effective texts that demonstrate awareness of diverse rhetorical situations.
3. Analyze a range of texts and articulate critical interpretations in response.
4. Understand aesthetic texts as representing the diversity of the human experience.

#### *Requirements for the Minor:*

- 18 semester credits above the University Composition Requirement
- Take ENGL 111
- Take at least one of the following: ENGL 232, 242, 317, 452
- Take at least one of the following: ENGL 202, 204, 206, 302, 402,
- Take at least one of the following: ENGL 250, 301, 480
- Take at least 6 additional credits in ENGL above ENGL 111 and the University Composition Requirement

Students who minor in English must achieve a 2.2 GPA in those courses.

# History

## Majors

### History

*Degree Earned:* Bachelor of Arts

The major in History is designed to provide students a solid grounding in both the specific discipline of History and the larger tenets of a Liberal Arts education. Particular concentrations within the major enable students to build a knowledge base of different regions, cultures, and histories. By stressing such skills and outcomes as critical thinking and analysis, clear and proficient writing, and a deep understanding and appreciation of the past and its role in shaping the present, the History major prepares students for a wide variety of careers. Students who major in History build a foundation in research, writing, and analytical skills that prepares them for graduate or professional school, as well as careers in such fields as education, public service/public policy, law, public history/historic preservation, the arts and nonprofit work, international business, and corporate research/analysis positions.

#### *Learning Outcomes*

Students who major in History will be able to:

1. Recognize the continuum between past and present through specific issues and events that expose causal chains that extend across time and/or patterns of causal chains that can be seen across time.
2. Accept that bias is inherent and that a critical mind requires the consideration of as many perspectives as possible.
3. Interpret, explain, and utilize complex and conflicting evidence, realizing that evidence is fairly random in its survival, preservation, and discovery. Thus the legitimacy and bias of sources are paramount with students asking: "Why is this information available to me?"
4. Value the memory of the past in our questions for today and tomorrow.

#### *Requirements for the Major*

30 semester credits including:

- Six credits from HIST 103, 104, 105
- Six credits from HIST 111, 112, 113, HIST/POLS 215

- 9 credits in U.S. history including HIST 280 plus 6 credits from: HIST 315\*, 330, 340, 346, 349, 352\*, 354\*, 365\*, 380\*, 390, 392 (with appropriate topic), 430 (with appropriate topic)
- 9 credits in World history from: HIST 303, 307, 308, 315\*, 324, 326, 327, 332, 334, 335, 336, 352\*, 354\*, 365\*, 380\*, 381, 392 (with appropriate topic), 430 (with appropriate topic)

\*Courses marked with an asterisk (\*) may only be used to fulfill requirements in one of the above areas.

Students wishing to pursue graduate work in History are encouraged to take HIST 390, 399, and foreign language coursework as appropriate.

These courses will be counted in computing the 2.2 GPA required for the major. Students must receive a C or above in all courses in the major.

**Students completing a double major in History and Secondary Education with the All Social Sciences endorsement (#186) should follow the below checklist.** Those truly wishing to teach Psychology in high school should take PSYC 325, Counseling Theories.

#### American History

- Take two courses from HIST 111, 112, 113
- Take HIST 280
- Take two additional US History courses from HIST 315\*, 330, 340, 346, 349, 352\*, 354\*, 365\*, 380\*, 392, 430 (American topic).

#### World History

- Take two courses from HIST 103, 104, 105
- Take three courses from HIST 303, 307, 308, 315\*, 324, 326, 327, 333, 334, 335, 336, 337, 352\*, 354\*, 365\*, 380\*, 381\*, 392, 430 (World topic)

#### Economics

- Take ECON 101, 102

#### Geography

- Take GEOG 105, 205

#### Government

- Take POLS 110, 120, 340

#### Psychology

- Take PSYC 101, 212

#### Sociology



- Take SOCS 101
- Take one course from PSYC/SOCS 310, SOCS 315, or SOCS 341

## Minors

### History

#### *Learning Outcomes*

Students who minor in History will be able to:

1. Recognize the continuum between past and present through specific issues and events that expose causal chains that extend across time and/or patterns of causal chains that can be seen across time.
2. Accept that bias is inherent and that a critical mind requires the consideration of as many perspectives as possible.
3. Interpret, explain, and utilize complex and conflicting evidence, realizing that evidence is fairly random in its survival, preservation, and discovery. Thus the legitimacy and bias of sources are paramount with students asking: "Why is this information available to me?"
4. Value the memory of the past in our questions for today and tomorrow.

#### *Requirements for the Minor*

18 semester credits including:

- Two courses from HIST 103, 104, 105
- Two courses from HIST 111, 112, 113
- HIST 280 and one upper division course in world history (level 300 or 400).

Students who minor in History must achieve a 2.2 GPA in those courses.

## Human Services [see Psychology]

### Graduation with Honors

The GV Honors Program is a selective, application-based opportunity to receive Honors recognition upon graduation. Students who capitalize on this program will undergo an exploration of humanity, society, and life's purpose. GV Honors students will develop strong communication skills through discussions and collaborative learning opportunities – on and off campus. They will also begin learning in a completely new way, strengthen leadership skills, and engage with peers and professors who share similar levels of intellectual curiosity.

#### *Learning Outcomes*

Students who complete the program to graduate with Honors will be able to:

1. Understand the diversity of the human experience and the importance of accepting personal responsibility for themselves and others, identifying opportunities for change and personal growth.
2. Synthesize evidence and ideas using critical reading and thinking skills.
3. Communicate complex ideas to a variety of audiences, internal and external to the program.
4. Transform knowledge and information into action through research-based problem solving, creation of original work, or practical application of scholarly knowledge.

#### *Prerequisites*

Invitation, nomination, or application to the program

#### *Requirements for Graduation with Honors:*

15-18 credit hours including:

- LIBA 160H, 200H, 350H, 360H, 400H
- LIBA 460H or 461H

Students who graduate with Honors must achieve a 3.0 GPA in these courses.

## Kinesiology and Health Promotion

### Majors

#### Kinesiology and Health Promotion

The multidisciplinary Kinesiology and Health Promotion curriculum provides theory and practice necessary for preparation of the kinesiology and health promotion professional. The Kinesiology concentration will focus on the health enhancement of the individual through understanding the role of movement. The Health Promotion concentration will focus on health promotion within individuals, communities, organizations, and worksites striving to impact and effect a cultural change. The Pre-Athletic Training concentration will emphasize health enhancement and human motion in preparation for entrance into the Master of Science in Athletic Training.

Some of the distinctive opportunities found within this major are:

1. Opportunities to work with individuals and organizations in health enhancement
2. Embracing the mission statement of the university of the mind, body, and spirit connection in health
3. Hands-on experiences involving students in various learning environments
4. Supervised internships available in a variety of settings
5. Focus on effective behavior change theory and application

The study of kinesiology and health promotion can lead to a variety of careers involving teaching, research, coaching and delivery of services related to physical activity and fitness, health promotion, rehabilitation and sports medicine. Positions are found in a variety of settings including universities, public and private agencies, clinical environments, government, business and fitness centers. Graduates in this field often assume positions of wellness program directors, corporate wellness coordinators, exercise specialists, strength and conditioning specialists, health promotion planners, personal trainers, and wellness coaches.

#### *Learning Outcomes*

Students who major in Kinesiology and Health Promotion will be able to:

1. Demonstrate an understanding and synthesis of principal concepts in health, wellness, health promotion and health behavior change.
2. Demonstrate ability in written composition.
3. Demonstrate ability in verbal expression through appropriate presentations/activities.

#### *Prerequisites for courses in the Major*

BIOL 101, 160, 165, PSYC 101, Current CPR certificate.

These courses will not be counted in computing the GPA for the major.

#### *Requirements for the Major*

47-53 credit hours including:

#### **Kinesiology and Health Promotion Core**

- BIOL 140
- KINH 155, 188, 205, 247, 450
- KINH 399 (for Pre-AT concentration, will substitute ATGR 541, minimum grade B-)
- KINH 440 (for Pre-AT concentration, will substitute ATGR 542, minimum grade B-)

Students must also complete a concentration from the following choices:

#### **Health Promotion Concentration**

- KINH 276, 345, 410
- BSAD 145, 315
- ENGL 309
- Take nine credits from: BSAD 375, BSAD/SOCS 410, COMM 255, KINH 281, 371, 391, 447, PSYC 212, 363

#### **Kinesiology Concentration**

- KINH 281, 351, 361, 371, 376, 391, 421, 447
- Take three credits from: STAT 241, KINH 276, 345

#### **Pre-Athletic Training (3+2) Concentration**

See the Master of Science in Athletic Training section of the catalog for additional information. Students in the Pre-Athletic Training Concentration (3+2) must complete a minimum of 100 undergraduate credits before transitioning into their fourth year of study. While all courses that apply toward the Kinesiology and Health Promotion major require a minimum grade of C, a grade of C minus (C-) is acceptable for ATGR courses not listed as part of this major but completed as part of the Bachelor of Arts degree minimum credit requirements.

- KINH 351, 361, 371, 391, 447
- KINH 376 or PHYS 131
- CHEM 111 or 103
- STAT 239 or 241
- ATGR 501, 523
- ATGR 541, addresses KINH 399 requirement in major core, minimum grade B-
- ATGR 542, addresses KINH 440 requirement in major core, minimum grade B-

The courses in the Kinesiology and Health Promotion core and concentration will be counted in computing the 2.2 GPA required for this major. Students majoring in Kinesiology and Health Promotion must achieve a grade of C or above in all the required courses in order to graduate. Students in the Pre-Athletic Training (3+2) concentration must also follow minimum grade and policy requirements for the Master of Science in Athletic Training for ATGR courses applied toward the BA.

## Public Health

The public health major at Grand View University prepares students to promote health in individuals and communities. To accomplish this, students will learn about the eight dimensions of wellness, the social determinants of health, preventing/managing chronic health conditions, health-related communication, and public health research strategies.

Public health is a broad major, including components of biology, epidemiology, kinesiology, economics, psychology, statistics, business, and communication. Upon completing the program, students will be prepared for a career in a governmental agency, non-profit organization, educational setting, or business; as a community health worker, health education specialist, or worksite health promotion professional; or to enter a Master's in Public Health program.

The public health major primarily includes in-person courses with a portion of the program completed online. Students will engage in traditional coursework, project-based learning, internships, and research projects.

### *Learning Outcomes*

Students who major in Public Health will be able to:

1. Demonstrate effective oral and written communication.
2. Discuss the determinants of health, including biological, environmental, economic, and social factors
3. Develop an understanding of basic health promotion strategies, with a specific focus on behavior change models/theories.
4. Interpret, communicate, and conduct public health research.

*Requirements for the Major*  
53-54 credit hours including:

- BIOL 101 or 100, 209
- KINH 188, 276, 410
- KINH 399 or 499
- POLS 120
- STAT 241 or BSAD/PSYC/STAT 239
- SOCS/POLS 350 or PSYC 350
- PHTH 101, 300, 401, 402
- Take one course from:
  - BSAD 320, COMM 141, ENGL 309
- Take three courses from:
  - BIOL 140, 256, PHTH 310, 315, ECON 101, BSAD 365, POLS 322, 361, KINH 345, PSYC 101, 363, 372

## Physical Education [see Education]

## Liberal Arts

### Majors

#### Individualized

*Degree Earned:* Bachelor of Arts

The Individualized major provides an opportunity for students to design an academic major of their own that is different from the more traditional majors that are offered by Grand View but is still capable of being supported by the resources which the University has at its disposal. Students who wish to pursue this option must obtain a "Request for Approval of an Individualized Interdisciplinary Major" from the Provost and Vice President for Academic Affairs. This form requires the student who wishes to complete an Individualized major to define the rationale and outcomes for such a major and to prepare a term-by-term plan of study for courses within the major and plans for meeting remaining general education core requirements. Requests for an Individualized Major must be submitted to the Curriculum Committee by the full-time Grand View University faculty member who has agreed to serve as a sponsor for the Individualized major that is being proposed. These requests must be submitted to the Curriculum Committee before the end of the first semester of the student's junior year.

#### *Learning Outcomes*

Goals will be established by the student and faculty advisor.

#### *Requirements for the Major*

45 semester credits in three or more academic departments including no more than 18 hours from a single department and a total of at least 24 upper division hours. All Individualized Majors must be designed with the help of an academic advisor and approved by the Curriculum Committee. All students who design a proposal for an individualized major are also strongly encouraged to include an internship experience in that proposal.

All of the approved courses will be counted in computing the 2.2 GPA required for this major.

#### Liberal Arts

*Degree Earned:* Bachelor of Arts

The Liberal Arts Major affords students the opportunity to gain familiarity with and appreciation for a broad spectrum of academic disciplines. Students who prefer a more focused program of

study or who may be preparing for graduate school have the flexibility to emphasize areas present in the general education core. All students are expected to consult with the faculty advisors in developing their programs of study.

#### *Learning Outcomes*

Students who major in Liberal Arts will be able to:

1. Analyze aesthetic elements that shape understanding and response.
2. Understand how intellectual, cultural, and historical frameworks inform works of aesthetic expression.
3. Make informed interpretations and aesthetic judgments.
4. Develop a framework for response that is both personal and critical.
5. Acquire self-awareness about how they aesthetically relate to the world.
6. Participate in informed discussions of scientific issues.
7. Use scientific methods to gather and analyze data and test hypotheses in a laboratory setting.
8. Distinguish between findings based upon empirical evidence from those that are not.
9. Explain how scientific ideas are developed or modified over time based on evidence.
10. Use the language of science to explain scientific principles within the context of a specific scientific discipline.
11. Use the language of science to explore and understand how humanity relates to the natural world.
12. Compare and contrast the answers to major faith questions posed by various religious and philosophical traditions, texts, and belief systems.
13. Critically address one's own religious stance and articulate its roots in the theological traditions, texts, and/or belief systems.
14. Compare and contrast the major questions and thinkers that form the basis of philosophical traditions.

15. Apply critical reasoning methods to questions of reality, knowledge, God, morality and society.
16. Analyze historical, cultural, social and/or economic institutions and representations which define and reflect human behavior.
17. Communicate understanding of various theories that explain social and human behavior and development.
18. Explain their cultural assumptions as well as those from various multicultural perspectives.
19. Articulate how human behavior and social institutions are defined by their relationship to each other.

*Requirements for the Major*

42 semester credits including:

- LIBA 350 or 350H must be taken as part of the below categories
- 6-12 credit hours from The Human Condition (History, Economics, Sociology, Psychology, Humanities, Political Science or Liberal Arts)
- 6-12 credit hours from Aesthetic Appreciation (Art, Music, Humanities, Theatre, Speech, English Literature, Communications, Liberal Arts)
- 6-12 credit hours from Faith and Reason (Theology, Philosophy, Mathematical Reasoning, or Liberal Arts)
- 6-12 credit hours from The Natural World (Chemistry, Biology, Physical Science, Physics)
- A total of 24 upper division hours must be earned in this major.
- Courses taken as part of the skill building component of the General Education Core (i.e., composition and quantitative reasoning requirements) may not be counted toward the hours required for the major.

All these courses will be counted in computing the 2.2 GPA required for the major.

## Mathematics

### Majors

#### Applied Mathematics

*Degree Earned:* Bachelor of Arts

The major in Applied Mathematics is designed to prepare students for positions in business and industry, e.g. actuarial science, geophysics; graduate study in mathematical sciences, business, physical sciences, or engineering; or teaching secondary school mathematics.

#### *Learning Outcomes*

Students who major in Applied Mathematics will be able to:

1. Establish a base of knowledge consisting of definitions, notations, concepts, analytical techniques, and properties associated with various areas of mathematics.
2. Develop computer proficiency related to mathematics.
  - a. Programming in at least one language.
  - b. Use application software to process information.
3. Use basic statistical techniques for analyzing and interpreting data.
4. Apply techniques of mathematical reasoning to construct and analyze arguments and hypothesis.
5. Synthesize mathematical knowledge by making connections between different areas of mathematics and between mathematics and other disciplines.

#### *Prerequisites for courses in the Major*

Placement in MATH 231

#### *Requirements for the Major*

45 semester credits including:

- MATH 231, 232, 310, 327, 331, 450, STAT 261
- MATH/PHIL 300
- CPSC 155 or BSAD/CPSC 241
- Plus 13 credits from: MATH 301, 322, 335, 340, 350, 351, 399, 430, MATH/PHYS 250, STAT 361

These courses will be counted in computing the 2.2 GPA required for this major.

**Business Analytics** [see Business Administration]

#### **Data Science** [see also Computer Science]

*Degree Earned:* Bachelor of Arts

The major in Data Science is designed to prepare students to utilize skills and practices of data science, preparing them for many careers, connecting to a wide variety of areas of study. The major emphasizes the statistical/probabilistic and algorithmic methods that underlie the acquisition, preparation, analysis, and communication of complex data. With its focus on technical foundations, within a liberal arts context, the data science program also promotes skills useful for creating and implementing new or special-purpose analysis and visualization tools. Students will be able to contribute to the application of and growth of data science in ethical ways.

Students will learn to think critically about the process of understanding data and will develop an in-depth understanding of the key technologies in data science and analytics: data mining, machine learning, visualization techniques, predictive modeling, and statistics. The major also promotes a fundamental understanding of how to best handle uncertainty when making data-driven decisions.

A capstone and internship experience will put the skills and knowledge learned into action.

#### *Learning Outcomes*

Students who major in Data Science will be able to:

6. Develop an in-depth understanding of the key concepts and technologies used in data science, which is supported by an established base of knowledge consisting of fundamental knowledge from math, statistics, computer science, machine learning, and database management.
7. Demonstrate strong problem-solving skills and the ability to generate questions that provoke deeper thoughts, strengthening and extending understanding, through the application of mathematical reasoning, algorithmic thinking, statistical analysis, and ethics.
8. Use big data tools, database management strategies, and statistical software to perform critical analyses: wrangle, visualize, and construct the best model for the data, and then applying the model in real-world contexts,

forming a set of solutions/options that will benefit the organization.

9. Form a foundation in which new programming languages and technologies are easily mastered and develop computer proficiency related to data science: use computer science methodologies, combined with statistical analysis, to write complex algorithms and computational systems that perform analysis of big data.
10. Interpret data analysis outcomes and effectively communicate and present data science-related information to teammates and a variety of technical and non-technical audiences.

*Prerequisites for courses in the Major*  
Placement in MATH 231

*Requirements for the Major*  
54-57 semester credits including:

- DATA 101, 321
- MATH 231, 232, 331
- STAT 261, 341
- CPSC 241, 242, 260, 310, 421, 441, 399, 449
- CPSC 453 or MATH 450
- Take two courses from: STAT 361, 430, 441, 461, 465

These courses will be counted in computing the 2.2 GPA required for this major.

## Minors

### Mathematics

#### *Learning Outcomes*

Students who complete an academic minor in Mathematics will be able to:

1. Establish a base of knowledge consisting of definitions, notations, concepts, analytical techniques, and properties associated with various areas of mathematics.
2. Develop computer proficiency related to mathematics.
  - a. Programming in at least one language.
  - b. Use application software to process information.
3. Use basic statistical techniques for analyzing and interpreting data.

4. Apply techniques of mathematical reasoning to construct and analyze arguments and hypothesis.
5. Synthesize mathematical knowledge by making connections between different areas of mathematics and between mathematics and other disciplines.

*Prerequisites for courses in the Minor*  
Placement in MATH 231

*Requirements for the Minor*  
22 semester credits including:

- MATH 231, 232, 300, 331, STAT 261
- One additional mathematics course of 300 level or higher.

Students who minor in Mathematics must achieve a 2.2 GPA in those courses.

### Statistics

#### *Learning Outcomes*

Students who complete an academic minor in Statistics will be able to:

1. Establish a base knowledge consisting of definitions, notations, concepts, and techniques for experimental design and data analysis.
2. Demonstrate statistical literacy and the ability to effectively interpret and communicate data.
3. Develop computer proficiency related to Statistics: use statistical software to process information.

*Prerequisites for courses in the Minor*  
Placement in MATH 212 or 231

*Requirements for the Minor*  
18-21 semester credits including:

- MATH 212 or 231
- STAT 239 or 241 or 261
- STAT 341
- Choose three of the following: CPSC 260, STAT 361, 430, 441, 461



## Modern Languages

### Majors

#### Spanish for Careers and Professionals

*Degree Earned:* Bachelor of Arts

The major in Spanish for Careers and Professionals places an emphasis on practical application skills in Spanish related to a chosen field of interest such as Business, Healthcare, Criminal Justice, etc. The curriculum provides theory and practice necessary to prepare students to effectively communicate in Spanish in a chosen area of concentration. Students are given a basic foundation in verbal, reading, writing, and critical thinking skills in Spanish. The understanding of culture is emphasized through travel opportunities and involvement in the Hispanic community. Study abroad is not required but highly recommended. Local immersion may be a viable alternative to international study. Participation in international learning programs or projects not sponsored by Grand View University requires prior approval by the department chair.

#### *Learning Outcomes*

Students who major in Spanish for Careers and Professionals will be able to:

1. Orally communicate in proficient Spanish in informal and formal conversations.
2. Write at a proficient level in Spanish about both personal and academic subjects.
3. Understand and analyze Hispanic literature in a variety of genres.
4. Demonstrate a knowledge of Hispanic cultures.

#### *Prerequisites for courses in the Major*

SPAN 101, 102

#### *Requirements for the Major*

31-32 semester credits including:

- SPAN 201, 202, 310, 312, 323, 414, 450
- SPAN 399 or EDUC 304
- Take 6 credits from SPAN 107, 108, 204, 430, MLAN 311, EDUC 317

These courses will be counted in computing the 2.2 GPA required for this major.

### Minors

#### Modern Languages

##### *Learning Outcomes*

Students who have obtained prior language credit and/or who complete an academic minor in Modern Languages will be able to:

1. Demonstrate a basic understanding of language and culture in two or more languages including Danish, French, Greek or Spanish.
2. Demonstrate basic language skills necessary for day to day interaction and daily living.
3. Demonstrate practical application of language and culture in social, academic, and business contexts.

##### *Requirements for the Minor*

18 semester credits in any modern language including Danish, French, Greek, or Spanish.

Students who minor in Modern Languages must achieve a 2.2 GPA in those courses.

#### Global Studies

##### *Learning Outcomes*

Students who complete an academic minor in Global Studies will be able to:

1. Develop an understanding of international trade, finance, relations, culture, and history.
2. Develop a basic ability to converse and understand a foreign language.

##### *Requirements for the Minor*

23 semester credits including:

- BSAD 331
- ECON 415
- POLS 370
- 6 credits upper-level non-U.S. history
- 8 credits of foreign language: FREN 101 and 102 or SPAN 101 and 102 or two approved semesters in another language

Students who minor in Global Studies must achieve a 2.2 GPA in those courses.

#### Spanish

##### *Learning Outcomes*

Students who complete an academic minor in Spanish will be able to:

1. Orally communicate in basic Spanish in diverse settings.

2. Write at a basic level in Spanish about various subjects.
3. Demonstrate a knowledge of Hispanic cultures.

*Requirements for the Minor*

22 semester credits including:

- SPAN 101, 102, 201, 202
- 6 additional credits in SPAN prefix course

Students who minor in Spanish must achieve a 2.2 GPA in those courses.

## **Certificates**

### **Spanish Essentials**

This program provides students with essential skills in a short time period to work with the growing Hispanic population. This certificate provides cultural background as well as training in specific work-related areas.

*Learning Outcomes*

Students who complete a certificate program in Spanish Essentials will be able to:

1. Communicate orally and in writing in basic Spanish for specific work settings.
2. Demonstrate an understanding of Hispanic cultures.

*Requirements for the Certificate:*

17 semester credits including:

- SPAN 101, 102
- Take 9 credits from: SPAN 107, 108, 204, 312, 323

## Music

### Minors

#### Music

##### *Learning Outcomes*

Students who complete an academic minor will be able to:

1. Demonstrate a basic understanding of the theoretical and historical foundations of music.
2. Demonstrate solid performance proficiency in their applied area.
3. Develop basic oral and sightseeing skills.

##### *Requirements for the Minor*

24 semester credits including:

- MUSC 121, 122, 221, or other approved ensemble. Music minors are to be enrolled in ensemble every semester of residency and accumulate a minimum of four semesters.
- MUSC 131, 132
- Take 8 credits in an applied area, including 4 credits of piano (or satisfactory performance on the piano proficiency exam)
- Take 2 courses from: MUSC 231, 232, 331, 332
- Completion of the minor also includes a recital or equivalent in the student's primary field.

Students who minor in Music must achieve a 2.2 GPA in those courses. Students minoring in Music must achieve a grade of C or above in all courses in the minor.

## Nursing

### Department of Nursing Information

#### Accreditation

The baccalaureate degree in nursing at Grand View University is accredited by the Commission on Collegiate Nursing Education, One DuPont Circle, NW, Suite 530, Washington, DC 20036, 202-887-6791.

#### Traditional Admission to the Major

Applicants for admission to the Nursing major must have completed a minimum of three required courses. Students applying for admission must have completed ENGL 101, BIOL 256, and CHEM 107. Students may satisfy these requirements by successfully completing the three required courses or by passing advanced placement examinations, or evaluation of previous coursework.

Students must have a minimum cumulative GPA of 3.0 on at least 12 Grand View credits, or if no Grand View credits, they must have a cumulative GPA of 3.0 on all transfer credits, to be admitted to Nursing. Students must maintain a cumulative grade point average of 3.0 to register for all nursing courses.

Applicants must achieve 80% or greater on the following two REACH A2 tests: Reading Comprehension and Basic Math Skills. Students with unsatisfactory scores may only test twice for admission to Nursing. (This requirement pertains to pre-licensure applicants only. This does not apply to RN-BSN program applicants.)

For those students transferring to Grand View University from other accredited institutions, every effort is made to allow credit for equivalent coursework from the other institution toward the Nursing major requirements.

Each student is evaluated on an individual basis. Transfer credit is evaluated by the university transcript analyst in conjunction with the Department of Nursing Curriculum Committee.

At the completion of requirements for graduation, pre-licensure students are eligible for licensure by examination to become registered nurses.

#### Recommended high school courses:

Science	4 years
Mathematics	4 years

English	4 years
Social Science	2 years
Foreign Language	2 years

#### Admissions Procedure

Admission involves three steps:

1. Admission to Grand View University
2. Admission to the Nursing Major program. Admission forms are available from the Grand View University website at [www.grandview.edu](http://www.grandview.edu).
3. Applicants must achieve 80% or greater on the following two REACH A2 tests: Reading Comprehension and Basic Math Skills. Students with unsatisfactory scores may only test twice for admission to Nursing. (This requirement pertains to pre-licensure applicants only. This does not apply to RN-BSN program applicants.)

Transfer credits from other baccalaureate NLN or CCNE accredited nursing programs will be considered on an individual basis.

The Department of Nursing admits students to the Nursing Major twice a year. For the fall term, applications are due May 1. For the spring term, applications are due December 1. Late applications that meet the outlined criteria will be accepted and students will be admitted depending on availability in the class. The application must be complete, including the following:

- Admitted to Grand View University.
- All transcripts from other colleges evaluated by Grand View for transfer credit.
- Application form completed for the Nursing program.
- Results of preadmission assessments with scores of at least 80% in REACH required tests.

#### Holistic Admission to the Major

The holistic admission process is a strategy to focus on the whole student while assessing traditional measures of scholastic ability, and the REACH A2 examination scores. It is designed to provide an individual level of support throughout the nursing program as the student develops the knowledge, skills, and attitudes to be successful both in school and later as a professional nurse. The holistic admission process is developed for the

student who achieves a score between 70% - 79% on one or both of the REACH A2 examinations.

These requirements will apply to all Holistic Admission applicants to the major regardless of the catalog year of admission to the university.

- Submit a Letter of Intent to be considered for a holistic admission. In the Letter of Intent, describe why you want to be a nurse, your strengths, personally identified areas for growth, and your plan for success in nursing school.
- Scholastic Ability – must have a minimum cumulative GPA to be admitted to Nursing.
- If transfer GPA is less than 3.0, students can meet the GPA admission requirement by completing a cumulative GPA of 3.0 or greater on a minimum of 12 Grand View credits.
- Must have completed ENGL 101 with at least a grade of C.
- Highly recommended to complete CHEM 107 and BIOL 256 with at least a grade of C.
- Highly recommended to complete MATH 095 or MATH 121, PSYC 101, and PSYC 212 with at least a grade of C.

An individualized Student Success Plan will be developed with the student based on their REACH A2 examination scores.

### **Readmission to the Nursing Major**

If the student has not taken nursing courses for two consecutive semesters, the student needs to reapply to the nursing program. The student needs to complete the admission application to the Department of Nursing and needs to meet the 3.0 GPA for admission, progression, and graduation regardless of the student's original catalog of admission criteria.

### **Progression/Graduation Requirements**

Students may be required to take nationally normed examinations throughout the curriculum and achieve national benchmark scores on such exams to be eligible to progress and/or graduate.

Completion of 30 of the last 36 hours must be at Grand View University. A total of 124 credit hours which must include 30 upper division hours are required for graduation. All courses with an NURS number must be completed in a period of six years.

Students must maintain a cumulative Grand View (GV) grade point average at or above 3.0. If a

student's GV cumulative GPA falls below 3.0, the student will be placed on departmental academic probation for one semester. During this probationary period, the student must meet with their academic advisor and the Coordinator for Student Success to develop an academic plan, no later than the second week of the probationary semester. The student must also meet with their academic advisor throughout the semester as delineated in the academic plan. The student's GPA will be re-evaluated at the completion of the probationary semester. If the student obtains a 3.0 cumulative GPA or above after the probationary semester, the student may continue to progress in the program. If the student's cumulative GV GPA remains below 3.0, the student will not be eligible to register for any nursing courses. The student must meet with their advisor to adjust their schedule and Completion Plan.

If the student's cumulative GV GPA is below 3.0 for three (3) consecutive semesters, the student will be dismissed from the nursing program. Students admitted to the nursing program must maintain a GV cumulative grade point average consistent with the catalog of admission.

Students who are admitted to the nursing program and do not register for nursing courses or withdraw from nursing courses for two consecutive semesters are considered inactive. They are not eligible to register for nursing courses until they reapply to the nursing program and are readmitted.

### **Expenses**

The following expenses will be incurred in addition to course supplies, tuition and lab fees: sphygmomanometer, assigned texts and technology, uniforms, shoes, lab coat, watch, NSA membership, Iowa Association of Nursing Student Convention or INA Convention fees, criminal background check, standardized testing, and liability insurance. Students must provide their own transportation to the clinical sites.

### **Dismissal**

Students may be dismissed from the Nursing program if their conduct, health, didactic or clinical performance demonstrates an inability to be successful. Students who fail the same nursing course twice or two different nursing courses, or whose cumulative GPA falls below 3.0 for three

consecutive semesters will be dismissed from the Nursing program.

## Nursing Student Handbooks

Additional policies and procedures regarding the nursing program can be found in the Nursing Student Handbooks available online at [www.grandview.edu](http://www.grandview.edu).

## Continuing Education

The Department of Nursing has been approved by the Iowa Board of Nursing to offer nursing continuing education programs. The Department has been issued a Provider Number which is #15. Further, academic credit can be used for continuing education credit when students are enrolled in required courses for a BSN degree and this course of study is beyond the basic nursing preparation of those students. Additional information concerning continuing education programs can be obtained by contacting Grand View University, Department of Nursing or the Iowa Board of Nursing.

## Majors

### Nursing

*Degree Earned:* Bachelor of Science in Nursing

At Grand View University the baccalaureate program leading to a Bachelor of Science in Nursing degree is a blend of liberal arts and professional nursing education, which together results in the essential learning necessary for those interested in becoming professional nurses.

The program prepares professional nurses who will practice in a variety of institutional and community settings. The purpose of the program is to develop nursing professionals who value learning and embody a caring ethic.

#### *Learning Outcomes*

Students who major in Nursing will actualize professionalism by:

1. Valuing life-long learning.
2. Integrating critical inquiry into practice.
3. Nurturing of self and engaging in caring relationships with peers, clients, and society.
4. Providing culturally sensitive continuum of care.
5. Empowering themselves and others to influence health care and society.

## Pre-Licensure requirements

### *Minimum courses required for Admission*

ENGL 101 or 220, BIOL 256, CHEM 107, plus meet benchmark scores on pre-admissions examinations.

### *Prerequisites for courses in the Major*

BIOL 101; PSYC 101; MATH 095, 096, placement into MATH 121, MATH 121, MATH 122, or MATH 231.

These courses will not be counted in computing the GPA for the major.

### *Requirements for the Major*

80 semester credits including:

- NURS 210, 220, 250, 310, 320, 340, 350, 410, 420, 440, 460, 470, 480 (all NURS courses with the exception of 440 and 480 include weekly clinical hours)
- BIOL 140, 160, 165, 256
- CHEM 107
- STAT 241
- PSYC 212, 320
- SOCS 101

These courses will be counted in computing the 3.0 GPA required for this major. Students majoring in Nursing must achieve a grade of C or above in all courses in the major.

## Organizational Studies

### Major

#### Organizational Studies

*Degree Earned:* Bachelor of Arts

The Organizational Studies major integrates courses in business organization/management, social sciences, and technical skills. This major enables students to integrate studies that they have already completed into a baccalaureate degree major and to enrich these studies through exposure to course work in the arts, social sciences, humanities, and the sciences. Students are expected to consult with their advisors in developing their particular program of study.

#### *Learning Outcomes*

Students who major in Organizational Studies will be able to:

1. Demonstrate the ability to read, comprehend, and analyze primary and secondary sources of information pertaining to the fields of organization and management, social sciences, and technical skills.
2. Demonstrate oral and written communication skills.
3. Demonstrate the use of knowledge of leadership, organizational behavior, management, and interpersonal dynamics to enhance and extend applied skills in an organizational setting.

#### *Prerequisites for courses in the Major*

Specified for the individual courses. Students are expected to consult with their advisors in developing their particular program of study.

#### *Requirements for the Major*

45 semester credits including:

- BSAD 310, 365, 375
- BSAD/SOCS 410
- ENGL 309
- PSYC/SOCS 310
- INTS 422 or BSGR 502\*
- INTS 450
- 12-15 credits in Technical Skills or take 12 additional credits from the following: PSYC 101, SOCS 101, 315, an internship (399) in any subject or other approved course, up to 9

credits of graduate-level coursework from the Master of Science in Organizational Leadership (MSOL) degree\*

- 8-11 additional credits in Psychology, Sociology, Economics, Business Administration, Accounting, Communication, History, Political Science, or from the MSOL, to reach 45 credits for the major
- A total of at least 24 upper division hours must be earned in the major

\*Up to nine credits total of graduate-level MSOL coursework can apply toward the major including application toward the leadership requirement and the electives sections. Undergraduate students interested in taking graduate-level courses must meet requirements as listed in the "Undergraduate Enrollment in Graduate Courses" policy in this catalog. Only BSGR-prefect courses applicable to the MSOL degree have been approved as standard allowances.

All of these courses will be counted in computing the 2.2 GPA required for the major.

## Paralegal Studies

### Major

#### Paralegal Studies

*Degree Earned:* Bachelor of Arts

The major in Paralegal Studies is designed for students with paralegal training who are seeking a baccalaureate degree in order to expand their knowledge in business and organizational skills while further developing their expertise in the areas of Business and Human Resource Management or Criminal Justice. The core courses provide a foundation for students to develop additional expertise in a specific concentration and the major combines professional development with a liberal arts curriculum. This program is designed to prepare graduates for positions in law firms, legal departments of corporations, insurance companies, government agencies, community legal service programs, juvenile justice organizations, corrections, office management, human resource management, or law school.

#### *Learning Outcomes*

Students who major in Paralegal Studies will be able to:

1. Develop an understanding and appreciation for the complexities and workings of different organizational environments, allowing transferability of skills and expertise.
2. Advance their organizational, interpersonal, and communication skills.
3. Enhance legal studies and additional focus in Business and Human Resources or Criminal Justice.

#### *Prerequisites for courses in the Major*

Completion of an A.A., A.S., or A.A.S. or other appropriate degrees for Paralegal or Legal Assistant Program's requirements (or in process).

These courses will not be counted in computing the GPA for the major

#### *Requirements for the Major*

34 semester credits including a common core of 16 credits and 18 additional credits in one of two concentrations: Business and Human Resource Management or Criminal Justice.

### Paralegal Studies Common Core

16 credits including:

- BSAD 202
- Any subject 399 Internship
- ENGL 309
- BSAD/SOCS 410
- INTS 422, 450

### Business and Human Resource Management Concentration

18 semester credits including:

- ACCT 211
- BSAD 310, 375
- Take 9 credits from: BSAD 377, 407, 408, 430 (as approved)

### Criminal Justice Concentration

18 semester credits including:

- SOCS 318, 347, 420
- PSYC/SOCS 362
- Take 6 credits from: SOCS 375, 315, 360, 340

These courses will be counted in computing the 2.2 GPA required for this major.



## Political Science

### Majors

#### Political Science

*Degree Earned:* Bachelor of Arts

The interdisciplinary major in Political Science provides students with the academic background to enter law school or prepares them for a wide variety of professional positions in areas such as government, civil service, domestic or international business, the diplomatic service, or further study in graduate or professional programs.

#### *Learning Outcomes*

Students who major in Political Science will be able to:

1. Apply appropriate problem-solving analysis to recommend (or evaluate) solutions to real world policy, legal or administrative problems
2. Analyze political, legal and social phenomena using key political science concepts and theories.
3. Demonstrate knowledge of key concepts and theories across political science subfields
4. Identify and use credible studies in social science to understand political and social problems
5. Design a research project using appropriate qualitative and quantitative methods, specify their variables and hypotheses, collect data and analyze their data to make evidence-based recommendations
6. Obtain, analyze and interpret social science data and use the data to develop evidence-based solutions to social and political problems.

#### *Prerequisites for courses in the Major*

MATH 095 or 096 or 105 with a grade of C- or above

These courses will not be counted in computing the GPA for the major.

#### *Requirements for the Major*

43-49 semester credits and at least 24 upper division hours.

#### Common Core

All students must take the following courses:

- STAT 241 or 239
- SOCS 101

- POLS 110, 120, 322, 361, 370, 399, 450
- PHIL/POLS 312
- POLS/SOCS 350

Take 12 additional credits from one of the following concentrations:

#### Public Administration and Policy Concentration

- POLS 310, 315
- Take 2 courses from POLS 280, SOCS 315, HIST/POLS 215, HIST 111, 112, 113

#### Pre-Law Concentration

- POLS 340, 341
- Take 2 courses from BSAD 340, 341, 343, PSYC/SOCS 310, 361, SOCS 318, 360

These courses will be counted in computing the 2.2 GPA required for this major.

#### Additional Suggested Electives

- BSAD 310
- ENGL 309
- BSAD/SOCS 410
- ECON 101
- HIST 105, 113

### Minors

#### Environmental Studies

##### *Learning Outcomes*

Students who complete an academic minor in Environmental Studies will be able to:

1. Evaluate evidence and arguments that seek to discern the impact of human activity on the environment.
2. Compare and contrast approaches to addressing climate change, pollution, and other environmental issues.
3. Research an environmental problem, assess proposed policy options, and develop a policy proposal recommendation.
4. Identify the key themes in environmental literature that have influenced environmental activism today.

##### *Requirements for the Minor*

19-20 credits including:

- BIOL 100 (non-science majors) or BIOL 101 (science majors)
- BIOL 209, ENGL 233, POLS 280, 322
- BIOL 310 or POLS 310

## **Political Science**

### *Learning Outcomes*

Students who complete an academic minor in Political Science will be able to:

1. Read, comprehend, and analyze primary and secondary sources of information relating to the discipline of political science.
2. Demonstrate an understanding of the events, movements, and processes which have influenced the development of civilization and an ability to apply methods of political analysis to contemporary institutions, practices, and issues.

### *Requirements for the Minor*

18 semester credits including:

- POLS 110, 120, 315, 340
- Take 6 additional credits in Political Science, 3 of which must be at the 300-400 level.

Students who minor in Political Science must achieve a 2.2 GPA in those courses.

## Psychology and Human Services

### Majors

#### Human Services

*Degree Earned:* Bachelor of Arts

A major in Human Services assists students to develop knowledge and skills to work with all people offering specialized curriculum that focuses on prevention and remediation of problems to help clients meet their needs and improve their overall quality of life. Students take courses to establish a diverse background for understanding human behavior and complex interactions. Students gain practical skills, work experience and knowledge from internships in community, mental health and other agency settings. Des Moines and the Polk County area have many agency settings to choose from.

Students prepare to work in direct care service areas, assisting and serving diverse populations and ages. Furthermore, students also prepare to meet the needs of individuals, families, and/or communities to help them function as effectively as possible in a variety of settings such as: group homes and residential care facilities; correctional, intellectual disability, and community mental health centers; family, child, and youth service agencies; and programs concerned with alcoholism, drug abuse, family violence, and aging. Other students can prepare to work in community crisis centers, outpatient clinics, public and private social service agencies, hospitals, schools and religious organizations. Since all Human Services majors are required to complete two 150-hour internships, they are well equipped to join the workforce on or before graduation. Most students choose an internship where they will continue to work after graduation. Other students may decide to attend graduate school.

#### *Learning Outcomes*

The following three statements describe the major generic knowledge, skills and attitudes that appear to be required in all human service work. The training and preparation of the individual worker within this framework will change as a function of the work setting, the specific client population served, and the level of organization work.

Students who major in Human Services will be able to:

1. Understand the nature of human systems and the conditions which promote and/or limit optimal functioning. Identify and select interventions which promote growth and goal attainment.
2. Develop verbal, written and interpersonal and interdisciplinary skills necessary for maintaining a commitment to improving the overall quality of life of service populations.
3. Understand problem analysis, decision analysis and work plan design to promote delivery systems for diverse populations consistent with ethics of the profession.

#### *Prerequisites for courses in the Major*

PSYC 101, SOCS 101

These courses will not be counted in computing the GPA for the major but must be completed for the major. Students must receive a C- (C minus) or above in prerequisite courses for the major.

#### *Requirements for the Major*

47 semester credits including:

- PSYC/SOCS 210, 310
- PSYC 212, 277, 315, 320, 445
- PSYC 325 or CMGR 537\*
- PSYC 327 or CMGR 515\*
- Take 6 hours of PSYC 397
- SOCS 315
- PSYC/SOCS 361 or 362
- Take 3 credits from Specialty Electives: SOCS 321, PSYC/SOCS 322, 372, PSYC 363, CMGR 520\*, CMGR 575\*
- Take 3 credits from Services Electives: PSYC 352, 353, 410, CMGR 500\*, CMGR 505\*

\*Up to 12 credits total of graduate-level CMGR coursework can apply toward both the undergraduate and graduate degrees, with 6 credits applying to the counseling requirements and 6 credits applying to the Specialty and Services Electives areas of the Human Services major. Undergraduate students interested in taking graduate-level courses must meet requirements as listed in the "Undergraduate Enrollment in Graduate Courses" policy in the Academic Information section of the catalog. Only the CMGR courses listed on this checklist have been approved as standard allowances.

These courses (including graduate courses) will be counted in computing the 2.2 GPA required for the major. Students must receive a C- (C minus) or above in courses in the major.

## Psychology

*Degree Earned:* Bachelor of Arts

Psychology is the scientific study of the human mind exploring questions such as: Why do people do what they know is wrong? What propagates evil and what inspires good? What causes a person to lose their grip on reality? The aim of this program is to prepare our graduates for life after college, whether to attend graduate school, and/or work in the field of Psychology. Many students have found jobs in the areas of counseling, cognitive and neuro psychology, abnormal behavior, research, motivation, sports psychology, and memory and learning. Others have used the skills they have learned to conduct research, write grants, and problem solve. But most importantly, the primary goal is to educate our students about ideas that will have a profound impact on them the rest of their lives. This is why the Psychology program is one of the most popular majors on campus. While at GV, students prepare for opportunities to work at local agencies, present research at regional and national conferences, join Psi Chi, and the Psychology Honors Society as well as engage with faculty and community members who are experts in their field.

### *Learning Outcomes*

Students who major in Psychology will be able to:

1. Develop working knowledge in psychology and prepare students to apply appropriate concepts.
2. Use scientific reasoning and literacy to assess psychological phenomena.
3. Demonstrate an ability to consider and critically analyze diverse view points and articulate those values.
4. Demonstrate competence in writing and in oral and interpersonal communication skills.
5. Apply psychology-specific content and skills toward effective self-reflection, project-management, teamwork, and career preparation.

### *Prerequisites for courses in the Major*

ENGL 101 or 220 or 252, MATH 095 or 096 or 105, PSYC 101

These courses will not be counted in computing the GPA for the major. Students must receive a C- (C minus) or above in prerequisite courses for the major.

### *Requirements for the Major*

44 semester credits including:

- PSYC 105, 212, 320, 326, 350, 411, 440, 442, 450
- PSYC 325 or CMGR 537\*
- PSYC 327 or CMGR 515\*
- PSYC/SOCS 310
- STAT 241 or PSYC 239
- Take 6 credits from any 300-400 level Psychology courses or CMGR 500, 505, 520, or 575\*

\*Up to 12 credits total of graduate-level CMGR coursework can apply toward both the undergraduate and graduate degrees, with 6 credits applying to the counseling requirements and 6 credits applying to the elective requirements of the Psychology major. Undergraduate students interested in taking graduate-level courses must meet requirements as listed in the "Undergraduate Enrollment in Graduate Courses" policy in the Academic Information section of the catalog. Only the CMGR courses listed on this checklist have been approved as standard allowances.

These courses (including graduate courses) will be counted in computing the 2.2 GPA required for this major. Students majoring in Psychology must achieve a grade of C- (C minus) or above in all the required courses to graduate.

## Minors

### Family Studies

#### *Learning Outcomes*

Students who complete an academic minor in Family Studies will be able to:

1. Understand the family as a system.
2. Appreciate the cultural and developmental influences on the "family".
3. Understand the many integrative and disintegrative forces that may exist in family systems.

#### *Requirements for the Minor*

20 semester credits including:

- PSYC 212, 315
- PSYC/SOCS 210, 322, 372
- SOCS 361

Students who minor in Family Studies must achieve a 2.2 GPA in those courses

## **Psychology**

### *Learning Outcomes*

Students who complete an academic minor in Psychology will be able to:

1. Understand the basic theories in psychology and the assumptions that frame them.
2. Understand the basic social, cultural and psychological influences on human behavior.
3. Appreciate the complexities of human thought/behavior.

### *Requirements for the Minor*

18 semester credits including:

- PSYC 101, 212
- Take 11 hours of Psychology electives (9 of these hours must be upper division credits)

Students who minor in Psychology must achieve a 2.2 GPA in those courses and must achieve a grade of C- (C minus) or above in all courses in the minor.

## Social Work

### Social Work Department Information

#### Accreditation

The Grand View University Social Work (BSW) program is accredited by the Council on Social Work Education (CSWE).

#### Admission to the Major

Applications for admission to the Social Work major must have completed a minimum of four required courses: SWRK 101, ENGL 101, PSYC 101, and SOCS 101. Students who wish to transfer in SWRK 101 (or any other Social Work course) must have completed that course at an institution with an accredited Social Work program or from an institution with an articulation agreement that identifies equivalencies for coursework. The Grand View Social Work program does not grant Social Work course or field experience credit, in whole or part, for life experience or previous work experience.

Students must have a minimum cumulative GPA of 2.5 on all Grand View courses at the time of application, and a GPA of 2.5 (minimum of C) in all required prerequisite courses. Applicants must have completed 30 hours of Introductory Agency Exposure in SWRK 101 (or similar number of hours in an equivalent course), and score at least 80% on an evaluation by the agency supervisor. Applicants must also demonstrate suitability for the profession, as evidenced by average scores of at least 80% on assessments of professional behavior completed in SWRK 101. Additional information about the admission process can be found in the Social Work Student Handbook, located on the Grand View website.

#### Admissions Procedure

Admission to the major is selective and involves the following:

1. Admission to Grand View University.
2. Application to the Social Work program. Application forms are available from the Grand View University website at [www.grandview.edu](http://www.grandview.edu).
3. Submission of an instructor recommendation from a non-Social Work faculty member.
4. Successful personal interview at the discretion of the Social Work faculty.

Students may apply after they complete the required prerequisite courses, and will have at least sophomore standing the following fall. Applications for the Social Work program are due by December 1 for students enrolled in SWRK 101 during the fall semester, by April 1 for students enrolled in SWRK 101 during spring semester, and by July 15 for students enrolled in SWRK 101 during a summer term. See Social Work Student Handbook for details on the application process.

#### Progression/Graduation Requirements

Students accepted to the major must maintain a 2.5 GPA in all courses required for the major, with a minimum of a C. Students must also demonstrate continued suitability for the profession, as evidenced by adherence to the National Association of Social Workers Code of Ethics and average scores of at least 80% on assessments of professional behavior completed in each Social Work class. Students must submit a formal application for admission to the 450-hour field education (completed spring of the senior year). See Social Work Field Education Handbook for additional details on the field education process.

#### Expenses

Students may have expenses related to placements such as paying for criminal background checks, immunizations or medical testing (e.g., flu shot, TB test), or student practitioner liability insurance.

#### Dismissal

A student may be temporarily or permanently dismissed from the Social Work program in the case of:

1. Providing false or incomplete information on the Application to the Major form.
2. Receiving a "D" or "F" twice in the same Social Work course and/or failing two different Social Work courses.
3. Inability to obtain a grade of C or better in a course required for the major within three terms of an original grade below a C.
4. Cumulative Grand View GPA below 2.5 for three consecutive semesters.
5. Academic probation or suspension (see Probation and Suspension policies in the Academic Information section of this catalog).

6. Academic dishonesty per Grand View policy (see Academic Responsibility/Academic Honesty policy in the Academic Information section of this catalog).
7. Suspension for disciplinary reasons per Grand View policy (see policy statement in the University Student Handbook).
8. Unsatisfactory performance in the Introductory Agency Exposure in SWRK 101 Introduction to Social Work, as evidenced by earning 79% or less in evaluations completed by agency supervisor.
9. Professional behavior in the classroom, academic activities, or field education unresolved through Student Improvement Plans (see Social Work Student Handbook).
10. Repeated violations of Student Handbook policies on substance use in classroom and/or academic activities (see Social Work Student Handbook).
11. Practice behavior not reflective of the NASW Code of Ethics (see Social Work Student Handbook).

### **Social Work 3+2 Program**

The Social Work 3+2 program allows students to complete up to 15 hours of graduate course work toward a Master of Social Work degree as they finish their Bachelor of Social Work. After obtaining a bachelor's degree, 3+2 program participants will complete the MSW the following spring.

Students accepted and enrolled in the Social Work 3+2 program may count up to 15 credit hours of graduate coursework towards both their undergraduate and graduate degrees. Grades from coursework will count in both the undergraduate and graduate GPA.

Application requirements for the program are:

1. Must be at junior status before applying and must apply no later than the spring semester of the junior year.
2. A Grand View cumulative GPA of 3.0 is required.
3. Two letters of recommendation: one speaking to the student's academic strengths, professionalism, and capacity to complete a graduate degree program; the other from an undergraduate instructor.

4. Demonstrate proficiency in writing through submission of an essay.
5. Must be a member in good standing of the Social Work program and not on a plan for improvement.

Applicants who do not meet all of the requirements may still be considered for admission to the program on a case-by-case basis. In these instances, the applicant will be interviewed by the department's Admission Committee.

Students considering this program need to plan carefully, as the program requires students to take full course loads and perhaps courses in the summer. They are encouraged to begin working with a Social Work Department advisor as early as possible.

### **Majors**

#### **Social Work**

*Degree Earned:* Bachelor of Social Work

The Grand View University social work program's mission is to develop professional social workers who will serve as "agents of change" among the individuals, families, communities and organizations that they serve. Students are educated in the art of professional social work practice, reflecting social work "practice wisdom," theories, and research. With a commitment to social justice, social work students learn the core competencies necessary to operate as transformational professional social workers. Graduates are dually prepared to contribute to the field at the generalist practice level and continue with advanced graduate education.

#### *Learning Outcomes*

The social work nine core competencies, as identified by the Educational Policy and Accreditation Standards (EPAS), are used by the Council of Social Work Education (CSWE) to identify competency-based social work education. Mastery of the core competencies reflects preparation for proficient professional social work practice. The Grand View Social Work Program student learning outcomes are based on the nine core competencies, as listed below.

Students who major in Social Work will learn to:

1. Demonstrate ethical and professional behavior

2. Engage diversity and difference in practice
3. Advance human rights and social, economic and environmental justice
4. Engage in practice-informed research and research-informed practice
5. Engage in policy practice
6. Engage with individuals, families, groups, organizations, and communities
7. Assess individuals, families, groups, organizations, and communities
8. Intervene with individuals, families, groups, organizations, and communities
9. Evaluate practice with individuals, families, groups, organizations, and communities

*Prerequisites and minimum courses required for Admission*

SWRK 101, ENGL 101 or 220 or 252, PSYC 101, SOCS 101

These courses will not be counted in computing the GPA for the major.

*Requirements for the Major*

49-50 semester credits including:

- SWRK 205, 215, 310, 316, 320, 340, 405, 410, 450, 455
- POLS/SOCS 350
- PSYC 212
- PSYC/SOCS 310
- STAT 241 or PSYC 239

These courses will be counted in computing the 2.5 GPA required for this major.



## Theatre Arts

### Majors

#### Theatre Arts

*Degree Earned:* Bachelor of Arts

The Theatre Arts major at Grand View offers a broad foundation on which to build meaningful future creative work in theatre. The emphasis on building essential skills and behaviors needed in the field is built both in the classroom and through regular participation in various areas of production. Collaboration skills are essential, and practiced continually throughout the experience of the major, but particularly during full productions. Students build knowledge and respect for all contributions to the creative process of playmaking, while also having the opportunity to focus their interest in a particular area (performance, design, technical, administrative) through choice of electives.

#### *Learning Outcomes*

Students who major in Theatre Arts will be able to:

1. Collaborate effectively and respectfully in ensemble interactions to create and craft artistic works of integrity and value
2. Develop fundamental skills and professional behaviors essential in the various areas of theatrical creation
3. Communicate clearly their intellectual and aesthetic impressions or intentions regarding works of live performance.
4. Understand the nature of theatre, historically and currently, as both a cultural force and also a barometer of the times

#### *Requirements for the Major*

40 semester credits including:

- THTR 101 or 121
- THTR 110 – Theatre Activity (3 semesters, 1 credit each semester)
- THTR 202, 222, 306, 380, 400, 440
- THTR 300 or 302
- Take 15 credits from: THTR 224, 240, 318, 320, 350, 399, 430, and second course from 300 or 302 not applied above

These courses will be counted in computing the 2.2 GPA required for this major.

### Minors

#### Theatre

##### *Learning Outcomes*

Students who complete an academic minor in Theatre will be able to:

1. Engage in collaborative ensemble creation that builds understanding of the interdependent nature of theatre
2. Communicate clearly their intellectual and aesthetic impressions or intentions regarding works of live performance
3. Develop through participation and course work, an understanding of the professional behaviors essential in the various areas of theatrical creation

##### *Requirements for the Minor*

18 semester credits including:

- THTR 101 or 121
- THTR 110, 202
- Take 11 credits in Theatre Arts at the 200 level or above

Students who minor in Theatre must achieve a 2.2 GPA in those courses.

## Theology and Philosophy

### Majors

#### Theology

*Degree Earned:* Bachelor of Arts

The major in Theology is designed to provide students with a broad-based curriculum introducing them to important methodologies in the academic study of theology, to significant texts in the various religious traditions, and to the history of theological and religious reflection.

The Grand View Theology and Philosophy Department ministers with the Evangelical Lutheran Church in America by offering a major in Theology, by preparing students wishing to enter seminary, by providing coursework for those seeking to be commissioned and rostered as lay professional in ministry, by preparing those wishing to pursue graduate work in religious studies, and by providing an opportunity for all Grand View University students to explore the nature of religious faith.

#### *Learning Outcomes*

Students who major in Theology will be able to:

1. Demonstrate knowledge of the content of and apply critical methodology to both the Old and New Testaments and select texts from other religious traditions.
2. Demonstrate respect for the diversity of theological/religious traditions and identify how they interrelate with different cultural systems.
3. Demonstrate an understanding of and critically evaluate philosophical and theological traditions, practices, and texts.
4. Demonstrate critical thinking skills in writing and speaking.

#### *Requirements for the Major*

36 semester credits including:

- THEO 105, 106, 201, 202, 399
- Take 9 credits from: THEO 310, 315, 322, 330, 335
- Take 3 credits from: THEO 392, 430
- Take 9 credits from: PHIL 205, 210, 311, 312

These courses will be counted in computing the 2.2 GPA required for this major.

### Minors

#### Philosophy

##### *Learning Outcomes*

Students who complete an academic minor in Philosophy will be able to:

1. Gain critical thinking skills for speaking and writing.
2. Interpret significant classics in philosophy.
3. Appreciate the role of philosophy in public life.

##### *Requirements for the Minor*

18 semester credits including:

- PHIL 205, 210, 311, 312
- Take 6 credits from: PHIL 300, 305, 325, 430

Students who minor in Philosophy must achieve a 2.2 GPA in those courses.

#### Theology

##### *Learning Outcomes*

Students who complete an academic minor in Theology will be able to:

1. Gain critical thinking skills for speaking and writing.
2. Interpret the scriptures and texts of various religions.
3. Appreciate the role of religion in public life.

##### *Requirements for the Minor*

18 semester credits including:

- THEO 105, 106, 201, 202
- Take 6 additional upper division credits in Theology

Students who minor in Theology must achieve a 2.2 GPA in those courses.

## **Alternative Credit and Collaborative Programs**

Grand View University recognizes that learning occurs outside of the classroom. Several opportunities are available for students to meet graduation requirements through alternative means.

### **Experiential Learning**

Grand View University recognizes three opportunities for the conversion of experiential learning into college credit:

- Successful preparation and evaluation of experiential learning portfolios,
- Successful completion of Grand View University Departmental Examinations,
- Successful completion of selected tests from the College Level Examination Program (CLEP) or DSST tests (formerly DANTES Subject Standardized Tests).

Credit received through Experiential Learning does not satisfy residency requirements of degree programs at Grand View University. No more than 32 semester hours of credit by CLEP, DSST, industry exams, departmental examination, and/or experiential portfolio assessment at Grand View University can be granted. Grand View University does not accept transfer experiential credit.

### **Experiential Learning Portfolio Option**

Many adult learners have engaged in educational activities outside the formal classroom which have resulted in the acquisition of new knowledge, skills, and attitudes. This experiential learning or prior learning may qualify for college credit. Not all such learning, however, can be so converted. College credit may be given only if learning meets the following criteria:

- It lends itself to definition and assessment,
- It is at the college level in difficulty,
- It can be documented,
- It does not duplicate learning for which previous college credit has been given.

Students must have at least 12 semester hours of classroom credit from Grand View University before the experiential learning portfolio credits will be reflected on the transcript. All submissions for

credit must be made prior to the completion of the last 6 hours of classroom credit.

Students must pay a portfolio evaluation fee to the Business Office and register for a one-credit class on portfolio preparation.

### **Departmental Credit by Examination**

Currently enrolled students may, at the discretion of the department, receive credit after successfully completing a course content examination. Credit cannot be earned by examination if it duplicates credit earned previously (grade of D- or above) or if the course is a lower-level course in a sequence in which the student has previously received credit for a higher-level course (for example, a student who has earned credit in FREN 201 could not test out of FREN 101 or 102). Credit by examination does not satisfy residency requirements for degree programs.

Interested students should complete a Request for Credit by Departmental Examination form available on myGVU or from an academic advisor. Departmental Credit by Examination is \$30.00 per examination.

### **CLEP and DSST**

The University is a participant in College Level Examination Program (CLEP) and DSST tests (formerly DANTES Subject Standardized Tests). Students should check with the Registrar's Office to determine how specific CLEP and DSST exams are accepted.

Credit cannot be earned by examination if it duplicates credit earned previously (grade of D- or above). Students may count CLEP credit for lower language courses, even if they have previously earned credit for a higher course. (For example, a student who has earned credit in SPAN 201 could test out of SPAN 101 or 102.) This applies only to classes in the Modern Languages Department at Grand View. Credit received through CLEP and DSST does not satisfy residency requirements of degree programs at Grand View University. Students should discuss this opportunity with their academic advisor.

CLEP and DSST subject examinations may be scheduled and taken through the Student Life and

Success Office at Grand View University or the Division of Graduate and Professional Studies. For more information, contact the Director of Disability Services. To see a listing of CLEP and DSST tests and their Grand View course equivalents, please go to [www.grandview.edu](http://www.grandview.edu).

## Advanced Placement

Entering students who have participated in Advanced Placement Programs of the College Entrance Examinations Board while in high school may receive college credit if they attain scores of three or above on the Advanced Placement Test. These tests are given each May. Interested seniors should contact their high school guidance counselors early in their senior year. Students must have their test results mailed directly from the College Board to the Registrar's Office at Grand View as soon as they are available to receive credit. Transfer students must also have the test results mailed directly to the Registrar's Office. Test results can be ordered online at <http://www.collegeboard.com>. All equivalents will be listed as non-coursework, so they will meet requirements but not count toward GPA. Some exams are not directly equivalent to courses offered at Grand View but can be applied to core or elective requirements. To see a listing of AP exams and their Grand View course equivalents, please go to [www.grandview.edu](http://www.grandview.edu).

## International Baccalaureate

Entering students who have participated in International Baccalaureate Programs while in high school may receive college credit if they attain scores of five or above on the seven point scale for the higher level (HL) course results. Students must have their official results mailed directly from IB to the Registrar's Office at Grand View as soon as they are available. Transfer students must also have the test results mailed directly to the Registrar's Office. Results can be ordered online at [www.ibo.org](http://www.ibo.org). All equivalents will be listed as non-coursework, so they will meet some requirements but will not count toward GPA. Some exams are not directly equivalent to courses at Grand View but can be applied to core or elective requirements. To see a listing of IB exams, please go to [www.grandview.edu](http://www.grandview.edu).

## Iowa Seal of Biliteracy

The Seal of Biliteracy is an award given by a school district to recognize students who have attained proficiency in two or more languages, one of which is English, by high school graduation.

Students who have earned the Seal of Biliteracy may receive up to 8 credit hours from the Modern Languages department at Grand View University. Students who have attained proficiency in Spanish or French will receive 8 credits for SPAN 101/FREN 101 (Spanish I/French I) and SPAN/FREN 102 (Spanish II/French II). To earn this credit, students must first take any other Modern Languages course (minimum of three credits) at Grand View.

Students who have proficiency in a different language will receive eight elective credits. Please note that duplicate credit will not be awarded if the student already has dual-enrollment, CLEP, AP, or other credit for their language skills.

Students should send Grand View an official high school transcript with the Seal on it indicating which language the student is proficient in. Once the student has successfully completed a SPAN or MLAN course at GV, they should contact the registrar's office to have the credit added to their official record.

## Other Alternative Credit Opportunities

### Military Service

Credits may be granted for military service-related experience on a pass basis and according to the Armed Services Guide. Providing a Joint Services Transcript (JST), when available, is preferred. If a JST transcript is not available, submission of a DD-214 or other approved military credit documentation is acceptable.

### Job-Related Courses

Credit may be granted for certain job-related courses as recommended by the American Council on Education Guide.

Grand View University allows credit for learning that has occurred in off-campus educational programs evaluated and endorsed by the government or by selected professional organizations such as: the American Council on Education, the Armed Services, the Building

Owners and Managers Association (BOMA), the international Association of Administrative Professionals, the Life Management Institute (LOMA), and the Insurance Institute of America.

## Collaborative Programs

### Cross-Enrollment Program

In 1975 the Des Moines Area Consortium for Higher Education implemented a Cross-Enrollment Program, extending the course offerings available to students attending Grand View, Drake University, and Des Moines Area Community College. Under this program, full-time students at Grand View may enroll for one three credit course offered at Drake or Des Moines Area Community College each semester at no additional tuition cost. The Grand View University Registrar's Office coordinates this process and must be notified prior to registration for the class. Additional information is available in the Registrar's Office. Cross-enroll courses do not interrupt nor add to the last 30 hours of Grand View requirements.

### Air Force ROTC

The Department of Aerospace Studies at Iowa State University administers the Air Force Reserve Officers Training Corps (AFROTC) program under an agreement between Grand View University, Iowa State University, and the Secretary of the Air Force. Under this program, a student at Grand View can take courses at the Iowa State campus in Ames, Iowa, which lead to a commission as a lieutenant in the U.S. Air Force. Scholarships are available to qualified students and the first two years of general study incur no obligation for non-scholarship students.

Additional information concerning AFROTC may be obtained at [www.afrotc.com](http://www.afrotc.com) and [www.airforce.iastate.edu](http://www.airforce.iastate.edu)

### Army ROTC

Grand View students may participate in the Army ROTC program at Drake University through special provisions of the Cross-Enrollment Program. Scholarships are available to qualified students.

Additional information concerning Army ROTC may be obtained from the ROTC office at Drake University.

## Des Moines Art Center

Grand View University has entered into a cooperative program with the Des Moines Art Center whereby students may enroll for art courses taught at the Des Moines Art Center and receive credit from Grand View. Interested students should contact the Registrar's Office.

### Cooperative Education Program

Under the Cooperative Education Program, students earn University credit under specified conditions while working as employees or volunteers in jobs either related to the students' major fields or those which will enable them to investigate prospective careers. Students may earn up to three credit hours in this program. Grading is on a pass/fail basis.

### Internships

Because of its location in Des Moines, the largest city in Iowa, Grand View is able to provide meaningful internships for its students.

The Internship is an integral component of career development efforts at the University. It is an academic experience in a career-related work setting supervised jointly by the University and an associated employer. The Internship at Grand View is the application of classroom experience to the work setting. Students should see their advisors or visit the Career Center for more information. A maximum of six credits may be earned from Internship.

### Independent Study

Students may engage in independent study according to their needs and interests through most departments of the University as faculty time permits. These courses enable students to undertake independent study, research, or field work in selected topics. An independent study project should cover an academic topic or provide a learning experience that is not offered by any of the courses identified in the current University catalog.

To be eligible, students must have attained sophomore standing and must have their proposals for study approved by the Registrar and the instructor. Students may earn up to a maximum of eight semester credits for independent study work. No more than four credits may be awarded for a single project.

## **Summer Session**

Summer Session day classes are organized into three terms, May Term, June Term, and July Term, with classes usually meeting Monday through Friday. Students may take a maximum of six courses, two per term, through the Summer day Sessions. New students admitted to the University

for Fall semester may wish to begin their work during Summer Session. Students may use the Summer Session to accelerate, enrich, or improve their educational programs. Summer schedules are available on-line. Additional summer course schedules are offered through the Division of Graduate and Professional Studies for qualified students.

## **Additional Educational Opportunities**

### **International Learning Opportunities**

#### **Summer, Semester and Year-long Programs**

Grand View students have several opportunities to study off-campus in numerous locations around the world. In addition to our exchange programs in Denmark, students can work with the Study Abroad Advisor to design a study abroad experience for varying time periods almost anywhere in the world, from Austria to Thailand. All students interested in studying abroad should contact the Study Abroad Advisor as early as possible to begin the planning process.

Students must meet the following requirements in order to participate in summer, semester, or year-long programs:

1. Have a minimum cumulative grade point average of 2.5.
2. Secure approval from the Study Abroad Advisor.
3. Secure approval from the sponsoring institution or international study program (if applicable).
4. Pay a non-refundable administrative fee to the Business Office once approved to participate. Please go to [www.grandview.edu](http://www.grandview.edu) for an up-to-date listing of tuition and fees.
5. Attend Grand View on at least a half-time basis for at least one semester prior to the start of the international study program.
6. Have no outstanding debts to the University.

Students may have to meet additional requirements established by the sponsoring institution in order to participate in that institution's programs. Please visit the myGVU website under Academics, Study Abroad to review all of the policies and guidelines. Grand View reserves the right to choose the summer, semester, or year-long program providers with which it will participate. Students should start this process at least one full semester prior to the semester abroad.

Once approved for a program, students will meet with the Director of Financial Aid at least one semester prior to the semester abroad to discuss financing options. Neither Grand View Institutional

Aid, Tuition Waiver nor Tuition Exchange can be used for study abroad. However, federal, state and outside grants and loans may be used if the student qualifies.

Grand View students should note that they may apply directly to a foreign institution in order to participate in a program of study at that institution. However, under these circumstances, the University will not assist students in securing financial resources to cover any necessary expenses, and is not under an obligation to accept any academic credits earned at these institutions. Students interested in this option should contact the Study Abroad Advisor at least one full semester prior to the semester abroad.

For application forms and additional International Study options, contact the Study Abroad Advisor or visit the myGVU website under Academics, Study Abroad. For information about financial aid policies for these programs, contact the Grand View University Financial Aid Office.

#### **Grand View in Denmark**

Grand View offers several options to students interested in studying in Denmark for a semester or an academic year. The Grand View – UCC Teacher Education Exchange in Copenhagen is a one-semester experience at University College Copenhagen (UCC). The Grand View – IBA International Business Academy in Kolding is a one or two semester option for students in the Business and Art and Design departments. These programs provide an opportunity to live and learn in a Danish college environment. The language of instruction is English. Students follow the semester calendars at the sponsoring institutions.

For application forms and additional information contact the Study Abroad Advisor or visit the myGVU website under Academics, Study Abroad. For information about financial aid policies for these programs, contact the Grand View University Financial Aid Office.

#### **Grand View University Study Tours**

Study Tours are spring or summer semester courses that include a faculty-sponsored short-term travel tour. Students enroll in courses in the spring or summer semesters (depending on when the



study tour is offered), attend class online or on-campus, and travel domestically and/or internationally either during spring break or in late spring, gaining a hands-on experience.

For application forms and additional information about Grand View University Study Tours, please attend a site specific informational session during the fall semester; visit the myGVU website under Academics, Study Abroad or contact the Study Tour faculty sponsor directly.

**For non-student participants:** If you are not a Grand View student, but are participating in a Study Tour program, you will need to complete all of the required forms and pay the deposit and all program fees by the established deadlines. Failure to meet all deadlines will disqualify you from participation in the program.

## Associate in Ministry Program

Throughout the ages, the Christian community has been nurtured by men and women who have committed their talents and energies to serving the Church. Some members of this community have been identified and trained for specific roles of service. The Evangelical Lutheran Church in American recognizes two specific ministries: the ordained ministry and commissioned ministry (Associates in Ministry).

Associates in Ministry are members of the Evangelical Lutheran Church in America called to specific ministries which equip and support the ministries of the whole people of God. These men and women serve as administrators for congregations, synods, social agencies, and church camps; directors and teachers in parish education programs, Christian day schools, seminaries, and institutions of higher education; ministers of music, congregational organists, music and drama teachers; parish workers, counselors, chaplains, and youth directors; and ministries in parish nursing.

All Associates in Ministry commissioned and rostered by the Evangelical Lutheran Church in America shall:

- Meet the basic standards as set forth in the Evangelical Luther Church in America Constitution, Bylaws, and Continuing Resolution (10.42.11);

- Be a member of a congregation of the Evangelical Lutheran Church in America;
- Work with the appropriate Synodical Candidacy Committee for at least one year before being recommended by the committee for certification;
- Hold a baccalaureate (or its equivalent) or master's degree in an appropriate field of study;
- Complete at least 20 semester credits of approved undergraduate or graduate courses in religion;
- Complete a supervised Field Work Experience; and
- Receive a valid call by a congregation, synod, agency, or institution of the Evangelical Lutheran Church in America.

Having received a Letter of Call, the new Associate in Ministry will be installed by the synodical bishop and placed on the roster of Evangelical Lutheran Church in America commissioned Associates in Ministry and on the roster of the synod.

The Grand View University Associate in Ministry Program is a collaborative project with the Southeastern Iowa Synod, the Northeastern Iowa Synod, and the Western Iowa Synod of the Evangelical Lutheran Church in America. It is designed to help prepare candidates for approval as Associates in Ministry in the Evangelical Lutheran Church in America.

As part of its commitment of service to the Church, Grand View offers 10 undergraduate courses – seven in religion and three in specialized ministries of service – which can be applied to the Church's requirements for commissioning. These courses are:

Required Courses	
Course Title	
Sem. Hrs.	Course Number
Introduction to the Literature of the Old Testament	
3	THEO 201
Introduction to the Literature of the New Testament	
3	THEO 202
Early Christian Thinkers	
3	THEO 310



The Life and Thought of Luther	3	THEO 315
Modern Christian Thinkers	3	THEO 322
Worship and the Arts	3	THEO 330
Internship	3	THEO 399

### Elective Courses

#### Course Title

Sem. Hrs.	Course Number	
Parish Teaching Ministry	3	EDUC 430
Parish Music: Ministry and Leadership	3	MUSC 430
Service as a Ministry	3	PSYC 430

## Non-credit and Continuing Education Units (CEUs) Programming

### Non-credit and Corporate Training

Non-credit courses and training are available to meet personal or professional needs of adult learners. Course work is developed to meet the specific needs and interests of special groups. The Division of Graduate and Professional Studies also offers corporate training programs customized to the specific needs of the organization and industry.

### CEUs

Course work at Grand View University may be eligible for continuing education unit (CEU) credit. These courses may be a part of the regular academic offerings of Grand View University or may be specifically developed. The awarding of CEUs is determined by the appropriate professional accrediting organization or board.

## Nursing Continuing Education (CEs)

The Department of Nursing has a continuing education provider number (#15) approved by the

Iowa Board of Nursing to offer nursing continuing education programs. The head of the department and a designated nursing faculty member serving as the C. E. Providership Administrative Authority plan and approve continuing education programs.

## Pre-Engineering

Students interested in pursuing careers in engineering may take a series of courses at Grand View to prepare them for entry into schools offering this major. This pre-engineering curriculum includes prerequisite classes in mathematics, chemistry and physics, as well as classes that satisfy general education requirements.

Grand View offers students the opportunity to work with an academic advisor to tailor a plan of study for a particular area of engineering and/or a specific school (e.g. Iowa State University or the University of Iowa - among others). For further information about this option, please contact the Chair of the Mathematics Department.

## Pre-Seminary Program

The Pre-Seminary Program offers a historically based philosophical and theological curriculum aimed at preparing students for graduate study in theology. Students from any denominational tradition are welcome in this program. Students interested in post-baccalaureate seminary study should contact the chair of the departments of philosophy and religion for assistance in planning their course work.

## Teacher Endorsement Academy

Selected Teacher Education teaching endorsements such as Reading, Instructional Strategist I, and Driver and Safety Education are offered in condensed class schedules. The summer Teacher Endorsement Academy offers classes in two or three week sessions. Accelerated weekend and evening endorsement classes are offered during the academic year. These classes are designed for licensed teachers who wish to obtain additional teaching endorsements.

## Graduate Degree Programs

### Program Characteristics

Grand View University is committed to developing leaders in athletic training, business, education, mental health counseling, social work, and sport management who are evidence-based practitioners. Features of the program include:

- Emphasis on analysis, synthesis, and application.
- Comprehensive commitment to the development of critical thinking and writing skills.
- Emphasis on preparing independent, self-directed and collaborative practitioners.
- Instructional/learning methodologies that value and make significant use of primary sources and case studies.
- Opportunity to participate in a learning experience that includes “engaged” practitioners who strive to connect theory and practice.
- Opportunity to develop and practice skills of collaborative decision making.
- Commitment to developing leaders who become and remain “cutting edge,” evidence-based practitioners.

### Admission Requirements

#### All Applicants

Application to the program and meeting the minimum requirements does not guarantee admission. Each applicant for admission to a graduate program must complete an application file which includes the following (additional requirements for some programs follow):

1. An application for admission to graduate study.
  - a. Master of Science in Athletic Training may apply through the ATCAS system.
2. An official transcript of an earned baccalaureate degree from a regionally accredited institution of higher education. Transcripts must be sent from the originating institution(s) granting the credit. Unofficial transcripts may be accepted until official transcripts are received and verified.
  - a. If the baccalaureate degree was completed outside of the United States of America (U.S.A.), the student must have the transcript evaluated by a transcript evaluation agency in the U.S.A., at the student’s expense. Evaluation by a transcript evaluation agency provides a guide for evaluating international coursework; however, Grand View University retains the right to determine transferability of courses and degrees. Students may need to provide Grand View with additional information about coursework, if requested. In some cases, transfer credit can be granted if the coursework is transcribed by a college or university in the U.S.A. that sponsored the study abroad or semester at sea experience, but this situation will be evaluated on a case-by-case basis.
  - b. Master of Science in Clinical Mental Health Counseling requires completed bachelor’s degree by the time of admission or a degree completion plan that meets the requirements of the program.
  - c. Master of Science in Athletic Training requires an earned baccalaureate degree from a regionally accredited institution or evidence graduation will be completed prior to enrollment in the MSAT.
  - d. Master of Social Work requires a baccalaureate degree or a degree completion plan that meets the requirements of the program.
3. The following are the required GPA requirements for the master programs. If you fall below the outlined GPA, please address that in an addendum.
  - a. Master of Science in Organizational Leadership requires an undergraduate minimum G.P.A. of 2.75 on a 4.0 scale.

- b. Master of Science in Sport Management requires an undergraduate minimum G.P.A. of 2.75 on a 4.0 scale.
  - c. Master of Science in Athletic Training does not require a minimum undergraduate GPA but will evaluate the official transcript(s) to ensure completion of required prerequisites and sufficient academic performance.
  - d. Master of Science in Clinical Mental Health Counseling requires a 2.75 in all hours attempted or 3.0 or higher in the last 60 hours of undergraduate study.
  - e. Master of Science in School Counseling requires a 2.75 in all hours attempted or 3.0 or higher in the last 60 hours of undergraduate study.
  - f. Master of Social Work requires a cumulative undergraduate GPA of 3.0 or higher in the last 60 hours of undergraduate studies or from at least 12 credits of graduate level coursework. Applicants with a GPA of 2.75 or above may be admitted provisionally pending departmental approval.
7. A Statement of Purpose (required for all programs except Master of Science in Clinical Mental Health Counseling and Master of Science in School Counseling) that addresses the below. Master of Social Work applicants can find additional prompts in the additional requirements section.
- a. The student's interest in the program, including the identification of short-term and long-term career goals;
  - b. The skills and experiences the student will contribute to the program;
  - c. Expectations the student has of the program.
4. A professional resume.
5. Two letters of recommendation (academic or professional) are required for all programs. See more program-specific requirements for recommendation letters for Athletic Training and Social Work below.

#### **Additional Requirements for Athletic Training Applicants**

- Two letters of recommendation, one of which must be from an undergraduate faculty member (or a substitute approved by the MSAT Admissions Committee) who can attest to the student's ability to successfully engage in graduate study.
- Official transcript from originating institution showing completing of required prerequisite courses: Human Anatomy and Physiology; Biology; Chemistry; Nutrition or Sports Nutrition; Exercise Physiology; Biomechanics, Kinesiology, or Physics, or equivalent coursework; Psychology; Statistics (may be taken concurrently in first term).
- Complete 25 hours of observation under the direct supervision of a BOC-certified athletic trainer.
- Meet and retain technical standards established for the professional phase of the MSAT.
- Current CPR/AED Certification.

The following requirements will be met after acceptance but before enrollment in the program:

- Background Check.
- Professional liability insurance of \$1,000,000/\$3,000,000 coverage.
- Up to date vaccinations.

Application to the MSAT program and meeting the minimum requirements does not guarantee admission. Admission will be based on academic record, field experience, letter of intent, and recommendations. Students must have a completed bachelor's degree by the time of admission or have a degree completion plan that meets the requirements of the program. Please see the Master of Science Athletic Training Student Handbook for the most accurate application requirements and instructions.

#### **Additional Requirements for Clinical Mental Health Counseling Applicants**

- For the master's degree: Completed bachelor's degree by the time of admission or have a degree completion plan that meets the requirements of the program.
- For the post-master's certificate: A master's degree from a CACREP-accredited counseling program.
- Cumulative undergraduate GPA of 2.75 or greater (based on all hours attempted), or a GPA of 3.00 or higher in the last 60 hours of undergraduate studies for those applying to the

Master's program. Cumulative GPA for post-master's certificate applicants is 3.0.

- Personal Essay for the following prompts (the following essays should be typed and double-spaced. Details are provided on our admissions website or in the program handbook):
  - Part I: Autobiographical Essay (750 words or less).
  - Part II: Personal Reflection Essay (500 words or less).
- Background check

#### **Additional Requirements for School Counseling Applicants**

- For the master's degree: Completed bachelor's degree by the time of admission or have a degree completion plan that meets the requirements of the program.
- For the post-master's certificate: A master's degree from a CACREP-accredited counseling program.
- Cumulative undergraduate GPA of 2.75 or greater (based on all hours attempted), or a GPA of 3.00 or higher in the last 60 hours of undergraduate studies for those applying to the Master's program. Cumulative GPA for post-master's certificate applicants is 3.0.
- Personal Essay for the following prompts (the following essays should be typed and double-spaced. Details are provided on our admissions website or in the program handbook):
  - Part I: Autobiographical Essay (750 words or less).
  - Part II: Personal Reflection Essay (500 words or less).
- Background check

#### **Additional Requirements for Education Applicants**

- A current or pending license to teach in the United States.
- For Dyslexia Specialist endorsement candidates, three years of experience must be verified by school administrator

#### **Additional Requirements for Organizational Leadership Applicants**

- A minimum of one year of fulltime work experience or approval of the Graduate Committee.

#### **Additional Requirements for Social Work Applicants**

- A Statement of Purpose (750 – 1,000 words). This statement will be used to assess the student's written communication skills and commitment to the social work profession.
  - What are your career goals after completion of graduate school?
  - How do you see yourself carrying out the ethical principle of social justice in your practice?
  - What strengths will you bring to the graduate program?
  - What experiences contribute to your capacity to complete a graduate program?
- Two recommendations which speak to the applicant's academic strengths, professionalism, and capacity to complete a greater degree program. May be provided by an undergraduate instructor, employer, or someone who knows the applicant well in reaction to the criteria above.

Background Checks and liability insurance may be required by some practicum sites.

#### **International Application Procedure**

Grand View's Master of Science in Sport Management is currently the only graduate program approved for international students. International students applying for this program must complete the following in addition to all other application materials for this program:

To receive credit for coursework completed outside the United States of America (U.S.A.), the student must have the transcript evaluated by a transcript evaluation agency in the U.S.A., at the student's expense. The evaluation must be completed on a course-by-course level. Evaluation by a transcript evaluation agency provides a guide for evaluating international course work; however, Grand View University retains the right to determine transferability of courses and degrees. Students may need to provide Grand View with additional information about coursework, if requested. In some cases, transfer credit can be granted if the course work is transcribed by a college or university in the U.S.A. that sponsored the study abroad or semester at sea experience, but this situation will be evaluated on a case-by-case basis.

Official TOEFL, IELTS, Duolingo, or PTE scores will be required unless you reside in a country

where English is the ONLY official language. Exam results must be less than two years old. International students transferring from a U.S. college: the English proficiency requirement can be waived if you earned English credit at an appropriate level with a grade of B or better from an accredited U.S. two-year or four-year college or university. Required minimum scores:

- TOEFL iBT exams – 69 (Code 6306)
- IELTS – minimum 6.0 overall score with all sub scores of 5.5 or above
- Duolingo English Test (DET) – 95 overall score
- PTE – 48 overall score

Complete the Official Certification of Finances form along with a current certified bank statement substantiating claims of financial responsibility made by the sponsor.

Applicants transferring from a U.S. college or university must submit a copy of their current I-20 and a Transfer Release Form.

Grand View University must receive all of the documentation items before an international student is considered for admission. The deadline for receipt of documentation for Fall enrollment is June 1.

## Provisional Admission

The applicant who does not meet all program requirements may be considered for provisional admission on a space available basis. The conditions of provisional admission will be defined, in writing, by the Graduate Committee at the time that provisional admission is granted.

## Transfer Credit

Students admitted to graduate study at Grand View University may submit a request for up to six semester hours of previously earned graduate credit to be accepted as transfer credit.

- Students earning a degree in Clinical Mental Health Counseling may transfer 12 credits of graduate work from other regionally accredited institutions prior to their acceptance to GV's CMHC program if a grade of B or above was awarded.
- Students earning a degree in School Counseling may transfer 12 credits of graduate work from other regionally accredited institutions.

- Students earning a degree in Social Work with regular standing may transfer up to 24 credits of foundation coursework from a CSWE-accredited MSW program; students with advanced standing may transfer up to 12 credits of graduate level coursework from a CSWE-accredited MSW program. The student must earn a grade of B or higher in the courses.

Previous graduate work must:

- Have been earned at an accredited college or university.
- Have been completed within the last five years prior to admission to graduate study at Grand View.
- Have been awarded a grade no lower than a B- (B minus)
- Be reviewed and evaluated at the time of admission to graduate study at Grand View University.

All requests for transfer credit must be accompanied by:

- An official transcript.
- A course description.
- A course syllabus.

## Non-Degree Students

Students interested in taking courses for academic credit, but who are not seeking a degree are welcome to enroll as non-matriculating students in all graduate programs except for the Master of Science in Athletic Training. These students are not eligible for any financial aid through Grand View University, the State of Iowa, or federal entitlement programs. If students decide to become degree seeking, they must complete the admission process meeting all the standards.

There is no limit to the number of hours non-matriculating students can complete, but if students wish to apply for admission into a graduate program, no more than the following numbers of credits earned as a non-matriculating student can be applied to their degree:

1. Master of Education: no more than 9 hours may be applied to the degree.
2. Master of Science in Clinical Mental Health Counseling: no more than 18 hours may be applied to the degree.

3. Master of Science in Organizational Leadership: no more than 9 hours may be applied to the degree.
4. Master of Science in Sport Management: no more than 9 hours may be applied to the degree.

Students enrolled at another institution and planning to transfer credit back to that institution should verify that the course is equivalent with their institution prior to enrolling at Grand View.

Registration for non-degree seeking students will be granted per departmental permission and will be completed only if there is an available seat in the class. Completion of coursework as a non-degree-seeking student does not guarantee admission to a Grand View University degree program.

## Dual Credit Policy

### Dual-Listed Undergraduate and Graduate Courses

Dual-listed courses permit undergraduate and graduate students to be in the same class but to receive credit under two different course numbers. The following requirements apply:

- Credit in the graduate course is not available to students who have previously received credit in the corresponding undergraduate course.
- Both graduates and undergraduates must receive the same amount of credit for the course, but additional work is required of all graduate students taking the course under the graduate-level course number. This extra work may take the form of additional reading, projects, examinations, or other assignments as determined by the instructor.
- The instructor must meet the standards of the Graduate Faculty Handbook.
- Each dual-listed course is designated by the words “dual listed with” in the GV Catalog. The student’s official transcript of credits, both graduate and undergraduate, does not identify dual-listed courses as such.
- The number of dual-listed course credits that may be used to meet the requirement for an advanced degree may be limited.
- Students may enroll and count up to six credit hours of dual-listed coursework toward both their undergraduate and graduate degrees. Grades from dual-listed coursework will count in both the undergraduate and graduate GPA.

Departments must request permission to offer courses at the graduate level in conjunction with 300-400 level undergraduate courses. The request is made to the Graduate Committee. In reviewing proposals for dual-listed courses, this committee needs to understand the department’s rationale for offering the course. Please submit the proposal using the “Proposal for Dual Credit” form as a Word attachment to the director of the graduate program.

### Undergraduate Enrollment in Graduate Courses

An undergraduate student who is pursuing a baccalaureate degree at Grand View University may receive graduate credit for graduate courses at the 500 level if the student meets all of the following conditions. The student must:

1. Have a minimum of 90 credit hours
2. Have a minimum cumulative GPA of 3.00
3. Obtain the approval of the Department Chair/Program Coordinator and student’s advisor via signature on the “Change of Registration” form.
4. Students may enroll and count up to six credit hours of graduate-coursework toward both their undergraduate and graduate degrees.
  - a. Students accepted and enrolled into the Kinesiology Department’s Pre-Athletic Training concentration may count up to 24 credit hours of Master of Science in Athletic Training graduate-coursework toward both their undergraduate and graduate degrees.
  - b. Students enrolled in the Organizational Studies major may count up to 9 credits of Master of Science in Organizational Leadership graduate-coursework toward both their undergraduate and graduate degrees.
  - c. Students accepted and enrolled into the Education Department’s Master’s Pathway program may count up to 15 credit hours of Master in Education graduate coursework towards both their undergraduate and graduate degrees.
  - d. Students accepted and enrolled into the Social Work 3+2 program may count up to 15 credit hours of Master of Social Work graduate-coursework toward both

their undergraduate and graduate degrees.

- e. Students enrolled in the Human Services and Psychology majors may count up to 12 credits of Master of Science in Clinical Mental Health Counseling graduate-coursework toward both their undergraduate and graduate degrees.
5. Grades from coursework will count in both the undergraduate and graduate GPA.
6. Graduate credit can apply toward upper division credit requirements for the undergraduate degree and major.

An undergraduate student who is deficient in any of the above respects may not take a graduate course without the approval of the department chair of where the course is offered and Vice Provost for Academic Affairs. Internal transfer of credit is subject to Graduate Program transfer credit regulations.

Tuition for undergraduate students taking graduate courses will be based upon the combination of their total enrolled credits. If the student is taking 12 credits or more during a fall or spring semester with at least one day credit, the student will be billed as a full-time day undergraduate student. In all other scenarios, the student will be billed per credit hour based upon the stated undergraduate or graduate credit hour rates for each course enrolled.

## Financial Information

### Financial Aid

Students in graduate programs may be eligible for Stafford Loans. To qualify, students must be enrolled at least part-time and meet eligibility requirements established by the federal government.

Students who need additional financial aid than that provided by the Stafford Loan program may qualify for a federal Graduate Plus loan.

All questions about financial assistance for graduate study should be referred to the Director of Financial Aid.

## Grand View Assistance

Graduate students who are degree seeking may be eligible for limited Grand View awarded aid. Please contact the Financial Aid Office for information.

Grand View University is committed to providing every student a quality education at a reasonable cost. Through the annual contributions of the churches of the Iowa Synods of the Evangelical Lutheran Church in America, gifts from individuals and businesses, and income generated by the Grand View University Endowment Fund, the actual cost to the students may be reduced.

## Satisfactory Academic Progress

The Higher Education Act of 1965, as amended, requires students to maintain satisfactory progress toward their degree in order to receive financial aid. At Grand View University, these standards are established for students who are receiving or applying for financial aid from one or more of the various federal, state or institutional scholarship, grant, work or loan programs.

Grand View's Satisfactory Academic Progress Standards for Financial Aid apply to all students who want to establish or maintain financial aid eligibility. **These standards apply to a student's entire academic transcript, including terms for which financial aid was not applied nor disbursed.**

The Satisfactory Academic Progress Standards require that students successfully complete a certain percentage of attempted credit hours and maintain a minimum required grade point average as defined by the standards. These are minimum academic standards that must be attained. Specific aid programs or academic departments may require more than these minimum standards.

The academic progress of financial aid recipients is monitored each term. Students should contact the Financial Aid Office with questions regarding the intent and/or interpretation of these standards.

## Completion Rate Requirements & Duration of Eligibility

Students must successfully complete at least 67% of the credit hours they attempt. Credits for which students receive grades of W or F are counted as credits that are attempted, but not completed. Pass-fail credits will be counted as

attempted and earned credits. Students who do not complete 67% of their attempted credit hours will be granted one warning period in which to increase their percentage of credit hours earned. Failure to achieve this standard at any point following the warning period will result in the loss of financial aid eligibility until the student has earned 67% of his or her attempted credit hours. Eligibility will terminate when the credits required for a specific degree/program are earned.

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

Students must maintain a minimum cumulative GPA. Graduate students must maintain a 3.0 minimum cumulative GPA. Students who do not meet the minimum cumulative GPA requirements will be granted a warning period in which to raise their cumulative GPA to the minimum standard. Failure to achieve this standard at any point following the warning period will result in the loss of financial aid eligibility until the cumulative GPA meets the minimum standard.

S and U grades will not be counted in GPA determinations.

Courses with a symbol of Incomplete must be completed in the following semester. Incomplete courses that remain after one semester will be assigned a grade of F and factored into academic progress at that time.

### **SAP Determination & Notification**

The Financial Aid Office evaluates the SAP progress (completion rate, duration of eligibility, and GPA) for all students at the end of each semester/payment period of the current academic year to determine financial aid eligibility for the next semester.

Students who do not meet the minimum cumulative GPA or completion rate requirements will be granted one warning period in which to raise their cumulative GPA and/or completion rate to the minimum standard. Failure to achieve this standard at any point following the warning period will result in the loss of financial aid eligibility known as Financial Aid Suspension until the cumulative GPA meets the minimum standard.

Students who have failed to meet SAP at the semester evaluation will receive a notification to their Grand View email addresses and a letter sent to their preferred mailing address.

### **Re-establishing Eligibility:**

A student who has lost financial aid eligibility and been placed on Financial Aid Suspension can regain eligibility in one of three ways: 1) by achieving the minimum standards established in this policy after a period of Financial Aid Warning; 2) successfully completing a Financial Aid SAP Appeal; or 3) by achieving the minimum standards established in this policy after attending without receiving financial aid. It is the student's responsibility to notify the Financial Aid Office and request that aid be reinstated when this has been accomplished.

### **Appeal Process**

Extenuating circumstances such as the death of a relative, an injury or illness of the student, or other special circumstance that results in a student failing to achieve the minimum completed credit hours and/or GPA requirements will be evaluated by the Financial Aid Academic Progress Committee.

A student's appeal must include the following:

- A completed Financial Aid Appeal Form found on the Financial Aid website under the Financial Aid Forms and other information section or are available in the Financial Aid Office.
- A Completion Plan must be developed with your academic advisor and stored in GV Self Service. The Completion Plan must then be approved and archived by the advisor in GV Self Service. Once the plan has been archived the advisor or the student can send a copy of the Completion Plan to the Financial Aid Office or notify the Financial Aid Office that the plan has been archived. The Financial Aid Office can then print the Completion Plan and attach it to the appeal.

Appeals can be sent to Grand View University, 1200 Grand View Avenue, Des Moines, Iowa 50316-1599, or emailed to [finaidappeals@grandview.edu](mailto:finaidappeals@grandview.edu). If you have questions regarding the process, please call Financial Aid at 515-263-2820. The Financial Aid Academic Progress Committee will notify you of the appeal decision by email to your Grand View email account.

Once an appeal has been approved, the student will be placed on Academic Plan.



## Academic Plan

The Grand View Satisfactory Academic Progress Standards require that students who are on an Academic Plan complete at least 75% of the credits they attempt and earn at least a 3.0 grade point average as defined by the standards each term.

Once the student is meeting the minimum cumulative GPA as defined by the Satisfactory Academic Progress Standards, they will return to good standing and regain financial aid eligibility.

## Warning Periods

Please note that students will receive a total of one warning period whether they are in violation of one or more Satisfactory Academic Progress requirements (GPA or completion rate).

## Transfer Students

Transfer credits that are accepted at Grand View University will be counted toward the total attempted credits in determining Duration of Eligibility. Transfer GPA will be used in determining satisfactory academic progress compliance for credits transferred to Grand View University.

## Repeated Coursework

When a student repeats a course, the most recent grade received will be used in the calculation of the cumulative grade point average. Each time the course is taken, the credits for the course will be calculated as part of the attempted and completed credits in a student's completion rate and duration of eligibility. A course that has been successfully completed with a grade of C minus (C-) or above can only be repeated once; financial aid will not pay for a student to repeat a passed course more than once.

## Non-Credit Course Work

Non-credit coursework will not be counted in the determination of completion rate or duration of eligibility.

## Satisfactory/Unsatisfactory

These courses are not counted in GPA requirements, but are included in maximum timeframe and completion rate determinations.

## Remedial Coursework

All attempted remedial coursework is included in the calculation of minimum GPA and completion

rate. All remedial coursework is excluded from the measure of maximum timeframe.

## Change of Major or Additional Degrees

All coursework acceptable for the student's current program of study is included in the calculation of student progression for duration of eligibility. Acceptable coursework is not limited to only those courses accepted by Grand View in order to meet graduation requirements.

## Financial Charges

### Books and Supplies

Books and supplies may be purchased at the Grand View University Bookstore.

### Library Fees

The Grand View University Library does not charge a daily fine for the late return of library books or other materials. However, after 90 days students are charged a replacement fine for the item (minimum of \$10.00), plus a service fee of \$5.00. This fee is charged to the student's account at Viking Central.

### Tuition

Students registering for degree-seeking graduate credit are charged per credit hour based on the specific degree. Please go to [www.grandview.edu](http://www.grandview.edu) for an up-to-date listing of tuition and fees.

### Technology Fee/Parking Fee/Online Course Fee

Fees are charged to student accounts on a per semester basis. Parking and technology fees are assessed to graduate students. Online course fees are charged per credit hour for all online courses. Fees are not refundable after the start of the semester. Please go to [www.grandview.edu](http://www.grandview.edu) for an up-to-date listing of tuition and fees.

## Payments and Refunds

### Payment of Student Accounts

Payment of charges for tuition is due by the Friday before the start of class for any term. All other charges (fines, etc.) are due within 10 days of the date assessed. Payments can be made online or at Viking Central and may be made by cash,

check, MasterCard, Visa, Discover Card or American Express. A service fee will be applied to all credit card payments made towards student account balances.

The Employer Reimbursement Plan is available to students who are reimbursed by their employer for the cost of classes. While the students have the ultimate responsibility for payment of tuition, the amount reimbursed by the company can be deferred until 30 days after the end of the term. To defer payment students must:

1. Complete and submit the GV Tuition Reimbursement Form (available in Viking Central) no later than the tuition due date;

On or before the tuition due date, pay the portion of tuition not covered by the employer reimbursement plan, plus a processing fee of \$25.00 per semester.

Additionally, the university offers a variety of payment plan options. For additional information on this payment option, please contact Viking Central

Any amount not paid in full by the due date will be assessed a 1.5% per month late charge. The balance shall be due and payable at once, without any additional notice to the students, if the students terminate enrollment at Grand View University or the total due is not paid by the final payment deadline. The student is responsible for all interest, collection costs and attorney fees necessary for the collection of any amount not paid when due. Late fees will continue to be charged in the amount of 1.5% per month. Any past due balance may result in prevention of further enrollment and may also result in cancellation of registration for upcoming classes. Transcripts and diplomas will be held until all financial obligations to the university are satisfied.

Students who do not pay tuition, fees, room or board, or make arrangements for payment by the published deadline each semester may have their future schedules cancelled and future housing room and board plans terminated. Students will be notified using their Grand View e-mail account concerning outstanding delinquencies and given an opportunity to pay the past due balance or make arrangements for payment with Viking Central prior to cancellation. If the University takes such action, the student will still be responsible for any outstanding balance.

All returned checks will be charged a \$25.00 fee which will be added to the students' tuition accounts, and no further checks will be accepted.

## **VA Benefits Penalties**

In compliance with Section 103 of the Veterans Benefits and Transition Act of 2018, students using Chapter 31 and Chapter 33 benefits of the G.I. Bill® will not be assessed any penalty due to the delayed disbursement of tuition fund payment by the U.S. Department of Veterans Affairs (VA). Students using these benefits will not be required to borrow additional funds to cover the student account balance expected to be paid by the VA or be assessed late fees due to delayed disbursement of tuition fund payment by the VA during the semesters they are using those benefits. Students using those benefits will not be denied access to classes, the library, or other institutional facilities due to delayed disbursement of tuition fund payment by the VA.

## **Tuition Refunds**

### **Dropping Classes**

Students have the first five days of each semester (add/drop period) to add and drop classes without financial penalty. Viking Central and the Financial Aid Office will establish each student's tuition charges and financial aid based on the student's enrollment after the add/drop period. Any classes dropped after the add/drop period will continue to count toward total billing credits and will not result in an adjustment to tuition charges or financial aid unless students completely withdraw (drop all classes) from the University. Classes added after this date may result in increased tuition charges as the total billing credits charged will include all courses not dropped before or during the add/drop period. Students enrolled in both accelerated sessions within a semester\* will have their withdrawal calculations based upon complete attendance in the semester and not in the individual accelerated sessions. Please contact the Financial Aid Office or Viking Central for more information regarding your withdrawal calculation.

\*Semester is equivalent to two terms. Fall semester (Term 1 and 2), Spring Semester (Term 3 and 4), Summer (Term 5 and 6). The add/drop period is adjusted for courses that do not last the full length of a semester or session.

## **Tuition Refunds**

Financial Aid refunds are issued beginning Wednesday of the 2<sup>nd</sup> week of each term and thereafter are issued weekly within 7 days, but no later than 14 days, from the date the credit balance was created.

All refund checks will be mailed immediately upon issue to the student's local address, or deposited into a bank account specified by the student.

## **Complete Withdrawal**

Students who are considering withdrawing from Grand View University should first discuss all academic options with their advisor. Students should then consult with the Financial Aid Office and Viking Central to understand the financial implications of a complete withdrawal. Students who then decide to officially withdraw from the University must contact the Graduate Studies Office. Students who wish to remain enrolled for a future term must indicate their intention in writing.

The official withdrawal date will be determined by the date that the student begins the official withdrawal process. This date will be used to determine any adjustments to tuition and financial aid awards. Students who withdraw on or after the first day of the term and before the 60% point in time in the semester will receive a prorated refund in tuition. The amount of the refund is based on the percentage of the semester that has not been completed (the number of calendar days remaining in the semester divided by the number of calendar days in the semester). Financial aid will be refunded to the respective sources (federal, state and institutional) using the same percentage. Stated simply, a student who completely withdraws after completing 20% of the semester will be charged 20% of tuition charges and will retain 20% of the financial aid. Examples of the application of the refund policy are available upon request at the Financial Aid Office.

If funds have been released to the student because of a credit balance on the student's account at Grand View University, then the student may be required to repay some or the entire amount released to the student.

This policy is subject to federal regulations. Contact the Financial Aid Office for details and to learn of any changes to this policy.

## **Advising**

All students admitted to Graduate Studies will be assigned an advisor during their first semester of enrollment. The advisor will prepare and distribute to each student enrolled in the graduate program a two-year Plan of Study which identifies the courses that are to be taken, the requirements that are to be satisfied, and the academic term in which courses and requirements are to be completed.

Graduate students are encouraged to meet with their academic advisor regularly.

Students must submit an application for graduation through their academic advisor to the Registrar's Office no later than one year before their intended graduation date. This is not an automatic process; one must apply for graduation.

## **International Students**

The Director of Multicultural and Community Outreach serves as the designated school official (DSO) and as an advisor to non-immigrant students. Non-immigrant students must keep informed of special requirements concerning their residence while in the United States. Please note that you (the F-1 student) are solely responsible for following U.S. immigration laws. These special requirements relate primarily to immigration laws. International students must keep their passport and visa current. International students also are required to report to Grand View University's DSO any change of address within 10 days of the address change. The law provides for rather severe penalties for failing to properly notify the Bureau of Citizenship and Immigration Services.

The Student Life staff is available to assist with housing, personal adjustment counseling, and other concerns. All international students are required to have health insurance prior to registering for classes.

## **Academic Information**

### **Registration**

New students may register in advance according to information that will be sent after the acceptance process is completed. In addition, registration is

possible on days specified in the University calendar.

Returning students will pre-register for the following semester according to the schedule distributed by the Registrar's Office each semester.

The times of registration for Graduate Students are stated in connection with the announcement of course offerings prior to the opening of each session.

In every instance registration is complete when students have enrolled for a schedule of courses and have completed financial arrangements in the Business Office.

### **Academic Load for Graduate Students**

Full time graduate load is 9 semester hours. Those enrolled for fewer than 9 hours are considered part-time students. Half time is considered 5 semester hours. Typically a semester is designed to have 7 credit hours. Full-time and part-time standing requirements for other organizations (such as VA educational benefits) may vary.

### **Changes in Registration**

When necessary, changes in registration may be made. However, students should plan their academic programs carefully so that subsequent changes are kept to a minimum. After the first 7% of each class has passed, a student may only add the class with instructor approval. Specific dates are listed on the course schedule for each term, which may be found by going to myGVU > My Academics > Academics and Advising Resources.

### **Withdrawal from Courses or from the University**

#### **1. Individual Course Withdrawal**

Students may officially withdraw from an individual course during the first 60% of a semester. If withdrawal occurs after the first 7% of the length of the course, and before the end of the first 60% of the length of the course, the registrar will place the symbol W on a student's transcript. Students who drop individual courses after the first 60% will receive an F (fail) grade for those courses. For academic courses of irregular length, the withdrawal date shall be 60% of the length of the course. If withdrawal occurs after the first 7% of the academic term and before the final withdrawal date, the registrar will place the symbol W on a

student's transcript. An F (fail) grade will be recorded for any irregular length course that a student drops after the withdrawal deadline. The specific date for this deadline is listed on the Term Calendar for each term, which is distributed by the Registrar's Office. If students have been found guilty of academic dishonesty and a penalty of an F (fail) grade is assigned, a W cannot be granted.

#### **2. Withdrawal from the University**

Students may withdraw from the University and receive a W for each course if withdrawal occurs before the end of the first 60% of the semester. A failing grade will be recorded for all courses if the University withdrawal is made after the first 60% of the term. **Students who withdraw from Grand View's graduate program will need to apply for readmission.**

#### **3. Active Military Service Withdrawal**

If called to active duty a student (or student who is a spouse/dependent child of a member of the military called to active duty, and who needs to withdraw due to the call-up), should contact the VA Certifying Official in the Registrar's Office to complete a Military Leave of Absence form. Verification of military deployment must be submitted with the completed Military Leave of Absence form.

If the student is called to active duty during a term, the student may request to withdraw from some or all courses and the University will fully refund their tuition and mandatory fees for the withdrawn courses.

If the student is called to active duty military service during the term, the student may make arrangements with their instructors to remain enrolled in some or all of their course and will be assigned an I symbol (Incomplete) for each course in which they remain enrolled. In such a case, no adjustment of tuition charges for enrolled courses will occur. Students have until the end of the next academic term following their release from military service to complete the course. Failure to do so will result in the I symbol becoming an F grade.

A student receiving Veteran's Benefits should notify the VA Certifying Official in the Registrar's Office in order to complete the required documents.

A student will have one calendar year after the end of their deployment to re-enroll at Grand

View. Grand View considers the end date of deployment to be the date listed on the original deployment papers, or more recent paperwork (such as a DD-214) that lists a deployment end date. After one calendar year beyond the deployment end date, the student will need to apply for readmission to Grand View through the Admissions Department.

A student will be re-enrolled in the same academic program (or the most similar one, if same program does not exist), will carry forward the same number of credits, and same academic status. Grand View University scholarship awards will be preserved for students holding such awards when called to active duty.

During the first academic year of return, the veteran will be assessed the same tuition and fee charges as were in effect during the academic year he/she left the program (Veterans or other service member education benefits may be taken into account) or up to the amount of tuition and fee charges that other students in the program are assessed for that academic year, if veteran's education benefits, as defined in section 480(c) of the HEA, or other service member education benefits, will pay the amount in excess of the tuition and fee charges assessed for the current academic year in which the student left for Grand View.

A student who wishes to re-enroll at Grand View after deployment should contact the VA Certifying Official in the Registrar's Office. The VA Certifying Official will serve as the main point of contact for the student during the re-enrollment process.

**4. Students are reminded that if withdrawal is not official, they will be responsible for tuition charges relating to the course(s) in question.**

### **Transfer to Other Institutions**

The fact that Grand View University is an accredited member of the Higher Learning Commission of the North Central Association of Colleges and Schools and is accredited at the baccalaureate and master's levels insures a maximum of convenience in the transfer of credits to other educational institutions.

Students planning to transfer, however, should realize that there is no such thing as automatic transfer. Each institution has its own requirements and standards and is free to apply these restrictions to all applicants. Moreover, many institutions

reserve the right to refuse to accept credits in which the student received a low grade.

For these reasons, students who plan to transfer are strongly urged to plan their programs at Grand View with careful reference to the catalogs of the institutions in which they are interested, or better yet, with a letter or visit to the Registrar of such institutions. In addition, students are urged to maintain as high a grade point average as possible to minimize difficulties associated with low grades.

## **Educational Records Policy**

### **Notification to Students on Family Educational Rights and Privacy Act of 1974**

Grand View University, in full compliance with the Family Educational Rights and Privacy Act of 1974, shall make educational records available to students upon request. Likewise, in accordance with the law, individually identifiable educational records will not be released to other than authorized individuals without the written consent of the students. Students have the right to file complaints with the Family Educational Rights and Privacy Act Office (FERPA) in Washington, D.C., concerning alleged failures by the institution to comply with the Act.

Student educational records are open to inspection and review by the individual student with certain exceptions which are permitted under the act. Among those items excepted from this policy are confidential letters written prior to January 1, 1975, records held by counselors and other psychological records held on a student, private records in the sole possession of the maker, or financial records of the parents. Students' records are open to other school officials, including teachers within the educational institution or local educational agency who have been determined to have legitimate educational interest, and those others specified in the act.

As of January 3, 2012, the U.S. Department of Education's FERPA regulations expand the circumstances under which student education records and personally identifiable information (PII) contained in such records — including Social Security Number, grades, or other private information — may be accessed without student consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of

Education, or state and local education authorities ("Federal and State Authorities") may allow access to student records and PII without student consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is "principally engaged in the provision of education," such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, Federal and State Authorities may allow access to student education records and PII without student consent to researchers performing certain types of studies, in certain cases even when we object to or do not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive your PII, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without student consent PII from your education records, and they may track student participation in education and other programs by linking such PII to other personal information about students that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

Students have the right to challenge the contents of their education records, to have a hearing if the outcome of the challenge is unsatisfactory, and to submit explanatory statements for inclusion in their files if they feel the decision of hearing officers is unacceptable.

Grand View University considers the following categories to be directory information, and, as such, may release it to any or all inquiries in such forms as news releases, directories, or computer address lists: the student's name, addresses, telephone numbers, e-mail addresses, advisor, major field of study, dates of attendance, enrollment status, degrees and awards received, honors received (including Dean's and President's Lists), most recent previous educational agency or institution attended, photographic view or electronic images, class level, anticipated date of completion, participation in official recognized activities and sports, and for members of athletic teams, weight and height.

Students who do not wish this information to be released may prevent such a release by sending a written request to the Registrar's Office. If a student requests that directory information not be released, it will prohibit Grand View University from providing any of the above information except the student's name, Grand View University e-mail address, information related to participation in sports, and information published in the commencement program. If students do not want student's name, Grand View University e-mail address, information related to participation in sports, and information published in the commencement program released, they should contact the registrar.

### **Notification to Students on European Union's General Data Protection Regulation**

Grand View University is committed to protecting the personally identifiable information of our prospective and current students and employees. This policy explains what type of information we might collect from you, and how we will use it.

When we collect personally identifiable information from you, we will use it to provide you with further information about Grand View and process your application to study or work at Grand View. We also collect information on how users interact with our website by tracking IP addresses through cookies. Cookies facilitate a better experience for you the next time you visit our website, but you may change your browser settings to not accept cookies.

Should you become a degree-seeking student at GV, we will use your information to fulfill our basic contract with you: in exchange for the payment of tuition and fees, Grand View will provide academic instruction and assessment within a defined curriculum, and other services and activities typically provided at an institution of higher learning.

Once you are a student at Grand View, your information is also protected by U.S. privacy laws, including the Federal Education Rights and Privacy Act of 1974 as amended (FERPA), the Health Insurance Portability and Accountability Act of 1996 (HIPAA), and the Gramm-Leach-Bliley Act (GLBA), as appropriate.

Should you become an employee at GV, we will use your information to process your pay, provide you with benefits, and ensure our compliance with

federal and state laws related to your employment and our responsibilities as an employer. Your information is protected by HIPPA and GLBA, as appropriate.

With the exception of directory information, Grand View will not release your information to a third party without your written consent. We may engage third party vendors to perform certain functions necessary to provide our service to you. These vendors may have access to your information in order to perform these functions, but they may not use your information for their own purposes.

If you have any questions about your personal information or its use, please contact us at [provost@grandview.edu](mailto:provost@grandview.edu) or (515) 263-2805.

## Grading and Academic Progress

### Permanent Grades

There are nine permanent grades that indicate the quality of students' work in a course. Eight of these indicate successful completion of the course: A (highest), A-, B+, B, B-, C+, C, and C- (lowest). The ninth, F, indicates failure to complete the course successfully.

The symbol W is entered on the transcript when students withdraw. No course in the core or track may be taken pass/fail.

### Incomplete Work

Students who have made satisfactory progress in a course (achieved passing grades) but are unable to complete course requirements due to extenuating circumstances beyond their control may ask their instructor for an "Incomplete." Students must discuss this option with their instructor, document the circumstances preventing them from completing the course to the instructor's satisfaction, and receive the instructor's approval before the University will recognize such requests. The faculty member, in consultation with the student, will decide the amount of time allowed to complete the course requirements. Students receiving an Incomplete during the Spring Semester or during one of the summer terms must finish all specified course work before the end of the following Fall Semester. Students receiving an incomplete during the Fall Semester must complete all specified course work before the end of the

following Spring Semester. This completion period may be extended if special circumstances exist. Requests to extend the completion period beyond one additional semester must be made by the instructor and approved by the academic dean. The temporary symbol I is noted on a student's transcript when an incomplete is granted. This symbol is removed from the student's transcript and replaced with the appropriate grade for the course if the requirements are completed within the designated time period. If the requirements are not completed during the designated time period, the I symbol is automatically replaced with a grade of F.

Students requesting an incomplete must fill out an incomplete request form in consultation with their instructor. When completed the faculty member must submit it to the Registrar's Office no later than the day grades are due for the semester in which the course is taken. The registrar must sign this form to acknowledge its receipt. Students and faculty are encouraged to keep copies of this form as well as copies of all the work required to complete the course until they receive written verification of their final course grade.

### Grading Policies, Credits, Grade Points, and Grade Point Average

Academic credit is expressed in semester hours. Grade points are assigned to the students' grades and used to determine the academic standing of the students.

Each credit hour of A: 4 grade points

Each credit hour of A-: 3.7 grade points

Each credit hour of B+: 3.3 grade points

Each credit hour of B: 3 grade points

Each credit hour of B-: 2.7 grade points

Each credit hour of C+: 2.3 grade points

Each credit hour of C: 2 grade points

Each credit hour of C-: 1.7 grade points

Each credit hour of F: 0 grade points

The symbols I (incomplete), W (withdraw), and Z (audited) do not carry grade point values.

For graduate courses, the grade point average is the total of all grade points divided by the total of all graduate credit hours attempted.

Grade point averages are recorded on official transcripts to the nearest 0.01 of a point. All

decisions affecting students' academic progress that make use of a grade point criterion (e.g. academic probation, academic suspension, and graduation) are made with reference to the nearest 0.01 of a point of the student's GPA.

### **Academic Progression**

Students must maintain a 3.0 GPA and may not accumulate more than 2 course grades of C+, C, or C- toward graduation. Students with a cumulative GPA below 3.0 will be placed on probation and may be dismissed from the program by the Graduate Committee.

### **Grade Change**

After an instructor reports a grade at the end of a semester of term, it may be changed only under one of the following circumstances:

1. An error has been made in computing or reporting the grade. If an error has been made, the student should contact the course instructor immediately. The instructor completes and signs a change of grade form and sends it to the Registrar. Upon receipt of the completed form, the Registrar will change the student's permanent record.
2. An unusual set of circumstances necessitates such an action. In these situations, the instructor must provide a written justification with appropriate documentation and receive the approval of the Vice Provost for Academic Affairs. Upon receipt of the completed grade change form, the Registrar will change the student's permanent record.

It is the student's responsibility to initiate the procedure for a grade change. Grade change forms are available at the Registrar's Office. Students should verify grade changes by checking online, or requesting a copy of their official University transcript.

### **Pass/Fail Option**

The pass/fail option stipulates that no grade will be given other than P (passing) or F (failing). Credit will be awarded only for work equivalent to a C grade or above; work equivalent to an F grade will receive an F grade. The pass/fail option is not available for required courses for degree-seeking graduate students.

### **Final Grade Reports**

Following the end of each term, final grade reports are available on the University computer system. Students who need an official copy may request it online or in the Office of the Registrar.

### **Prerequisites**

Many course descriptions provide a list of prerequisites that provide essential background for successful completion of a class. Prerequisites may include specific courses or may also refer to acceptable class standing, prior academic standing, permission of instructor, departmentally determined competencies or other departmental requirements. Prerequisites must be completed prior to the beginning of the term in which the course with prerequisites is scheduled. It is the responsibility of the student to comply with the prerequisites for a course that they plan to take. Failure to meet the prerequisites can result in cancellation of registration for a course.

### **Repeating Failed Courses**

Students may repeat any credit course in which a failing grade (F) was received. A student is strongly advised to repeat a failed course as soon as possible. Students will find that this is the most effective way of raising their cumulative grade point average. The grade earned for the most recent enrollment will be used in calculating the cumulative GPA. While all previously earned grades remain on the academic record, they are not counted in GPA calculations. All course titles, credits attempted, and grades earned will be listed on the transcript with an indication that the course was retaken. If the new course is taken at another institution, it is the student's responsibility to request that the registrar remove the earlier grade in calculating the cumulative GPA.

In regards to financial aid, a failed course may be repeated as many times as needed until passed.

### **Repeating Passed Courses**

If students decide that their mastery of a previously passed course will be improved by retaking the course, they may do so subject to the following conditions:

1. The grade received for each course retaken will appear on the transcript, and the new grade will be used for computing the cumulative grade point average. However, all course titles,



credits attempted, and grades earned will be listed on the transcript, along with a notation that a course was retaken.

2. No additional credit toward graduation may be received for retaking a previously passed course.
3. Fees must be paid for all courses retaken.
4. Students must properly register to retake a course during registration or pre-registration.
5. If the earlier course or the retaken course is at another institution, it is the student's responsibility to request that the registrar replace the earlier grade with the new grade.

In regards to financial aid, a previously passed course may only be repeated once. This includes even those courses where a higher grade is required for the major (e.g., minimum of C for nursing major courses, etc.). This does not include courses designated as repeatable (e.g. ensembles, music lessons, communication labs, etc.) as these are not restricted nor limited (unless designated otherwise) and, therefore, a student may repeat these courses as often as needed.

Previously passed courses are those for which any of the following grades have been received: A, B or C.

### **Repeatable Courses**

Courses may be repeated for credit if the catalog course description specifies that the course is repeatable. Each instance of a repeatable course will count in the student's cumulative GPA.

### **Variable Credit Courses**

Courses with a variable credit designation may be taken for a different number of credit hours. Students should consult the course instructor or the department offering the course to determine the number of semester hours for which they may register. A variable credit course cannot be taken again unless it is clearly designated as repeatable.

### **Attendance Verification**

In order to comply with federal regulations, attendance information for the first week of the term is submitted to the Registrar's Office. Students must be verified as attending class in person before financial aid funds are disbursed or any excess aid is refunded to the student.

For classes designated as blended or online, attendance is measured by either face-to-face attendance or participation in a course-related academic activity. An academic activity includes student submission of an assignment or exam, or a posting in an online discussion. All other policies for Changes in Registration, Individual Course Withdrawal, and Dropping Classes still follow University policy with the understanding that participating in an academic activity equals attendance.

After the first week of the term, non-attendance is monitored in the classroom as required by federal regulation (34 CFR 668.22).

Students are responsible for submitting the Change in Registration form to drop any class they are not attending.

Once a student has attended one class meeting for a semester, the student has committed to maintaining his/her entire registration for the semester, including the charges associated with those decisions. It is the personal responsibility of the student to know the University's registration policies, to follow those policies when adjusting registration, and to verify through their record in GV Self Service that requested schedule changes have been made. Registrants who do not attend a single class during the first week of the semester will be administratively dropped from all of their classes for the semester; however, it is the personal responsibility of the student to complete the appropriate admission deferment or withdrawal process.

## **Penalties for Grade Point Deficiencies**

### **Academic Probation**

Graduate students will be placed on Academic Probation if their cumulative grade point average falls below the 3.0 required to be considered in Good Academic Standing.

Students will be notified by the University in writing of their probationary status and the status will be listed on the student's official transcript. Students on Academic Probation may lose financial aid and intercollegiate athletic eligibility.

Students on Academic Probation will be expected to improve their academic performance

immediately. Students on Academic Probation are in danger of Academic Suspension at the end of that semester. Therefore, they may be required to participate in a formal intervention program.

Students will be removed from Academic Probation once they attain a 3.0 cumulative grade point average to be considered in Good Academic Standing by the Graduate Committee.

If students do earn a 3.0 grade point average for all hours attempted during a probationary semester, but do not sufficiently improve their cumulative grade point average to be considered in Good Academic Standing, they will be allowed to enroll for another probationary semester. If students do not earn a 3.0 grade point average for all hours attempted during a probationary semester, they will be placed on Academic Suspension by the Graduate Committee.

### **Academic Suspension**

The Graduate Committee places graduate students on Academic Suspension when students do not meet the minimum cumulative grade point average in a probationary semester. If a student's GPA indicates inability to be successful in graduate school, the Graduate Committee will suspend a student after an initial semester of graduate study.

The registrar will cancel the registration of students placed on Academic Suspension for current and subsequent terms immediately upon notification of suspension.

Students placed on Academic Suspension may be considered for readmission to Grand View University if they satisfy the following requirements:

1. Apply for readmission to Grand View University. An Application for readmission may be obtained from the Graduate Admissions Office. Submit official transcripts from all institutions attended since leaving Grand View, regardless of whether credit was earned, if applicable.
2. Students must petition the Graduate Committee showing evidence of substantial improvement in their ability to perform graduate level work. Students should speak to the reasons they were suspended and how they have rectified their situation at the time of readmission.

Completion of these tasks is no guarantee for readmittance and each application will be judged on its own merits.

All requirements for readmission must be completed before the first day of the academic term in which the student wishes to enroll. Students who successfully petition the Graduate Committee for readmission after this deadline will not be allowed to enroll at Grand View University until the following semester or academic session.

Students who satisfy the reinstatement requirements are admitted with probationary status. In addition, students must earn a minimum of a 3.0 grade point average during each term of enrollment until their cumulative grade point average is sufficient to be considered in Good Academic Standing. Failure to satisfy this requirement will result in suspension and permanent dismissal from the University.

Students placed on Academic Suspension may appeal the decision before the Graduate Committee. The appeal process must conclude prior to the end of the first week of the semester or summer term following notification of suspension. Appeals must be submitted in writing to the chairperson of that committee.

### **Academic Responsibility/Academic Honesty Policy**

In accordance with the mission statement, Grand View University is dedicated to the development of the whole person and committed to truth, excellence, and ethical values. The University strives to promote an appreciation of the dignity and worth of each individual and open interaction among student, faculty and staff. Personal integrity and academic honesty are essential to building a campus of trust. Thus, honesty in all aspects of the college experience is the responsibility of each student, faculty, and staff member.

This expectation is reflected in the Grand View University Code of Integrity which states: As a member of the Grand View University community, and in accordance with the mission of the University and its Lutheran identity, I agree to appreciate and respect the dignity and worth of each individual. I will honor and promote a community of open interaction, personal integrity, active and intellectual engagement, and academic honesty with students, faculty and staff.

### **Academic Dishonesty Defined**

Academic dishonesty is any deliberate misrepresentation by a student of the following:

- academic record or status;
- ability to perform in any course with regard to writing papers; taking examinations, and/or doing assignments; and
- personal efforts and work accomplished toward the fulfillment of course requirements; and
- the honest work of a fellow student. That is, any dishonest action performed or statement made with the intention of impeding or discrediting said honest work.

### Typical Violations

The following list describes various ways in which the principles of academic honesty/integrity can be violated. Neither the types of violations nor the list of examples are exhaustive.

**Plagiarism:** The use of another's ideas, words, or results and presenting them as one's own. To avoid plagiarism, students are expected to use proper methods of documentation and acknowledgement according to the accepted format for the particular discipline or as required by the faculty in a course. Some common examples are:

- Copying word for word from an oral, printed, or electronic source without proper acknowledgement or citation.
- Paraphrasing, or presenting in one's own words another person's written words or ideas as if they were one's own, without proper acknowledgement or citation.
- Submitting a downloaded or purchased paper or other materials to satisfy a course requirement.
- Incorporating into one's own work, graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other non-text material from other sources without proper citation.

**Cheating:** The use or attempted use of unauthorized materials, information, notes, study aids, or other devices in any academic exercise. Cheating also includes submitting papers, research results and analyses, etc. as one's own work when they were, in fact, prepared by others. Some common examples are:

- Receiving research, programming, data collection, or analytical assistance from others or working with another student on an assignment where such help is not permitted.

- Copying another student's work or answers on a quiz or examination.
- Collaborating with another student(s) when completing any assignment or examination, unless the faculty explicitly states otherwise.
- Using or possessing books, notes, calculators, cell phones, or other prohibited devices or materials during a quiz or examination.
- Submitting the same work or major portions of a work to satisfy the requirements of more than one course without permission from the faculty involved.
- Preprogramming a calculator or other electronic device to contain answers, formulas, or other unauthorized information for use during a quiz or examination.
- Acquiring a copy of an examination from an unauthorized source prior to the examination.
- Having a substitute take an examination for one.
- Having someone else prepare a term paper or other assignment.

**Fabrication and Falsification:** The invention or falsification of sources, citations, data, or results, and recording or reporting them in any academic exercise. Some examples are:

- Altering the record of data or experimental procedures or results.
- False citation of the source of information or citing a source that does not exist.
- Altering the record of or reporting false information about internship or practicum experiences.

**Facilitation of Dishonesty:** Facilitation of dishonesty is knowingly or negligently allowing one's work to be used by another student without prior approval of the instructor or otherwise aiding another in committing violations of academic integrity. A student who facilitates a violation of academic honesty/integrity can be considered as responsible as the student who receives the impermissible assistance, even if the facilitator does not benefit personally from the violations. Some examples are:

- Knowingly allowing another student to copy answers on a quiz or examination or assisting others to do so.
- Distributing an examination from an unauthorized source prior to the examination.

- Distributing or selling a paper to another student.
- Taking an examination for another student.

**Academic Interference:** Academic interference is deliberately impeding the academic progress of another student. Some examples are:

- Intentionally destroying or obstructing another student's work.
- Altering computer files that contain data, reports, or assignments belonging to another student.
- Removing posted or reserve material or otherwise preventing another student's access to it.

### **Procedure for dealing with an incident of academic dishonesty**

Any instance of academic dishonesty requires action involving both the student and the faculty member directly involved and the submission of an Academic Dishonesty Report to the Office of the Deans. If the instructor is unsure how to proceed, they may consult with the Chair of the Student Success Leadership Committee at any point in the process.

The faculty member must also provide the student with a copy of the Academic Dishonesty Report. The report form should identify the following series of consequences.

If it is the student's first incident of academic dishonesty, the instructor can impose a range of sanctions from the following, depending on the nature and degree of seriousness of the incident:

- A warning with opportunity to rectify the infraction.
- A failing grade for the assignment with no opportunity to rectify the infraction.
- A failing grade for the course.

The student will receive a letter from the Provost and Vice President for Academic Affairs about the incident, the University's expectations regarding academic honesty/integrity, and future possible consequences should the student commit another act of academic dishonesty during their enrollment at Grand View. Copies of the letter will be sent to the student's academic advisor, the instructor, and the registrar.

Following a second incident of academic dishonesty, the student minimally will fail the course

and be placed on academic dishonesty probation. Upon receiving notification from the instructor of a violation, and determining that it is a second violation, the Provost and Vice President for Academic Affairs must notify the student about the incident. This letter will inform the student of their failing grade and placement on probation. Copies of the letter will be sent to the student's academic advisor, the instructor, and the registrar.

When a student is reported for a third incident of academic dishonesty, the student will be suspended from the University and the suspension for academic dishonesty will be noted on the student's transcript. Upon receiving notification from the instructor of a violation, and determining that it is a third violation, the Provost and Vice President for Academic Affairs must notify the student about the incident. This letter will inform the student of their suspension. Copies of the letter will be sent to the student's academic advisor, the instructor, and the registrar. Should the student choose to appeal the decision, they would be allowed to complete the term during which the appeal is heard; if upheld, the suspension will occur during the regular term following the appeal.

Students suspended for Academic Dishonesty must follow the same procedures for readmission as those listed for students who have been academically suspended, with the exception that they will not be required to enroll elsewhere during their suspension.

When a student has returned to Grand View after being suspended for a third violation and is subsequently reported for a fourth incident of academic dishonesty, the student will fail the course and be suspended immediately from the University, and the suspension for academic dishonesty will be noted on the student's transcript. The suspension will remain in force during the appeal process; if the suspension is upheld, the student will be expelled from the University.

### **Procedure for Initiating an Appeal**

A student who wishes to appeal a decision regarding academic dishonesty must initiate that process within 14 calendar days of the postmark of the letter from the Provost regarding the incident. The first section of the Academic Appeal Form, which identifies the reason for the appeal must be completed and hand delivered to the Executive Administrative Assistant of the Dean's Office. This form and the complete appeal process can be

located on myGVU > Academics and Advising Resources.

## Student Complaints and Grievances

### Student Complaints

A student complaint is limited: 1) to a dispute or difference regarding the interpretation of application of established Grand View University policies or procedures OR 2) to addressing an issue for which the University does not have an established policy or procedure. A student complaint must be in writing and must set forth all of the relevant facts upon which it is based, the policy or procedure involved, and the relief sought. A student complaint must be submitted to the appropriate member of the President's Council (vice president or his/her designee) no later than 21 calendar days after the actual incident giving rise to the complaint.

### Student Grievances

Procedures to appeal or reexamine a previously made decision have been established by several administrative units of the University. Formal grievance procedures exist:

**To appeal a final course grade or instructor's final academic disciplinary action** (Office of the Provost). Students who wish to appeal a final course grade or other final academic disciplinary action of an instructor must complete and file the first section of an Academic Appeal form electronically within 14 calendar days after the end of the academic term in which the issue of disagreement occurred.

**To appeal decisions regarding admission, progression, or graduation in the education program** (Office of the Chair of the Education Department). The student must submit a written letter and schedule a meeting with the Education Department Chair within 14 calendar days after the end of the academic term in which the issue of disagreement occurred.

**To appeal a parking ticket** (Office of the Vice President for Student Affairs). Students who wish to appeal a parking ticket must complete and submit a Parking Appeal Form to the Office of Student Life within 10 days after receiving a citation.

**To register a complaint regarding online courses/distance education** (Office of Graduate

and Professional Studies) Grand View University is registered by the Iowa College Student Aid Commission to operate in Iowa and to participate in the National Council for State Authorization Reciprocity Agreements. NC-SARA is a voluntary, regional approach to state oversight of postsecondary distance education. In addition to the grievance policy state in the Student Complaints and Student Grievances sections of the Grand View University Catalog, students may contact the Iowa College Student Aid Commission at (877) 272-4456 or by using the following URL: <https://www.iowacollegeaid.gov/sdrf-start>

## Graduation Requirements

Students must complete the graduation requirements listed in the Grand View catalog in effect at the time of initial registration. These requirements are in effect unless the students have been out of Grand View for over four years. Then the requirements for graduation become those in effect at the time of re-entry into the program.

### Applying for Graduation

Students must submit an application for graduation through their academic advisor to the Registrar's Office no later than one year before their intended graduation date. This is not an automatic process; one must apply to graduate.

Students who are within six semester credits of completing all requirements for April graduation may petition the Registrar, in writing, to participate in the commencement ceremony. This petition must include a plan to earn the remaining credit hours throughout the summer terms which follow the April commencement ceremony.

Any changes made to a graduation application after it has been granted, including the intended graduation date, must be submitted in writing to the Registrar's Office in order for the changes to be accepted by the University.

### Graduation Requirements

- Successful completion of all requirements for the course components of the specific degree.
- Achievement of a cumulative grade point average of 3.0 with no more than 2 grades of C+, C, or C-.

## Graduate Programs

### Master of Education

#### *Learning Outcomes*

The graduate will be able to:

1. Strengthen one's content knowledge, attitudes, skills, and dispositions to improve instructional practice and leadership related to Culturally Responsive Teaching and your chosen endorsement area.
2. Utilize current educational research and data analysis processes to create effective learning environments that meet the needs of diverse students and enhance student achievement.
3. Create and nurture a collaborative school culture utilizing school leadership principles in order to foster relationships with stakeholders including community members.
4. Analyze the ramifications of economic, social, political, and legal influences on education decision making and policy development.

#### *Requirements for the Degree*

A minimum of 33 graduate-level credits including 15 credits in the Teacher Leadership Core and at least 18 additional credits of Grand View graduate-level coursework approved by the GV Education department. No more than six credits of transfer or six credits of EDEX coursework can be applied to the degree.

### Culturally Responsive Teacher Leadership Core

15 semester credits, including:

- EDGR 521, 526, 559, 561, 591

Graduate-level endorsements and certificates can be completed independently and/or applied toward the additional credits required for the Master of Education degree.

### Dyslexia Endorsement

18 semester credits, including:

- EDGR 586, 592, 593, 594, 595, 596, 597

### English as a Second Language Endorsement

21-22 semester credits, including:

- EDGR 528, 549, 583, 586, 587, 588
- EDGR 577 or One foreign language course

### Instructional Strategist I Endorsement

23 semester credits, including:

- EDGR 531 or 532
- EDGR 533 or 534
- EDGR 515, 535, 536, 538, 539, 543
- Note: The State of Iowa endorsement also requires the equivalent of EDUC 342 (Pedagogies of Exceptional Learners) and PSYC 212 (Human Development).
- Note: The State of Iowa endorsement also requires the equivalent of EDUC 342 (Pedagogies of Exceptional Learners).

### Instructional Strategist II- Intellectual Disability K-12 Endorsement

22 semester credits, including:

- EDGR 535, 536, 574, 538, 566, 567, 568, 569, 572, 539
- Note: The State of Iowa endorsement also requires the equivalent of EDUC 342 (Pedagogies of Exceptional Learners).

### Instructional Strategist II- Learning Disabilities and Behavioral Disorders K-12 Endorsement

22 semester credits, including:

- EDGR 535, 536, 573, 515, 538, 578, 579, 564, 539
- Note: The State of Iowa endorsement also requires the equivalent of EDUC 342 (Pedagogies of Exceptional Learners).

### Reading Endorsement

18 semester credits, including:

- EDGR 541, 542, 543, 547, 549, 586
- EDGR 544 or 548
- Note: The State of Iowa endorsement also requires the equivalent of EDUC 243 (Instructional Planning and Assessment), EDUC 324, (Teaching Literacy in the Primary Grades K-2 - elementary only), and EDUC 325 (Teaching Literacy in the Intermediate and Middle Grades 3-8).

### STEM Endorsement

17 semester credits, including:

- EDGR 510, 511, 513

- 7 credits of STEM electives (selected with your advisor)
- Note: The State of Iowa endorsement also requires: 12 credit hours of Science, 12 credit hours of Math, an elementary or secondary math methods course, and an elementary or secondary science methods course.

## Certificates

### Certificate of Instructional Coaching

#### *Learning Outcomes*

The graduate will be able to:

1. Lead collaboration through instructional coaching, mentoring, and modelling.
2. Collaborate with other school leaders to provide professional development opportunities to educators with an emphasis on cultural responsiveness.
3. Understand teaching frameworks and how to utilize them as part of instructional coaching.
4. Analyze relevant research and best practices to increase knowledge and deepen understanding of instructional leadership.

#### *Requirements for the Certificate*

A minimum of 10 semester credits including:

- EDGR 521, 559, 561, 589

### Science of Reading Certificate

The Science of Reading Certificate will provide an in-depth knowledge base for educators who want to enrich their literacy pedagogy with effective strategies. The Science of Reading Certificate will give you training in:

1. The complex process of learning to read and write including phonological processing, phonics, orthography, morphology, syntax, and semantic
2. Causal relationship between instruction and student outcomes
3. Orton Gillingham approaches to structured literacy and evidence-based speech to print practices
4. The symptoms and characteristics of dyslexia and other language based learning disorders.

10 semester credits including:

- EDGR 586, 592, 593, 595

## Master of Science in Athletic Training

The Master of Science in Athletic Training (MSAT) utilizes a competency-based approach for the delivery of classroom and clinical education. It will combine a comprehensive didactic base with rigorous clinical application. The master's degree requires two years of demanding classroom education with multiple clinical rotations to develop entry-level practitioners in athletic training. Clinical rotations may extend past the traditional semester schedule. Students will be informed in advance when this may occur. Application to the MSAT program and meeting the minimum requirements does not guarantee admission. Admission will be based on academic record, field experience, letter of intent, and recommendations. Students must have a completed bachelor's degree by the time of admission or have a degree completion plan that meets the requirements of the program. Please see the Master of Science Athletic Training Student Handbook for the most accurate application requirements and instructions.

#### *Learning Outcomes*

The MSAT graduate will be able to:

1. Develop preventative measures to decrease injuries and illnesses.
2. Perform a clinical evaluation and diagnosis for a patient's medical condition.
3. Activate and perform immediate or emergency care for a patient.
4. Design and perform treatment and rehabilitation protocols to foster healing.
5. Utilize best practices in the organization and administration of health care.
6. Translate evidence into practice.

#### *Prerequisite courses for the MSAT*

Human Anatomy, Human Physiology, Biology, Chemistry, Nutrition or Sports Nutrition, Exercise Physiology, Biomechanics/Kinesiology/Physics, and Statistics.

#### *Grand View Equivalent courses (Prerequisite courses for the MSAT)*

BIOL 101, BIOL 160, BIOL 165, BIOL 140 or 320, CHEM 103 or 111, KINH 391, KINH 371 or 376 or PHYS 131, STAT 241.

*Other requirements for entry*

Athletic Training observation (25 hours); Undergraduate GPA (3.0/4.0); First Aid, CPR, AED Certification; Completion of the MSAT application; Acceptance by MSAT Admission Council

*Requirements for the degree:*

55 semester credits including:

- ATGR 500, 501, 509, 510, 513, 520, 522, 523, 531, 536, 541, 542, 551, 552, 560, 580, 590.

Students must maintain a 3.0 GPA or higher throughout the athletic training curriculum. Course grades below a C- (C minus) will not be counted towards graduation in the MSAT program. Students must also receive a B- (B minus) or above in each clinical rotation course or they will not be allowed to move on to the next clinical rotation. Courses may be repeated once.

Students failing to attain these academic standards will be placed on probation until they can retake the appropriate course(s) and achieve the listed standard. The student will not be allowed to continue in the program until they can retake the course. Because the MSAT is taught in a cohort model, the student will need to wait until the next cohort of students is offered the course work needed to meet the standard.

## **Master of Science in Clinical Mental Health Counseling**

The Master of Science in Clinical Mental Health Counseling (CMHC) aims to develop ethically sound, research-informed, developmentally competent, and culturally aware licensed mental health counselors (LMHC). Graduates will be prepared for lifelong learning and employment to diagnose and treat mental health disorders in a variety of public and private practice settings. The primary objective of the CMHC program is to prepare students for direct entry into the practice of counseling and counseling-related fields. This program provides students with academic clinical education while simultaneously providing high impact, rigorous clinical work, application and experiences. The Standard Curriculum is a two-year intensive program for students entering the counseling field with academic and experiential

background in psychology or human services and prior experiences in a related field. All students are required to complete a Practicum and two internships to develop entry-level practitioners in mental health counseling. Students are eligible to take the National Counselor Examination for Licensure and Certification (NCE) during their last semester of course work.

*Learning Outcomes*

The graduate will be able to:

1. Demonstrate advanced knowledge of clinical mental health counseling profession as well as the basics of legal and ethical practice.
2. Show knowledge, awareness, and skills related to counseling work and diverse groups both nationally and internationally.
3. Express an understanding of how human growth and developmental stages interact with the counseling process.
4. Demonstrate knowledge and skills related to building, maintaining, and utilizing counseling relationships to address mental health issues and meet client goals.
5. Show knowledge and understanding of career development, assessment, and planning for groups.
6. Understand and demonstrate competency with counseling assessments, including knowledge of types of assessments, statistical concepts and the use of assessment tools.
7. Understand the significance of research in informing counseling practice, and demonstrate the ability to critically evaluate available research to inform their own counseling work.
8. Demonstrate the ability to manage, de-escalate, and appropriately intervene in crisis settings involving clients experiencing trauma, significant instability and risk of suicide.
9. Demonstrate skill in the assessment and treatment of clients in their clinical experiences of practicum and internships.

*Other requirements:*

Students must maintain insurance for the duration of the program (details may be found in the program handbook). Students must complete one residency experience. Courses may be repeated once. Failure to meet progression and minimum



course grade standards will result in removal from the CMHC program.

*Requirements for the degree:*  
60 semester credits including:

- CMGR 500, 505, 510, 515, 520, 525, 535, 537, 540, 545, 550, 555, 560, 565, 570
- Two courses from CMGR 575, 580, and 585
- Earn a B minus (B-) or above in practicums and internships: CMGR 595, 598, 599

### **Post-Master's Certificate in Clinical Mental Health Counseling**

The Post-Master's Certificate in Clinical Mental Health Counseling is intended for individuals with a master's degree in counseling (any concentration) from an accredited institution. The certificate will allow students to meet Iowa's Licensed Mental Health Counselor (LMHC) educational requirements.

#### *Learning outcomes*

The graduate will be able to:

1. Show knowledge, awareness, and skills related to counseling work and diverse groups nationally and internationally.
2. Express how human growth and developmental stages interact with the counseling process.
3. Demonstrate knowledge and skills related to building, maintaining, and utilizing counseling relationships to address mental health issues and meet client goals.
4. Demonstrate the ability to manage, de-escalate, and appropriately intervene in crisis settings involving clients experiencing trauma, significant instability, and risk of suicide.

*Requirements for the certificate:*  
24 semester credits including:

- CMGR 525, 540, 550, 565, 570, 595, 598, 599
- Earn a B minus (B-) or above in practicums and internships: CMGR 595, 598, 599

### **Master of Science in Organizational Leadership**

#### *Learning Outcomes*

The graduate will be able to:

1. Demonstrate knowledge of various leadership theories, historical and contemporary, and understand their applicability.
2. Develop competencies in leadership development through coaching and mentoring others.
3. Demonstrate an understanding of strategic thinking and global awareness in developing and implementing organizational strategies with a focus on social responsibility.
4. Demonstrate an understanding of leading innovation and change within a systems framework.
5. Build effective communication competencies to gain commitment and influence action.
6. Demonstrate an understanding of evidence-based decision-making.
7. Demonstrate competency in budgeting and resource allocation.
8. Facilitate effective team building, conflict management, employee engagement, and performance within teams of diverse members.

*Requirements for the degree:*  
30 credits including:

- BSGR 502, 510, 513, 521, 550, 555, 560, 574, 580, 595

### **Master of Science in School Counseling**

The Master of Science in School Counseling aims to develop ethically sound, research-informed, developmentally competent, and Graduates will be prepared to provide social services and assistance to improve the social and psychological functioning of children and their families and maximize children's family well-being and academic functioning.

#### *Learning Outcomes*

The graduate will be able to:

1. Demonstrate advanced knowledge of the school counseling profession and legal and ethical practice basics.
2. Show knowledge, awareness, and skills for counseling work with diverse groups nationally and internationally.
3. Express how human growth and developmental stages interact with the counseling process.

4. Demonstrate knowledge and skills in building, maintaining, and utilizing counseling relationships to address school-related issues and meet student goals.
5. Show knowledge and understanding of career development, assessment, and group planning.
6. Understand and demonstrate competency with counseling assessments, including knowledge of types of assessments, statistical concepts, and assessment tools.
7. Understand the significance of research in informing counseling practice, and demonstrate the ability to critically evaluate available research to inform their counseling work.
8. Demonstrate the ability to manage, de-escalate, and appropriately intervene in crisis settings involving students experiencing trauma, significant instability, and risk of suicide.
9. Demonstrate skill in assessing and treating students in their practicum and internships clinical experiences.

Requirements for the degree:  
60 credits including:

- CMGR 500, 505, 501, 515, 520, 535, 537, 545, 555, 560
- SCGR 523, 538, 548, 563, 568, 580, 594, 596, 597
  - Must earn a B minus (B-) or above in practicums and internships SCGR 594, 596, 597

### **Post-Master's Certificate in School Counseling**

The Post-Master's Certificate in School Counseling aims to develop ethically sound, research-informed, developmentally competent, and culturally aware school counselors. Graduates will be prepared for lifelong learning and employment to advise and assist students and provide educational and vocational guidance services.

#### *Learning Outcomes*

The graduate will be able to:

1. Demonstrate advanced knowledge of the school counseling profession and legal and ethical practice basics.

2. Demonstrate knowledge and skills in building, maintaining, and utilizing counseling relationships to address school-related issues and meet student goals.
3. Show knowledge and understanding of career development, assessment, and group planning.
4. Demonstrate the ability to manage, de-escalate, and appropriately intervene in crisis settings involving students experiencing trauma, significant instability, and risk of suicide.
5. Demonstrate skill in assessing and treating students in their practicum and internships clinical experiences.

*Requirements for the certificate:*

27 semester credits including:

- SCGR 523, 538, 548, 563, 568, 580
- SCGR 594, 596, 597
  - Must earn a B- (B minus) or above in SCGR 594, 596, 597

### **Master of Science in Sport Management**

#### *Learning Outcomes*

The graduate will be able to:

1. Develop practical management and leadership skills within the sport industry.
2. Demonstrate knowledge of specific components of sport management including brand management, financing, and events management.
3. Apply relevant theoretical models of the discipline in the relevant professional context.
4. Demonstrate the value of ethical practice, moral leadership, and equity in the workplace.

*Requirements for the degree:*

30 semester credits including:

- BSGR 510, 516, 517, 536, 555, 576, 577, 585, 587, 588, 596, 599

### **Master of Social Work**

#### **Accreditation**

The Grand View University Master of Social Work (MSW) program has achieved candidacy toward Accreditation by the Council on Social Work Education (CSWE).

#### *Learning Outcomes*

The graduate will be able to:

1. Demonstrate ethical and professional behavior.
2. Engage diversity and difference in practice.
3. Advance human rights and social, economic, and environmental justice.
4. Engage in practice-informed research and research-informed practice.
5. Engage in policy practice.
6. Engage with individuals, families, groups, organizations, and communities.
7. Assess individuals, families, groups, organizations, and communities.
8. Intervene with individuals, families, groups, organizations, and communities.
9. Evaluate practice with individuals, families, groups, organizations, and communities.

*Requirements for the degree:*

### **Advanced Standing – 35 semester credits**

Students eligible for advanced standing have completed a Bachelor of Social Work (BSW) within the previous 10 years from an institution accredited by the Council on Social Work Education.

- Social Work Core: SWRK 560, 565, 566, 580, 585, 598, 599

Students must also complete a 15-credit specialty area from the following choices:

#### **Administration and Leadership**

- SWGR 567, 570, 575
- Six elective credits from: SWGR 535, 540, 545, 550, 551, 552, 553, 568

#### **Clinical Social Work Practice**

- SWGR 535, 540, 545
- Six elective credits from: SWGR 550, 551, 552, 553, 567, 568, 570, 575

#### **School Social Work Practice**

- SWGR 535, 540
- EDGR 501, 521
- Three elective credits from: EDGR 526, 528, 536, 559, 577

All Social Work Core Courses and Specialty Area courses will be counted in computing the 3.0 GPA required for this program. MSW students may have no more than two final course grades of C.

### **Regular Standing – 59 semester credits**

Students enrolling with regular standing do not have a Bachelor of Social Work (BSW) from an institution accredited by the Council on Social Work Education.

- Foundation Coursework: SWGR 505, 510, 515, 520, 525, 588, 589
- Social Work Core: SWRK 560, 565, 566, 580, 585, 598, 599

Students must also complete a 15-credit specialty area from the following choices:

#### **Administration and Leadership**

- SWGR 567, 570, 575
- Six elective credits from: SWGR 535, 540, 545, 550, 551, 552, 553, 568

#### **Clinical Social Work Practice**

- SWGR 535, 540, 545
- Six elective credits from: SWGR 550, 551, 552, 553, 567, 568, 570, 575

#### **School Social Work Practice**

- SWGR 535, 540
- EDGR 501, 521
- Three elective credits from: EDGR 526, 528, 536, 559, 577

All Social Work Core Courses and Specialty Area courses will be counted in computing the 3.0 GPA required for this program. MSW students may have no more than two final course grades of C.

### **Certificate in Diversity, Equity, and Inclusion**

#### *Learning Outcomes*

The graduate will be able to:

1. Develop leadership skills to grow teams with diverse membership that foster creativity and innovation.
2. Understand the impact of social and economic determinants of inequality on individuals, groups, and organizations.

3. Recognize institutional bias in policies and practice and identify strategies that ensure diversity, equity, and inclusion.
4. Develop a conceptual framework of organizational behavior to create and foster diverse, equitable, and inclusive working relationships.

*Prerequisite for the Certificate:*

A bachelor's degree or eligibility for dual enrollment while completing a bachelor's degree.

*Requirements for the Certificate:*

12 semester credits including:

- SWGR 565, 566, 567, 568

## Course Descriptions

### Special Topics Courses- 530

Special courses are periodically offered in topics designed to examine a detailed area of a given discipline. These courses carry one to four hours of credit and are repeatable as long as the content of the course is not the same. A topics course may only be offered over a two-year period.

## Graduate-Level Courses

### ATGR 500

#### Foundations in Athletic Training

**1 credit**

Students will focus on core concepts and foundational knowledge in athletic training to facilitate success. Functional anatomy and athletic training first aid techniques will be discussed and practiced. Prerequisites: Acceptance and good standing in the MSAT program.

### ATGR 501

#### Introduction to Emergency Care

### 3 credits

The student will learn the current methods and theories to assess, identify, and manage medical emergencies including but not limited to traumatic injuries, respiratory and circulatory conditions, environmental illnesses, and other traumatic illnesses. Standardized medical documentation techniques will also be investigated and applied. Prerequisites: Acceptance and good standing in the MSAT Program.

### ATGR 509

#### Evaluation and Management I

**4 credits**

This course is an in-depth analysis of injuries, illnesses, and conditions specific to the lower body. The course will prepare the student to recognize the clinical signs and symptoms of injury and to explain and apply the current theories of prevention, evaluation, diagnosis, treatment, and appropriate medical referral. Standardized medical documentation techniques will also be investigated and applied. Prerequisite: Acceptance into and good standing in MSAT program.

### ATGR 510

#### Evaluation and Management II

**4 credits**

This course is an in-depth analysis of injuries, illnesses, and conditions specific to the upper body. The course will prepare the student to recognize the clinical signs and symptoms of injury and to explain and apply the current theories of prevention, evaluation, diagnosis, treatments, and appropriate medical referral. Prerequisites: Acceptance into and good standing in the MSAT Program.

### ATGR 513

#### Evaluation and Management III

**3 credits**

This course is an in-depth analysis of injuries, illnesses, and conditions specific to the axial skeleton, and the central and peripheral nervous system. The course will prepare the student to recognize the clinical signs and symptoms of injury, to explain and apply the current theories of prevention, evaluation, diagnosis, treatment, and appropriate medical referral. Prerequisites: Good standing in the MSAT Program

### ATGR 520

## **Patient Centered Approach to Healthcare**

### **1 credit**

Students will learn how to provide healthcare in a patient-centered manner. This course will facilitate the student's ability to develop a complete understanding of assessment methods to gather patient-oriented evidence, advocate for the health needs of their patient(s), and communicate with patients, family members, coaches, administrators, other healthcare professionals, and other stakeholders. Prerequisite: Good standing in the MSAT Program

### **ATGR 522**

#### **Therapeutic Interventions I**

### **3 credits**

The purpose of this course is to provide students with knowledge and understanding of the human body's inflammatory and healing processes. Students will incorporate knowledge of these processes with the theory of therapeutic interventions currently used in the profession of athletic training to provide patient care. This includes but is not limited to thermotherapy, cryotherapy, electrical stimulation, ultrasound, laser, and manual therapy techniques. Prerequisites: Good standing in the MSAT Program.

### **ATGR 523**

#### **Therapeutic Interventions II**

### **3 credits**

This course will cover the theories and practical knowledge of maximizing the body to prevent and treat injuries and illnesses. This includes but is not limited to exercise, activity, range of motion, stability, and other types of therapeutic exercise. Theory and application will be incorporated into this course to facilitate the student's understanding and ability to apply the material to multiple populations. Prerequisites: Good standing in the MSAT Program.

### **ATGR 531**

#### **General Medical Conditions**

### **4 credits**

This course will cover general medical conditions found within the multiple systems of the human body. It will focus on the identification and appropriate treatment of common conditions found within the athletic training profession. This course

will include but is not limited to the assessment and screening methods used to detect and diagnose general medical conditions. It will also cover the major concepts and theories of pharmaceutical terminology, pharmacokinetics and pharmacodynamics related to the field of athletic training. Prerequisites: Good standing in the MSAT program.

### **ATGR 536**

#### **Organization and Administration in Athletic Training**

### **3 credits**

Course material will include foundational information of common areas of knowledge and theories found within contemporary management and administration. Historical knowledge will be combined with current theories to develop a holistic perspective on legal and ethical medical care. This will include but will not be limited to medical documentation, health and liability insurance, personnel management, facility design, budget management, drug testing, and pre-participation physicals. Prerequisites: Good standing in the MSAT Program.

### **ATGR 541**

#### **Clinical I: Athletic Training Experiences**

### **3 credits**

The athletic training students will spend 180+ hours throughout the semester in an athletic training experience in the high school, collegiate, or clinic setting. The students will track their patient encounters and incorporate and practice skills related to their understanding of common practices within the profession. Appropriate documentation and standardized recording techniques will also be covered. Prerequisites: Acceptance into the MSAT Program.

### **ATGR 542**

#### **Clinical II: Athletic Training Experiences**

### **3 credits**

The athletic training students will spend 180+ hours throughout the semester in an athletic training experience in the high school, collegiate, or clinic setting. The students will track their patient encounters and incorporate and practice skills related to their understanding of common practices within the profession. Athletic training students will expand on previous knowledge and begin to integrate knowledge and skills found within the

current coursework in the program. Appropriate documentation and standardized recording techniques will also be covered. Prerequisites: Good standing in the MSAT Program.

### **ATGR 551**

#### **Clinical III: Immersion Experience in Athletic Training**

##### **6 credits**

The athletic training students will spend 360+ hours throughout the semester in an athletic training immersion experience. During this rotation the students will be working towards autonomous practice, under the supervision of certified and licensed (where appropriate) athletic trainers. Students will integrate knowledge and skills to assess, diagnose, and treat patients with orthopedic and non-orthopedic conditions which will be tracked via patient encounters. Athletic training students will expand on previous knowledge and begin to integrate knowledge and skills found within current coursework in the program. Prerequisites: Good standing in the MSAT program.

### **ATGR 552**

#### **Clinical IV: Immersion Experience in Athletic Training**

##### **6 credits**

The athletic training students will spend 360+ hours throughout the semester in an athletic training immersion experience. During this rotation the students will be working towards autonomous practice, under the supervision of certified and licensed (where appropriate) athletic trainers. Students will integrate knowledge and skills to assess, diagnose, and treat patients with orthopedic and non-orthopedic injuries. Athletic training students will expand on previous knowledge and begin to integrate knowledge and skills found within current coursework in the program. Prerequisites: Good standing in the MSAT program.

### **ATGR 560**

#### **Psychosocial Interventions**

##### **2 credits**

This course will focus on the ability to identify, refer, and give support patients who demonstrate sociocultural, mental, emotional, and psychological behavioral issues. This could also include patients with substance abuse problems. The ability to select and integrate coping mechanisms during

injury and motivational techniques during recovery and rehabilitation. Prerequisites: Good standing in the MSAT Program.

### **ATGR 580**

#### **Research Methods and Evidence-Based Practice in Athletic Training**

##### **3 credits**

The course will focus on the interpretation of statistical procedures and research commonly used in athletic training and the greater field of allied health care. The student will learn to search, examine, evaluate, and apply evidence-based medicine to allied health care. This course will prepare the student to develop and conduct evidence-based research projects. Prerequisites: Good standing in the MSAT Program.

### **ATGR 590**

#### **Seminar in Athletic Training**

##### **3 credits**

For the cohort starting in Fall 2018- This course will prepare the student to enter into the field of athletic training. It will focus on the knowledge and abilities of the student in prevention, evaluation, and diagnosis of injuries and illnesses, emergency medical techniques, application of therapeutic modalities, therapeutic rehabilitation, current research in medical care, and utilizing evidence-based medicine in the field of athletic training. Prerequisites: Good standing in the MSAT Program.

### **BSGR 502**

#### **Theory and Practice of Leadership**

##### **3 credits**

This course provides an introduction to historical and emergent research perspectives on leadership. Students will compare and contrast various leadership theories and models and identify their strengths and weaknesses for potential application in organizational settings. An integral component of this course is students' personal reflections about their leadership abilities and style and completion of various leadership assessments. This course should be taken as one of the first two courses within the MSOL program.

### **BSGR 510**

#### **Evidence Based Practice**

##### **3 credits**

This course focuses on the analysis of evidence (both quantitative and qualitative data) for application to the students' professional practice setting. This course will provide a foundation for students to explore the strengths and limitations of various research designs and develop critical skills essential to the interpretation and application of evidence (data). Students will learn how to identify and evaluate the credibility of data and how to use data from multiple sources to make informed decisions.

### **BSGR 513**

#### **Leadership Communication**

##### **3 credits**

This course will enhance students' written and oral communication skills as well as the ability to effectively inform, influence, and/or inspire both internal and external stakeholders. Students will explore and expand upon their own communication processes and increase their ability to meet the needs of different audiences. A central focus will be on developing and practicing skills and techniques to gain commitment and influence action through written communication, persuasive presentations, negotiation, coaching conversations, and more.

### **BSGR 516**

#### **Governance in Sport Management**

##### **3 credits**

This course is designed to understand the organization and governance of sport services and businesses. Examination of sport delivery systems in the United States including Olympic sport, sport through education systems, professional sport leagues, sport clubs, sport development, the coordination of sport in the United States. The course then examines U.S. sport in its international context.

### **BSGR 517**

#### **Sport Law and Ethics**

##### **3 credits**

This course is designed to prepare students for their careers in sports by equipping them with legal and ethical foundational knowledge and perspectives. Students will learn fundamental sport legal principles including contract law, liability and negligence, and acts such as Title IX. Focus is placed on traditional ethical theories as well as applied ethical and moral decision-making. Core principles of law and ethics as well as critical

examination of related issues will be central components of the course.

### **BSGR 521**

#### **Innovation and Change**

##### **3 credits**

This course will focus on innovation, change, and interrelated systems and functions within the organization. The student will gain an understanding of how the impact of innovation and change in one system has on other systems within the organization. The course will provide students with the opportunity to develop organizational processes and environments that foster creativity and innovation. The student will gain various skill sets to help generate overall organizational effectiveness in regards to innovation and change.

### **BSGR 536**

#### **Sport Communication**

##### **3 credits**

This course is designed to help students understand and examine the field of sport communication. This course provides opportunities for examination of the interrelationship between sports and media in today's society and how that interrelationship reinforces social norms, and draws on the cultural identification of class, race, and gender to identify sport values with cultural values. Drawing on theories of sport communication and sport media, we will examine media's role in telling the story of sport and, in telling that story, shaping and reinforcing cultural values. Students will study several critical approaches to sport and public discourse and will apply those approaches to sport organizations, the news media, and popular media. Therefore, this course is a macro analysis of the field from personal, organizational, and external perspectives.

### **BSGR 550**

#### **Ethics, Employee Engagement, and Organizational Culture**

##### **3 credits**

This course examines contemporary approaches to ethical employee engagement and organizational culture. There is a strong emphasis in the course on the student developing the skill set necessary to move from theoretical knowledge to implementation of ethical leadership practices and programs in the actual work setting. Students will learn how to analyze the culture of an organization and apply the

most effective motivational practices based on this analysis. The course will also focus on the need to develop and apply cultural and ethical awareness when motivating employees.

### **BSGR 555**

#### **Financial Management**

##### **3 credits**

This course examines the role of financial resource management as a tool to organizational success. Focus will be on budgeting, short-term and long-term planning, financial resources, allocation of resources, as well as general understanding of the role of financial statements in decision making. Students will use financial tools to plan and evaluate decisions through case analyses as well as hands-on projects.

### **BSGR 560**

#### **Leading Effective Teams**

##### **3 credits**

This course will focus on developing the conceptual base and skill sets that are used in building effective work teams. There will be particular focus on developing an understanding of the challenges and opportunities encountered in building impactful culturally diverse teams. Students will learn how to build and lead a team, facilitate team performance, and manage team conflict and decision making.

### **BSGR 574**

#### **Mentoring, Coaching, and Leadership Development**

##### **3 credits**

This course will examine the role of mentoring and coaching in leadership development. Each student will complete a leadership assessment instrument to identify strengths and weaknesses in core and adaptive leadership skills. The student will identify desired areas of growth, collaborate with a mentor/coach, and develop skill sets for personal leadership development and for developing leadership in others.

### **BSGR 576**

#### **Sport Brand Management**

##### **3 credits**

This course is designed to provide understanding of sport brand management of both national and international sport organizations. The course will

explore brand-product strategies; increase understanding of the important issues in planning and evaluating brand strategies that are key steps of the analytical process to help grow a brand globally; understand the appropriate theories, models, and other tools to make better branding decisions.

### **BSGR 577**

#### **Professional Franchise and College Sport Operations**

##### **3 credits**

This course is designed to understand the operation management process of professional franchises and college sports. This course offers a unique perspective about the business of sports by exposing students to specific managerial challenges and issues facing different sport industry. Current course addresses the flow of funds in the sports industry. This course examines the two most critical entities influencing the sports business in the area of media, public subsidies, and other revenue sources etc. Current class introduces the understanding of numerous industry stakeholders, ranging from network television and corporate marketing executives to collegiate athletic department administrators and sports economists.

### **BSGR 578**

#### **Mentoring and Coaching 2.0**

##### **0 credits**

After completion of BSGR 574: Mentoring, Coaching and Leadership Development, students have the option to continue the one-on-one coaching and mentoring sessions through the remainder of the mentoring program. This will include up to 12 one-on-one professional coaching sessions with journal reflection entries, and a final reflection at the end of the mentoring program. Please contact your advisor for more details. Prerequisite: BSGR 574.

### **BSGR 580**

#### **Strategic Thinking, Globalization, and Social Responsibility**

##### **3 credits**

This course will examine aspects of strategic leadership from the strategic management and corporate social responsibility perspectives. Emphasis will be placed on the role and skills of strategic leaders in the development and



implementation of strategies in the local, national, and global environments. Students will explore various aspects of strategic decision making focusing on organizational performance, corporate social responsibility, and sustainability.

**BSGR 585**

**Organizational Behavior and Leadership**

**3 credits**

This course is designed to help students understand and examine core components of sport organizations. The course will address internal organizational aspects such as organizational culture, teamwork, and human relations principles. The course will also examine how organizations navigate through an ever-changing political and sociological climate, focusing on organizational strategic management. Personal leadership will also be explored with focus on both theoretical and applied forms of leadership.

**BSGR 587**

**Management of Sporting Events**

**3 credits**

This course is designed to examine management strategies in major sporting events and/or mega events in America and globally. It serves as a functional study of event organization designed to introduce the student to major sporting events and basic theories in the field of event management. Topics include event conceptualization and planning, event-day management, and post-event evaluation, as well as the marketing management process and its implementation within the environment of the sports organization.

**BSGR 588**

**Sport Marketing and Sponsorship**

**3 credits**

This course will focus on how companies develop, execute and measure marketing strategies and tactics to use sports teams, leagues and other organizations to market their products and services domestically and internationally to consumers and business partners. The course will examine the marketing strategies employed by sports teams and leagues. In addition, the course intends to provide students with an understanding of the fundamental sponsorship principles and other advanced marketing techniques applied to sports and sporting events.

**BSGR 595**

**Leadership Capstone Seminar**

**3 credits**

This course is designed to synthesize students' learning in the program by reexamination of their leadership philosophy and professional development achieved in the program. Students will develop a reflection on the leadership development plan developed earlier in the program. In addition, the students will have the opportunity to apply their knowledge to various scenarios, projects, or cases to help evaluate their individual leadership development growth. This course should be taken as one of the last two courses within the MSOL program.

**BSGR 596**

**Critical Issues in Sport**

**3 credits**

In this course, students will examine critical contemporary issues in sport management on local, national, and international levels. Emphasis will be placed on researching and evaluating the implications of these issues for current and future sport managers, and developing strategies for addressing them.

**BSGR 599**

**Internship**

**3 credits**

The Internship in Sport Management enables students to gain practical experience in their program. Students have opportunities to integrate classroom theory with onsite practical training under professional supervision and guidance. Students also gain work experience and make valuable professional contacts.

**CMGR 500**

**Professional Counseling Orientation**

**3 credits**

This course provides an overview of counseling and the mental health counseling profession, including its history, philosophy, and theoretical foundations. The course materials will include an understanding of the American Counseling Association (ACA), its activities and services, and its overall structure and philosophy. Students will learn about credentialing, licensure, accreditation procedures, standards, and ethical practices. Public and other professional activities of the counseling

profession will be explored. Students will learn about the importance of advocating for clients by addressing institutional and social barriers that limit or impede success. Course materials will include a thorough review of the ACA ethical code and study of other professions and professional standards as they apply to counselors making sound ethical and legal decisions. This includes gaining the technological competence and computer literacy needed as it relates to client care.

### **CMGR 505**

#### **Professional Ethics**

##### **3 credits**

This course provides a comprehensive overview of the ethical and legal considerations specifically related to the practice of clinical mental health counseling, specifically related to the practice of marriage, couple, and family counseling. Students will demonstrate an awareness of professional issues that affect clinical mental health counselors (e.g., core provider status, expert witness status, access to and practice privileges within the managed care system. Students will be knowledgeable about a counselor's legal and liable responsibilities in confidentiality, the legal responsibilities and liabilities of clinical practice and research, family law, record keeping, reimbursement, and the business aspects of practice. In addition, counseling supervision models, practices, and processes will be examined and applied. Students will understand professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues. Prerequisite/Corequisite: CMGR 500.

### **CMGR 510**

#### **Career Counseling**

##### **3 credits**

This course aims to provide students with an overview of the field of career counseling, including current theories, decision-making models, and historical developments. Course materials will incorporate information about career information systems, including technology-based career development applications and strategies, computer-assisted career guidance, and relevant websites. The course will include information about career and educational planning, placement, and follow-up evaluation. Students will become familiar with career assessment instruments, evaluation techniques, and other resources which incorporate

an awareness of the needs of specific populations. Students will also learn about the interrelationships among and between work, family, life roles, and the influence of diversity and gender in career development. Throughout the course, there will be a consideration of ethical and legal issues associated with all aspects of career development recognizing career issues of minorities and women. Prerequisite/Corequisite: CMGR 500.

### **CMGR 515**

#### **Applied Microskills**

##### **3 credits**

This is an introductory course committed to the examination and practice of counseling skills and consultation. This course provides a system for planning the counseling session and analyzing the counselor's behavior. It presents skills, concepts, and methods designed to help students develop concrete competencies and examine their counseling and therapy skills. This course aims to allow the student to gain usable and practical skills central to the counseling process. Upon completing this course, students will understand the importance of helping relationships, practice effective counseling techniques and skills, learn how to manage counseling sessions effectively, demonstrate effective helping behaviors, and recognize and respond to common challenging situations in counseling. Prerequisite/Corequisite: CMGR 500.

### **CMGR 520**

#### **Multiculturalism in Counseling**

##### **3 credits**

This course aims to familiarize the students with the concepts and paradigms used in counseling diverse populations. Students will study critical characteristics and needs of multicultural groups, current theories, trends, and issues in counseling diverse populations. Students will learn skills relevant to working with diverse populations. They will study strategies to help organizations and communities understand and change attitudes and behaviors towards multicultural groups. Emphasis will be on developing knowledge, skills, and attitudes needed to effectively counsel persons with differing characteristics from the counselor, especially regarding culture, race, age, gender, sexual orientation, physical disability, family values, socioeconomic status, ethnicity, and religious preference. Substantial attention is given to

developing awareness of one's own values, attitudes, and beliefs related to counseling in a diverse society. This explains how diverse values and morals, interaction patterns, social conditions, and cultural and ethnic diversity trends affect counseling. Course material will include theories of multicultural counseling, identity development, and multicultural competency. Ethical and legal considerations will also be addressed. Prerequisite/Corequisite: CMGR 500.

### **CMGR 525**

#### **Crisis Intervention**

##### **3 credits**

This course is an overview of crisis intervention theories and techniques. Major theoretical models of situational crises are examined. Students will develop the conceptual competency necessary for professionals engaged in crisis interventions. Particular emphasis is given to contemporary research in suicide, disaster psychology, and crisis management. Discussion topics include emergencies such as natural disasters, terrorism, school violence, domestic violence, abuse, and crisis interventions with diverse populations. Students will become aware of the differences between crisis counseling and typical counseling. They will differentiate between diagnosis and developmentally appropriate reactions to crisis, trauma, and disasters. Students will understand and develop skills and abilities to work within and enhance crisis teams/emergency management systems in schools, clinical mental health agencies, and local agencies. Prerequisite/Corequisite: CMGR 500.

### **CMGR 535**

#### **Human Growth and Development**

##### **3 credits**

This course provides an advanced overview of current research and significant developmental theories and their application to counseling across the lifespan from birth to death. Students will obtain an understanding of (1) significant developmental changes that occur over time; (2) the situational, environmental, biological, psychological influences and factors that produce change and stability; (3) crisis, disability, psychopathology, and optimum development. Emphasis will be placed on standard physical, cognitive, emotional, and social development and issues such as diversity and socialization concerning perceptions of human

development. Professional, clinical, legal, and ethical issues will also be addressed. Prerequisite/Corequisite: CMGR 500.

### **CMGR 537**

#### **Counseling Theories**

##### **3 credits**

This course gives an overview of theoretical approaches to counseling and psychotherapy, including fundamental concepts, assessment, client and counselor roles, cultural relevance, ethics, and intervention strategies/techniques. Students will use role-play to practice the fundamental counseling response skills. Prerequisite/Corequisite: CMGR 500, 515.

### **CMGR 539**

#### **Clinical Supervision**

##### **3 credits**

This course includes an introduction to concepts, processes, and modalities of supervision, and students will develop conceptual knowledge, skills, and self-awareness concerning these topics. Students will also develop conceptual knowledge and understanding of the principles and practice of supervision in multiple settings. The purpose of this course is to help students to formulate the knowledge and skills necessary for the administration and supervision of the practice of counseling. Emphasis will be given to the supervisory relationship and process for individual and group supervision and online supervision.

### **CMGR 540**

#### **Theory and Treatment of Substance Abuse**

##### **3 credits**

The course will provide a basic understanding of substance use, addiction and behavioral health, screening and assessment tools, intervention, and evidence-based addiction treatment. Students will review current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with substance use issues. Students will learn treatment models, recovery, relapse prevention, and continuing care for addictive disorders and related problems. The importance of family, social networks, spirituality, diversity, and community systems in the treatment and recovery process will also be examined. Other discussion topics will include helping strategies for reducing the adverse effects of substance use, abuse,

dependence, and addictive disorders. The principles and philosophies of addiction-related self-help programs will also be discussed, and models and approaches to clinical evaluation for addictive disorders and their appropriate uses. Prerequisite/Corequisite: CMGR 500.

### **CMGR 545**

#### **Assessment and Appraisal**

##### **3 credits**

This course is planned to provide a framework for the development of assessment practices. Attention will be given to issues of measurement that provide an understanding of individual and group approaches to assessment and evaluation, including identifying appropriate sources of diagnostic information, selecting test instruments, and conducting the assessment process in an ethical and considerate manner. Assessing group and individual appraisal techniques to be used to support career, educational, and personal planning and development; standardized and non-standardized data information gathering methods; validity, reliability, psychometric statistics, and other factors influencing appraisals; and use and interpretation of appraisal results with a variety of populations are explored. Prerequisites: CMGR 500, 505, and 520.

### **CMGR 550**

#### **Diagnosis and Treatment Planning**

##### **3 credits**

This course provides an overview of the DSM 5 and is designed to acquaint students with the origins and environmental factors that influence the development, prevention, and treatment of mental and emotional disorders. In this era of managed health care and continued emphasis on documentation and justification of mental health care, individuals entering the counseling field must have a solid understanding of diagnosis and treatment planning. The course will address differential diagnosis and associated disorders of the primary diagnoses and understand individual and group approaches to assessment and evaluation. Prerequisites: CMGR 500, 505, 520, and 537.

### **CMGR 555**

#### **Group Counseling**

##### **3 credits**

This course provides theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, and skills. It also includes the study of group approaches in a multicultural society, including principles of group dynamics, group leadership, stages in group development, and facilitation styles and approaches. Students will understand theories of group counseling, group counseling methods, and direct experiences. Legal and ethical issues relevant to group counseling are examined. Students will examine their own bias and impact upon others in professional interventions. This course requires students to gain experience as both group participants and as co-leaders. The course includes an on-campus residency requirement. Prerequisites: CMGR 500, 515, 520, and 537.

### **CMGR 560**

#### **Research and Program Evaluation**

##### **3 credits**

This is a graduate-level course in research design and methods and program evaluation. Topics include design, implementation, and analysis of quantitative and qualitative research, in addition to models and methods of instrument design. It includes an awareness of the importance of research and the limitations and difficulties in researching the counseling field. Course materials will include information about specific methods such as single-case designs, action, outcome-based research, and quantitative and qualitative approaches. The course prepares master-level advanced counselors-in-training to understand research design and evaluation, including statistical analysis, so that they can become skilled and informed consumers of published research to practice in various settings. The course will also focus on research following ethical guidelines and standards of practice established for counselors. Prerequisite: CMGR 500.

### **CMGR 565**

#### **Psychopathology**

##### **3 credits**

This course provides an overview of the fundamental theories, concepts, and structures that form an understanding of psychopathology across the lifespan. Studies included providing an understanding of the description, classification, and diagnosis of behavior disorders and dysfunction. It

will include consideration of the characteristics of disorders and common categorizations of disorders utilized by the U.S. healthcare system. The course will emphasize the role of adaptation and stress mechanisms in the development of disorders. The course materials will review genetic, physiological, cognitive, and environmental influences that impact the development, severity, course, and persistence of varying disorders. Students will consider both the theoretical underpinnings/perspectives and the research methods and how they all contribute to understanding the various aspects of disorders. A review of prevention and intervention methods to minimize and modify the severity of disorders will also be included. Prerequisites: CMGR 500, 550.

**CMGR 570**

**Psychopharmacology**

**3 credits**

This course provides students with an introduction to psychopharmacology, summarizing the basic functions of the organs and systems of the human body and brain. Students will identify, research, and assess the actions, effects, uses, and abuses of legal and illegal drug interactions. Students will identify the mechanisms and uses of psychotropic medications. In addition, students will have a foundation for differential diagnoses and treatment and symptom monitoring standards, focusing on drug interactions, co-morbid medical conditions, and client empowerment. Students will describe the complexity of working with individuals with both substance use disorders and mental health conditions. Students will explain methods to educate clients on medication adherence, efficacy, and side effects to maximize treatment outcomes and describe how to empower clients to take an active part in their treatment. Prerequisites: CMGR 500, 505, 520, and 550

**CMGR 575**

**Introduction to Marriage and Family Therapy**

**3 credits**

This course provides a broad overview of family, couples, and marital systems theories, techniques, and skills. Students will gain a broad understanding and skills related to assessing and intervening with couples and families using theoretical and practical systemic foundations. The student will be taught how to utilize family systems theory to resolve marital and couples issues and family conflict. The student will also acquire skills in diagnosing

underlying dynamics in marriages and families. Prerequisites: CMGR 500, 505, 520, and 537.

**CMGR 580**

**Counseling Children and Adolescents**

**3 credits**

The purpose of the Child and Adolescent Development course is to provide students preparing to enter the helping professions with an in-depth understanding of the developmental needs of children and adolescents. Upon completion of this course, students will be able to identify, utilize, and explain the following areas of the counseling profession based on an understanding of the 2016 CACREP Standards: (1) Theories of individual and family development across the lifespan; (2) Theories of learning; (3) Theories of normal and abnormal personality development; (4) Theories and etiology of addictions and addictive behaviors; (5) Biological, neurological, and physiological factors that affect human development, functioning, and behavior; (6) Systemic and environmental factors that affect human development, functioning, and behavior; (7) Effects of crisis, disasters, and trauma on diverse individuals across the lifespan; (8) Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan; (9) Impact of biological and neurological mechanisms on mental health; (10) Characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders; (11) Common medications that affect learning, behavior, and mood in children and adolescents. Prerequisites: CMGR 500, 535

**CMGR 585**

**Introduction to Play Therapy**

**3 credits**

This course offers an introductory overview of the essential elements and principles of child-centered play therapy, including the history of play therapy, introduction of play therapy skills and training guidelines, common issues children and families bring to therapy, and play therapy interventions and research. An experiential component of this course will allow students to be exposed to basic play therapy skills through the observation of and supervised experience in play therapy with children and families. Students will develop basic play therapy practice skills and an understanding of

theoretical approaches to play therapy.  
Prerequisites: CMGR 500, 515, 535, and 537.

### **CMGR 595**

#### **Counseling Practicum**

##### **3 credits**

The Counseling Practicum is a graduate-level, clinical, experiential course designed to strengthen students' skills and understanding of the practice of clinical mental health counseling through supervised practices. Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources. Students complete supervised counseling practicum experiences that total a minimum of one hundred clock hours, including at least forty clock hours of direct service with clients, including individual and group work. Faculty supervision of students includes program-appropriate audio/video recordings or live supervision of students' interactions with clients. Prerequisites: CMGR 500, 505, 515, 520, 537, and 550. Students are not eligible to sign their Site Placement Contract if the following is true: 1. A student's semester GPA is currently below 3.0; 2. A student is currently on academic probation and is expected to remain on academic probation based on semester GPA (student will not attain a 3.0 in the current semester - not improving); 3. A student is currently on a remediation plan that bars them from starting their clinical placement.

### **CMGR 598**

#### **Internship I**

##### **3 credits**

A graduate-level clinical supervised counseling internship of 300 clock hours. Students need to take, at a minimum, two 3-credit internships as a part of their degree program. This experience provides an opportunity to perform, under supervision, counseling activities similar to what is expected of professional counselors are expected to perform. The internship includes: 1. A minimum of 240 clock hours of direct service to clients. 2. A minimum of one hour per week of individual supervision or triadic supervision, usually performed by the on-site supervisor. 3. A minimum of one and one-half hours (1 ½) per week of group supervision, throughout the internship usually performed by a program faculty member supervisor. Group supervision must be provided by a program faculty member or a student supervisor

who is under the supervision of a program faculty member. 4. Exposure to collateral professional activities (e.g. record keeping, information and referral and staff meetings). 5. An opportunity for students to develop program-appropriate audio and/or videotapes of client interactions. 6. An opportunity for students to gain supervised experience in the use of professional resources (e.g. assessment instruments, professional literature and research etc.) 7. Formal evaluation of the student's performance by a program faculty member in consultation with the site supervisor. Prerequisites: CMGR 500, 505, 515, 520, 537, 550, and 595.

### **CMGR 599**

#### **Internship II**

##### **3 credits**

A graduate-level clinical supervised counseling internship of 300 clock hours, including 240 clock hours of direct service to clients. This experience provides an opportunity to perform, under supervision, counseling activities similar to what is expected of professional counselors, including exposure to collateral professional activities (e.g., record keeping, information, and referral) and use of professional resources (e.g., assessment instruments, professional literature, and research). Prerequisites: CMGR 500, 505, 515, 520, 537, 550, 595, 598.

**The GV Education Department offers a variety of graduate-level continuing education courses under the subject code EDEX. Grand View also transcripts continuing education coursework under EDEX for Area Education Agencies and select online vendors.**

### **EDGR 501**

#### **Pedagogies of Exceptional Learners**

##### **3 credits**

This K-12 course focuses on the exceptionalities of children including the etiologies, characteristics, and learning needs of children with disabilities and giftedness. Students learn about Multi-tiered Systems of Support (MTSS) interventions, Individualized Education Program (IEP), differentiated instructional planning/techniques, history, current trends of special education, students struggling with literacy (including those with dyslexia), and ELL/multilingual learners. The course explains theories related to the least-

restrictive environment and includes philosophies related to coteaching/collaboration and the legal requirements surrounding educational supports and programming for people with disabilities. Offered Fall, Spring, Summer (OL). Dual-listed with EDUC 342.

### **EDGR 505**

#### **Computer Science Methods**

#### **3 credits**

This course addresses effective strategies for teaching computer science to diverse learners. Participants will focus on curriculum development related to computing constructs, digital citizenship, and problem solving strategies in computer science. Participants will develop learning opportunities for K-12 students to experience computer science in project-based environments.

### **EDGR 508**

#### **STEM Teaching: Earth Science**

#### **3 credits**

This course will help teachers gain greater understanding of earth science concepts while exploring effective pedagogy for teaching STEM. Specifically, the course content will include: fundamental earth science concepts, conceptual change theory, assessment strategies, teacher interactions, scientific argumentation, cross-cutting concepts, the nature of technology, and connections between the STEM disciplines. Dual listed with EDUC 408.

### **EDGR 510**

#### **Engineering, Programming & Design for Educators**

#### **3 credits**

This course provides opportunities for students to engage in engineering and technological design processes to explore solutions to everyday issues. At the conclusion of the course students will have gained a deep understanding of the iterative nature of engineering and technological design by experiencing hands-on, problem-based challenges. Students will be provided opportunities to increase knowledge in design, programming, robotics and the creation of a problem-based challenge through collaborative experiences. Dual listed with EDUC 410. Offered Spring.

### **EDGR 511**

#### **The Nature of STEM**

#### **3 credits**

This course will explore the purposes, assumptions, values, and habits of mind of each of the STEM disciplines to understand similarities and differences between the disciplines. We will discuss effective STEM teaching practices including: teaching STEM through inquiry, teaching the nature of STEM, and effectively integrating STEM content and practices. Dual listed with EDUC 411. Offered Fall/Spring.

### **EDGR 513**

#### **Experiential STEM**

#### **1 credit**

This course provides students with the opportunity to engage in scholarship in STEM education or gain internship/leadership experience in STEM teaching and learning. Regular meetings with the class are provided to connect theories and practical experience. Dual listed with EDUC 451. Prerequisite: admission to the Teacher Education Program or instructor permission

### **EDGR 515**

#### **Mental Health First Aid/Trauma-Informed Care: What to Know to Be Successful with Children**

#### **1 credit**

This course is designed to help students recognize risk factors and warning signs of mental health problems, acquire skills to assess immediate problems, intervene to connect people with professional care, understand the prevalence of disorders and the need to reduce stigma as well as understand common treatments. Students who complete the course will receive Mental Health First Aid certification. Dual listed with EDUC/SWRK 415

### **EDGR 521**

#### **Culturally Responsive Educational Leadership**

#### **3 credits**

The focus of this course is developing the attitudes, dispositions, and skills needed to lead in multicultural educational settings. Students will explore and examine their individual leadership styles and will understand processes of school improvement and second order change. Students will explore major state initiatives such as: Multi-Tiered Systems of Support, the Iowa Core, and the Early Literacy Initiative. This course will also examine theoretical and historical issues that affect

the culture and climate of schools and that require school leaders to be culturally competent and culturally responsive. Participants will examine issues such as urban education, rural education, immigration, overpopulation, low funding, segregation, linguistic diversity, race and discrimination, and low achievement. This course will deeply examine how school leaders can apply various theoretical lenses to address issues related to urban schooling. Students will also begin to analyze and use data to better understand student achievement and school environment. Offered M1.

### **EDGR 526**

#### **Empowering the Community through Education 3 credits**

In order to meet the demands of the 21st century, schools need to create organized and planned partnership programs that fosters an environment which encourages families to become actively involved and contribute to their student's academic success. These partnership programs must recognize that student learning is not confined to the school, but takes place in both in the home and the greater community. This course, therefore, features an introduction to the theory and principles of community education, an approach to education that builds upon the strengths and actively addresses needs within a community. Some of the examples studied will be full-service community schools, after school programs, adult and cooperative learning programs, and community based efforts to bring about social change. Students will analyze current and historical examples of community education and design strategic plans for fostering community-school collaboration in their own practice. Offered M3.

### **EDGR 528**

#### **Serving Immigrant and Multi-Lingual Students 3 credits**

Given Iowa's growing immigrant and migrant populations in rural, suburban, and urban school districts, it is critical that educators prepare to create learning environments that enhance the educational experiences of youths from what Bruna (2007) calls underrepresented cultural and linguistic groups. This course, therefore, will address and the impact of immigration and ethnicity on schooling in the United States. Students will explore the ways in which educators are currently addressing the needs of immigrant and bilingual students in their schools

and classrooms. Dual listed with EDUC 428. Offered Spring (even).

### **EDGR 531**

#### **Instructional Strategist I Methods K-8**

#### **4 credits**

This course provides prospective K-8 special education teachers with information concerning instructional strategies and methods and programming concentration available to students receiving educational services in an Instructional Strategist I special education program. A laboratory experience correlates with the information presented in the classroom and through lecture topics. Dual listed with EDUC 343. Offered Fall/Spring.

### **EDGR 532**

#### **Instructional Strategist I Methods 5-12**

#### **4 credits**

This course provides prospective 5-12 special education teachers with information concerning instructional strategies and methods and programming concentration available to students receiving educational services in an Instructional Strategist I special education program. A laboratory experience correlates with the information presented in the classroom and through lecture topics. Dual listed with EDUC 344. Offered Spring.

### **EDGR 533**

#### **Ed Practicum: Instructional Strategist I K-8**

#### **3 credits**

This educational practicum is required for students seeking the K-8 Instructional Strategist I Teaching Endorsement. Students are placed in an elementary school Instructional Strategist I program to observe and to experiment with teaching materials and methods. Specific teaching strategies and issues are emphasized. Regular on-campus class meetings are provided to connect theories and practical experience. Field Experience: 6 hours per week arranged on a regular basis in a K-8 Instructional Strategist I program. This assignment is made in consultation with the education faculty. Permission to take this practicum concurrently with another practicum must be obtained from the instructors. Dual listed with EDUC 361. Prerequisites: (preferred) Concurrent enrollment in EDUC 531. Offered Spring.



### **EDGR 534**

#### **Ed Practicum: Instructional Strategist I 5-12**

**3 credits**

This educational practicum is required for students seeking the 5-12 Instructional Strategist I Teaching Endorsement. Students are placed in a 5-12 Instructional Strategist I program to observe and to experiment with teaching materials and methods. Specific teaching strategies and issues are emphasized. Regular on-campus class meetings are provided to connect theories and practical experience. Field Experience: 6 hours per week arranged on a regular basis in a 5-12 Instructional Strategist I program. This assignment is made in consultation with the education faculty. Permission to take this practicum concurrently with another practicum must be obtained from the instructors. Dual listed with EDUC 362. Prerequisites: (preferred) Concurrent enrollment in EDGR 532. Offered Spring.

### **EDGR 535**

#### **Career/Vocational Programming**

**3 credits**

This course allows 5-12 special education teachers to explore a variety of career/vocational programming models and post-secondary educational opportunities for students with mild/moderate special education needs. Students become familiar with current legislation, the role of the teacher/work experience coordinator, transition and career education models, and local, state, and national resources. Dual listed with EDUC 360. Prerequisite: EDUC 342. Offered Summer.

### **EDGR 536**

#### **Working with Families, Teachers, and Community Agencies**

**3 credits**

This course focuses on developing skills and strategies needed for working with families, other school teachers and paraprofessionals, service personnel, community agencies, and individuals involved in the education program. Topics include assessing needs of individuals and families and examining community resources. Parental rights and involvement are described, as is communication with parents and other professionals. Dual listed with EDUC 363. Prerequisite: EDUC 342. Offered Summer.

### **EDGR 538**

### **Diagnosis and Evaluation of Special Education Students**

**3 credits**

Prospective K-12 special education teachers gain practical experience in interpreting standardized, criterion referenced, and informal diagnostic instruments. Functional and curriculum based assessments are examined as students use diagnostic and assessment instruments to plan appropriate instructional strategies. Dual listed with EDUC 440. Prerequisites: EDUC 243 or 244, 342. Offered July.

### **EDGR 539**

#### **Individual Behavior Management**

**3 credits**

Students are required to apply acquired techniques of behavior management and instructional accommodation to situations commonly encountered in school settings. Students are expected to contribute case studies, research current methods and strategies, and develop instructional plans. Dual listed with EDUC 475. Prerequisites: EDUC 342, 243, or 244. Offered July.

### **EDGR 541**

#### **Teaching Individualized Reading**

**1 credit**

The focus of this class is to reinforce methods for instructing students who struggle with reading. Students will build on knowledge from previous reading courses to assess the needs of and develop lesson plans for students they are tutoring in the Reading Practicum, EDUC 544/545. They will track data and present a case study summarizing assessments, areas of instruction, response of the student, and ideas for the future. Methods of small group literacy instruction will be covered as students will also work with a small group in their reading practicum classroom. Dual listed with EDUC 441. Prerequisites: Concurrent enrollment in EDGR 543 and either EDGR 544 or 545.

### **EDGR 542**

#### **Content Area Reading**

**3 credits**

This course covers strategies for teaching reading in content areas. Attention is given to unique text structures and comprehension strategies applicable to specific subject areas.

Teaching tools to engage learners in the metacognitive processes of reading are included and students consider the needs of learners from varied cultural, linguistic, and socioeconomic backgrounds. Dual listed with EDUC 421. Offered Fall (Eve), Spring, July.

### **EDGR 543**

#### **Assessing and Instructing Struggling Readers 3 credits**

This course embeds individual instruction of a struggling reader with strategies to support accelerated learning. Participants will engage in an array of activities to support accelerated learning, including: identification of reading issues, on-going assessment to guide instruction, techniques supporting reading acquisition, and student monitoring. Time in the classroom. Dual listed with EDUC 431. Prerequisites for Elementary Education majors: EDUC 324 and 325; concurrent enrollment in EDUC 307 and 325 is encouraged, but 325 MUST be taken prior to or concurrently with EDGR 543. Prerequisite for Secondary Education majors: EDGR 542. Offered Fall (Eve), Spring, Summer.

### **EDGR 544**

#### **Ed Practicum: Reading K-8**

#### **2 credits**

This educational practicum is required for students seeking the K-8 Reading Teaching Endorsement. Students are placed in an elementary school classroom during literacy instruction and provided an opportunity to apply various teaching methods they have learned throughout their program. They tutor two individual students and work with a small group in reading instruction. Regular on-campus class meetings are provided in conjunction with EDUC 441 Teaching Individualized Reading to connect theories and practical experience. Field Experience: 4 hours per week arranged on a regular basis in a K-8 literacy classroom. This assignment is made in consultation with the education faculty. Dual listed with EDUC 444. Prerequisites: EDUC 306 or 307, and EDUC 324, 325, and EDGR 543. Take concurrently with EDUC 541. Offered Spring.

### **EDGR 547**

#### **Writing for the Diverse Classroom**

#### **3 credits**

This course focuses on Writing for the Diverse Classroom as a theory of education, a field of

study, and a mode of learning how to meet the needs of all students. The course asks students to engage in theoretical approaches to the teaching of writing and to apply various strategies to the diverse classroom of today's schools. Students will experience the writing process for their own writing development and learn to manage and use the writing process as a tool for learning. Students will also learn how to differentiate their instruction based upon the unique strengths and needs of their students, specifically the reluctant and struggling students, students learning English, and students with specific learning disorders such as dyslexia and dysgraphia. Dual listed with EDUC 355. Offered Fall (eve), June.

### **EDGR 548**

#### **Ed Practicum: Reading 5-12**

#### **2 credits**

This educational practicum is required for students seeking the 5-12 Reading Teaching Endorsement. Students are placed in a secondary school classroom during literacy instruction and provided an opportunity to apply various teaching methods they have learned throughout their program. They tutor two individual students and work with a small group in reading instruction. Regular on-campus class meetings are provided in conjunction with EDUC 441 Teaching Individualized Reading to connect theories and practical experience. Field Experience: 4 hours per week arranged on a regular basis in a 5-12 literacy classroom. This assignment is made in consultation with the education faculty. Dual listed with EDUC 445. Prerequisites: EDUC 309, and EDUC 324, 325, and EDGR 543. Take concurrently with EDUC 541. Offered Fall, Spring. Offered Spring.

### **EDGR 549**

#### **Language Acquisition and Learning**

#### **3 credits**

This course is designed to prepare educators and allied professionals to guide young children through the process of language acquisition. The stages of language development from birth through the elementary school years are covered. Influences on language learning are explored and ways to support children of varying language backgrounds are identified. Classroom activities provide synthesis of knowledge and practical application of learning. Dual listed with EDUC 350. Offered Fall, Spring, Summer.

### **EDGR 550**

#### **Current Issues in Content and Pedagogy**

**1-6 credits**

This course will help students identify and address practical problems encountered in a school setting. Students will reflect on their own practice and develop strategies for incorporating new research findings and instructional resources into their practice to increase PreK-12 students' achievement. Repeatable.

### **EDGR 559**

#### **Educational Policy and Law**

**3 credits**

In this course, students will understand the major legal and policy issues that are affecting schools in the 21st century. Students will examine and explore educational legal precedent with a focus on how schools' leadership teams collaborate when problem-solving. Students will also understand the legal, economic, and social implications of major policy initiatives at the local, state, and federal levels and how to advocate for students' and other stakeholders' needs within policy frameworks. Offered M5.

### **EDGR 561**

#### **Improving Collaborative Culture through Coaching, Modeling, and Mentoring**

**3 credits**

In this course, students will explore a variety of strategies and models for creating a collaborative culture and will develop the effective communication skills required of teacher leaders, such as instructional coaches and mentors. Students will learn how to use data, gap analysis, and action planning to prioritize professional development needs. Then, students will apply adult learning theory and Universal Design for Learning to plan professional development for classroom teachers. Students will then practice delivering professional development, anticipating and responding to the potential pitfalls that may arise as a result of the change and reform process. This course also focuses on establishing the theoretical foundations for using non-evaluative techniques for peer feedback, coaching, modeling, and mentoring. Students will gain experience conducting walk-through observations, designing questions focused on promoting instructional growth, providing specific, constructive feedback to peers, modeling

effective teaching strategies for peers, goal-setting, and problem solving. Offered M2.

### **EDGR 564**

#### **Instructional Strategist II: LD/BD Practicum (K-12)**

**3 credits**

This education practicum is required for students seeking an Instructional Strategist II endorsement. Students are placed in local special education classrooms to observe and to experiment with teaching materials and methods. The course includes guidance on working with special education students ages 5-21 with behavior and/or learning disabilities, emphasizing classroom management strategies. Regular on-campus class meetings are provided to connect theories and practical experience. Field experience: 5-7 hours per week, hours divided between elementary and secondary. This assignment is made in consultation with the education faculty. Dual listed with EDUC 464. Prerequisites: EDUC 342; concurrent enrollment in EDGR 578/579, LD/BD methods. Methods and practicum are recommended as the final courses in the Instructional Strategist II sequence.

### **EDGR 566**

#### **Instructional Strategist II ID Methods: Using Assistive Technology**

**1 credit**

This course will focus on different approaches to create positive K-12 learning environments for individuals with special needs. It will highlight methods to utilize assistive devices for individuals with special needs. Students will understand the role that assistive technology plays in working with students with intellectual disabilities. This course is required for those pursuing an ID endorsement, but beneficial for all teachers. Dual listed with EDUC 466. Prerequisite: EDUC 342. Methods and practicum are required as final courses in the Instructional Strategist sequence.

### **EDGR 567**

#### **Instructional Strategist II ID Methods: Designing Curriculum and Instruction for Students with ID**

**1 credit**

This course will focus on the design and implementation of age-appropriate instruction based on the adaptive skills of students with

intellectual disabilities. Students will learn numerous methods and strategies for providing curricular and instructional methodologies utilized in the education of students age 5-21 with intellectual disabilities. A focus will be placed on the development of curriculum to meet the cognitive, academic, social, language, and functional life skills for individuals with exceptional learning needs and emphasis on the ability to select and use argumentative and alternative communications methods and systems. All this will help provide a knowledge of culturally responsive functional life skills relevant to independence in the community, personal living, and employment. Dual listed with EDUC 467. Prerequisite: EDUC 342. Methods and practicum are required as final course in the Instructional Strategist sequence.

### **EDGR 568**

#### **Instructional Strategist II ID Methods: Challenging Behaviors**

**1 credit**

This course will cover individual behavioral management, behavioral change strategies, and classroom management theories, methods, and techniques for individuals ages 5-21 with intellectual disabilities. Students will gain an understanding of the impact of speech-language development on behavior and social interactions. An examination of the theories of behavior problems in individuals with intellectual disabilities and the use of nonaversive techniques for the purpose of controlling targeted behavior and maintaining attention of individuals with disabilities will be discussed. This course is required for those pursuing an ID endorsement, but beneficial to all teachers. Dual listed with EDUC 468. Prerequisite: EDUC 342. Methods and Practicum are required as final courses in the Instructional Strategist sequence.

### **EDGR 569**

#### **Instructional Strategist II ID Methods: Education Assessment (for ages 5-21)**

**1 credit**

Students will gain an understanding of the legal provisions, regulations and guidelines regarding unbiased assessment and use of psychometric instruments and instructional assessment measures with individuals with disabilities. These assessments are examined as students use the assessment results to then develop individualized

program development and management, and see the relationship between assessment and placement decisions. Discussion of and practice in specialized strategies such as functional behavioral assessment, alternate assessment, and any specialized terminology used in the assessment of various disabling conditions will be conducted. Dual listed with EDUC 469. Prerequisites: EDUC 342. Methods and practicum are required as final course in the Instructional Strategist sequence.

### **EDGR 572**

#### **Instructional Strategist II: ID Practicum**

**3 credits**

This practicum is required for all students seeking an Instructional Strategist II: ID endorsement. Guidance working with students with intellectual disabilities and experiencing different methods and materials will be emphasized. Students will visit various community settings to learn the use of appropriate physical management techniques including positions, handling, lifting, relaxation, and range of motion including the use and maintenance of adaptive medical aspects of intellectual disabilities and their implications for learning, including seizure management, tube feeding, catheterization and CPR. Students will gain a knowledge of different sources of services, organizations, and networks for individuals with mental disabilities, including career, vocational, and transitional support to post school settings with maximum opportunities for decision making and full participation in the community. Field Experience: 5-7 hours per week, hours divided between elementary and secondary. This assignment is made in consultation with the education faculty. Dual listed with EDUC 472. Prerequisite: EDUC 342. Methods and Practicum are required as final courses in the Instructional Strategist sequence.

### **EDGR 573**

#### **Instructional Strategist II: Characteristics of Learning Disabilities and Behavioral Disorders**

**2 credits**

This course will cover various etiologies of learning disabilities and behavior disorders, an overview of current trends in educational programming for these students, educational alternatives and related services, and the importance of multidisciplinary team in providing more appropriate educational programming from

age 5 to age 21. Students will gain knowledge of the social, emotional, and behavioral characteristics of these individuals, including the impact of such characteristics on the classroom learning as well as associated domains such as social functioning and at-risk behaviors which may lead to involvement with the juvenile justice or mental health system. The effects of dysfunctional behavior on learning, and the social and emotional aspects of individuals with learning disabilities including social perceptiveness and juvenile delinquency. Dual listed with EDUC 366.

#### **EDGR 574**

##### **Instructional Strategist II: Characteristics of Intellectual Disabilities**

###### **3 credits**

This course will cover various etiologies of intellectual disabilities, an overview of current trends in educational programming for these students, educational alternatives and related services, and the importance in the multidisciplinary team in providing more appropriate educational programming from age 5 to age 21. Students will gain knowledge of the general developmental, academic, social, career and functional characteristics of individuals with intellectual disabilities as the characteristics relate to levels of instructional support required. The social-emotional aspects of intellectual disabilities, including adaptive behavior, social competence, social isolation and learned helplessness will be addressed. Dual listed with EDUC 367. Prerequisite: EDUC 342.

#### **EDGR 577**

##### **Modern Language for Today's 21<sup>st</sup> Century Classroom**

###### **3 credits**

Course participants will develop an understanding of the linguistic challenges that are encountered by Culturally Linguistically Diverse students in the local public school system. Participants will become aware of the cultural barriers, and the impact it has upon academic growth, student success, and pedagogy. This course will also allow course participants to engage in an accelerated exposure to the prevalent languages in the local school district in order to acquire minor acquisition to communicate with Culturally Linguistically Diverse students in

participants' classrooms. Dual listed with EDUC 377.

#### **EDGR 578**

##### **Instructional Strategist II: LD Methods**

###### **2 credits**

This course includes information on numerous instructional strategies utilized in the education of learning disabled students, and sources curriculum materials for students age 5-21 with these disabilities. Includes characteristics of students with learning disabilities as well as the development of curricula for those with exceptional learning needs. This curriculum focuses on the development of cognitive, academic, social, language, and functional life skills, and related instructional and remedial methods and techniques, including appropriate assistive technology. Dual listed with EDUC 478.

#### **EDGR 579**

##### **Instructional Strategist II: BD Methods**

###### **2 credits**

This course includes information on numerous instructional strategies utilized in the education of behavior disorder students, and sources curriculum materials for students age 5-21 with these disabilities. Includes characteristics of students with behavior disorders as well as the development of curricula for those with behavioral needs. This curriculum focuses on the development of behavioral strategies, positive behavioral instruction/reinforcement, social skills development, and functional life skills development. Related instructional and remedial methods and techniques, including appropriate assistive technology will be addressed. Dual listed with EDUC 479.

#### **EDGR 583**

##### **ELL Methods**

###### **3 credits**

This course focuses on the approaches, method, strategies and assessment techniques appropriate to the language development and content-area instruction of multilingual learners. The major topics to be addressed include, but are not limited to: assessments and grammar for English language learners; development or adaptation of instructional material for diverse learners; advocacy for multilingual learners; and ongoing development of literacy skills in multilingual learners. Dual listed with EDUC 371.

**EDGR 586****Linguistics for Educators****3 credits**

This course focuses on the application of linguistic concepts in educational contexts. Basic theory and research related to linguistics will expose educators to the foundations of the English language. Topics to be addressed include: phonology, morphology, etymology of words, syntax, semantics, and the relationship of these components to reading development and multiple/foreign language teaching and learning. Students will consider word study, language formation and processing, grammar, and other considerations of applied linguistics. Dual listed with EDUC 386. Recommended prerequisite: EDGR 549.

**EDGR 587****ELL Assessment****3 credits**

This course will provide course participants with the theory and methodology associated with ELL testing and evaluation. Course content includes, but is not limited to: investigation of literature containing theoretical foundations of and research for second language testing. Course participants will be expected to use research findings in the practical application of test construction, administration, and evaluation. Dual listed with EDUC 487. Recommended prerequisite: EDGR 583; recommended concurrent enrollment in EDGR 588.

**EDGR 588****Education Practicum: ELL****1-2 credits**

This educational practicum is required for those seeking the ESL endorsement. The practicum provides an opportunity to design and deliver instruction for ELL students and consider their experiences in schools and the community. Repeatable up to 2 credits. Dual listed with EDUC 488. Recommended prerequisite: EDGR 583; recommended concurrent enrollment in EDGR 587.

**EDGR 589****Instructional Coach Internship****1 credit**

Students in this course will complete a 50 hour internship experience with an instructional coach or

someone who performs instructional coaching duties, such as a principal or dean. With this course students will have the opportunity to apply the research based practices and theory that they have learned in their leadership courses to actual classroom experiences with teachers. Students will spend forty hours observing instructional coaching and will then perform instructional coaching duties for ten hours that may include designing and implementing professional development. Students will submit four internship reflections online for feedback from the internship supervisor.

**EDGR 591****Research in Education****3 credits**

This course will focus on exploring the strengths and limitations of various research designs and the use of research in education. Students will have the opportunity to read a variety of research and explore differing purposes of various kinds. They will design a small research project focused on improving instructional practice in their classroom, building, or district. Students will reflect on their own practice and develop strategies for incorporating new research findings and resources into their practice to increase Pre-K/12 students' achievement. Offered M4.

**EDGR 592****Science of Dyslexia****3 credits**

This course provides in depth coverage of the definition and neurobiological origins of dyslexia within the context of historical and theoretical considerations. Students will examine brain-based research, co-occurring disorders, cognitive-linguistic correlates, and the characteristics of dyslexia along a developmental continuum. Common misconceptions, principles of effective intervention, and a guiding framework of the essentials of dyslexia assessment will be covered. Appropriate use of the term, "dyslexia", the experience of individuals with dyslexia, and current trends in the identification/intervention for dyslexia will be explored. An overview of research-supported systematic, multimodal instructional practices, and the features of well-designed IEP/504 plans appropriate for the those with dyslexia will also be covered. Additionally, state and federal laws and policies in the field of dyslexia

will be examined. Prerequisite: 3 years teaching experience preferred.

### **EDGR 593**

#### **Screening, Assessment, and Diagnosis**

##### **3 credits**

This course provides a comprehensive view of assessments related to language and literacy difficulties, including reading and writing needs. Students will become confident in identifying strengths and limitations of tools for screening, diagnosis, progress monitoring, and measuring outcomes as they utilize a variety of informal, criterion-referenced, and norm-referenced assessment instruments. Students will gain an understanding of theory and research supporting the purpose of assessment, learn to interpret a variety of psycho-educational diagnostic reports, and gain competency in communicating assessment results with stakeholders.

### **EDGR 594**

#### **Diagnostic Literacy Instruction and Intervention**

##### **3 credits**

This course addresses the essential elements of effective, multisensory/multimodal, and evidence based curriculum and instruction for literacy-designed to meet the needs of students with reading and writing difficulties (particularly dyslexia). Participants will develop a strong understanding of what is meant by a well designed comprehensive, cumulative, and systematic program rich in explicit and direct instruction rooted in the Science of Reading and the Knowledge and Practice Standards. As well, participants will be prepared to tailor instructional 504 plans/IEP goals to the unique and individual needs of their students through implementation of appropriate evaluation, data based intervention design and goal setting, progress monitoring, and necessary plan adjustments in a dyslexia-friendly learning environment. Prerequisite: EDGR-593.

### **EDGR 595**

#### **Principles for Effective Structured Literacy Intervention: Routines and Protocols**

##### **3 credits**

This course offers workshop exploration as well as opportunities for demonstration and hands-on practice of prescriptive approaches for instructing students with literacy struggles. Participants will engage in highly structured multisensory,

systematic and sequential diagnostic repertoires. This work includes explicit information about the planning and implementation of highly effective evidence based lesson routines and protocols that target various facets of the brain.

### **EDGR 596**

#### **Dyslexia Practicum I: Advanced Assessment**

##### **3 credits**

This practicum affords students the opportunity to experience various forms of norm-referenced and diagnostic assessments for the purpose of analyzing and communicating student characteristics and instructional needs. Students will work with individuals at the elementary and secondary level and gain experience in the collaborative-problem solving model which prioritizes involving multiple stakeholders, including parents. Prerequisites: Admission into dyslexia endorsement program, EDGR-586.

### **EDGR 597**

#### **Dyslexia Practicum 2: Advanced Reading Intervention**

##### **3 credits**

This culminating practicum experience integrates dyslexia specific assessment practices, data based decision making, and intervention protocols for elementary and secondary aged students with characteristics of dyslexia. Participants will construct and deliver comprehensive, cumulative, and systematic structured literacy instructional protocols/plans based on student specific data and tailored to meet unique individualized student needs. Students will also construct a comprehensive TRI - Response to Intervention - report detailing student progress and instructional decisions with supporting rationale based on continuous monitoring and data. Prerequisites: Admission to dyslexia endorsement, EDGR-596.

### **EDGR 598**

#### **Dyslexia Practicum 3: Advanced Reading Intervention Plus**

##### **3 credits**

This practicum expands the tenets of Dyslexia Practicum 2: Advanced Reading Intervention (dyslexia specific assessment practices, data based decision making, and intervention protocols for elementary or secondary aged students with characteristics of dyslexia). Participants will continue their work in constructing and delivering

comprehensive, cumulative, and systematic structured literacy instructional protocols/plans. Plans will be based on student specific data and tailored to meet unique individualized students needs for an additional 16 weeks of supervised practice to meet the criteria for CERI (Center for Effective Reading Instruction) Dyslexia Specialist certification. Participants will construct a comprehensive TRI report detailing student progress and instructional decisions with supporting rationale based on continuous monitoring and data. A final capstone will include an electronic portfolio with artifacts demonstrating knowledge and skill gained from the endorsement experience along with a 4-5 page report outlining qualifications as a Dyslexia Practitioner. Prerequisite: Completion of Dyslexia Specialist endorsement.

### **GRST 511**

#### **Decision Making**

##### **3 credits**

This course will examine leadership and decision making in its organizational context. The emphasis will be on exploring the role of cognitive processes, developing problem diagnostic skills and developing an understanding of the challenges involved in implementing decisions. The course will continually emphasize the acquisition of the skills necessary to apply concepts from decision making theory to areas of professional practice.

### **GRST 520**

#### **Interpersonal Workplace Dynamics**

##### **3 credits**

This course will examine roles, role expectations, and social systems in the workplace. Human motivation theories, group dynamics, and strategies for building community and a shared vision will be studied. Students will learn how to connect theory and practice, identify system components for best practice, mobilize resources, apply knowledge in diverse and authentic work settings, and manage conflict. How to act with integrity and fairness to create efficient, effective, and healthy work environments will be emphasized.

### **HIST 507**

#### **The Vikings**

##### **3 credits**

A study of Scandinavian political, military, economic, social, and cultural history from the Carolingian era migrations through the rise of the

Christian monarchies. Emphases include Viking Scandinavian impact on Europe, North America, and the Near East. Dual listed with HIST 307. . Offered Spring 2024.

### **HIST 508**

#### **The Crusades**

##### **3 credits**

A study of the holy wars known as the Crusades, beginning with the intellectual and religious justifications within Christianity, the rise of Islam, the Crusades themselves, and their intellectual, cultural, and political aftermath. Dual listed with HIST 308. Offered in rotation.

### **HIST 554**

#### **World War II**

##### **3 credits**

A study of the political, military, economic, social, ethnic, and cultural history of the Second World War (1930s-45) with emphases on nationalist extremism and geopolitical rivalries, battlefronts, homefronts, technology, social change, the Holocaust, and the war's legacy. Dual listed with HIST 354. Offered Spring 2024.

### **HIST 565**

#### **Korean and Vietnam Wars**

##### **3 credits**

A study of the political, military, economic, social, ethnic, and cultural history of the Korean War (1950-53) and Vietnam Wars (1945-75) with emphases on the origins of conflicts, battlefronts, homefronts, technology, social change, and the wars' legacy, as well as lessons learned to apply to future conflicts. Dual listed with HIST 365. Offered Fall.

### **SCGR 523**

#### **Foundations of School Counseling**

##### **3 credits**

This course aims to provide students with a strong foundation of a professional school counselor's roles, responsibilities, functions, and characteristics. It is further designed to enhance the student's understanding of the comprehensive developmental guidance counseling process. Students will examine the theory, practice, and organization of guidance and counseling services in elementary, middle, and high school settings. Prerequisite/Corequisites: CMGR-500, CMGR-537.

### **SCGR 538**



## **College and Career Readiness**

### **3 credits**

This course aims to provide graduate students with the knowledge and abilities to aid students in developing an awareness of their natural interests and preferences and how they relate to the job/college search. Additionally, graduate students will learn how to help students become exposed to the aspects of the job search process, identify student skills that make the student stand out among other candidates, how to research careers and fields of interest and learn job search techniques, prepare for interviews and the Transition to Post-Grad Life. Prerequisites/Coreqs: CMGR-500, 523.

### **SCGR 548**

## **Introduction to Gifted and Exceptional Learning**

### **3 credits**

This course is intended to expose graduate students who will work in an educational setting to laws, guidelines, and procedures related to instruction for special education students; assist educators in understanding the needs of students with exceptionalities; and helps enable the identification of characteristics, issues, and instructional considerations for students with disabilities. Prerequisites: CMGR-500, 515.

### **SCGR 563**

## **School Culture and Classroom Management for School Counselors**

### **3 credits**

In this course, students will learn how to apply effective classroom management strategies and adequately consult with teachers and parents about effective classroom management and behavior management strategies. Additionally, students will learn how to write classroom lessons, including objectives, learning activities, and discussion questions, while utilizing various methods of evaluating what students have learned in classroom lessons. Students will demonstrate competency in conducting classroom and other large group activities, utilizing an effective lesson plan design, engaging students in the learning process, and employing age-appropriate classroom management strategies while designing a classroom unit of developmentally appropriate learning experiences. Prerequisites/Corequisites: CMGR-500, 520, 523.

### **SCGR 568**

## **Program Leadership and Management**

### **3 credits**

This course focuses on developing, implementing, and evaluating a comprehensive developmental school counseling program that incorporates the ASCA National Model and state counseling models. This course provides opportunities to learn leadership and management skills necessary to develop and strengthen K-12 school counseling programs by utilizing school-community teams and school-based consultation and collaboration models. Prerequisites: CMGR-500, 523.

### **SCGR 594**

## **School Counseling Practicum**

### **3 credits**

This School Counseling Practicum is a graduate-level, clinical, experiential course designed to strengthen students' skills and understanding of the practice of school counseling through supervised practices. Students can become familiar with various professional activities and resources, including technological resources. Students complete supervised counseling practicum experiences that total a minimum of one hundred clock hours, including at least forty hours of direct service with students including individual and group work. Faculty supervision of students includes program-appropriate audio/video recordings or live supervision of students' interactions with students. Prerequisites: CMGR-500, 505, 515, 523, 537, 563. Prereq/Corequisite: CMGR-520. Must be in the final three semesters of graduate study. Students need to be in good standing and currently passing classes in the semester that they begin their application for placement.

### **SCGR 596**

## **School Counseling Internship I**

### **3 credits**

Counseling Internship I is the second course in the fieldwork process and the first part of a 2-part advanced clinical placement experience that trains students to develop clinical competence under supervision. Students are permitted to begin Internship I after completing School Counseling Practicum. The application of content learned in the didactic environment includes interviewing, assessment, the professional role of the counselor, the role of supervision and consultation, ethical and multicultural issues, and other topics relevant to

field settings in which students are placed. Students must complete 300 total hours (40% of which must in direct service to the student), 1-hour weekly supervision with their site supervisor, and 1 1/2 hours of group supervision with their faculty supervisor. Prerequisites: CMGR-500, 505, 515, 523, 537, 563, 594. Prereq/Coreq: CMGR-520. Students must earn a B- or better.

### **SCGR 597**

#### **School Counseling Internship II**

##### **3 credits**

A graduate-level clinical supervised school counseling internship of 300 clock hours, including 120 hours of direct service to students. This experience provides an opportunity to perform under supervision, counseling activities similar to what is expected of professional counselors, including exposure to collateral professional activities (e.g. record keeping, information, and referral) and use of professional resources (e.g. assessment instruments, professional literature, and research). Prerequisites: CMGR-500, 505, 515, 523, 537, 563, 594, 596. Prereq/Coreq: CMGR-520. Students need to be in good standing and currently passing classes in the semester that they begin their application for placement. Must earn a B- or above.

### **SWGR 505**

#### **Fundamentals of Human Behavior**

##### **3 credits**

This course will examine the individual's behavior and development in relationship to their social environment, ecological systems, as well as human diversity. Students will examine the role of human behavior and development throughout the life span, understand the role of person in environment, context of diverse families, and the enhancement of an individual's quality of life. Students will also examine theories that enhance understanding of person in environment and complements the work and mission of the social work program. Offered Fall.

### **SWGR 510**

#### **Clinical Theory and Practice with Individuals**

##### **3 credits**

This course provides foundational knowledge and skill building in the latest approaches in clinical social work practice, contemporary theories, and current research on effectiveness for working with

individuals. Models and empirically based theories will be examined. Emphasis is on intervention and evaluation techniques, including practice skills utilized in assessments and conducting interventions with individual clients.

### **SWGR 515**

#### **Cultural Competence**

##### **3 credits**

This course helps social workers and other students understand the role of culture as related to human behavior in the social environment. It is designed to bridge cultural theory and practice in social work and help students to learn how to use culture as a strength and empowerment tool for individuals, families, communities, and organizations they may work with. Emphasis is placed on 1. building an understanding on how their own culture influences their behaviors, 2. recognizing cultural competence as a part of ethical generalist practice, 3. implementing culturally competent case management, assessment and intervention, and 4. critiquing current and historic trends in social work and the broader society. Dual listed with SWRK 316. Offered Fall, M2.

### **SWGR 520**

#### **Social Work Practice, Theory, and Methods: Organizations and Communities**

##### **3 credits**

This class will apply a generalist approach to understand the dynamics of large groups, organizations, and communities. Emphasis is on practicing tools for assessment and interventions on the organizational and community levels. Topics will also include grant-writing and different methods for completing a community needs assessment. Dual listed with SWRK 340. Offered Fall, M1.

### **SWGR 525**

#### **Social Welfare Policy Practice**

##### **3 credits**

This course will introduce students to the role of policy practitioner as a means for addressing change in legislation and organizations. Students will learn about the historical roots of social workers as change agents and the dynamics impacting policy change at the legislative level. Course activities will include practicing advocacy skills with state legislators and developing a plan for organizational change. Dual listed with SWRK 405. Offered Spring.

**SWGR 535**

**Advanced Clinical Theory and Practice with  
Individuals**

**3 credits**

This course provides advanced knowledge and skill building in the latest approaches to social work practice, contemporary theories, and current research on effectiveness for working with individuals. Intervention and evaluation techniques will be highlighted. Offered Summer.

**SWGR 540**

**Advanced Clinical Theory and Practice with  
Family and Groups**

**3 credits**

This course provides advanced knowledge and skill building in the latest approaches to social work practice, contemporary theories, and current research on effectiveness for working with families and small groups. Intervention and evaluation techniques will be highlighted. Offered Spring.

**SWGR 545**

**Advanced Social Work Diagnosis and  
Assessment**

**3 credits**

This course provides an overview of the different diagnostic and assessment tools used by clinical social workers. Emphasis is placed on biopsychosocial, cultural, and environmental influences on individual behaviors and/or mental health diagnosis. Tools covered will include the latest version of the APA Diagnostic and Statistical Manual (DSM), functional assessment, Person-in-Environment assessment, various screening tools. Advanced documentation skills will also be developed. Offered Summer, Fall.

**SWGR 550**

**Compulsive and Addictive Behaviors and  
Disorders**

**2 credits**

This course explores a variety of addictive diseases, disorders, and compulsive behaviors which include: eating, substance, sex, internet, gaming, and gambling. Students will review current literature on theory, screening and assessment, and intervention. Offered Spring.

**SWGR 551**

**Social Justice and Special Populations**

**2 credits**

This course provides a foundation on the practice of social justice in the context of each special population. The historical context of injustice as experienced by the population will be reviewed. Contemporary attitudes, values, and policies impacting the population will be explored. Strengths-based, culturally appropriate individual-, family-, and community-based interventions will be offered. Offered Spring.

**SWGR 552**

**Strengthening Mental Health in Children and  
Adolescents**

**2 credits**

This course provides an overview of risk and protective factors and the role they play in youth development. Students will learn practical strategies for development of protective factors and addressing risk factors, including understanding the impact of adverse childhood experiences and integration of trauma informed practices and interventions. The course will be presented from the strengths-based perspective with a focus on healthy adolescent development and youth empowerment strategies, with an emphasis on identifying and carrying out socially just assessment, intervention, and evaluation. Offered Summer.

**SWGR 553**

**Suicide Prevention and Development of  
Resiliency**

**2 credits**

This course will examine the issue of suicide, with specific attention to the evidence-based practices of prevention, assessment, intervention, and postvention. Students will be introduced to current theories, as well as risk and protective factors for suicide. This course will familiarize students with ethical considerations when working with suicidal individuals. Students will also learn about current state and national strategies for suicide prevention, as well as policies related to suicide. Offered Summer.

**SWGR 560**

**Systems Theory and Inter-Systems Practice**

**3 credits**

This course provides foundational knowledge in systems theory and analysis. Students will learn

how to use systems theory to better understand social forces and community contexts affecting individual and organizational systems. Additionally, students will be exposed to policies and procedures from systems where they may intersect including schools, medical settings, public child welfare, government agencies, and other organizations serving client systems. Offered Summer.

**SWGR 565****Developing Socially Just Policy****3 credits**

This course provides students with the opportunity to learn about the historical biases of social welfare programs and policies. Students will analyze ways in which policies influence institutions and impact human life. Students will identify alternative solutions to social problems by looking at the historical perspective of the social problem, practice advocacy skills and develop a plan for organizational change with a diversity, equity, and inclusion focus. Offered Spring.

**SWGR 566****Diversity, Equity, and Inclusion in Leadership****3 credits**

This course will provide students with the skills needed to lead diverse groups effectively. Students will explore how effective leaders assess themselves and collaborate with individuals and teams to manage conflict, negotiate change, and effectively communicate. Students will apply knowledge to practice through strategies such as modeling behaviors, setting behavioral expectations, and challenging inappropriate behaviors and practices. Offered Spring.

**SWGR 567****Diversity, Equity, and Inclusion in Organizational Behavior****3 credits**

This course will cover foundational theories of diversity, equity and inclusion in professional settings and will survey the impact to communities and organizations. Students will learn how to create an environment where diversity, equity and inclusiveness are fostered to create inclusive relationships. This course will examine how policies impact how organizations operate. Offered Fall.

**SWGR 568****Social and Economic Determinants of Inequities****3 credits**

This course will examine factors which impact and contribute to social inequities across populations, such as gender, race/ethnicity, and socioeconomic status. The course will examine determinants and evidence-based practices to address selected social, political, and economic factors. Offered Fall.

**SWGR 570****Experiential Leadership: Theory and Practice****3 credits**

This course will explore in-depth theory and practice of leadership principles. Students will look at a variety of skills that are needed to create strong and effective leaders. Skills that will include communication: training people on how to effectively send and receive messages verbally and nonverbally. Team building: vision casting, delegating, organizational skills and the ability to create unity among team members. Other skills focused on in class include conflict-resolution and decision-making skills. Offered Spring.

**SWGR 575****Organizational Management****3 credits**

This course will prepare students to succeed in an ever-changing professional environment, including social service agencies. This course will help leaders gain a good understanding of their organizations and the communities they serve. In addition, students will identify strategies to appropriately influence, understand the customer need, and apply innovative approaches to make change. Offered Summer.

**SWGR 580****Advanced Research-Informed Practice I****2 credits**

This course reviews methods of assessment in preparation for the student to carry out a program evaluation at their field education site or conduct research on a specific area of practice interest. Topics covered will be qualitative and quantitative designs and the methods associated with each, including learning which is most appropriate for the assessment under consideration. Students complete literature review related to the topic and a detailed plan prior to implementation. Requires

computer competency. Corequisite: SWGR 598. Offered Fall.

**SWGR 585**

**Advanced Research-Informed Practice II**

**1 credit**

In this course, students will carry out a research project based on the literature review and detailed plan developed in SWGR 580, Advanced Research-Informed Practice I. Corequisite: SWGR 599. Offered Spring.

**SWGR 588**

**Foundation Field Experience I**

**3 credits**

Field instruction provides a learning experience in a community setting where the student has the opportunity to integrate classroom learning into practice, to develop skills in interpersonal relationships and intervention techniques, and to participate in the role of social worker. The minimum required clock hours are 100 and the course is pass/fail. Offered Fall.

**SWGR 589**

**Foundation Field Experience II**

**6 credits**

Field instruction provides a learning experience in a community setting where the student has the opportunity to integrate classroom learning into practice, to develop skills in interpersonal relationships and intervention techniques, and to participate in the role of social worker. The minimum required clock hours are 350 and the course is pass/fail. Offered Spring.

**SWGR 598**

**Advanced Field Education I**

**4 credits**

Field instruction provides a learning experience in a community setting where the student has the opportunity to integrate classroom learning into practice, to develop skills in interpersonal relationships and intervention techniques, and to participate in the role of social worker. The minimum total clock hours is 700. The course is Pass/Fail. Prerequisite: SWGR 588 and 589, or completion of a BSW from a CSWE-accredited school of social work; SWGR 560; SWGR 510 (Clinical specialty students only). Offered Fall.

**SWGR 599**

**Advanced Field Education II**

**4 credits**

Field instruction provides a learning experience in a community setting where the student has the opportunity to integrate classroom learning into practice, to develop skills in interpersonal relationships and intervention techniques, and to participate in the role of social worker. The minimum total clock hours is 700. The course is Pass/Fail. Prerequisite: SWGR 588 and 589, or completion of a BSW from a CSWE-accredited school of social work; SWGR 560; SWGR 510 (Clinical specialty students only). Offered Spring.

## Course Numbering and Identification

Courses are arranged within departments by level of difficulty. Those courses designated with 100 or 200 numbers are lower division courses, while those with 300 or 400 numbers are upper division. As a general rule, students should not enroll for courses more than one level ahead of their class status.

Courses may not be offered every year. Students should plan carefully with their advisors to ensure that they complete all degree requirements.

### Definition of a Credit Hour

One credit hour is equivalent to approximately 750 minutes of classroom instruction or direct faculty instruction and 1500 minutes of out-of-class student work in a given term (with the understanding that occasional holidays may alter this amount).

All courses, regardless of delivery modality, must include the defined learning outcomes and assessments expected by the relevant department and by the University.

#### Face-to-Face

- One credit hour is equivalent to:
  - Approximately 750 minutes of faculty-determined student engagement activities accessed through the face-to-face classroom (e.g., guided instruction, multi-media interaction, discussion boards, exams, or quizzes as documented in the syllabus).
  - Approximately 1500 minutes of student course engagement will be completed independent of the face-to-face classroom (e.g., readings, homework, writing assignments, and other learning activities).

#### Blended (less than 75% of instruction is delivered other than through face-to-face interaction)

- Fewer face-to-face hours of instructional time than specified by the credit hour definition but less than 75% other than through face-to-face.
- One credit hour is equivalent to

- 750 minutes of faculty-determined student engagement activities accessed through the face-to-face and non-face-to-face classroom (e.g., guided instruction, multi-media interaction, discussion boards, exams, or quizzes as documented in the syllabus). Faculty will document in the syllabus the proportion of instruction presented in the face-to-face classroom and the proportion presented in the non-face-to-face classroom. Faculty will also document in the syllabus the anticipated amount of time for the typical student to complete each non face-to-face engagement activity, in order to assure adherence to the credit hour requirement.
- 1500 minutes of student course engagement completed independent of the face-to-face or non-face-to-face classroom (e.g., readings, homework, writing assignments, and other learning activities).

#### Online (75% or more of instruction is delivered other than through face-to-face interaction)

- One credit hour is equivalent to
  - 750 minutes of faculty-determined student engagement activities accessed through the online classroom (e.g., guided instruction, multi-media interaction, discussion boards, exams, or quizzes as documented in the syllabus). Faculty will document in the syllabus the anticipated amount of time for the typical student to complete each online engagement activity, in order to assure adherence to the credit hour requirement.
  - 1500 minutes of student course engagement completed independent of the online classroom (e.g., readings, homework, writing assignments, and other learning activities).

## **Special Departmental Courses Practicum**

Majors in certain departments are required to enroll in a practicum. This enrollment is arranged through the department.

## **Selected Topics – 298**

This seminar topics course is designed to address subject matter not covered in other departmental courses. The appropriate department determines the title and content. These courses carry one to three semester hours of credit and are repeatable as long as the content of the course is not the same. A topics course may only be offered during one two-year catalog cycle.

## **Cooperative Education – 299**

Under this program eligible students have the opportunity to earn college credit while working as employees or volunteers. Participation requires consent of the head of the department through which credit is to be granted. A cooperative education course is repeatable as long as the student's work builds on itself and is not the same. Students may earn up to three credit hours. Students must be degree-seeking at Grand View University. Grading is on a pass/fail basis.

## **Independent Study – 392**

Most departments of the University give students with at least sophomore status the opportunity to enroll for Independent Study under the direction of a faculty member in that department. Independent study is repeatable as long as the content of the study is not the same. Students may earn up to a maximum of eight semester credits for independent study work. No more than four credits may be awarded for a single project. Students must be degree-seeking at Grand View University.

## **Internship – 399**

Several of the programs offered at Grand View are enriched by internships. When not otherwise designated in the listing of departmental courses of instruction, internships carry one to three hours of credit. No single internship may exceed three credit hours. Students are required to complete a minimum of 25 hours of internship per credit hour. Departments may require additional hours of internship per credit hour. An internship is repeatable as long as the professional experience

is different, or the work of the internship builds on itself and is not the same. Students may earn up to six credits of internship. Students must be degree-seeking at Grand View University.

## **Special Topics – 430**

Special courses are periodically offered in topics designed to examine a detailed area of a given discipline. These courses carry one to four hours of upper division credit and are repeatable as long as the content of the course is not the same. A topics course may only be offered during one two-year catalog cycle.

## **Special Research Projects – 499**

This learning opportunity is available to those students who have reached junior status and have been identified by Grand View faculty sponsors to collaborate with them on a research project. Research projects are repeatable as long as the content of the study is not the same or the work of the project builds upon itself and is not the same. Students may earn 1 – 3 credits for a project per term and accumulate up to a total of 6 semester hours of credit for research projects.

## **Experimental Courses**

All courses described on the pages which follow are fully approved and offered on a regular basis. Departments occasionally offer other courses on an experimental basis. These courses are designated as experimental by an "X" behind the course number (e.g., English 365X).

## **General Education Core Outcomes**

Courses which are embedded with one or more of the six Core Outcomes will list the outcomes at the end of the course description, using the following abbreviations:

IL = Information Literacy

W = Written Communication

O = Oral Communication

Q = Quantitative Communication

GA = Global Awareness

V = Vocation

## Course Rotation Information

Course offerings are indicated at the end of the course description. Grand View intends to offer courses according to these listings, but reserves the right to make changes based on student needs and curricular changes.

## Dual-Listed Undergraduate and Graduate Courses

Dual-listed courses permit undergraduate and graduate students to be in the same class but to receive credit under two different course numbers. The following requirements apply:

- Credit in the graduate course is not available to students who have previously received credit in the corresponding undergraduate course.
- Both graduates and undergraduates must receive the same amount of credit for the course, but additional work is required of all graduate students taking the course under the graduate-level course number. This extra work may take the form of additional reading, projects, examinations, or other assignments as determined by the instructor.
- The instructor must meet the standards of the Graduate Faculty Handbook.
- Each dual-listed course is designated by the words “dual listed with” in the GV Catalog. The student’s official transcript of credits, both graduate and undergraduate, does not identify dual-listed courses as such.
- The number of dual-listed course credits that may be used to meet the requirement for an advanced degree may be limited.
- Students may enroll and count up to six credit hours of dual-listed coursework toward both their undergraduate and graduate degrees. Grades from dual-listed coursework will count in both the undergraduate and graduate GPA.

Departments must request permission to offer courses at the graduate level in conjunction with 300-400 level undergraduate courses. The request is made to the Graduate Committee. In reviewing proposals for dual-listed courses, this committee needs to understand the department’s rationale for offering the course. Please submit the proposal using the “Proposal for Dual Credit” form as a Word attachment to the director of the graduate program.

## Course Descriptions

### ACCT 211

#### Financial Accounting

#### 3 credits

This course will provide a beginning level of knowledge in the field of financial accounting and build a foundation for those students who desire to expand their knowledge of financial accounting principles and concepts. The course will be divided into four major areas with subtopics applying to each major topic: fundamental foundations of financial accounting, current assets, non-current assets, liabilities, and equity and cash flows. Prerequisite: Sophomore status or consent of instructor. Offered Fall, Spring, M1, M3.

### ACCT 212

#### Managerial Accounting

#### 3 credits

This course is structured to provide students with the skills and knowledge needed to make better managerial decisions. The course uses a problem-oriented approach where students apply decision making techniques introduced in class to solve business problems. Techniques include Breakeven Analysis, Profit Planning and Budgeting, Capital Budgeting and Sensitivity Analysis. Prerequisite: ACCT 211 or consent of instructor. Offered Fall, Spring, M2, M4

### ACCT 303

#### Intermediate Accounting I

#### 4 credits

Students study the theoretical foundation for financial reporting. Included are communication of financial data on the income statement, statement of cash flows, and the balance sheet. Accounting concepts related to current, long-term and intangible assets also are covered. Prerequisite: ACCT 211 or consent of instructor. Offered Fall.

### ACCT 304

#### Intermediate Accounting II

#### 4 credits

The course covers accounting theory and practice relating to current and long-term liabilities and stockholders' equity. More complex accounting topics are covered, including pension costs, leases, earnings per share, and income taxes. There is also a detailed study of the



Statement of Cash Flows. Prerequisite: ACCT 303. Offered Spring.

### **ACCT 330**

#### **Governmental & Non-Profit Accounting**

**3 credits**

A course designed to study accounting procedures of non-profit entities, such as governmental units, public schools, colleges, and hospitals. Topics include accounting and financial reporting for public and private non-profit organizations. This is a recommended course for those planning to sit for the CPA exam.

Prerequisite: ACCT 211 or consent of instructor. Offered Fall.

### **ACCT 381**

#### **Advanced Managerial Accounting**

**3 credits**

Topics covered are cost terms and objectives, cost behavior, job-order and process costing, cost analysis, budgeting, pricing decisions, manufacturing statements, in-depth variance analysis, standard costing, allocation of service departments and joint product costs, activity based costing, break-even analysis, and capital budgeting. Class is taught with a decision-making focus and builds upon prior content in Managerial Accounting courses. Core outcomes met: Q. Prerequisite: ACCT 212 or consent of instructor. Offered Spring.

### **ACCT 401**

#### **Advanced Accounting**

**3 credits**

Accounting and reporting procedures for partnerships, business combinations and consolidations are covered. Also covered are accounting for foreign currency transactions and an introduction to accounting for estates and trusts. Prerequisite: ACCT 304. Offered Spring.

### **ACCT 411**

#### **Income Tax**

**3 credits**

This course emphasizes the federal income taxation of individuals, including depreciation, like-kind exchanges, involuntary conversions, capital gains and losses, gains and losses on business assets, and skills in tax research. A computerized

tax software program is used. Core outcomes met: IL. Prerequisite: ACCT 211. Offered Fall.

### **ACCT 412**

#### **Advanced Income Tax**

**3 credits**

This course emphasizes income taxation of partnerships, corporations, estates, trusts, and gift transfers. This is a recommended course for those planning to sit for the CPA exam. Prerequisite: ACCT 303. Offered Spring.

### **ACCT 431**

#### **Auditing Theory**

**3 credits**

This course covers the audit process, audit standards, ethics, internal controls, audit evidence, and determining materiality and sampling techniques. Core outcomes met: V. Prerequisite: ACCT 304. Offered Fall.

**AFAS courses are offered through an agreement with the Iowa State University Air Force ROTC Detachment.**

### **AFAS 103**

#### **Introductory Leadership Laboratory with Physical Training – AFROTC**

**2 credits**

Instruction for new cadets on Air Force customs and courtesies; drill and ceremonies, issuing military commands, studying the environment of an Air Force officer and learning about areas of opportunity available to commissioned officers while also using basic military training skills and instruction to develop confidence, leadership, and communication skills through physical fitness. Full participation in all events will be determined based on student's physical and medical eligibility. Offered on a pass/fail basis only. Repeatable, maximum 4 credits. Prerequisite: Membership as a cadet in Air Force ROTC program.

### **AFAS 141**

#### **Foundations of the United States Air Force – AFROTC**

**1 credit**

Basic introduction to the United States Air Force and Air Force Reserve Officer Training Corps. Mission and organization of the Air Force, officership and professionalism, military customs and courtesies. Air Force office opportunities, and

communication skills. Prerequisite: Membership as a cadet in Air Force ROTC program.

**AFAS 142**

**Foundations of the United States Air Force – AFROTC**

**1 credit**

A continuation of 141. Topics include Air Force installations, Air Force core values, leadership and team building, further study of interpersonal communication, the Oath of Office and Commissioning. Prerequisite: Membership as a cadet in Air Force ROTC program.

**AFAS 203**

**Basic Leadership Laboratory with Physical Training – AFROTC**

**2 credits**

Instruction and critique of cadets on Air Force customs and courtesies, drill and ceremonies, and issuing military commands in preparation for AFROTC summer Field Training while also using basic military training skills and instruction to develop confidence, leadership, and communication skills through physical fitness. Full participation in all events will be determined based on student's physical and medical eligibility. Offered on a pass/fail basis only. Repeatable, maximum 4 credits. Prerequisite: Membership as a cadet in Air Force ROTC program.

**AFAS 251**

**Team and Leadership Fundamentals – AFROTC**

**1 credit**

Measuring character through self-assessment and its importance for leadership and team building. The importance of listening and communication for mission accomplishment. Leadership, team building, and problem solving skills in the context of Air Force core values. Prerequisite: Membership as a cadet in Air Force ROTC program.

**AFAS 252**

**Team and Leadership Fundamentals II – AFROTC**

**1 credit**

Defining leadership through the lens of human relations, conflict and stress management, and ethical decision making. The importance of leveraging diversity and collaborative relationship

with negotiating and resiliency techniques in the context of Air Force core values. Prerequisite: Membership as a cadet in Air Force ROTC program.

**AFAS 303**

**Intermediate Leadership Laboratory with Physical Training – AFROTC**

**2 credits**

Mid-level management of leadership experience involving planning and controlling of most AFROTC military activities. Students will help senior leadership to prepare and present briefings and other oral and written communications; provide interviews, guidance, and information that will increase the understanding, motivation, and performance of other cadets; and use advanced military training skills and instruction to develop confidence, leadership, and communication skills through physical fitness. Full participation in all events will be determined based on student's physical and medical eligibility. Offered on a pass/fail basis only. Repeatable, maximum 4 credits. Prerequisite: Membership as a cadet in Air Force ROTC program.

**AFAS 341**

**Air Force Leadership Studies I – AFROTC**

**3 credits**

A look at the fundamental issues of leadership and management in the U.S. Air Force; a large and diverse organization. It examines the theoretical aspects of leadership, management, communications, motivation and problem-solving while studying them against the backdrop of the U.S. Air Force. The course also conducts hands-on exercises to apply principles learned. While the curriculum is focused on the Air Force as an organization, the principles studied are applicable to most organizations. Prerequisite: Membership as a cadet in Air Force ROTC program.

**AFAS 342**

**Air Force Leadership Studies II – AFROTC**

**3 credits**

A continuation of AFAS 341, that looks at the advanced issues of leadership and management in the U.S. Air Force; a large and diverse organization. It examines the theoretical aspects of leadership, management, communications, motivation and problem solving while studying them against the backdrop of the U.S. Air Force. The

course also conducts hands-on exercises to apply principles learned. While the curriculum is focuses on the air force as an organization, the principles studies are applicable to most organizations. Prerequisite: Membership as a cadet in Air Force ROTC program, AFAS 341.

### **AFAS 403**

#### **Advanced Leadership Laboratory with Physical Training – AFROTC**

##### **2 credits**

Advanced leadership experience involving the planning and controlling of all upper-level AFROTC military activities. Students will prepare and present briefings and other oral and written communications; provide interviews, guidance, and information that will increase the understanding, motivation, and performance of other cadets; and use advanced military training skills and instruction to develop confidence, leadership, and communication skills through physical fitness. Offered on a pass/fail basis only. Repeatable, maximum 4 credits. Prerequisite: Membership as a cadet in Air Force ROTC program.

### **AFAS 441**

#### **Preparation for Active Duty – AFROTC**

##### **3 credits**

Traces the source of military authority and responsibilities from the U.S. Constitution through the DoD to an Air Force officer. Examines the structure and capabilities of the other services and joint structures. Addresses the supervisory duties of an Air Force officer associated with administrative actions and military law as force management tools. Builds upon leadership and management skill learned in AFAS 341/342 and includes demonstrations of written and verbal communications processes. Prerequisite: Membership as a cadet in Air Force ROTC program.

### **AFAS 442**

#### **National Security Affairs – AFROTC**

##### **3 credits**

Examines the national security process through review of the Department of Defense's statutory administrative and operational relationships as context for the course's regional studies component. Reviews functions of air and space power as outlined in Air Force doctrine and introduces the concept of joint operations.

Integrates these concepts with regional studies to survey issues of interest to professional military offices and governmental leaders. Selectively reviews and discusses Africa, Latin America, South Asia, East Asia, Europe, Russia and the Middle East. Prerequisite: Membership as a cadet in Air Force ROTC program.

### **ARTS 100**

#### **Multicultural Artforms**

##### **3 credits**

Multicultural Artforms teaches students about art as cultural heritage, both within western culture and in the wider world. Students will be introduced to the language of visual experience, including the formal elements and principles of art, and how they combine to create meaningful expression. By examining how the purposes and functions of artforms vary around the globe, it is hoped that students will gain a greater appreciation for the significance of visual artforms in transmitting and sustaining culture. Hands on projects will enable students to make aesthetic judgments and acquire self-awareness of creative problem solving preferences and abilities. Core outcomes met: GA, W. Offered as needed.

### **ARTS 101, 102**

#### **Foundations of Drawing I, II**

##### **3 credits per semester**

Students are introduced to basic graphic theories and practices as well as different approaches to drawing, which emphasize media and fundamental drawing skills. Studies in both black and white and in color are included. ARTS 101 offered Fall; ARTS 102 offered Spring.

### **ARTS 103**

#### **Principles of Design I**

##### **3 credits**

Introduction to elements and principles of two dimensional design. Emphasis is on manual skills and foundational design knowledge. Offered Fall.

### **ARTS 104**

#### **Principles of Design II: Digital Media**

##### **3 credits**

Utilizing elements and principles of design, students apply traditional and digital media to visual problems. Offered Spring.

### **ARTS 110**

**Introduction to Ceramics****3 credits**

Introduction to Ceramics covers the total process of producing ceramic objects through personal experimentation along with lectures and demonstrations on ceramic history, glazing materials and techniques, and the theory and outcome of pottery firing. Offered at off-campus facility. Offered as needed.

**ARTS 111****Intermediate Ceramics****3 credits**

This course concentrates on further development of both handbuilding and wheel-throwing techniques. Emphasis is on expanding and experimenting with technical processes, and utilizing glazing and firing techniques to their fullest potential. Offered at an off-campus facility.

**ARTS 131****Basic Digital Photography****3 credits**

A basic photography course that teaches students how to use digital camera controls, photographic techniques, composition values and computer actions to create correctly exposed and composed images that reflect the vision of the photographer and make an impact on the viewer. Students will learn to recognize and describe the values that make a good photograph and gain an appreciation of photography as both a communicative and fine art. Real world applications of photography are explored, including the use of photography for personal enjoyment, for classroom and work situations, and for making a positive contribution to the community and the lives of others. Core outcomes met: V. Offered Fall, Spring, M1, M3.

**ARTS 142****Methods of Elementary Art Education****1 credit**

This is an introductory methods course designed for elementary education majors. It includes experiences in relating the elements of art to the needs and interests of the elementary school child. Offered Fall, Spring.

**ARTS 199****Sophomore/Transfer Portfolio Review****0 credits**

Art faculty will review portfolios during spring semester for sophomore status students in art and design majors. For transfer students, art faculty will review portfolios in the spring semester after at least one full semester is completed at Grand View. Pass/Fail. Core outcomes met: V. Offered Spring.

**ARTS 201, 202****Intermediate Drawing I, II****3 credits per semester**

Students utilize a variety of materials and techniques to explore modes of visual expression; including, but not limited to, the human figure. Core outcomes met for 202: O. Prerequisite: ARTS 102 or consent of instructor. ARTS 201 offered Fall (odd); ARTS 202 offered Spring (even).

**ARTS 211, 212****3-D Design I, II****3 credits per semester**

This course is designed to give students a basic understanding of three dimensional design. Light, form, and space relationships are emphasized. Students have the opportunity to work with a variety of materials and working methods as they pertain to three dimensional design. Prerequisites: ARTS 101 and 103. Offered as needed.

**ARTS 221, 222****Beginning Painting I, II****3 credits per semester**

This course is an introduction to basic painting techniques and methods. Emphasis is placed on observational studies of form. Prerequisites: ARTS 102 or 103; or consent of instructor. ARTS 221 offered Fall; ARTS 222 offered Spring.

**ARTS 230****Intermediate Digital Photography****3 credits**

This hands-on course will help students build their photographic skills by mastering camera functions and controls, photographic techniques, composition rules and Photoshop computer actions. By manually controlling camera settings and exposures students learn how to produce images that realize their personal vision. This course will look at how composition rules can strengthen photographs and how computer actions can be used to enhance digital images. Students

will explore what makes a good photograph by analyzing the technical and artistic merits of professional and student photographs. Core outcomes met: Q. Prerequisite: ARTS 131. Offered Spring.

### **ARTS 231, 232**

#### **Survey of the History of Art I, II**

##### **3 credits per semester**

The course traces the history of art from prehistoric times to the modern era. Emphasis is on the diversity of human expression, and how this is reflected in the cultural record. All media is considered with emphasis on two-dimensional work. Core outcomes met for 231: W. ARTS 231 offered Fall; ARTS 232 offered Spring.

### **ARTS 240**

#### **Creative Process**

##### **3 credits**

This course facilitates interdisciplinary exploration of the process of creativity and idea generation. Students will learn how to develop research practices that support the pursuit of creative studio work, and explore self-sustaining and self-directed investigation techniques for artists. Prerequisites: ARTS 101 and 103. Must be taken concurrently with another 200-level or above studio course. Offered: Spring.

### **ARTS 245**

#### **Interactive Design I**

##### **3 credits**

Essential themes, techniques, and the foundations of web and interactive design are explored. Students will create simple websites and other interactive documents. Prerequisite: ARTS 104. Offered Fall.

### **ARTS 260, 262**

#### **Introduction to Printmaking I, II**

##### **3 credits per semester**

Students receive an introduction to traditional hand-pulled printmaking techniques. Emphasis is on relief methods such as linocut, collagraph, and monotype. Imagery development, process and experimental techniques are explored. In the second semester, more emphasis is placed on multiple color prints, and students are introduced to screenprinting. Prerequisite for 260: sophomore status or consent of instructor. Prerequisite for 262:

ARTS 260 or consent of instructor. Offered as needed.

### **ARTS 261**

#### **Graphic Design I**

##### **3 credits**

Students will explore systems of typographic form, both historic and inventive. Prerequisites: ARTS 101, 103 or approval of instructor. Offered Fall.

### **ARTS 265**

#### **Graphic Design II**

##### **3 credits**

This course concentrates on combining type and image into effective compositions. Students will explore visual communication strategies. A working knowledge of basic graphic design software is recommended. Core outcomes met: O, Q. Prerequisite: ARTS 261 or consent of instructor. Offered Spring.

### **ARTS 270, 271**

#### **Introduction to Sculpture I, II**

##### **3 credits per semester**

This course is an introduction to basic sculptural concepts, processes, and materials within the studio experience. It explores traditional and non-traditional sculpture methods through direct studio work. The course is a studio intensive and emphasis will be placed on individual studio skills and growth. Modeling from life, casting and assemblage are introduced. Core outcomes met in ARTS 270: Q. Prerequisites: ARTS 101 and 103, or consent of instructor. ARTS 270 offered Fall; ARTS 271 offered Spring.

### **ARTS 275**

#### **Bookbinding**

##### **3 credits**

This course explores skills and processes of basic book formats as well as less traditional artist's books. Papermaking, printmaking, and a variety of binding techniques are used to produce several one-of-a-kind books. Students study the history of the book, styles of visual narrative, and the book as 3D object. Core outcomes met: GA. Offered as needed.

### **ARTS 300**

#### **Graphic Design III**

**3 credits**

This class focuses on the tools and media currently utilized in the profession. Students will explore varieties of print and interactive media. Design culture and information literacy are emphasized. Prerequisite: ARTS 265 or consent of instructor. Offered Fall.

**ARTS 310, 311****Intermediate Sculpture I, II****3 credits per semester**

Utilizing the skills developed in ARTS 270/271, students will explore visual communication with particular attention to individual concepts developed through visual culture and three-dimensional form. Prerequisites: ARTS 101 and 103, or consent of instructor. ARTS 310 offered Fall; ARTS 311 offered Spring.

**ARTS 319****Art Methods for Elementary Schools****3 credits**

This is a basic art education methods course for students studying to become art teachers. Areas covered include development of an art curriculum, long- and short-range planning, creative development in the elementary-aged child, appropriate media and assessment. Practical application of this is provided through concurrent enrollment in EDUC 306 or 307. Prerequisite: Admission to the Teacher Education program. Offered Fall (even).

**ARTS 320****Art Methods for Secondary Schools****3 credits**

This course provides an overview of art classroom methods and practical experience. The focus is on curriculum development, teaching methods, classroom management, and evaluation of art learning at the secondary level. Practical application of this is provided through concurrent enrollment in EDUC309. Prerequisite: Admission to the Teacher Education program. Offered Spring (odd).

**ARTS 321, 322****Intermediate Painting I, II****3 credits per semester**

Utilizing the skills developed in ARTS 221 and 222, students will explore subject matter and

modes of expression within the context of visual culture. Prerequisite: ARTS 221 or 222 or consent of instructor. ARTS 321 offered Fall; ARTS 322 offered Spring.

**ARTS 330****Visual Culture and Rhetoric****3 credits**

By examining a variety of texts - writings, films, paintings, new media, and performative works - students will become better acquainted with the phenomenon of global visual culture. Theories of rhetoric will be applied in analyzing cultural artifacts, their creation and impact on societies. Of particular interest is a comparison of the marketing of ideas and products in various cultures. Core outcomes met: GA, W. Prerequisite Completion of university composition requirement with a C minus (C-) or above. Offered Spring.

**ARTS 331, 332****Advanced Drawing I, II****3 credits per semester**

Students will utilize a variety of media to develop imagery within the context of visual culture. Prerequisite: ARTS 102 or consent of instructor. ARTS 331 offered Fall (even); ARTS 332 offered Spring (odd).

**ARTS 333****Narrative Photography****3 credits**

This course explores the pictorial narrative and visual storytelling within photography through single and multiple image making. Students will develop literal and non-literal, themed and chronological projects based on the impact of this universal form of communication. Course methods include lectures and critique. Core outcomes met: O. Prerequisite: ARTS 131 and junior status. Offered Fall (odd).

**ARTS 335****Interactive Design II****3 credits**

This course focuses on the concepts and techniques in the creation and production of motion design. Students are introduced to the fundamentals of motion graphic design and techniques for generating motion design sequences. Offered Spring.

### **ARTS 337**

#### **Creative Photography**

##### **3 credits**

Topics change from class to class, but normally approach photography from a creative or expressive point of view rather than from a practical point of view. Some examples of class titles are: Close-up; High Contrast; Multiple Images; Point of View; and Photo Montage. Usually the classes are taught by adjunct faculty who are experts in certain techniques of creative photo processes.

Prerequisite: ARTS 131 or junior status. Offered Spring (even).

### **ARTS 340**

#### **The History of Graphic Design**

##### **3 credits**

This course examines the evolution of graphic design from its beginnings to contemporary practice. The relationship between design and the social/political context in which it was created is explored. The impact of technologies on visual communications is emphasized. Core outcomes met: W, GA. Prerequisite: ARTS 231, 232, or consent of instructor. Offered Spring.

### **ARTS 342**

#### **Twentieth Century Art History**

##### **3 credits**

Beginning with Symbolism and Expressionism in Europe, this course explores movements and styles of Europe in the early twentieth century. The development of the U.S. as the world art center and Abstract Expressionism through the work of the present era are the focus. Core outcomes met: IL, W. Prerequisite: Junior status or consent of instructor. Offered Fall.

### **ARTS 360**

#### **Intermediate Printmaking**

##### **3 credits**

Building on skills developed in beginning printmaking, students explore relief methods and are introduced to screen printing. Imagery development and color printing are emphasized. Presentation and editing are strong areas of consideration. Prerequisite: ARTS 262. Offered Fall.

### **ARTS 361**

#### **Graphic Design IV**

##### **3 credits**

This course focuses on field of user experience design (UX), user interface design (UI), and a deeper investigation of advanced typography. Students are introduced to user-centric design thinking processes and practices in UX and UI design. This course also requires students to examine functional and conceptual interpretations utilizing type. Prerequisite: ARTS-104

### **ARTS 366**

#### **Advanced Digital Imaging**

##### **3 credits**

Students will use a variety of technologies to create and enhance original images. Traditional and contemporary methods are explored within the context of visual culture. Prerequisite: ARTS 104 or consent of instructor. Offered Fall.

### **ARTS 367**

#### **Publication Design**

##### **3 credits**

Students will create complex documents requiring special attention to typographic systems and structures. File preparation for both print and interactive media will be explored. Prerequisite: ARTS 104 or consent of instructor. Offered Spring.

### **ARTS 371**

#### **Advanced Printmaking**

##### **3 credits**

Students with well-developed imagery and mastery of basic techniques will develop a body of work using the most appropriate print technique. Integrating digital with traditional media is emphasized. Editing, presentation, and consistent imagery are primary concerns. Prerequisites: ARTS 260 and ARTS 360. Offered Spring.

### **ARTS 375**

#### **Interactive Design III**

##### **3 credits**

This course introduces students how to develop and implement 3D design and 3D interfaces. Students are introduced to the principles of three-dimensional computer graphics by exploring the methods and techniques of modeling and texturing while using industry-standard software. Prerequisite: ARTS-335.

### **ARTS 401**

#### **Graphic Design V**

**3 credits**

Students refine portfolios reflecting a variety of skills and projects necessary to obtain employment in their desired field. Resume building, interview strategies, and self-promotion will be emphasized. Core outcomes met: IL, V. Prerequisite: ARTS 361. Offered Fall.

**ARTS 425****Interactive Design IV****3 credits**

The goal of this course is to introduce students to principles and techniques of data visualization. Students will communicate complex information through visual representations of data. Prerequisite: ARTS 375 or consent of instructor. Offered Spring.

**ARTS 431****Special Topics in Art History****3 credits**

This course is a periodical offering that will explore in detail a specific medium, movement, or genre in Art History. Topic to be determined by instructor. Prerequisite: ARTS 231, 232, or consent of instructor. Offered as needed.

**ARTS 435****Interactive Design IV****3 credits**

Students will create and publish a working app using industry-standard software. Emphasis is on ideation, research, and process. Prototyping methods will be explored. Prerequisite: ARTS 425 or consent of instructor.

**ARTS 440, 441****Advanced Studio Practice I, II****3 credits per semester**

This course will facilitate senior-level students' preparation of a mature, consistent body of artwork. Students develop themes and ideas in their work, and participate in intensive critiques with faculty and other advanced students. This course will also assist students in preparation for graduate school or pursuit of a career in studio arts. Core outcomes met: O, GA. Prerequisite: Senior status. ARTS 440 offered Fall; ARTS 441 offered Spring.

**ARTS 450****Senior Seminar****3 credits**

This course deals with the theoretical and practical applications of being a visual artist. Students will assemble a wide range of presentation strategies to be used for professional exhibition purposes and further educational opportunities. This course serves as the capstone for the studio arts major. Core outcomes met: Q, V. Prerequisite: Senior status or consent of instructor. Offered Fall.

**ARTS 467, 468****Honors Media Lab****3 credits per semester**

Students are expected to enroll in both semesters of this course, which will involve them working as a team to produce an innovative media project with multiple components and mixed media forms. Students will leverage skills such as page design, writing, editing, video production, game design and coding to aid in the production of the project. They will also be expected to learn new skills and push themselves to think innovatively about their methods of production and dissemination. Prerequisite: consent of instructor. ARTS 467 offered Fall; ARTS 468 offered Spring.

**ARTS 470****Graphic Design Capstone****3 credits**

Students research contemporary issues and develop design strategies to solve them. Prerequisite: ARTS 401 or consent of instructor. Offered Spring.

**ARTS 499****Senior Art and Design Exhibition****0 credits**

Installation and completion of Senior thesis work in an exhibition with other seniors. Activities include preparing work for the exhibit, proposal, installation, hosting an opening, and uninstalling work. Taken last semester of graduating year. Pass/fail. Prerequisites: ARTS 199 and senior standing in Department of Arts and Design concurrent with ARTS 401, 470 or GAME 471. Core outcomes met: O, V. Offered Fall, Spring.

**BIOL 100****How Life Works****4 credits**



Designed for non-science majors, this course will build on students' natural curiosity about living things. A combination of active lecture and hands-on laboratory activities will focus students' attention on discovering how biology plays a major role in our lives, the health of people, and the planet. Topics that will be explored include how curiosity guides scientific research, how we define life, the beauty of life's diversity, how we are what we eat, the codependence of living things, the inheritance of our traits, and how life and the environment change. Core outcomes met: IL. Lecture: 3 hours per week. Laboratory: 2 one and one-half hours per week. Offered Fall, Spring.

Lecture: 3 hours per week.

Laboratory: 2 and one-half hours per week.

### **BIOL 101**

#### **General Biology I**

**4 credits**

The fundamental concepts of life are studied with consideration given to the requirements of both science majors and non-majors. Topics that are emphasized include science history and philosophy, the cell, basic chemistry, organic chemistry, enzymes, respiration, photosynthesis, and both Mendelian and molecular genetics. A laboratory experience correlates with these topics. Core outcomes met: W. Offered Fall, Spring.

Lecture: 3 hours per week.

Laboratory: 1 three hour period per week.

### **BIOL 101CP**

#### **General Biology I**

**3 credits**

The fundamental concepts of life are studied with consideration given to the requirements of both science majors and non-majors. Topics that are emphasized include science history and philosophy, the cell, basic chemistry, organic chemistry, enzymes, respiration, photosynthesis, and both Mendelian and molecular genetics. Prerequisite: participation in an approved professional development program

Lecture: 3 hours per week.

### **BIOL 102**

#### **General Biology II**

**4 credits**

This course begins with a unit on evolution which provides the background for the study of form and function in organisms. Principles of ecology will be introduced at the population, community, and ecosystem levels. Laboratory experiences correlate with these topics. Core outcomes met: IL, W. Offered Spring.

Lecture: 3 hours per week.

Laboratory: 3 hours per week.

### **BIOL 140**

#### **Introduction to Nutrition**

**3 credits**

The principles of nutrition in this course are presented from both a scientific and practical standpoint. The relationship between good food habits and good health is strongly emphasized. An investigation of the link between diet and nutrition to physiologic and pathological processes of the body as well as the benefit of food to health across a lifespan are the center of focus. The concepts of digestion, absorption, and energy obtained from food used to maintain energy balance are reviewed, as well. Core outcomes met: GA. Prerequisite: Biology 100 is helpful, but not required. Offered Fall, Spring, Summer.

### **BIOL 150**

#### **Careers in Biology**

**1 credit**

This course is required for all students who major in Biology. The course introduces students to the nature of the scientific discipline and to professionals working in various scientific fields. Through written and oral assignments, students assess their attitudes toward potential areas of employment in the field of biology. Through the development of a resume and professional portfolio, students document their growing achievements. Core outcomes met: V. Offered Fall.

### **BIOL 160**

#### **Human Anatomy**

**4 credits**

This course examines the structural and functional relationships between systems of the human body. Topics covered in the class include body plan organization, histology, integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, pulmonary, digestive, renal, and

reproductive systems. Laboratory exercises will include the use of models, animal, and human specimens. Offered Fall, Spring.

Lecture: 3 hours per week.

Laboratory: 2 hours per week.

### **BIOL 165**

#### **Human Physiology**

##### **4 credits**

This class will focus on the processes human systems perform to maintain homeostasis and is designed primarily for allied health professionals. Topics include biochemistry, cellular and membrane transport, metabolism, muscle physiology, electrophysiology, hormone actions, cardiac and vascular function, pulmonary physiology, renal physiology, and acid/base/electrolyte balance. Laboratories will be human-based and data collection through physiological data acquisition systems. Prerequisite: BIOL 101 with a grade of C or above. Offered Fall, Spring.

Lecture: 3 hours per week.

Laboratory: 2 hours per week.

### **BIOL 209**

#### **Environmental Science**

##### **3 credits**

This course provides the ecological background necessary to enable citizens to become stewards of the planet. Problems and possible solutions currently facing the world such as our energy usage, sustaining the human population, pollution, land use, and maintaining biodiversity are discussed. Work in this course examines how differences in belief systems and cultural views impact the way humans utilize natural resources. Core outcomes met: GA, V. Offered Fall, Spring.

### **BIOL 220**

#### **Medical Terminology**

##### **3 credits**

This course is designed to introduce students to the medical language, particularly for those students interested in pursuing a health-related career. Topics covered include fundamentals of word structure and word building, word roots, prefixes, and suffixes. Students will learn to correctly utilize, spell, and pronounce medical terminology specific to each of the organ systems

of the human anatomy, pathologies, diagnosis and treatments, and other relevant medical. Some basic human anatomy concepts will also be taught for context. Offered Summer.

### **BIOL 225**

#### **Plant Biology**

##### **4 credits**

This course introduces students to the complexity and importance of plant life. The role of plants in agriculture, human nutrition, and medicine will be discussed to emphasize the importance of studying plant sciences. Topics that are presented include the structure/function of plant organs, the evolution of plants, identification/classification of plant species, and plant diversity within different biomes. Laboratory exercises will apply concepts discussed in lecture to reinforce and enhance students' understanding of the material. Lecture: 3 hours per week. Laboratory: 1 three-hour period per week. Prerequisites: BIOL 101 with a grade of C or above. Offered Fall.

Lecture: 3 hours per week.

Laboratory: 1 three-hour period per week.

### **BIOL 225CP**

#### **Plant Biology**

##### **3 credits**

This course introduces students to the complexity and importance of plant life. The role of plants in agriculture, human nutrition, and medicine will be discussed to emphasize the importance of studying plant sciences. Topics that are presented include the structure/function of plant organs, the evolution of plants, identification/classification of plant species, and plant diversity within different biomes. Prerequisite: participation in an approved professional development program

Lecture: 3 hours per week.

### **BIOL 250**

#### **Journal Club**

##### **1 credit**

This course helps prepare students for their future graduate studies and/or careers in Biology. It will cover methods and techniques to develop scientific literacy, through reading and evaluation of primary literature. By the end of the course, students will be able to read, understand, and analyze scientific articles and will be able to

synthesize a coherent review based upon the papers they read. Prerequisite: BIOL 101 with a C or above and sophomore status. Offered Fall, Spring.

### **BIOL 251, 252**

#### **Pre-Medical/Pre-Dental Seminar**

##### **1 credit per semester**

This two semester course sequence is intended for students preparing to enter medical or dental school or other pre-professional programs (PT, PA, Chiropractor, podiatry, etc.). The course will cover the application process including needed coursework, strategies for MCAT preparation, extracurricular activities, obtaining references and interview practice. Students will reflect on their decision and motivation to go to medical/dental school as a part of the process of crafting a personal statement. BIOL 251 offered Fall, BIOL 252 offered Spring. Courses must be taken in sequence. The prerequisite for BIOL 252 is completion of BIOL 251 or consent of instructor.

### **BIOL 256**

#### **Microbiology**

##### **4 credits**

This course studies microorganisms, from the perspective of their structure, metabolism, growth, reproduction, and genetic characteristics. Pathogenic forms are emphasized as related to infection and immunological reactions. Prerequisite: BIOL 101 with a grade of C or above. Offered Fall, Spring.

Lecture: 3 hours per week.

Laboratory: 3 hours per week.

### **BIOL 285**

#### **Biotechnology**

##### **3 credits**

This course covers the recombinant DNA technology and immunology techniques used in the biotech industry, applications of biotechnology including microbial biotechnology, plant and animal biotechnology, marine biotechnology, genomics and medical biotechnology, biotechnology in the food industry, forensics and biofuels, as well as social, ethical, and economical issues relevant to the biotech industry. Core outcomes met: GA. Prerequisite: BIOL 101 with a grade of C or above. Offered Fall.

### **BIOL 285CP**

#### **Biotechnology**

##### **3 credits**

This course covers the recombinant DNA technology and immunology techniques used in the biotech industry, applications of biotechnology including microbial biotechnology, plant and animal biotechnology, marine biotechnology, genomics and medical biotechnology, biotechnology in the food industry, forensics and biofuels, as well as social, ethical, and economical issues relevant to the biotech industry. Prerequisite: participation in an approved professional development program, BIOL 101CP with a grade of C or above.

### **BIOL 290**

#### **Methods in Biotechnology**

##### **3 credits**

In this course, students will learn the basic biotechnology skills, such as independent use of lab equipment, solution making, microbial techniques, PCR, electrophoresis, ELISA, among others, associated with acquisition of a skill set necessary to be successful in the area of biotechnology. These varied methods and techniques are associated with research and development, and manufacturing and processing of a wide range of products applicable to biopharmaceuticals, laboratory diagnostics, fermentation, biomanufacturing, and forensics. The course will conclude with an independent project. This course will also allow students to develop data collection, data processing and problem-solving skills necessary for job success in the biotechnology field. Core outcomes met: Q. Prerequisite: C or above in BIOL 285 or consent of instructor. Offered Spring (odd).

Lecture: 1 hour per week.

Laboratory: 3 hours per week.

### **BIOL 310**

#### **Field Ecology**

##### **4 credits**

Classroom lectures cover basic ecological principles and several biological communities and coincide with field experiences. Time spent in the field emphasizes identification and adaptations of plants and animals and how they affect their communities. Prerequisite: BIOL 100 or 101 with a grade of C or above. Offered May (even).

**BIOL 325**  
**Plant Physiology**  
**4 credits**

This course provides students with a detailed overview of plant physiological and biochemical processes. In addition, this course examines how variation in abiotic and biotic factors affect plant responses from the cell- to whole plant-level. The importance of these responses will be emphasized in relation to plant production for human use and the roles of plants in the natural world. Students will utilize many techniques to measure plant responses in the laboratory sessions. Prerequisites: BIOL 101 with a grade of C or above and BIOL 225. Offered Spring (even).

Lecture: 3 hours per week.

Laboratory: 1 three-hour period per week.

**BIOL 325CP**  
**Plant Physiology**  
**3 credits**

This course provides students with a detailed overview of plant physiological and biochemical processes. In addition, this course examines how variation in abiotic and biotic factors affect plant responses from the cell- to whole plant-level. The importance of these responses will be emphasized in relation to plant production for human use and the roles of plants in the natural world. Students will utilize many techniques to measure plant responses in the laboratory sessions. Prerequisites: participation in an approved professional development program, BIOL 101CP with a grade of C or above and BIOL 225.

Lecture: 3 hours per week.

**BIOL 335**  
**Physiology**  
**4 credits**

This is a study of normal physiology with pathological correlates. The course examines function at all levels of body organization (cells, tissues, organs, systems, and organism). In addition, the course examines how these levels of organization are functionally integrated in responding to changes in the internal and external milieu of the organism. Prerequisites: BIOL 101 and CHEM 112 with grades of C or above. Offered Fall.

Lecture: 3 hours per week.

Laboratory: 3 hours per week.

**BIOL 360**  
**Genetics**  
**4 credits**

This course covers Mendelian inheritance, chromosome and DNA structure and replication, gene cloning, gene expression, mutations, recombination, and recombinant DNA technology. Laboratory exercises introduce students to *Drosophila*, corn, yeast, and bacteria as model organisms and to the molecular techniques of DNA analysis and PCR. Core outcomes met: Q, GA. Prerequisite: BIOL 101 with a grade of C or above. Offered Fall, Spring.

Lecture: 3 hours per week.

Laboratory: 2 two-hour periods per week.

**BIOL 360CP**  
**Genetics**  
**3 credits**

This course covers Mendelian inheritance, chromosome and DNA structure and replication, gene cloning, gene expression, mutations, recombination, and recombinant DNA technology. Prerequisite: participation in an approved professional development program, BIOL 101CP with a grade of C or above.

Lecture: 3 hours per week.

**BIOL 380**  
**Cell Biology**  
**4 credits**

This course covers cell and organelle structure, metabolism, nuclear-cytoplasmic traffic, protein transport, mitochondrial functions, cytoskeleton, cell signaling, cell cycle control, cancer and stem cells. Laboratory exercises introduce students to mammalian cell culture, phase/flourescence microscopy and cell fractionation, lysis and protein extraction. Core outcomes met: Q, O. Prerequisites: BIOL 101 with a grade of C or above; MATH 121. Offered Fall, Spring.

Lecture: 3 hours per week.

Laboratory: 1 three-hour period per week.

**BIOL 399**  
**Biology Internship**

### **3 credits**

The Internship program allows students to gain practical experience in the field of Biology. It is a learning experience which integrates classroom and/or laboratory training with practical on-site training. Students are required to complete a minimum of 75 hours on site during the semester. Students will also be required to maintain a journal and meet regularly with their internship supervisor and complete assignments related to their internship experience. A final reflective report will be submitted detailing the student's experiential learning. Applications for internship are to be submitted to the Biology department 2 months prior to the beginning of the semester in which the internship is proposed. Prerequisites: Junior or Senior status and at least 8 hours of 300-400 level Biology courses taken at Grand View University. Offered as needed.

### **BIOL 411**

#### **Histology**

### **3 credits**

Through the study of microscopic anatomy of selected tissues from major human organ systems, students will recognize and appreciate the relation of biological structure and function. This course complements the study of gross anatomy and physiology. Students will practice basic microscopy skills, distinguish tissues, and apply anatomical concepts to various samples from the human body. Prerequisites: BIOL 101 with a grade of C or above and BIOL 102 with a grade of C or above. Offered Spring (even).

### **BIOL 415**

#### **Molecular Biology**

### **4 credits**

This course covers methods in molecular biology, transcription and translation in prokaryotes and eukaryotes, post-transcriptional and translational events, regulation of gene expression, epigenetics and the biology of cancer. Laboratory exercises include a semester long project in which a novel gene from a plant is cloned and bioinformatics is used to annotate the gene. Prerequisite: C or above in BIOL 360, or equivalent; or consent of instructor. Offered Spring.

Lecture: 3 hours per week.

Laboratory: 2 two-hour periods per week.

### **BIOL 420**

#### **Gross Anatomy**

### **4 credits**

This intensive course examines the morphology of the human body using a regional approach. Didactically, the course employs lecture presentations and student dissection of the human cadaver as a means to discover normal form and anatomical variations. Prerequisite: Junior or senior status. A previous anatomy course is strongly recommended. Offered Fall, Spring.

### **BIOL 425**

#### **Reproductive and Developmental Biology**

### **3 credits**

This advanced anatomy/physiology course will examine the major events in the reproductive cycles of mammals with an emphasis on human processes. In particular, this course will focus on the anatomy and physiology of reproductive organs, hormones of reproduction, production of gametes, fertilization, and the events of prenatal development (embryology). These topics will include clinical and current research correlations and discussions. Prerequisite: BIOL 160 or 420. Offered Spring.

### **BIOL 440**

#### **Biology Peer Leadership**

### **1-2 credits**

Biology Peer Leadership is designed to provide academic leadership opportunities for upper division students through involvement with various courses taught by the biology department. Within this course, peer leaders lead and participate in problem solving sessions or lab work as needed, collaborate with fellow peer leaders and the course instructor. Peer leaders will get an opportunity to review and improve their skills with course material, as well as improve their communication and leadership skills. Peer leaders will act as facilitators in this course, not instructors. Prerequisite: successful completion of course in which you will be a peer leader and consent of instructor.

### **BIOL 444**

#### **Immunology**

### **3 credits**

The study of immunology is approached by integrating many areas of biology. Topics covered include cellular and molecular mechanisms of

immunology, types of immunity, pathologies such as hypersensitivity reactions, immunodeficiencies, autoimmunity, and transplant and tumor immunology. Prerequisites: BIOL 101 with a grade of C or above; BIOL 256. Offered Fall.

**BIOL 450**

**Senior Seminar**

**2 credits**

This course represents the capstone course for all Biology majors. Students prepare a research paper and oral presentation answering a clearly defined scientific question. This course requires the critical evaluation of scientific literature, writing and an oral presentation that are consistent with scientific work. Core outcomes met: IL, W, O, V. Prerequisite: Senior status, BIOL 250, and BIOL 360 with a C or above. Offered Fall, Spring.

**BSAD 145**

**Fundamentals of Information Systems**

**3 credits**

This course introduces systems concepts, information technology, and application software. It also introduces students to the use of information in organizations and how information technology enables improvement in quality and timeliness of information. Students extend their knowledge and develop and improve skills in the use of packaged software by solving sets of organizationally related problems. Offered Fall, Spring, M1OL, M5BL.

**BSAD 202**

**Entrepreneurship and Business Fundamentals**

**3 credits**

This course introduces students to all business functions and explores the interactions between these functions and the external environment impacting businesses. This class is taught from an entrepreneurship perspective where students learn firsthand different aspects of being an entrepreneur. Offered Fall, M1 (even).

**BSAD 217**

**Introduction to Sport Management**

**3 credits**

The Introduction to Sport Management course is designed to introduce students to the management skills and occupational opportunities available in the sport management field. Students develop an increased awareness of the sport management

industry and understand sport management as it relates to professional sports, intercollegiate athletics, recreation, fitness/wellness, etc. Topics covered include: historical overview, human resource management, labor relations, ethics, facility management, sport marketing, and administration. Offered Fall, M6 (even).

**BSAD 235**

**Professional Sales I: Relationship-Driven Selling**

**3 credits**

This course will not just teach you about selling, it will teach you how to sell. This experiential learning-based course will provide you with best practice models of selling. It will cover selling from prospecting through relationship building, and through the use of role-plays and other experiential activities it will equip the student with the fundamental knowledge, skills, and attitudes necessary to succeed in a professional selling position. This online course is offered via Grand View's partnership with the LCMC, a national consortium of private colleges. The partnership allows students to earn Grand View credit toward job-focused degree programs. Courses are designed by top academics, reviewed by industry leaders, and taught by qualified faculty from other colleges within the consortium. Offered Fall.

**BSAD 236**

**Supply Chain Management: Forecasting and Logistics**

**3 credits**

Have you ever wondered how that Amazon package arrived at your door so quickly? Supply chain management is the process by which organizations get us the products we consume, and companies need talented employees to help optimize their supply chain. This course will teach you how to use forecasting techniques to match supply and demand, and how to develop logistics networks that help minimize costs and deliver top customer service. This online class has optional live sessions.

**BSAD 239**

**Statistics for Social Sciences**

**3 credits**

An introduction to statistical techniques used by majors in the social sciences. Topics include: descriptive statistics and graphic displays of data,

elementary probability, linear regression and correlation, statistical inference and estimation, analysis of variance, and survey statistics. Students will learn how to choose the proper statistical techniques in applications and to use Excel and statistical software for data analysis. Emphasis is on hands-on learning and testing of concepts. While this course focuses on theories and evidence in the social science fields, its principles are easily applied to other disciplines. Core outcomes met: Q. Prerequisite: Math ACT of 22 or above, Math Placement, or completion of either an introductory or intermediate algebra course with a C- (C minus) or above. Offered Fall, Spring, M1, M2, M3, M5.

### **BSAD 241**

#### **Computer Science I**

##### **3 credits**

This course is an introduction to computer programming, problem solving, and algorithm development. Topics include data types, expressions, control structures, subprograms, strings, I/O, and arrays. Prerequisite or Corequisite: MATH 095, 096, or 116, or satisfactory score on Math Placement. Offered Fall, Spring (even), M3.

### **BSAD 245**

#### **Professional Sales II: Negotiation in Business Sales**

##### **3 credits**

You negotiate not only in business settings but also in your daily life. In business, negotiations are key elements of a corporation's strategies and plans. In your personal life, negotiations play the very same role - you negotiate where to eat dinner with your friends, what house to buy or rent with your partner, and where you want to go on vacation with the family. This online course is offered via Grand View's partnership with the LCMC, a national consortium of private colleges. The partnership allows students to earn Grand View credit toward job-focused degree programs. Courses are designed by top academics, reviewed by industry leaders, and taught by qualified faculty from other colleges within the consortium. Offered Fall.

### **BSAD 246**

#### **Supply Chain Management: Sourcing and Operations**

##### **3 credits**

In today's modern economy, something as simple as a razor might be manufactured in multiple countries with each part coming from a different supplier. This course will teach you how businesses manage this increasing complexity behind the scenes through efficient sourcing of suppliers and operations. You will have the opportunity to apply this knowledge by conducting a real-world case study of a product of your choosing. This online class has optional live sessions. Prerequisite: BSAD 236 and declared Supply Chain concentration or minor.

### **BSAD 252**

#### **Introduction to Personal Finance**

##### **3 credits**

Personal Finance is a course designed to help students understand the impact of individual choices on professional goals and future earnings potential. Real world topics covered will include income, money management, spending and credit, as well as saving and investing. Students will design personal and household budgets; simulate use of checking and saving accounts; demonstrate knowledge of finance, debt, and credit management; and evaluate and understand insurance and taxes. This course will provide a foundational understanding for making informed personal financial decisions. Core outcomes met: Q. Prerequisite: Completion of Core Quantitative Reasoning requirement. Offered Fall, M1OL, M4BL.

### **BSAD 270**

#### **Sport and Media**

##### **3 credits**

An examination of the history of media coverage of professional and college athletics and the interrelationship between sport and media in modern society. Areas of study include: the impact of media on sporting events, sport media careers, and the impact of new media, including social media, on sport events, athletes, and organizations. Offered Fall, Summer (odd).

### **BSAD 295**

#### **Careers in Business**

##### **3 credits**

This course introduces students to careers in business and related majors. Students will explore career and vocational opportunities in Accounting, Business Administration (Finance, Human

Resource, International Business, Management, and Marketing), Business Analytics, Management Information Systems, and Sport Management. This course will introduce a number of career readiness competencies, areas of specialization within business, class discussions, reflections and introductions to professional organizations/groups on and off campus. Offered Fall, Spring

### **BSAD 310**

#### **Principles of Management**

##### **3 credits**

This course is an introduction to the principles of management of organizations. Each of the management functions of planning, organizing, leading and controlling are examined in light of classical and recent theories and approaches of management. The role of the manager is managing these functions is also emphasized. Prerequisite: Sophomore status or consent of instructor. Offered Fall, Spring, M1BL, M1OL, M3OL, M5OL.

### **BSAD 311**

#### **Operations Management**

##### **3 credits**

This course introduces students to the management of the operations functional area. It covers both service and goods producing organizations. Topics include operations strategy, product and process design, quality, capacity, scheduling, and inventory control. The students practice solving operations management problems using case studies, application projects, and operations management models. Recommended prerequisites: MATH 116 or equivalent; STAT 241 or BSAD/POLS/PSYC/STAT 239. Offered Fall, Fall OL, Spring, M2BL, M5OL.

### **BSAD 315**

#### **Marketing**

##### **3 credits**

This course is designed to provide students with a basic understanding of the consumer market and elements of marketing strategy. Topics covered include: consumer behavior, market segmentation, market research, the contemporary marketing environment, and the elements of the marketing mix. Prerequisite: Sophomore status or consent of instructor. Offered Fall, Spring, M1BL, M4OL, M5OL.

### **BSAD 316**

### **Facilities and Event Management**

##### **3 credits**

The topics in this course include: Construction planning/scheduling; contractor relationships, facilities management (indoor, outdoor, ancillary); building/grounds-keeping systems management; facility maintenance, security, crowd control; staffing; materials management; budgeting, financial planning, fund-raising, and scheduling of events. Prerequisites: BSAD 217 or 310 or consent of instructor. Offered Spring, M1, M6.

### **BSAD 317**

#### **International Marketing**

##### **3 credits**

Students in this course will consider and evaluate the forces of the International Marketing environment - cultural, political, legal, and economic factors - to analyze firm strategy, market entry scenarios, product and service adaptation requirements, pricing issues, challenges in logistics and distribution, and global branding and communication issues when products and services enter the global marketplace (i.e. global marketing mix). Students will acquire the basic knowledge, concepts, tools, and international terminology necessary to understand the international business environment. Prerequisite: junior status. Offered Spring.

### **BSAD 320**

#### **Advertising and Promotional Strategies**

##### **3 credits**

Using a managerial emphasis, students are put in a position to intelligently plan and control a sound promotional program. The course is designed for people who will use promotion as a business tool and provides insights into dealing with the many specialists serving the promoter. Included is an area on product positioning, with consumer, behavioral, and quantitative approaches used in budgeting and media selection. Prerequisite: Sophomore status or consent of instructor. Offered Spring, M6.

### **BSAD 323**

#### **Networking and Telecommunication**

##### **3 credits**

This course examines the principles and methods of data communication, focusing on the OSI and TCP/IP models for describing network protocols,



security, standards, and network design and implementation. Prerequisite: CPSC 242. Offered Fall (even), M5.

### **BSAD 325**

#### **Web Design and Development for E-Commerce 3 credits**

This course is designed to provide students with a fundamental understanding of the concepts and technologies of e-commerce. Students develop a comprehensive business and marketing plan for their business and then learn the skills to create a Web site to support it. Students study the concepts of domains, databases, shopping cart, on-line payment processing capabilities, scripting languages, security and Internet marketing as they apply to Web site creation. Prerequisite: BSAD 145 or BSAD/CPSC 241 or consent of instructor. Offered Fall, M2, M4.

### **BSAD 331**

#### **International Management 3 credits**

The course considers the objectives and strategies of international management. It provides students exposure to the framework that managers use to formulate international strategies that will help them win in the global marketplace, including cross-cultural communication, regulations, foreign financial markets and international strategies. As corporations strive to find or maintain a competitive advantage they are increasingly looking abroad for growth opportunities. This course seeks to provide students with the skills, knowledge and sensitivity required to successfully conduct business within the global environment. Prerequisite: junior status. Offered Fall (even), M2, M5 (even).

### **BSAD 336**

#### **Supply Chain Management: Supply Chain Management Technologies 3 credits**

This course covers the major relevant supply chain technologies and systems. In this course you'll survey the systems that enable the supply chain in best-in-class supply chain organizations. Understanding of how information flows throughout the supply chain is critical to managing a supply chain and this will be the focus in this course. By the end of this course, you will have a basic understanding of how supply chain systems work and how they make the supply chain more efficient

and effective. Prerequisites: BSAD 236 and 246 and declared Supply Chain concentration or minor.

### **BSAD 340**

#### **Business Law I 3 credits**

This course introduces students to the legal system and basic business law principles that are relevant to the daily lives of managers and administrators. Topics include introduction to the legal system, the Constitution, criminal and civil legal procedure, alternative dispute resolution, and law governing our rights and duties in the areas of criminal law, tort law, contract law, and agency law. Prerequisite: Sophomore status or consent of instructor. Offered Fall, Spring, M1OL, M3BL.

### **BSAD 341**

#### **Business Law II 3 credits**

This course is a continuation of Business Law I. Course content includes commercial papers, secured transactions, negotiable instruments, agency, property, trust, bankruptcy, and ownership entities. The students work to achieve an understanding of the complexity of how legal principles affect business relationships, corporations, and partnerships. Prerequisite: Sophomore status or consent of instructor. Offered Fall, M6OL.

### **BSAD 343**

#### **Sport Law 3 credits**

This course is designed to provide students with foundational knowledge of the legal aspects which impact the sport industry. Course contents include: an overview of the legal system in the United States; risk management and mitigation in sport, contract law and negotiations, tort law and liabilities; gender equity law including Title IX and sex discrimination; sexual harassment; hazing in sport, the Americans with Disabilities act; intellectual property law, including trademark, copyright, and patents; employment law; antitrust law; and labor law. Prerequisite: BSAD 340 or consent from instructor. Offered Spring.

### **BSAD 346**

#### **Supply Chain Management: Supply Chain in Action 3 credits**

Everything from the best concert you saw to your COVID-19 vaccine relies on the existence of effective supply chains. In this course you will learn about the application of supply chain systems to vital real-world functions. Prerequisite: Declared Supply Chain concentration or minor.

### **BSAD 350**

#### **Insurance and Risk Management**

##### **3 credits**

This course covers the concept of risk and risk management, what insurance is and how it is distributed to the public, essential insurance terms, concepts, various insurance products, career opportunities available in the industry and the importance of the various lines of insurance to society. Prerequisite: Sophomore status or consent of instructor. Offered Spring.

### **BSAD 351**

#### **Consumer Behavior**

##### **3 credits**

This course is the study of what influences consumers and organizations to select, purchase, consume, and dispose of goods and services. The course provides students with an understanding of how socioeconomic, demographic, cultural, and psychological factors influence the consumer decision making process. Prerequisite: BSAD 315 or consent of instructor. Offered Fall, M2, M3.

### **BSAD 352**

#### **Corporate Finance**

##### **3 credits**

This course is designed to provide students with a conceptual understanding of the financial decision-making process from a corporate perspective. Topics include the business environment, financial analysis and planning, working capital management, capital budgeting, valuation of securities, time value of money, cost of capital, capital structure, and long-term financing. Core outcomes met: Q. Prerequisite: ACCT 211 or consent of instructor. Offered Fall, Spring, M2OL, M4BL, Summer.

### **BSAD 360**

#### **Principles of Real Estate**

##### **3 credits**

Introduction of the fundamentals of the decision-making process for the real estate profession.

Topics include basic appraisal and value analysis, introduction to property development and real estate economics, fundamental finance, closing and settlement and law as applied to real estate. Prerequisite: Junior status or consent of instructor. Offered M1 (even).

### **BSAD 362**

#### **Property Management**

##### **3 credits**

Study of the various aspects of managing commercial property and associated risks. Topics include managing owner and tenant relations, managing leases, managing residential property, working with local government and other regulatory bodies. Offered M3 (even).

### **BSAD 365**

#### **Project Management**

##### **3 credits**

This course is a study of the theory, principles, techniques and practice of project management. It includes scope definition, plan development and execution, sequencing scheduling and controlling activities for timely completion of projects, collection, and dissemination of project-related information, organizational planning, team development, and risk analysis and control. A blend of theory and practice is provided by exposing the students to realistic examples and case studies. Students utilize project management software such as Primavera or other appropriate software. Prerequisites: Junior level or ACCT 211. Offered Fall, M3, M6.

### **BSAD 371**

#### **Fundraising and Finance of Sport**

##### **3 credits**

An analysis of the core concepts related to revenue generation in sports. Emphasis will be on fundraising, pricing strategies, and public sources of funds. Students will apply theory and techniques to cases and projects and focus on short-term as well as long-term decision-making. Prerequisite: ACCT 211 or BSAD 217 or consent of instructor. Offered Fall.

### **BSAD 375**

#### **Human Resource Management**

##### **3 credits**

The course is a survey of human resource management topics and current issues including human resource strategy, recruitment, selection, training and development, and performance management. It focuses on the role of a human resource unit within an organization and the interface between human resource unit managers and general managers within an organization. Professional orientation including skills required and relevant ethical issues is covered. Prerequisites: BSAD 310 or consent of instructor. Offered Fall, M2, M4.

### **BSAD 377**

#### **Staffing, Training, and Development**

##### **3 credits**

Study of methods to create appropriate training and development programs that will meet the needs of 21st century organizations. Emphasis is on assessing the needs, designing of appropriate programs, and evaluating the success of training. In addition, staffing issues are discussed as they relate to training and development. Prerequisite: BSAD 375 or consent of instructor. Offered M3, M5.

### **BSAD 381**

#### **Systems Analysis and Design**

##### **3 credits**

This course is the study of the development of information systems from inception through investigation, design, implementation, and follow-up support. The course concentrates on the development up to actual design, and then picks up with the challenges of implementation and follow-up support. Students utilize software to aid in development process, identify critical factors affecting success of information systems, and consider the role and challenges of information systems within an organization. Core outcomes met: O. Prerequisite: CPSC 242. See also CPSC 381. Offered M1.

### **BSAD 384**

#### **Security Policy Management**

##### **3 credits**

The course emphasizes the multidisciplinary aspects of information assurance which derives from information security, technology and risk management disciplines. Students assess information security risks faced by modern organizations and understand the technical, organizational, and human factors associated with

these risks. Utilizing case analysis, students evaluate IT tools to protect against threats facing organizations and study the Information Assurance lifecycle including planning, development, acquisition, and implementation of secure infrastructures in modern businesses. Prerequisite: BSAD/CPSC 381 or BSAD 365 or consent of instructor. Offered M1.

### **BSAD 399**

#### **Internship**

##### **3 credits**

This course consists of two components: professional work experience at an employer's site and participation in various career development activities. Junior and senior level students spend a minimum of 80 hours working in a business, governmental or service organization applying skills learned in various business courses. Throughout the course students participate in a number of career development activities and conduct an in-depth reflection on their internship experience. The students complete a portfolio and share their internship experiences through a presentation or discussion. Core outcomes met: V. Prerequisites: Junior status or consent of instructor. Offered Fall, Spring, M1OL, M3OL, M5OL, M6OL, M6BL.

### **BSAD 402**

#### **Real Estate Law**

##### **3 credits**

In-depth study of the law as applied to real estate profession. Includes property description rights and interests, zoning ordinances, leasehold interests, contacts, ownership and broker duties, elements of the sales transactions, and real estate improvements. Prerequisites: BSAD 340 or 360, or consent of instructor. Offered as needed.

### **BSAD 405**

#### **Entrepreneurship and Small Business Management**

##### **3 credits**

This course examines the steps and methods needed to begin a new business with the preparation of a business plan as a course goal. It also develops the management functions needed to be an entrepreneur or operate a small business on a sound basis with emphasis on financial analysis, management control, government regulations, and taxes. Prerequisites: BSAD 315 or ACCT 211 or consent of instructor. Offered Spring, M4, M6.

**BSAD 407****Compensation and Benefits****3 credits**

This course studies historical and modern approaches to compensation as well as the relationship of compensation and benefits to organizational strategy. Prerequisites: BSAD 375. Offered M1, M4.

**BSAD 408****Employment Law and Labor Relations****3 credits**

Study of law as it impacts the human resource function in personnel, selection, managing, compensation, evaluation, and termination. Course also includes fundamental issues relative to modern labor relations. Prerequisites: BSAD 375 or 340 or consent of instructor. Offered M2, M4.

**BSAD 410****Organizational Behavior****3 credits**

Behavioral theory is applied to the relevant problems of how to set business goals, how to use problem-solving models, how to be more persuasive, and how to handle disciplinary problems. Use of authority, understanding individual and group needs, and motivation within the organization are analyzed. Prerequisites: SOCS 101 or PSYC 101 or BSAD 310 or 365. See also BSAD 410. Offered Fall, Spring, M2, M4, Summer.

**BSAD 415****Internet Marketing****3 credits**

Organizations are using various online mediums to express their ideas, products, and services. This course explores the various elements involved in Internet Marketing Communications. This course will be taught with an emphasis on developing goal-oriented strategies as part of an integrated marketing approach. Topics include: what makes a successful online marketing campaign, use of digital channels (such as search, video, social, email, and display), social media, analytical tools and measurements, current best practices and trends. Prerequisite: BSAD 315 or consent of instructor.

**BSAD 416****Sport Marketing****3 credits**

This course will introduce students to the unique nature of sport marketing at both the professional and amateur levels. Extensive time will be spent discussing fans as consumers, impact of brand equity for sport entities, effectiveness of promotional strategies, and strategic marketing decisions to maximize revenue and loyalty over the long term. Prerequisite: BSAD 315. Offered Spring, M4.

**BSAD 420****Investments****3 credits**

This course focuses on an analysis of personal investments with emphasis on portfolio theory. Students are introduced to quantitative and analytical procedures used in investment analysis and exposed to the modern philosophies of portfolio analysis and selection. Prerequisite: BSAD 352 or consent of instructor. Offered Fall, M3OL, M5BL.

**BSAD 421****Databases****3 credits**

Database design and implementation, from inception to physical design, are studied. Data definition and data manipulation are covered in the context of relational databases as well as other types of databases. The course covers techniques for transaction processing, query optimization, and indexing. Core outcomes met: W, O. Prerequisite: CPSC 242. Offered Fall (odd), M2.

**BSAD 422****Intermediate Corporate Finance****3 credits**

A rigorous and in-depth analysis of the core concepts introduced in Corporate Finance. The course is intended to amplify and apply these basic concepts. The areas covered include: capital structure, capital budgeting, valuation of the firm, cash budgeting, cost of capital, and case analysis. Basic options pricing concepts also are included. Prerequisite: BSAD 352 or consent of instructor. Offered Spring, M4OL.

**BSAD 423****Strategic Marketing****3 credits**

Analysis of major elements of strategic marketing management with emphasis on the marketing manager's role in developing and presenting goal-oriented marketing strategies. Elements analyzed include marketing practices in industry, global marketing trends, and information technology among others. The course uses case studies and marketing simulations to integrate topics from this course as well as earlier marketing courses. Prerequisite: BSAD 315 or consent of instructor. Offered Spring, M2, M4.

### **BSAD 425**

#### **Knowledge and Information Management**

##### **3 credits**

This is the study of leveraging information resources and knowledge within an organization for competitive advantage. The course focuses on knowledge management system life cycle and its four main components: knowledge acquisition, analysis, preservation, and use. Students study real-world knowledge management systems and organizational structures and determine how they add value. Prerequisites: BSAD 310 or 381, or consent of instructor. Offered as needed.

### **BSAD 426**

#### **Commercial Real Estate Analysis and Investments**

##### **3 credits**

Study of commercial real estate as an investment. Includes basic urban economics analysis, micro-level, including cash flow analysis, macro-level real estate valuation, including REIT's, mortgages as investments and real estate portfolio analysis. Prerequisites: BSAD 352 or 360, or consent of instructor. Offered M3.

### **BSAD 432**

#### **Business Ethics and Professional Behavior**

##### **3 credits**

This course distinguishes between legal, moral, and ethical imperatives in business and societal institutions. This course examines current ethical and legal responsibilities of managers in business. Topics include stakeholder and shareholder considerations, corporate social responsibility, managing ethical risk through organizational structure and the effect of ethical decision making and ethical leadership. The presentation of course concepts is facilitated by the use of cases, discusses, and/or ethical dilemmas to provide

students an introspective look at outcomes based on ethical decision making. Core outcomes met: V. Prerequisites: Sophomore level or consent of Instructor. Offered M3.

### **BSAD 435**

#### **Professional Sales III: Sales Leadership**

##### **3 credits**

Effective sales leadership requires a mastery of the "hard" analytical skills as well as the "soft" skills for effective management and coaching. This course is designed to be a "learning laboratory" for exploring key sales and management concepts related to the sales function and that of sales manager in the firm. We will focus on developing hands-on analytical and management coaching skills through the use of business case studies and articles, and active hands-on practice. The true learning will take place via the realistic cases, exercises, and assignments that will require students to show their mastery of the learning material. Feedback will be frequent and timely in order to help students develop the skills sets. To be brief: this course is not just going to teach about these topics, it will teach you to analyze, it will teach you to coach, and it will teach you to excel as a sales leader. This online course is offered via Grand View's partnership with the LCMC, a national consortium of private colleges. The partnership allows students to earn Grand View credit toward job-focused degree programs. Courses are designed by top academics, reviewed by industry leaders, and taught by qualified faculty from other colleges within the consortium. Prerequisite: BSAD 235.

### **BSAD 436**

#### **Object-Oriented Systems**

##### **3 credits**

The objective of the course is to introduce students to the issues of object-oriented systems development and promote understanding of good software design. Topics include object-oriented concepts, object-oriented methods, business and system modeling, static and dynamic analysis, system design, and testing. By the end of the semester, students should understand object-oriented analysis and design methods and techniques and be able to apply these methods and techniques to medium to large software development projects. Prerequisites: BSAD/CPSC

241 or CPSC 330 or semester of object-oriented programming coursework. Offered M2.

### **BSAD 437**

#### **IT Audit and Control**

##### **3 credits**

This course will provide students with the technical, organizational, accounting/auditing, and managerial background to plan and conduct IT audit and control activities. It will cover the following conceptual areas: business risks and the management of business risk, IT risk as a component of business risk, the need to manage IT risks, basic type of controls required in a business system in order to control IT risks, controls associated with top management, system development, programming, data resource management, security, operations management, quality assurance, and communications. Prerequisite: ACCT 211 and BSAD 384. Offered M3.

### **BSAD 445**

#### **Professional Sales IV: Advanced Relationship-Driven Professional Selling**

##### **3 credits**

Effective relationship-driven sales success requires a mastery of the basic sales process covered in the first sales course, but more importantly, it requires a higher and deeper level of "thinking" through the sales approach as a master planner, listener, negotiator, and partner. This course is designed to pick up where we left off in Relationship-Driven Professional Selling with a focus on the planning and research necessary to be a credible and compelling salesperson. Additionally, this course will tackle the advanced topics of team selling, negotiating, and leveraging account development activities through a focus on hands-on activities, written assignments, and case simulations. This online course is offered via Grand View's partnership with the LCMC, a national consortium of private colleges. The partnership allows students to earn Grand View credit toward job-focused degree programs. Courses are designed by top academics, reviewed by industry leaders, and taught by qualified faculty from other colleges within the consortium.

### **BSAD 450**

#### **Business Capstone Seminar**

##### **3 credits**

This is a senior seminar which is the capstone of the business student's educational career. The course focuses on integrating all business functions in developing long-term business strategies. The students relate previous course material to current social, economic, political, and business developments using written and verbal report formats and class discussion. Presentations by various business leaders, supplemented with current business periodicals and case studies are discussed and analyzed. Core outcomes met: IL, W, O, GA, V. Prerequisite: ENGL 309, BSAD 352, and senior status. Offered Fall, Spring, M2BL, M5OL.

### **BSAD 451**

#### **MIS Capstone Seminar**

##### **3 credits**

This is a senior seminar which is the capstone of the MIS students' educational career. Students analyze cases and complete projects that incorporate previous course material as well as current technology and information management issues. Additionally, students consider issues affecting careers in this field. Core outcomes met: IL, O, GA, V. Prerequisites: BSAD 365 or 381, and senior status. Offered M4.

### **BSAD 452**

#### **Service Management Capstone Seminar**

##### **3 credits**

Capstone course for the Service Management major. Integrates knowledge of a service industry with the various functions in business to make strategic and operational decisions within a service organization. Extensive use of case studies and discussion of concept of service and an organization's effectiveness. Core outcomes met: IL, O, GA, V. Prerequisites: BSAD 310 and 315 or consent of instructor. Spring, M3 (odd).

### **BSAD 453**

#### **Sport Management Capstone Seminar**

##### **3 credits**

This is a senior capstone seminar for students studying sport management. The main goal of this course is to provide students with opportunities to analyze external and internal environments faced by sport organizations, identify strategic problems and decisions faced by managers of a variety of sport organizations, and learn how to formulate and implement strategies in these organizations. Core

outcomes met: IL, O, GA, V. Prerequisite: BSAD 315 and BSAD 371. Offered Spring.

### **BSAD 456**

#### **Supply Chain Management: Capstone**

#### **3 credits**

This course - built in collaboration with corporate advisors - is the culmination of your work as a student of supply chain management. In this course you will be tasked with creating a series of solutions to actual problems faced by a real-world company in delivering their product to consumers. By the end of the course, you will have built experience in solving real-world supply chain problems and seeing how your solutions compare to professionals. This online class has optional live sessions. Prerequisites: BSAD 236, 246, and declared Supply Chain concentration or minor.

### **CHEM 103**

#### **Introduction to Chemistry**

#### **4 credits**

This course offers a basic introduction to select topics in chemistry and their applications to the real world. The course uses an investigative, hands-on approach that includes some laboratory activities. No previous chemistry background is assumed. Core outcomes met: Q. Prerequisite: previous or concurrent enrollment in MATH 095 or 096 or equivalent, or placement into MATH 121, or a math ACT of 21 or higher. No previous science courses are required. Offered Fall.

### **CHEM 107**

#### **Fundamentals of Organic and Biochemistry**

#### **4 credits**

A survey course relevant to nursing students, based on topics from general chemistry, organic chemistry, and biochemistry. An emphasis is placed on drug dosage calculations. The structure of organic molecules, the nature of organic functional groups, stereochemistry, carbohydrates, lipids, proteins, and nucleic acids are the principle topics covered. This course is not a preparation for higher level courses in chemistry. Core outcomes met: Q. Prerequisites: Take one year of high school chemistry or CHEM 103 with a grade of C or above; and earn a C or above or concurrent enrollment in in MATH 095, MATH 096, or equivalent, or placement into MATH 121 or higher. Offered Fall, Spring.

Lecture: 3 hours per week.

Laboratory and discussion: 2 hours per week.

### **CHEM 111**

#### **General Chemistry I**

#### **4 credits**

This course is a study of atomic structure, chemical bonding, stoichiometry, solution chemistry and the solid, liquid, and gaseous states. Emphasis is on problem solving. The laboratory introduces standard laboratory practices, quantitative and qualitative measurements, and demonstrates selected principles from lecture. Core outcomes met: Q. Prerequisites: a C or above in or concurrent enrollment in MATH 121. Offered Fall, Spring.

Lecture: 3 hours per week.

Laboratory: 3 hours per week.

### **CHEM 112**

#### **General Chemistry II**

#### **4 credits**

This course is a study of reaction kinetics, equilibria, electrochemistry, thermodynamics, and radioactivity. Emphasis is on problem solving. The laboratory further develops standard laboratory practices, quantitative measurements, and demonstrates selected principles from lecture. Lecture: 3 hours per week. Laboratory: 3 hours per week. Prerequisite: C or above in CHEM 111 and C or above in MATH 121. Offered Spring, Fall.

Lecture: 3 hours per week.

Laboratory: 3 hours per week.

### **CHEM 199**

#### **Chemistry Research**

#### **1-3 credits**

This learning opportunity is available to those students who have been identified by Grand View faculty for collaboration with them on a research project. Students may earn 1-3 credits for a project per term and accumulate up to a total of 6 semester hours of credit for research projects.

### **CHEM 321**

#### **Organic Chemistry I**

#### **5 credits**

This course introduces the study of carbon compounds. Emphasis is on the acid/base chemistry of organic compounds, spectroscopy,

and reaction mechanisms. The laboratory emphasizes organic reactions, purification, and sample identification using NMR and other instrumentation standard in the organic chemistry lab. Prerequisite: C or better in CHEM 112 or equivalent. Offered Fall, Spring.

Lecture: 3 hours per week.

Laboratory: 1 period per week.

Recitation: 1 period per week.

### **CHEM 322**

#### **Organic Chemistry II**

##### **5 credits**

This course is a continuation of the study of carbon compounds, with an emphasis on synthesis of organic molecules. Reaction mechanisms are used as unifying principles in the study of aromatic compounds, alcohols, amines, alkyl halides, ketones, aldehydes, acids, and related compounds. Methods of forming carbon-carbon bonds and polyfunctional compounds are introduced. The laboratory emphasizes standard preparations of functional groups, multistep syntheses, and identification of unknowns by chemical, spectral, and chromatographic means. Core outcomes met: O. Prerequisite: C or better in CHEM 112, and C or above in CHEM 321. Offered Spring.

Lecture: 3 hours per week.

Laboratory: 1 period per week.

Recitation: 1 period per week.

### **CHEM 341**

#### **Quantitative Analysis**

##### **4 credits**

This is an introduction to analytical chemistry. The theory and practice of gravimetric, volumetric, and spectrophotometric analysis are covered. Advanced chemistry topics include acid-base chemistry, equilibria, and experimental design. Laboratory emphasis on statistical analysis of collected data, experimental reproducibility of data, and utilization of analytical instrumentation. Core outcomes met: Q. Prerequisite: C or above in CHEM 112 and C or above in MATH 121. Offered Fall.

Lecture: 3 hours per week.

Laboratory: One three hour period per week.

### **CHEM 351**

### **Biochemistry**

##### **3 credits**

This course is a study of the chemistry and homeostasis of biological systems. The chemistry of macromolecules is introduced, including: carbohydrates, proteins, nucleic acids, and lipids. An emphasis is placed on energy transfer, catalysis, structure function relationships, and macromolecular interactions. The energetics and regulation of carbohydrate metabolic pathways are examined, including thermodynamic and kinetic properties. Prerequisite: C or above in CHEM 321. Offered Fall, Spring.

### **CHEM 361**

#### **Physical Chemistry**

##### **4 credits**

This course is a study in the principles of chemistry applied to biomolecules. A discussion of thermodynamics, spectroscopy, and molecular structure will be explored in lecture and lab. The chemical and energetic contribution to the properties of biomolecules and how they drive biological systems will be studied. An emphasis is placed on macromolecular interactions, kinetics, thermodynamics, and the contributions of entropy and enthalpy to biological systems. Prerequisite: C or above PHYS 131 or PHYS 241, and C or above in CHEM 351. Offered Spring.

Lecture: 3 hours per week.

Laboratory: 3 hours per week.

### **CHEM 450**

#### **Senior Seminar**

##### **2 credits**

This course represents the capstone course for Biochemistry majors. Emphasis is placed on further development of skills in the areas of written and oral communication, problem solving, and research. Students write a thesis based on research previously completed. Students publicly present their research as an oral or poster presentation. Professional development activities prepare students to become science professionals or for entry into professional programs or graduate school. Core outcomes met: IL, W, O. Prerequisites: Senior status and completion of 3 credits of CHEM 499. Offered Spring.

### **CHEM 452**

#### **Advanced Biochemistry**



### **3 credits**

This course focuses on advanced concepts of metabolism, stressing the homeostasis and interdependency of metabolic pathways. In addition to deepening scientific understanding of catabolic and anabolic pathways, analysis and prediction of metabolic effects at the cellular and organismal level are emphasized. Metabolism is examined from molecular, cellular, organismal, and evolutionary perspectives. Global themes relevant to Biochemistry are also discussed. This course contains a significant amount of historic and current literature review to develop analytical skills in evaluating published research and to promote oral and written communication of scientific information. Core outcomes met: GA. Prerequisites: a C or better in CHEM 351. Offered Spring.

#### **CHEM 453**

##### **Biochemical Techniques**

### **3 credits**

This research-inspired course, which may be taken concurrently with Biochemistry (CHEM 351), offers experience using a variety of biochemical methods relevant to the purification, identification, and analysis of macromolecules. Additionally, students will review primary literature, use databases and bioinformatics tools, analyze scientific data, and learn to keep a scientific notebook. Core outcomes met: V. Prerequisites: A C or above in or concurrent enrollment in CHEM 351. Offered Spring.

Lecture: 2 hours per week.

Laboratory: One three hour lab per week.

#### **CHEM 499**

##### **Research in Chemistry**

### **1 to 3 credits**

This learning opportunity is available to those students who have reached junior or senior status and have been identified by Grand View faculty sponsors to collaborate with them on a research project. Emphasis is placed on the development of academic and professional skills needed in professional scientific settings. Students may earn 1-3 credits for a project per term and accumulate up to a total of 6 semester hours of credit for research projects. Core outcomes met: IL, W, V. Offered Fall, Spring, May.

#### **COMM 105**

### **Media Literacy**

### **1 credit**

This seminar exposes students to various media forms and channels from the point of view of consumers. In a world of misinformation, hidden agendas, and “fake news,” this course teaches students to evaluate information sources and understand the standards and moral principles that set professional communicators apart. Core outcomes met: IL, GA. Offered Spring.

#### **COMM 122**

##### **Audio Production Lab**

### **3 credits**

In this hands-on course, students will work to create audio story packages for the Viewfinder podcast, a supplement to the student magazine. Students will produce two seasons of the podcast over the course of the semester, each with a different theme.

#### **COMM 128**

##### **Video Production Laboratory**

### **3 credits**

This is an introduction to video production and editing. Coursework will involve remote and studio productions and will emphasize the basics of camera operation, lighting, composition and audio collection. Students will also learn video and audio editing techniques and software. Student work will be disseminated to a public audience. Core outcomes met: O. Offered Fall, Spring.

#### **COMM 141**

##### **Multimedia Storytelling**

### **3 credits**

This is an introductory writing course that teaches the fundamental rules of telling a story for multimedia sources, including print, online, radio, television, and corporate publications. Students will understand how the distinct formats differ and are related through writing exercises and projects. Ethical and legal issues will also be examined. Core outcomes met: W, GA. Offered Fall.

#### **COMM 159**

##### **Journalism Laboratory/Reporting**

### **2 credits**

Students work on the student-run university magazine, Viewfinder. The course allows students to do the practical work of writing and photography

both for print and online. Prerequisite: COMM 141 or consent of instructor. Core outcome met: W. Repeatable. Offered Fall, Spring.

### **COMM 199**

#### **Sophomore/Transfer Portfolio Review**

Communication faculty will review portfolios during spring semester for sophomore students in communication majors. For transfer students, communication faculty will review portfolios in the spring semester after at least one full semester is completed at Grand View. Pass/Fail. Core outcome met: V. Prerequisite: sophomore status. Offered Spring.

### **COMM 255**

#### **Public Relations Principles**

##### **3 credits**

This lecture and practical application course concerns itself with broad aspects of public relations. Specific issues include PR writing, research, ethical and legal considerations, and dealing with clients, the media and the public. Online public relations, including the use of intranet sites, email news releases and social media are covered. Course includes a semester-long group project proposing a PR plan for an area business, nonprofit, or campus organization. Core outcome met: O. Offered Spring.

### **COMM 263**

#### **Social Media Strategy**

##### **3 credits**

In this course, you'll be learning the skills required for the roles of Social Media Manager, Social Media Strategist, and Social Media Specialist. You'll build a social media strategy for a real-world, local client, and you'll gain certifications demonstrating mastery of the industry-standard tool used by social media managers.

### **COMM 322**

#### **Advanced Audio Production Lab**

##### **1 credit**

In this hands-on lab course, students will work to create audio story packages for the Viewfinder podcast, a supplement to the student magazine. Students will produce two seasons of the podcast over the course of the semester, each with a different theme. Prerequisite: COMM 122.

### **COMM 323**

### **Emerging Video Techniques**

##### **3 credits**

Students produce, direct and edit video projects both in the field and in the studio. Students learn emerging techniques and software that will stretch their repertoire of skills, expose them to innovative storytelling methods and enhance their existing video portfolios. Prerequisites: COMM 128. Offered Spring.

### **COMM 328**

#### **Advanced Video Production Lab**

##### **1 credits**

This course builds off of COMM 128 and gives students more advanced instruction and practice in video production and editing. Student work will be disseminated to a public audience. Core outcomes met: O. Prerequisite: COMM 128. Repeatable. Offered Fall, Spring.

### **COMM 349**

#### **Publication Design Essentials**

##### **3 credits**

Publication production skills are the basis of this course, which concentrates on headline writing, photography, layout and design. Prerequisites: COMM 151 and junior status.

### **COMM 352**

#### **Feature Writing and Editing**

##### **3 credits**

A successful communication professional must have an inquisitive mind, a firm grasp of the English language, a thorough understanding of AP style rules, a keen eye for detail and an insatiable appetite for accuracy. This class will help students develop these and other skills via writing assignments, rigorous copyediting exercises and lectures on the various roles and responsibilities of written communication professionals. Core outcomes met: W. Prerequisite: COMM 151 and junior status; or consent of instructor. Offered Fall.

### **COMM 359**

#### **Advanced Journalism Lab**

##### **1 credit**

Practical assignments are given in writing, photography, art, editing, video, and other multimedia for upper-level students. Prerequisites: COMM 151, 159, and junior or senior status; or

consent of instructor. Repeatable. Prerequisite: COMM 159. Offered Fall, Spring.

### **COMM 399**

#### **Internship – Communication**

**1 to 3 credits**

The internship program enables students to gain practical experience in their major area of academic interest. It is intended to be a learning experience which integrates classroom theory with on-site practical training. Students are required, as a minimum, to work 25 hours for each hour of credit earned. Site must be selected and paperwork must be completed within the first month of the semester in which the internship occurs. Students may apply at the end of their junior year. Core outcomes met: V. Offered Fall, Spring, Summer trimester.

### **COMM 404**

#### **Communication Law and Ethics**

**3 credits**

Students will learn how U.S. law and leading ethical models interact with the fields of TV, radio, print, web, advertising and public relations through research presentations and papers, in-class activities, and, most prominently, roundtable discussions. They will also explore the ethical and legal judgments of media professionals both past and present in an attempt to reveal the process by which important communication decisions are made. By exploring the successes and failures of others, students will learn to hone their own decision-making skills. Core outcomes met: IL, W. Prerequisites: COMM 105 and senior status; or consent of instructor. Offered Fall.

### **COMM 430**

#### **Topics in Communication**

**1 to 3 credits**

This course is a study of problems or topics in the mass communication field. Content and emphasis may vary according to a theme or be centered on a particular field of communication, such as radio, television, journalism, or photography. Prerequisite: Junior status or consent of instructor. Repeatable. Offered as needed.

### **COMM 467, 468**

#### **Honors Media Lab**

**3 credits per semester**

Students are expected to enroll in both semesters of this course, which will involve them working as a team to produce an innovative media project with multiple components and mixed media forms. Students will leverage skills such as page design, writing, editing, video production, game design and coding to aid in the production of the project. They will also be expected to learn new skills and push themselves to think innovatively about their methods of production and dissemination. Prerequisite: consent of instructor. COMM 467 offered Fall; COMM 468 offered Spring.

### **COMM 470**

#### **Communication Career Seminar**

**3 credits**

This senior-level capstone course assists students with employment readiness for multimedia careers. In addition to helping students define professional goals, the course introduces them to job-seeking strategies and interviewing techniques, as well as in the preparation of a resume and cover letter. Multimedia technology techniques will be utilized for students to publish materials to a student-created website and to create a professional career portfolio. Core outcomes met: O, Q, V. Prerequisite: Senior status. Offered Fall, Spring.

### **CPSC 155**

#### **Programming Using Visual Basic**

**3 credits**

This course introduces programming using Visual BASIC. The course emphasizes problem solving, designing algorithms, and implementation of algorithms using Visual BASIC. Concepts of event driven programming, and techniques for good user interface design are also studied. Prerequisite: MATH 095 or consent of instructor.

### **CPSC 210**

#### **Human-Computer Interaction**

**3 credits**

Human-computer interaction is a study of the design and human use of interactive computing systems and their impact on human life. This course addresses the numerous ways we interact with computers from cellular phones, video games to cutting-edge technologies. Topics to be covered include aspects of interface design, webpage elements, hand-held devices, smart homes, smart cars, e-commerce, wireless technology and other

current technologies. Core outcomes met: GA, IL.  
Prerequisite: Basic computer competency is assumed. Offered M4 or as needed.

### **CPSC 241**

#### **Computer Science I**

**3 credits**

This course is an introduction to computer programming, problem solving, and algorithm development. Topics include data types, expressions, control structures, subprograms, strings, I/O, and arrays. Prerequisite or Corequisite: MATH 095, 096, or 116, or satisfactory score on Math Placement. Offered Fall, Spring (even), M3.

### **CPSC 242**

#### **Computer Science II**

**3 credits**

This course provides further instruction on topics started in BSAD/CPSC 241 with an emphasis on introductory computer science topics. These topics include basic data structures, algorithm analysis, recursion, searching, sorting, and elements of software design. Core outcomes met: IL.  
Prerequisite: CPSC/BSAD 241. Offered Fall, Spring, M4.

### **CPSC 260**

#### **Programming for Data Wrangling and Data Mining**

**3 credits**

Data mining refers to a set of techniques that have been designed to efficiently find interesting pieces of information or knowledge in big data. This course introduces programming languages and techniques used for data mining and statistical analysis. Topics will include: data wrangling (acquiring raw data, cleaning it, and getting it into a format amenable for analysis), summarization and visualization, modeling, and applications of statistical methods. Prerequisites: MATH 095 or 096 with a grade of C minus (C-) or better, or a satisfactory score on Math Placement. Offered Spring.

### **CPSC 297**

#### **Programming in \_\_\_\_**

**3 credits**

This course serves to gain a deep understanding of the syntax and standard library of a particular language. It will focus on the programming

techniques of a particular to solve problems for common applications of the language. This course is repeatable for credit with a different language. Prerequisite: CPSC 241. Offered: M1.

### **CPSC 300**

#### **Computer Architecture and Operating Systems**

**3 credits**

This course introduces fundamental machine organization and associated operating system software components. Machine architecture topics include processor function, data representation and arithmetic, and assembly language programming. Operating system functionality in support of the process model, memory management, file management, and I/O systems is studied. Prerequisite: CPSC 242 and either MATH 231 or 212. Offered Spring.

### **CPSC 310**

#### **High Performance Computing for Big Data and AI**

**3 credit**

Analytics and artificial intelligence (AI) have become big data challenges that are changing how industries handle their data. This course provides an introduction to the current techniques used in high performance computing. Students will learn ways of storing data that allow for efficient processing and analysis and to query large data sets in real time. Topics include parallel algorithms, current software and hardware frameworks, program optimization, and cloud computing. Prerequisite: CPSC 242 and MATH 331. Offered Spring (odd)

### **CPSC 316**

#### **Web Application Development**

**3 credits**

This course gives students an introduction to web development with hands on instruction to current server-side and client-side languages. Topics include basic security, basic web server administration, and software to help with collaborative work. Prerequisites: BSAD/CPSC 241. Offered Fall.

### **CPSC 323**

#### **Networking and Telecommunication**

**3 credits**

This course examines to principles and methods of data communication, focusing on the OSI and TCP/IP models for describing network protocols, security, standards, and network design and implementation. Prerequisite: CPSC 242. Offered Fall (even), M5.

**CPSC 330**

**Data Structures and Algorithms**

**3 credits**

This course provides instruction on the creation and use of advanced data structures with an emphasis on algorithm development and analysis using these structures. Topics include basic data structures, self-balancing trees, heaps, hash-tables, graphs, graph algorithms, algorithm analysis, complexity classes, and algorithm design techniques. Prerequisite: CPSC 242 and MATH 300. Offered Fall.

**CPSC 360**

**Programming Languages**

**3 credits**

This course provides students with a fundamental understanding of the different paradigms of programming languages, with an emphasis on formal syntax and semantics. Other topics include parsing, language classifications, names and scoping, data and control abstractions, and formal methods. Prerequisite: CPSC 330 and MATH 340. Offered Spring.

**CPSC 363**

**Software Development**

**3 credits**

This course presents the design, development, operation and maintenance of software. Topics include the software lifecycle, specifications, current programming practices, and problem solving. Core outcomes met: W. Prerequisite: CPSC 242 and MATH 121. Offered Fall (odd).

**CPSC 399**

**Internship**

**3 credits**

This course offers students the opportunity to gain hands-on work experience related to their studies. Students participate in career development activities, and conduct an in-depth reflection on their internship experience, and share internship experiences in a formal presentation. The course

also explores computing as a worldwide social and political force through which frameworks for ethical and professional decision making are being redefined. Available to Grand View degree-seeking students only. Core outcomes met: V. Prerequisite: senior status. Offered Spring.

**CPSC 421**

**Databases**

**3 credits**

Database design and implementation, from inception to physical design, are studied. Data definition and data manipulation are covered in the context of relational databases as well as other types of databases. The course covers techniques for transaction processing, query optimization, and indexing. Core outcomes met: W, O. Prerequisite: CPSC 242. Offered Fall, M2.

**CPSC 430**

**Topics in Computer Science**

**1 to 3 credits**

Designed to provide opportunity for more in-depth study of some area of computer science not currently covered in the catalog courses. No more than six credits of Computer Science 430 may be applied to the major. Offered as needed.

**CPSC 441**

**Machine Learning**

**3 credits**

This course provides students with an in-depth look at topics in the Machine Learning (ML) area of Artificial Intelligence. ML is a field of study that gives computers the ability to learn without being explicitly programmed. Students will learn the theory behind fundamental ML techniques and also gain hands-on experience applying popular supervised and unsupervised ML algorithms to data science applications involving big data. Topics will also include: design of machine learning experiments, development of new techniques, prediction and inference, optimization, and methods of evaluation for choosing the appropriate ML algorithm for a given scenario. Prerequisites: CPSC 242, MATH 331, and STAT 341. Offered Spring (even).

**CPSC 449**

**Ethics Seminar**

**1 credit**

This course challenges students to recognize and grapple with fundamental questions of justice in relation to data and computing, understanding issues related to ethics, professional conduct, and social responsibility. Course assignments will allow students to explore their own social and ethical commitments as they prepare for their future careers. Prerequisite: Junior or Senior status. Offered Fall.

### **CPSC 451**

#### **Computer Science Capstone Seminar I**

##### **2 credits**

The capstone course for Computer Science majors equips students with the skills to initiate and carry out both directed research and software development projects. Students demonstrate their ability to synthesize knowledge, skills, and attitudes acquired through their course work by defining and developing project proposals. Core outcomes met: GA, V. Prerequisite: CPSC 330. Offered Fall.

### **CPSC 453**

#### **Computer Science Capstone Seminar II**

##### **1 credit**

CPSC 453 continues the Computer Science Capstone. Students complete and present their research and project work started in CPSC 451. Presentations are critically examined by students' peers and department members. Core outcomes met: W. Prerequisite: CPSC 451. Offered Spring.

### **DATA 101**

#### **Introduction to Data Analytics**

##### **3 credits**

This course provides an introduction to data analytics. Students will learn how experts use predictive techniques and statistical reasoning to make data driven decisions in areas such as marketing, finance, sports, healthcare, genomics, environmental studies, etc. Students will be exposed to some of the special techniques and tools used in big data analysis, gaining hands-on experience analyzing real datasets, exploring different questions, and trying out the tools. Ethical issues, such as security and privacy, will be explored. Core outcomes met: IL, V. Offered Fall.

### **DATA 321**

#### **Data Visualization**

##### **3 credits**

The goal of this course is to introduce students to principles and techniques of representing data visually. Students will communicate data in a variety of ways using industry standard software and programming techniques to communicate an effective narrative. Core outcome met: W. Offered Spring.

### **DATA 433**

#### **Finance Analytics**

##### **3 credits**

In today's environment business, finance, and accounting professionals need to analyze an increasing volume of data in a meaningful way. This course covers the main quantitative analysis methods of finance. The emphasis is on rigorous and in-depth development of the key techniques and their application to practical problems in order to make sustainable strategic decisions. Good decisions depend on accurate and well-presented information drawn from both domestic and international sources and more importantly the ability to synthesize and draw conclusions from that data. This course will help individuals develop, interpret and analyze both internal and external financial information. Prerequisites: BSAD 352 and STAT 239, 241, or 261. Offered Spring (odd).

### **DATA 435**

#### **Marketing Analytics**

##### **3 credits**

This course will focus on developing marketing strategies and resource allocation decisions driven by quantitative analysis. Marketing activities provide critical economic functions for the success of organizations. Companies of all sizes must develop effective marketing analysis to reach customers. The course will draw on and extend students' understanding of issues related to integrated marketing communications, pricing, digital marketing, and quantitative analysis. Prerequisite: BSAD 315 and STAT 239, 241, or 261. Offered Fall (even).

### **DATA 437**

#### **Sport Analytics**

##### **3 credits**

Students will learn the analytical techniques that, when properly applied, can provide a competitive advantage to teams and players. Sports analytics helps facilitate decision-making both on and off the field. Students will learn how to apply methods and

principles in a wide range of applications such as evaluating team and player performance; developing tactics and team strategies; improving sales and reducing expenses across an organization; and identifying opportunities to increase brand engagement. Prerequisites: BSAD 217 and STAT 239, 241, or 261. Offered Fall (odd).

### **DATA 445**

#### **Applied Statistical/Machine Learning**

#### **3 credits**

This course provides a comprehensive overview of the algorithms and techniques in machine learning with an emphasis on their practical application to real problems. Covers key concepts in supervised and unsupervised machine learning. Topics include classification, tree-based methods, support vector machines, neural nets, clustering, principal component analysis, design of machine learning experiments, algorithms for prediction and inference, optimization, and evaluation. Prerequisites: STAT 341. Offered Fall.

### **DATA 448**

#### **Predictive Analytics**

#### **3 credits**

This course focuses on predictive analytics to help decision makers evaluate possible outcomes, e.g. revenues, profits, market share, probability of making a sale, probability of losing a client, etc., based on historical data and learning models. Students will develop skills in predictive analytics that will allow them to develop and use advanced predictive analytics methods; develop expertise in the use of popular tools and software for predictive analytics; and learn how to develop predictive analytics questions and then identify and select the most appropriate predictive analytics methods and tools to answer the questions. Topics include: model tuning, hyper-parameter optimization, feature selection, resampling and cross-validation methods, and ensemble learning. Prerequisites: DATA 445. Offered Spring (even).

### **DATA 454**

#### **Business Analytics Capstone**

#### **3 credits**

This capstone course provides an opportunity for students in the Business Analytics program to integrate and apply the analytics skills and knowledge learned in the previous courses to a large data analytics program. The Business

Analytics Capstone Project gives you the opportunity to apply what you've learned about how to make data-driven decisions to a real business challenge. At the end of this Capstone, you'll be able to ask the right questions of the data, and know how to use data effectively to address business challenges of your own. You'll understand how cutting-edge businesses use data to optimize marketing, maximize revenue, make operations efficient, and make hiring and management decisions so that you can apply these strategies to your own company or business. Core outcomes met: W, O, V. Offered Spring.

### **ECON 101**

#### **Principles of Macro Economics**

#### **3 credits**

Topics covered include demand and supply concepts; determination of market equilibrium; national income accounting; monetary and fiscal policies used to examine the problems of economic stability and economic growth; the impact of international trade on the US economy. Offered Fall, Spring, M1, M3.

### **ECON 102**

#### **Principles of Micro Economics**

#### **3 credits**

Topics covered include opportunity costs, supply and demand, comparative and absolute advantage, the decisions of household (consumption and labor) and firms (production and pricing), and the role of government on those decisions (taxes and price controls), along with market structure (perfect competition, monopolistic competition, oligopoly and monopoly). Offered Fall, Spring, M2, M4.

### **ECON 315**

#### **Money, Banking and Financial Markets**

#### **3 credits**

This course covers contemporary concepts in financial markets, money, and banking. This includes technology's effects on the financial system, the changing role of financial intermediaries, the role of money on the domestic and world economy, government regulation of the financial industry, bank management concepts, and the role of the Federal Reserve Bank. Prerequisites: ECON 101 or 102. Offered Spring, M1BL, M5OL.

### **ECON 415**

**International Finance****3 credits**

This course is designed as an introductory course in International Finance. The relevant topics are presented from the perspective of the multi-national corporation. The topics covered include: exchange rate theory, the foreign exchange market, management of exchange rate risk, country risk assessment, and global mobilization of financial resources. Prerequisite: ECON 101 or consent of instructor. Offered Spring.

**EDUC 111****Introduction to Education****3 credits**

This is both a practical and theoretical course. Students meet in class to discuss educational theory and to analyze experiences. They take part in a regularly scheduled field experience in a local school outside of course meeting times. The purposes are to study the history and philosophical foundations of American education, build a foundation of knowledge and skills needed for teaching, obtain actual in-school experience, understand the underlying theory of classroom activities and teacher practice, determine early in students' academic preparation whether they have the necessary abilities and interests to become teachers, and receive an orientation to the teacher preparation program at Grand View University. Core outcomes met: W. Offered Fall, Spring.

**EDUC 146****Psychology and Development for Educators****3 credits**

The course covers the latest research on how children and adolescents learn and develop and its implications for teachers. Students will learn how to apply various learning theories, with focus on the cognitive, social, emotional and physical development from birth to age 20. Content will include, but is not limited to: theories of learning, individual and social constructivism, attachment theory, child development, motivation, memory, metacognition and reflection. Core outcomes met: O. Prerequisite: PSYC 101; may be taken concurrently with EDUC 111. Offered Fall, Spring.

**EDUC 184****Elementary Health and PE Methods for Classroom Teachers****1 credit**

Students will explore research and pedagogy related to Physical Education and Health instruction in the elementary school. They will consider PE and health standards, observe in a PE classroom, and consider methods for incorporating movement and health in the general K-6 classroom. Prerequisite: EDUC 111. Offered Fall (eve), Spring.

**EDUC 243****Instructional Planning and Assessment****3 credits**

This course focuses on instructional planning and assessment of learning in K-12 classrooms. Students learn how to select and construct classroom assessments; how to use assessment information to inform instructional decisions; how to use assessment to motivate students to strive for excellence; and how to effectively communicate and report assessment information. This course is taken just prior to admission into the Education program. Transfer credit is not accepted for this course. Transfer students may be permitted to take concurrently with methods/practicum pending departmental approval. Core outcomes met: O, Q. Prerequisite: EDUC 111, EDUC 146. Offered Fall, Spring, May.

**EDUC 244****Planning and Assessment for Art, Music, and Physical Education****2 credits**

This course focuses on instructional planning and assessment of learning in K-12 art, music and physical education. Students' involvement in this course will be an authentic example of how performance data is collected and used to make educational decisions about instruction and student achievement. Students learn how to select and construct classroom assessments; how to use assessment information to inform instructional decisions; how to use assessment to motivate students to strive for excellence; and how to effectively communicate and report assessment information. The course includes use of Chalk and Wire ePortfolio tool which students must subscribe to prior to acceptance into Teacher Education and will use throughout the completion of the major, as required by Iowa Department of Education. This course is the entry point for admission into the Education program for Art, Music and Physical Education pre-education students. Transfer credit is



not accepted for this course. Prerequisite: EDUC 111 and EDUC 146. Offered as needed.

### **EDUC 245**

#### **Instructional Technologies**

##### **2 credits**

The course overviews ways to use technologies to support K-12 instruction in content areas. Experiences include: considering pedagogical approaches that embrace technology, using and evaluating technologies and interactive web applications, creating digital stories, and researching questions related to technology use. This course is intended for those interested in pursuing an education major. Core outcomes met: IL. Prerequisite: EDUC 111. Offered Fall, Spring, May.

### **EDUC 280**

#### **Social Issues in Education**

##### **3 credits**

This course meets the Iowa Department of Education's requirement for dedicated coursework in human relations and cultural competency and for core curricula which addresses collaboration, ethics, and relationships. Students will acquire knowledge about and demonstrate skill in interpersonal and inter-group relations. The desired student outcome is the development of sensitivity to and understanding of the values, beliefs, life styles, and attitudes of individuals and the diverse groups found in a pluralistic society. Students will be expected to translate their knowledge of human relations into attitudes, skills, and techniques which will result in favorable learning experiences for diverse learners in PreK-12 settings. Content includes discussion of behaviors expected of Iowa teachers and consequences of violations as outlined in State Code, specifically Chapter 25: Code of Professional Conduct and Ethics and Chapter 26: Code of Rights and Responsibilities. Core outcomes met: GA. Prerequisite: EDUC 111; EDUC 146 may be taken prior to or concurrently with EDUC 280. Transfer students may be permitted to take concurrently with methods/practicum pending departmental approval. Offered Fall, Spring, occasionally Summer.

**NOTE: Students must have been formally admitted to the Teacher Education Program in order to be eligible to register for education**

**practicums and methods courses at the 300 or above level.**

### **EDUC 304**

#### **Education Practicum: Foreign Language**

##### **2 credits**

This educational practicum is required for all Secondary Education or Elementary Education majors pursuing a Foreign Language Endorsement. Students are placed in a local elementary, middle, or high school foreign language classroom to observe and to experiment with teaching materials and methods. Guidance for elementary, middle, or high school students and classroom management strategies are emphasized. Regular on-campus class meetings are provided to connect theories and practical experience. Field Experience: 6 hours per week arranged on a regular basis in an elementary, middle, or high school classroom. This assignment is made in consultation with the education faculty. Prerequisite: Must be taken concurrently with EDUC 317. Offered Spring (odd) and Fall (even).

### **EDUC 306**

#### **Education Practicum: Primary Elementary (Grades Kindergarten, 1, 2, 3)**

##### **2 credits**

This educational practicum is required for Elementary Education majors. Students are placed in a local primary-grade classroom to observe and to experiment with teaching materials and methods. Guidance for primary-grade children and classroom management strategies are emphasized. Regular on-campus class meetings are provided to connect theories and practical experience. Field Experience: 4 hours per week arranged on a regular basis in a primary-grade classroom. This assignment is made in consultation with the education faculty. Cannot be taken concurrently with Education 307. Core outcomes met: V. Prerequisites: Admission to Teacher Education Program and concurrent enrollment in one of the methods courses. Offered Fall, Spring.

### **EDUC 307**

#### **Education Practicum: Intermediate Elementary (Grades 4, 5, 6)**

##### **2 credits**

This educational practicum is required for Elementary Education majors. Students are placed in a local intermediate-grade classroom to observe

and to experiment with teaching materials and methods. Guidance for intermediate-grade children and classroom management strategies are emphasized. Regular on-campus class meetings are provided to connect theories and practical experience. Field Experience: 4 hours per week arranged on a regular basis in a primary-grade classroom. This assignment is made in consultation with the education faculty. Cannot be taken concurrently with EDUC 306. Core outcomes met: V. Prerequisites: Admission to Teacher Education Program and concurrent enrollment in one of the methods courses. Offered Fall, Spring.

### **EDUC 308**

#### **Education Practicum: Middle School**

#### **2 credits**

This educational practicum is required for Secondary Education majors. Students are placed in a local middle school classroom to observe and to experiment with teaching materials and methods. Guidance for middle school adolescents and classroom management strategies are emphasized. Regular on-campus class meetings are provided to connect theories and practical experience. Field Experience: 4 hours per week arranged on a regular basis in a middle school classroom. This assignment is made in consultation with the education faculty. Core outcomes met: V. Prerequisites: Admission to the Teacher Education program; concurrent enrollment in EDUC 310; preferred concurrent enrollment in methods course; may not be taken concurrently with EDUC 309. Offered Fall.

### **EDUC 309**

#### **Practicum: Secondary**

#### **2 credits**

This educational practicum is required for Secondary Education majors. Students are placed in a local high school or middle school classroom to observe and to explore teaching materials and methods. Guidance for high school and middle-level adolescents and classroom management strategies are emphasized. Regular on-campus class meetings are provided to connect theories and practical experience. Field Experience: 3-4 hours per week arranged on a regular basis in a high school or middle school classroom. This assignment is made in consultation with the education faculty. Core outcomes met: V. Prerequisites: Admission to the Teacher Education

program; concurrent or prior enrollment in EDUC 341. Offered Spring.

### **EDUC 310**

#### **Middle School Methods**

#### **3 credits**

This course focuses on the growth and development of the middle school age child and specifically addresses their social, emotional, physical, and cognitive characteristics and needs. In addition, coursework includes middle school design, curriculum, instruction, and assessment including, but not limited to, interdisciplinary instruction, teaming, and differentiated instruction. Core outcomes met: W. Prerequisites: Admission into the Teacher Education program; concurrent enrollment in content methods recommended but not required. Offered Fall.

### **EDUC 312**

#### **Teaching of Elementary Science**

#### **3 credits**

This course focuses on the study, development, and application of methods for providing appropriate science learning experiences and processes for elementary school children. Upon completion of this course, students are able to understand theories of inquiry and problem-solving processes, identify appropriate and effective teaching strategies, and plan and present appropriate Science lessons in K-6 grade classes. The course requirements include reading, research, class observation, and lesson presentation. The class meets on campus on a regular basis while providing opportunity for students to observe and experiment with science teaching methods and materials in elementary school settings. Prerequisites: Admission into the Teacher Education program; concurrent enrollment in EDUC 306 or 307. Offered Fall, Spring.

### **EDUC 313**

#### **Teaching of Elementary Math**

#### **3 credits**

This course focuses on the study of children's acquisition of mathematics understanding and mathematics instruction methods and models in the elementary classroom (K-6), including theories, research, lesson planning, and assessing strategies. Upon completion of this course students are able to understand the systems of mathematics, identify and apply effective

mathematics teaching strategies, plan appropriate lessons, and teach in K-6 grades. The course requirements include reading, research, class observation, and lesson presentation. The class meets on campus on a regular basis while providing opportunity for students to observe and experiment with teaching methods and materials in elementary school settings. Prerequisites: Admission into the Teacher Education program, MATH 145 and concurrent enrollment in EDUC 306 or 307. Offered Fall, Spring.

### **EDUC 314**

#### **Teaching of Elementary Social Studies**

##### **3 credits**

This course focuses on the study of both social studies content and instructional methods for teaching social studies in the elementary classroom (K-6), including theories, research, lesson planning, and assessing strategies. Upon completion of this course students are able to understand the content that is taught in elementary social studies, identify and apply effective teaching strategies, plan appropriate lessons, and teach in K-6 grades. The course requirements include reading, research, and lesson presentation. Core outcomes met: W, GA. Prerequisites: Admission into the Teacher Education program; concurrent enrollment in EDUC 306 or 307. Offered Fall, Spring.

### **EDUC 317**

#### **Foreign Language Teaching Methods**

##### **3 credits**

Foreign Language Teaching Methods presents various techniques and materials for foreign language instruction in elementary and secondary schools. Areas that are covered include planning, objectives, evaluation, and teaching techniques. Prerequisite: Four college semesters of a foreign language. Offered Spring (Odd) and Fall (Even).

### **EDUC 324**

#### **Teaching Literacy: K-2**

##### **3 credits**

This class covers the principles and methods of emergent, progressing, and transitional reading and writing. The course focuses on phonics, phonemic awareness, the alphabetic principle, reading comprehension strategies, fluency, and assessments for K-2 classrooms. Additionally, the stages of writing, 6 + 1 traits of writing, and the writing process will be covered. Students will plan

and present lessons modeling effective teaching practices. Course requirements include reading research, modeling of lessons, and practice with primary assessments. Prerequisites: Admission into the Teacher Education program; concurrent enrollment in EDUC 306. Offered Fall, Spring.

### **EDUC 325**

#### **Teaching Literacy: 3-8**

##### **3 credits**

This class covers the principles and methods of teaching reading, literature, writing, and vocabulary development in grades 3-8. This course explores various structures of classroom design for literacy instruction including the workshop format. Students will consider and experiment with the role of technology in teaching literacy. Special attention is given to the unique qualities of individual learners within the literacy classroom and students complete a project that requires time in a school to assess and instruct a struggling reader. Prerequisites: Admission into the Teacher Education program; EDUC 324 for elementary education majors; concurrent enrollment in EDUC 307 recommended. Offered Fall, Spring.

### **EDUC 326**

#### **Physical Education and Health Methods in the Elementary School (K-8)**

##### **3 credits**

This is a basic physical education and health methods course for students studying to become elementary physical education and/or health teachers. This course focuses on developmentally-appropriate physical education and health methods, curriculum, resources and practices for the elementary-age child. Upon completion of this course, students are able to understand the issues of physical education and health, identify and apply effective teaching strategies, plan appropriate lessons, and teach physical education and health lessons in grades K-8. Practical application of this is provided through concurrent enrollment in EDUC 327. Students are required to earn a certificate for Concussion training and CPR and to submit it to the Education Department at Grand View prior to completion of this course. Prerequisite: Admission to Teacher Education. Offered Fall.

### **EDUC 327**

#### **Elementary Physical Education/Health Practicum: K-8**

**2 credits**

This educational practicum is required for Physical Education majors. Students are placed in an elementary education setting to observe and explore physical education and health teaching materials and methods. Regular on-campus class meetings are provided to connect theories and practical experience. Field Experience: approximately 4 hours per week. This assignment is made by education faculty. Take concurrently with EDUC 326. Prerequisites: Admission to Teacher Education. Offered Fall.

**EDUC 328****Physical Education and Health Methods in the Secondary School (5-12)****3 credits**

This is a basic physical education and health methods course for students studying to become secondary physical education and/or health teachers. This course focuses on developmentally-appropriate physical education and health methods, curriculum, resources and practices for the secondary education students. Upon completion of this course, students are able to understand the issues of physical education and health, identify and apply effective teaching strategies, plan appropriate lessons, and teach physical education and health lessons in grades 5-12. Practical application of this course is provided through concurrent enrollment in EDUC 329. Students are required to earn a certificate for Concussion training and CPR and to submit it to the Education Department at Grand View prior to completion of this course. Prerequisite: Admission to Teacher Education. Offered Spring.

**EDUC 329****Secondary Physical Education/Health Practicum (5-12)****2 credits**

This educational practicum is required for Physical Education majors. Students are placed in a local secondary education classroom to observe and to experiment with physical education and health teaching materials and methods. Regular on-campus class meetings are provided to connect theories and practical experience. Field Experience: approximately 4 hours per week. This assignment is made by education faculty. To be taken concurrently with EDUC 328. Core outcomes

met: V. Prerequisites: admission to Teacher Education. Offered Spring.

**EDUC 336****Driver Education I****3 credits**

This course teaches students how to organize a driver and safety education program and how to utilize class time to meet state regulations. This course also explores different techniques and methods for teaching driver education. Students need to earn a grade of C or above to receive credit towards certification. Offered M2, M4.

**EDUC 337****Driver Education II****3 credits**

This course includes 16 hours of practicum in behind the wheel instruction. Course instructor will help coordinate placement. Course focuses on teaching student drivers to develop skills and attitudes that support safe and responsible driving. Students need to earn a grade of C or above to receive credit towards certification. Prerequisites: EDUC 336 or consent of instructor. Offered M2, M4.

**EDUC 338****Driver Education III: Traffic Safety****3 credits**

This class is designed for students who are seeking teacher licensure in Driver and Safety Education. The course addresses the curriculum of Driver Education including traffic safety and accident prevention, and drug and alcohol abuse. Out of class experiences, such as attending traffic court, are required. Offered M2, M4.

**EDUC 338X****Practicum: Driver Education****0 credits**

This class is designed for students who are seeking a teaching endorsement in Driver and Safety Education. The course meets requirements from the Board of Educational Examiners for a field experience for students who are initially licensed K-8. Offered M2, M4.

**EDUC 341****Secondary Management and High School Methods**

**3 credits**

This course provides students with an introduction to the methods and materials for teaching high school. Students will learn instructional and assessment strategies and will begin developing their own teaching styles and philosophies as they relate to a 9-12 setting. In addition, students will examine classroom management theory for secondary education students (5-12) and will develop a classroom management philosophy and action plan. Students will gain practice in evaluating the subject matter and devising teaching plans consistent with present educational research in their particular discipline. Prerequisites: Admission to the Education Program; concurrent enrollment in EDUC 309 is recommended. Offered Spring.

**EDUC 342**

**Pedagogies of Exceptional Learners**

**3 credits**

This K-12 course focuses on the exceptionalities of children including the etiologies, characteristics, and learning needs of children with disabilities and giftedness. Students learn about Multi-tiered Systems of Support (MTSS) interventions, Individualized Education Program (IEP), differentiated instructional planning/techniques, history, current trends of special education, students struggling with literacy (including those with dyslexia), and ELL/multilingual learners. The course explains theories related to the least-restrictive environment and includes philosophies related to coteaching/collaboration and the legal requirements surrounding educational supports and programming for people with disabilities. Core outcomes met: IL, Q, GA. Prerequisites: EDUC 146 required, EDUC 243 and 280 recommended. Dual listed with EDGR 501. Offered Fall, Spring, Summer (OL).

**EDUC 343**

**Instructional Strategist I Methods (K-8)**

**4 credits**

This course provides prospective K-8 special education teachers with information concerning instructional strategies and methods and programming concentration available to students receiving educational services in an Instructional Strategist I special education program. A laboratory experience correlates with the information presented in the classroom and through

lecture topics. Dual listed with EDGR 531. Prerequisites: EDUC 342, EDUC 306 or 307.. Offered Spring (Eve).

**EDUC 344**

**Instructional Strategist I Methods (5-12)**

**4 credits**

This course provides prospective 5-12 special education teachers with information concerning instructional strategies and methods and programming concentration available to students receiving educational services in an Instructional Strategist I special education program. A laboratory experience correlates with the information presented in the classroom and through lecture topics. Dual listed with EDGR 532. Prerequisites: EDUC 342, EDUC 309 or 308. Offered Spring (Eve).

**EDUC 347**

**Secondary English/Reading Teaching Methods**

**2 credits**

Students learn teaching methods and resources unique to 5-12 English/Language Arts instruction such as: writing process; language specifics; oral language; literature; media literacy; and evaluation of student work. They work with lesson plan theory and write lesson plans. A personal resource file is developed. Prerequisites: EDUC 111 and 146; concurrent enrollment in EDUC 310. Offered M2 (odd).

**EDUC 348**

**Secondary Science Teaching Methods**

**2 credits**

This course focuses on the nature of science and a constructivist approach to the research-based framework for science teaching. Students learn how to choose the most appropriate teaching approaches and sequences, with emphasis on the learning cycle, to design and present effective science lessons. Students become familiar with standards-based science curriculum and resources for teaching science. Prerequisites: EDUC 111 and 146; concurrent enrollment in EDUC 310 recommended. Offered: Fall (odd).

**EDUC 349**

**Secondary Mathematics Teaching Methods**

**2 credits**

This course provides students the opportunity to work with an experienced 5-12 mathematics teacher in a local school. The students learn methods and materials unique to 5-12 mathematics teaching, prepare lesson plans, and gain instructional practice. Prerequisites: EDUC 111 and 146; recommended corequisite EDUC 310. Offered Fall (odd).

### **EDUC 350**

#### **Language Acquisition and Learning**

#### **3 credits**

This course focuses on language acquisition for both native and English Language Learners. Included in the class are ways to support and engineer students' expansion of language in order to support communication, a community of learners, cognitive development, and literacy. Dual listed with EDGR 549. Prerequisites: EDUC 146 and junior status. Offered Fall, Spring (Eve).

### **EDUC 351**

#### **Secondary Social Science Teaching Methods**

#### **2 credits**

Social studies methods will encourage students to make meaningful connections between the theory and practice of social studies education. Our focus will be on common pedagogical concepts and themes relevant to all social studies disciplines, while providing students with opportunities to apply specific understandings to their own content area. The primary theme of this course will be to demonstrate the seamless relationship between social studies theory, practice, and education in a democratic society. Students will be encouraged to critique the present promise of democracy and to envision democratic spaces within their classrooms, because it is imperative that social studies educators bring the world outside the classroom into the school and the classroom to the world outside. Prerequisites: EDUC 111 and 146; recommended corequisite EDUC 310. Offered: Fall (odd).

### **EDUC 355**

#### **Writing for the Diverse Classroom**

#### **3 credits**

This course focuses on Writing for the Diverse Classroom as a theory of education, a field of study, and a mode of learning how to meet the needs of all students. The course asks students to engage in theoretical approaches to the teaching of

writing and to apply various strategies to the diverse classroom of today's schools. Students will experience the writing process for their own writing development and learn to manage and use the writing process as a tool for learning. Students will also learn how to differentiate their instruction based upon the unique strengths and needs of their students, specifically the reluctant and struggling students, students learning English, and students with specific learning disorders such as dyslexia and dysgraphia. Prerequisite: Junior status. Dual listed with EDGR 547. Offered Fall (eve).

### **EDUC 360**

#### **Career/Vocational Programming**

#### **3 credits**

This course allows 5-12 special education teachers to explore a variety of career/vocational programming models and post-secondary educational opportunities for students with mild/moderate special education needs. Students become familiar with current legislation, the role of the teacher/work experience coordinator, transition and career education models, and local, state, and national resources. Dual listed with EDGR 535. Prerequisite: EDUC 342. Offered as needed.

### **EDUC 361**

#### **Education Practicum: Instructional Strategist I (K-8)**

#### **3 credits**

This educational practicum is required for students seeking the K-8 Instructional Strategist I Teaching Endorsement. Students are placed in an elementary school Instructional Strategist I program to observe and to experiment with teaching materials and methods. Specific teaching strategies and issues are emphasized. Regular on-campus class meetings are provided to connect theories and practical experience. Field Experience: 6 hours per week arranged on a regular basis in a K-8 Instructional Strategist I program. This assignment is made in consultation with the education faculty. Permission to take this practicum concurrently with another practicum must be obtained from the instructors. Dual listed with EDGR 533. Prerequisites: EDUC 306 or 307; concurrent enrollment in EDUC 343. Offered Spring.

### **EDUC 362**

### **Education Practicum: Instructional Strategist I (5-12)**

**3 credits**

This educational practicum is required for students seeking the 5-12 Instructional Strategist I Teaching Endorsement. Students are placed in a 5-12 Instructional Strategist I program to observe and to experiment with teaching materials and methods. Specific teaching strategies and issues are emphasized. Regular on-campus class meetings are provided to connect theories and practical experience. Field Experience: 6 hours per week arranged on a regular basis in a 5-12 Instructional Strategist I program. This assignment is made in consultation with the education faculty. Permission to take this practicum concurrently with another practicum must be obtained from the instructors. Dual listed with EDGR 534. Prerequisites/Corequisite: EDUC 308 or EDUC 309; concurrent enrollment in EDUC 344. Offered Spring.

### **EDUC 363**

#### **Working with Families, Teachers, and Community Agencies**

**3 credits**

This course focuses on developing skills and strategies needed for working with families, other school teachers and paraprofessionals, service personnel, community agencies, and individuals involved in the education program. Topics include assessing needs of individuals and families and examining community resources. Parental rights and involvement are described, as is communication with parents and other professionals. Dual listed with EDGR 536. Prerequisite: EDUC 342. Offered M2.

### **EDUC 366**

#### **Instructional Strategist II: Characteristics of Learning Disabilities and Behavioral Disorders**

**2 credits**

This course will cover various etiologies of learning disabilities and behavior disorders, an overview of current trends in educational programming for these students, educational alternatives and related services, and the importance of multidisciplinary team in providing more appropriate educational programming from age 5 to age 21. Students will gain knowledge of

the social, emotional, and behavioral characteristics of these individuals, including the impact of such characteristics on the classroom learning as well as associated domains such as social functioning and at-risk behaviors which may lead to involvement with the juvenile justice or mental health system. The effects of dysfunctional behavior on learning, and the social and emotional aspects of individuals with learning disabilities including social perceptiveness and juvenile delinquency. Dual listed with EDGR 573. Prerequisite: EDUC 342.

### **EDUC 367**

#### **Instructional Strategist II: Characteristics of Intellectual Disabilities**

**3 credits**

This course will cover various etiologies of intellectual disabilities, an overview of current trends in educational programming for these students, educational alternatives and related services, and the importance in the multidisciplinary team in providing more appropriate educational programming from age 5 to age 21. Students will gain knowledge of the general developmental, academic, social, career and functional characteristics of individuals with intellectual disabilities as the characteristics relate to levels of instructional support required. The social-emotional aspects of intellectual disabilities, including adaptive behavior, social competence, social isolation and learned helplessness will be addressed. Dual listed with EDGR 574. Prerequisite: EDUC 342.

### **EDUC 371**

#### **ELL Methods**

**3 credits**

This course focuses on the approaches, method, strategies and assessment techniques appropriate to the language development and content-area instruction of multilingual learners. The major topics to be addressed include, but are not limited to: assessments and grammar for English language learners; development or adaptation of instructional material for diverse learners; advocacy for multilingual learners; and ongoing development of literacy skills in multilingual learners. Dual listed with EDGR 583. Offered Spring (odd), Summer.

### **EDUC 377**

#### **Modern Language for Today's 21<sup>st</sup> Century Classroom**

**3 credits**

Course participants will develop an understanding of the linguistic challenges that are encountered by Culturally Linguistically Diverse students in the local public school system. Participants will become aware of the cultural barriers, and the impact it has upon academic growth, student success, and pedagogy. This course will also allow course participants to engage in an accelerated exposure to the prevalent languages in the local school district in order to acquire minor acquisition to communicate with Culturally Linguistically Diverse students in participants' classrooms. Dual listed with EDGR 577.

**EDUC 386****Linguistics for Educators****3 credits**

This course focuses on the application of linguistic concepts in educational contexts. Basic theory and research related to linguistics will expose educators to the foundations of the English language. Topics to be addressed include: phonology, morphology, etymology of words, syntax, semantics, and the relationship of these components to reading development and multiple/foreign language teaching and learning. Students will consider word study, language formation and processing, grammar, and other considerations of applied linguistics. Dual listed with EDGR 586. Recommended prerequisite: EDUC 350.

**EDUC 408****STEM Teaching: Earth Science****3 credits**

This course will help teachers gain greater understanding on earth science concepts while exploring effective pedagogy for teaching STEM. Specifically, the course content will include: fundamental earth science concepts, conceptual change theory, assessment strategies, teacher interactions, scientific argumentation, cross-cutting concepts, the nature of technology, and connections between the STEM disciplines. Dual listed with EDGR 508.

**EDUC 410****Engineering, Programming, and Design for Educators****3 credits**

This course provides opportunities for students to engage in engineering and technological design processes to explore solutions to everyday issues. At the conclusion of the course students will have gained a deep understanding of the iterative nature of engineering and technological design by experiencing hands-on, problem-based challenges. Students will be provided opportunities to increase knowledge in design, programming, robotics and the creation of a problem-based challenge through collaborative experiences. Dual listed with EDGR 510. Prerequisite: Admission to the Teacher Education program. Offered Fall (even, Eve).

**EDUC 411****Problem Solving, Inquiry and the Nature of STEM****3 credits**

This course will explore the purposes, assumptions, values, and habits of mind of each of the STEM disciplines to understand similarities and differences between the disciplines. We will discuss effective STEM teaching practices including: teaching STEM through inquiry, teaching the nature of STEM, and effectively integrating STEM content and practices. Dual listed with EDGR 511. Prerequisite: Admission to the Teacher Education program. Offered Spring (even, Eve).

**EDUC 415****Impact of Mental Health and Trauma on Children/Youth: What to Know to Help****1 credit**

Students will learn risk factors and warning signs of mental health concerns in youth, as well as the impact trauma has on behavior and emotional health. Completion of the course provides the student with Youth Mental Health First Aid certification, which includes strategies to assess mental health concerns, intervene to connect youth with professional care, understand the prevalence of disorders and role of stigma, and understand common treatments. See also SWRK 415. Dual listed with EDGR 515. Offered Spring and Summer.

**EDUC 420****Elementary Student Teaching****12 credits**

This is 16 weeks of supervised unpaid, full-time teaching in an elementary school for all elementary school student teachers. Placements are usually made for 8 weeks of student teaching at the



primary level (K-2) and 8 weeks at the intermediate level (3-6). Students earning an Instructional Strategist I: Mild and Moderate endorsement complete one of their placements by working with special education students. Core outcomes met: O, V. Prerequisites: Senior status. Students make application for student teaching ONE YEAR IN ADVANCE of the semester they plan to student teach. Students are placed as student teachers ONLY if all program and endorsement requirements have been met. Offered Fall, Spring.

### **EDUC 421**

#### **Content Area Reading**

#### **3 credits**

This course covers strategies for teaching reading in content areas. Attention is given to unique text structures and comprehension strategies applicable to specific subject areas. Teaching tools to engage learners in the metacognitive processes of reading are included and students consider the needs of learners from varied cultural, linguistic, and socioeconomic backgrounds. Dual listed with EDGR 542. Prerequisite: Junior standing. Offered Fall (Eve), Spring, July.

### **EDUC 425**

#### **Secondary Student Teaching**

#### **12 credits**

This is 16 weeks of supervised, unpaid, full-time teaching in a secondary school. Placements are usually made for 8 weeks of student teaching at the middle school level (5-8) and 8 weeks at the high school level (9-12). Students earning an Instructional Strategist I: Mild and Moderate endorsement complete one of their placements by working with special education students. Core outcomes met: O, V. Prerequisites: Senior status. Students make application for student teaching ONE YEAR IN ADVANCE of the semester they plan to student teach. Students are placed as student teachers ONLY if all program and endorsement requirements have been met. Offered Fall, Spring.

### **EDUC 428**

#### **Serving Immigrant and Multi-Lingual Students**

#### **3 credits**

Given Iowa's growing immigrant and migrant populations in rural, suburban, and urban school districts, it is critical that educators prepare to

create learning environments that enhance the educational experiences of youths from what Bruna (2007) calls underrepresented cultural and linguistic groups. This course, therefore, will address and the impact of immigration and ethnicity on schooling in the United States. Students will explore the ways in which educators are currently addressing the needs of immigrant and bilingual students in their schools and classrooms. Dual listed with EDGR 528.

### **EDUC 430**

#### **Topics in Education**

#### **1 to 4 credits**

This course offers special topics within the field of education relating to theory, pedagogy, or methodology. Content and emphasis vary. Consult current semester schedule for specific topic.

### **EDUC 431**

#### **Assessing and Instructing Struggling Readers**

#### **3 credits**

This course embeds individual instruction of a struggling reader with strategies to support accelerated learning. Participants will engage in an array of activities to support accelerated learning, including: identification of reading issues, on-going assessment to guide instruction, techniques supporting reading acquisition, and student monitoring. Time in the classroom. Dual listed with EDGR 543. Prerequisites for Elementary Education majors: EDUC 324 and 325; prerequisite for Secondary Education majors: EDUC 421. Reading Endorsement students must take concurrently with EDUC 441 and either 444 or 445. Offered Fall, Spring (Eve).

### **EDUC 440**

#### **Diagnosis and Evaluation of Special Education Students**

#### **3 credits**

Prospective K-12 special education teachers gain practical experience in interpreting standardized, criterion referenced, and informal diagnostic instruments. Functional and curriculum based assessments are examined as students use diagnostic and assessment instruments to plan appropriate instructional strategies. Dual listed with EDGR 538. Prerequisites: EDUC 243 or 244, 242. Offered Spring.

### **EDUC 441**

#### **Teaching Individualized Reading**

**1 credit**

The focus of this class is to reinforce methods for instructing students who struggle with reading. Students will build on knowledge from previous reading courses to assess the needs of and develop lesson plans for students they are tutoring in the Reading Practicum, EDUC 444/445. They will track data and present a case study summarizing assessments, areas of instruction, response of the student, and ideas for the future. Methods of small group literacy instruction will be covered as students will also work with a small group in their reading practicum classroom. Dual listed with EDGR 541. Core outcomes met: W. Prerequisites: EDUC 324 and 325; concurrent enrollment in EDUC 431 and 444 or 445 for Reading Endorsement students. Offered Fall (Eve), Spring.

**EDUC 442****Elementary Classroom Management****2 credits**

This course is designed to cover elementary (Pre-Kindergarten, Kindergarten, grades 1-6) classroom management strategies. Topics include setting student expectations, positive reinforcement, character education, organization techniques, improving student self-esteem, and developing management skills to deal with diversity, such as students "at risk". Students participate in solving classroom situations, observing effective classrooms, and developing their own management techniques. Prerequisites: EDUC 306 or EDUC 307 or concurrent enrollment. Offered Fall, Spring.

**EDUC 444****Education Practicum: Reading K-8****2 credits**

This educational practicum is required for students seeking the K-8 Reading Teaching Endorsement. Students are placed in an elementary school classroom during literacy instruction and provided an opportunity to apply various teaching methods they have learned throughout their program. They tutor two individual students and work with a small group in reading instruction. Regular on-campus class meetings are provided in conjunction with EDUC 441 Teaching Individualized Reading to connect theories and practical experience. Field Experience: 4 hours per week arranged on a regular basis in a K-8 literacy classroom. This assignment is made in consultation

with the education faculty. Dual listed with EDGR 544. Prerequisites: EDUC 306 or 307, and EDUC 324, 325, and 431. Take concurrently with EDUC 441. Offered Fall, Spring.

**EDUC 445****Education Practicum: Reading 5-12****2 credits**

This educational practicum is required for students seeking the 5-12 Reading Teaching Endorsement. Students are placed in a secondary school classroom during literacy instruction and provided an opportunity to apply various teaching methods they have learned throughout their program. They tutor two individual students and work with a small group in reading instruction. Regular on-campus class meetings are provided in conjunction with EDUC 441 Teaching Individualized Reading to connect theories and practical experience. Field Experience: 4 hours per week arranged on a regular basis in a 5-12 literacy classroom. This assignment is made in consultation with the education faculty. Dual listed with EDGR 548. Prerequisites: EDUC 309, and EDUC 324, 325, and 431. Take concurrently with EDUC 441. Offered Fall, Spring.

**EDUC 451****Experiential STEM****1 credit**

This course provides students with the opportunity to engage in scholarship in STEM education or gain internship/leadership experience in STEM teaching and learning. Regular meetings with the class are provided to connect theories and practical experience. Dual listed with EDGR 513. Prerequisite: admission to the Teacher Education Program or instructor permission. Offered Fall, Spring.

**EDUC 464****Instructional Strategist II: LD/BD Practicum (K-12)****3 credits**

This education practicum is required for students seeking an Instructional Strategist II endorsement. Students are placed in local special education classrooms to observe and to experiment with teaching materials and methods. The course includes guidance on working with special education students ages 5-21 with behavior and/or learning disabilities, emphasizing classroom

management strategies. Regular on-campus class meetings are provided to connect theories and practical experience. Field experience: 5-7 hours per week, hours divided between elementary and secondary. This assignment is made in consultation with the education faculty. Dual listed with EDGR 564. Prerequisites: EDUC 342; concurrent enrollment in EDUC 478/479, LD/BD methods. Methods and practicum are recommended as the final courses in the Instructional Strategist II sequence.

### **EDUC 466**

#### **Instructional Strategist II ID Methods: Using Assistive Technology**

**1 credit**

This course will focus on different approaches to create positive K-12 learning environments for individuals with special needs. It will highlight methods to utilize assistive devices for individuals with special needs. Students will understand the role that assistive technology plays in working with students with intellectual disabilities. This course is required for those pursuing an ID endorsement, but beneficial for all teachers. Dual listed with EDGR 566. Prerequisite: EDUC 342. Methods and practicum are required as final courses in the Instructional Strategist sequence.

### **EDUC 467**

#### **Instructional Strategist II ID Methods: Designing Curriculum and Instruction for Students with ID**

**1 credit**

This course will focus on the design and implementation of age-appropriate instruction based on the adaptive skills of students with intellectual disabilities. Students will learn numerous methods and strategies for providing curricular and instructional methodologies utilized in the education of students age 5-21 with intellectual disabilities. A focus will be placed on the development of curriculum to meet the cognitive, academic, social, language, and functional life skills for individuals with exceptional learning needs and emphasis on the ability to select and use argumentative and alternative communications methods and systems. All this will help provide a knowledge of culturally responsive functional life skills relevant to independence in the community, personal living, and employment. Dual listed with EDGR 567. Prerequisite: EDUC 342. Methods and

practicum are required as final course in the Instructional Strategist sequence.

### **EDUC 468**

#### **Instructional Strategist II ID Methods: Challenging Behaviors**

**1 credit**

This course will cover individual behavioral management, behavioral change strategies, and classroom management theories, methods, and techniques for individuals ages 5-21 with intellectual disabilities. Students will gain an understanding of the impact of speech-language development on behavior and social interactions. An examination of the theories of behavior problems in individuals with intellectual disabilities and the use of nonaversive techniques for the purpose of controlling targeted behavior and maintaining attention of individuals with disabilities will be discussed. This course is required for those pursuing an ID endorsement, but beneficial to all teachers. Dual listed with EDGR 568. Prerequisite: EDUC 342. Methods and Practicum are required as final courses in the Instructional Strategist sequence.

### **EDUC 469**

#### **Instructional Strategist II ID Methods: Education Assessment (for ages 5-21)**

**1 credit**

Students will gain an understanding of the legal provisions, regulations and guidelines regarding unbiased assessment and use of psychometric instruments and instructional assessment measures with individuals with disabilities. These assessments are examined as students use the assessment results to then develop individualized program development and management, and see the relationship between assessment and placement decisions. Discussion of and practice in specialized strategies such as functional behavioral assessment, alternate assessment, and any specialized terminology used in the assessment of various disabling conditions will be conducted. Dual listed with EDGR 569. Prerequisites: EDUC 342. Methods and practicum are required as final course in the Instructional Strategist sequence.

### **EDUC 472**

#### **Instructional Strategist II: ID Practicum**

**3 credits**

This practicum is required for all students seeking an Instructional Strategist II: ID endorsement. Guidance working with students with intellectual disabilities and experiencing different methods and materials will be emphasized. Students will visit various community settings to learn the use of appropriate physical management techniques including positions, handling, lifting, relaxation, and range of motion including the use and maintenance of adaptive medical aspects of intellectual disabilities and their implications for learning, including seizure management, tube feeding, catheterization and CPR. Students will gain a knowledge of different sources of services, organizations, and networks for individuals with mental disabilities, including career, vocational, and transitional support to post school settings with maximum opportunities for decision making and full participation in the community. Field Experience: 5-7 hours per week, hours divided between elementary and secondary. This assignment is made in consultation with the education faculty. Dual listed with EDGR 572. Prerequisite: EDUC 342. Methods and Practicum are required as final courses in the Instructional Strategist sequence.

### **EDUC 475**

#### **Individual Behavior Management**

##### **3 credits**

Students are required to apply acquired techniques of behavior management and instructional accommodation to situations commonly encountered in school settings. Students are expected to contribute case studies, research current methods and strategies, and develop instructional plans. Dual listed with EDGR 539. Prerequisites: EDUC 342, 243 or 244. Recommended prereq: EDUC-440/EDGR-538. Offered M1.

### **EDUC 478**

#### **Instructional Strategist II: LD Methods**

##### **2 credits**

This course includes information on numerous instructional strategies utilized in the education of learning disabled students, and sources curriculum materials for students age 5-21 with these disabilities. Includes characteristics of students with learning disabilities as well as the development of curricula for those with exceptional learning needs. This curriculum focuses on the development of cognitive, academic, social, language, and

functional life skills, and related instructional and remedial methods and techniques, including appropriate assistive technology. Dual listed with EDGR 578.

### **EDUC 479**

#### **Instructional Strategist II: BD Methods**

##### **2 credits**

This course includes information on numerous instructional strategies utilized in the education of behavior disorder students, and sources curriculum materials for students age 5-21 with these disabilities. Includes characteristics of students with behavior disorders as well as the development of curricula for those with behavioral needs. This curriculum focuses on the development of behavioral strategies, positive behavioral instruction/reinforcement, social skills development, and functional life skills development. Related instructional and remedial methods and techniques, including appropriate assistive technology will be addressed. Dual listed with EDGR 579.

### **EDUC 487**

#### **ELL Assessment**

##### **3 credits**

This course will provide course participants with the theory and methodology associated with ELL testing and evaluation. Course content includes, but is not limited to: investigation of literature containing theoretical foundations of and research for second language testing. Course participants will be expected to use research findings in the practical application of test construction, administration, and evaluation. Dual listed with EDGR 587. Recommended prerequisite: EDUC 371; recommended concurrent enrollment in EDUC 488. Offered Spring (even), Summer.

### **EDUC 488**

#### **Education Practicum: ELL**

##### **1-2 credits**

This educational practicum is required for those seeking the ESL endorsement. The practicum provides an opportunity to design and deliver instruction for ELL students and consider their experiences in schools and the community. Dual listed with EDGR 588. Students may complete EDUC 488 for two credits in spring, or one credit in spring and one credit in summer. Repeatable up to two credits. Recommended prerequisite: EDUC

371; recommended concurrent enrollment in EDUC 487. Offered Spring, Summer.

### **EDUC 499**

#### **Researching Current Issues in Education**

**1 to 3 credits**

This course will allow the student to identify and address a practical problem encountered in a school setting. A national or international learning experience may be considered for this course. This course may be repeated for credit as long as the content of the study is not the same or the work of the project builds upon itself and is not the same. Prerequisite: Admission to the Teacher Education Program. Offered as needed.

### **ENGL 100**

#### **English Literacies**

**4 credits**

This course emphasizes the further development of functional literacy skills- reading and writing- and helps students advance both for the needs of university work. Students will gain practice in writing conventions like drafting and revising, with equal attention to reading strategies like marginalia, summary and synthesis. A co-requisite Writing Center Lab is required. Successful completion of this course with a C- or higher will meet the prerequisite for the university composition requirement. Offered Fall, Spring.

### **ENGL 101**

#### **First Year Composition**

**3 credits**

First Year Composition emphasizes the process model of academic writing. The course focuses on organization of ideas, clarity of statement, smoothness of expression and general academic conventions. Students compose expository and persuasive essays including the writing of an original research paper. Students also critique models of writing, gather information from an academic library and appropriate Internet sources, and practice formal styles of documentation. Core outcomes met: IL, W. Prerequisite: Satisfactory score on the English Placement Test or ENGL 100 with a C minus (C-) or better. Offered Fall, Spring.

### **ENGL 111**

#### **Interpretation of Literature**

**3 credits**

In Interpretation of Literature, students will enjoy great literature, discover how to analyze what they read and see, and learn to communicate their interpretations both orally and in writing. Studying genre, literary technique, and cultural context, students will gain a greater appreciation of aesthetics; finding literature they connect to and encountering unfamiliar lives, they will gain insight into themselves and the world around them. Core outcomes met: O, GA. Prerequisite Completion of university composition requirement with a C minus (C-) or above. Offered Fall, Spring.

### **ENGL 120**

#### **Academic English for Multilingual Students**

**4 credits**

This course supports students' further development of the English language by focusing on reading, writing, speaking, and listening activities, with an emphasis on American university expectations. Core outcomes met: O. Offered Fall.

### **ENGL 150**

#### **Introduction to English Studies**

**2 credits**

Required for English majors. This course introduces students to the field of English studies as well as career possibilities for English majors. Students will gain a deeper understanding of the subdisciplines within English studies and consider their own interests in the field. Students will also gain practical experience learning how to market English-related skills to future employers. Core outcomes met: IL, V. Offered Fall.

### **ENGL 202**

#### **Introduction to Creative Writing- Poetry**

**3 credits**

This course will teach the writing of poetry. Students will be introduced to contemporary techniques, terminology, and revision processes that help writers create and judge their own material. Weekly submissions are required in order that students may gain confidence in their skills and help them polish their writing for the final portfolio. In addition, students will interpret diverse texts, which will inform their own creative work. Core outcomes met: O, Q, W. Prerequisite: Completion of university composition requirement with a grade of C minus (C-) or above. Offered Fall (even), Spring.

## **ENGL 204**

### **Introduction to Creative Writing- Non-fiction**

#### **3 credits**

This course will teach the writing of non-fiction. Students will be introduced to contemporary techniques, terminology, and revision processes that help writers create and judge their own material. Weekly submissions are required in order that students may gain confidence in their skills and help them polish their writing for the final portfolio. In addition, students will interpret diverse texts, which will inform their own creative work. Core outcomes met: O, Q, W. Prerequisite: Completion of university composition requirement will a grade of C minus (C-) or above. Offered Fall.

## **ENGL 205**

### **Writing and Design**

#### **3 credits**

This course combines elements of technical writing, document design, and writing for the web to prepare students to effectively communicate in print, digital, and emerging environments. The course emphasizes rhetorical principles of audience, context, and purposes while exploring the principles to design and produce effective texts. Core outcomes met: Q, W. Prerequisite: Completion of university composition requirement with a C minus (C-) or above. Offered Spring.

## **ENGL 206**

### **Introduction to Creative Writing- Fiction**

#### **3 credits**

This course teaches the writing of fiction. Students will be introduced to contemporary techniques, terminology, and revision processes that help writers create and judge their own material. Weekly submissions are required in order that students may gain confidence in their skills and help them polish their writing for the final portfolio. In addition, students will interpret diverse texts, which will inform their own creative work. Core outcomes met: O, Q, W. Prerequisite: Completion of university composition requirement will a grade of C minus (C-) or above. Offered Fall (odd), Spring.

## **ENGL 212**

### **Good and Evil**

#### **3 credits**

In this class students will tackle a core ethical, religious, and philosophical question: what is the nature of good and evil? Each section of this course will adopt a specific thematic focus, such as slavery or superheroes. Through extensive reading and intensive discussion, students will engage with the ways in which groups have sought to define good and evil, confronting the contested nature of these concepts. Core outcomes met: GA, V. Prerequisite: Completion of university composition requirement with a C minus (C-) or above. Offered Fall, Fall (eve), Spring, M6.

## **ENGL 217**

### **Literature for Children and Adolescents**

#### **3 credits**

This is a general survey of literature for children and adolescents, genre by genre, which analyzes and evaluates classic and contemporary works by major writers, illustrators, and poets. Core outcomes met: W, V. Prerequisite: Completion of university composition requirement with a C minus (C-) or above. Offered Spring.

## **ENGL 220**

### **Academic English for Multilingual Students II**

#### **4 credits**

This course supports students' further development of the English language by focusing on reading, writing, speaking, and listening activities, with an emphasis on understanding the expectations within different majors. Core outcomes met: IL, W, V. Offered Fall, Spring.

## **ENGL 232**

### **Survey of American Literature**

#### **3 credits**

This survey course covers American literature from the beginning to the mid-twentieth century. It will include representatives of the Precolonial, Colonial, Transcendentalist, Realist and Modernist eras. We will uncover the diversity of American authors throughout these time periods. Core outcomes met: GA. Prerequisite: University composition course with C- or above.

## **ENGL 233**

### **Environmental Literature**

#### **3 credits**

Students will read a variety of stories and poems tied to the land, will do hands on activities as part of a field project, and lead a teaching presentation.

This course seeks to introduce students to environmental issues, concerns, and theories through a seminar-style format of discussion and debate. Core outcomes met: GA, W. Prerequisites: Completion of university composition requirement with a C minus (C-) or above. Offered Fall, Spring, M5.

**ENGL 242**

**Survey of British Literature**

**3 credits**

This survey course covers British literature from the beginning to the mid-twentieth century. It will include representatives of the Medieval, Renaissance, Romantic, Victorian, and Modern eras. Shakespeare and other major authors will be included. Pre-requisite: University Composition course with C- or above.

**ENGL 250**

**Topics in Writing**

**3 credits**

This theme-based course focuses on issues of writing, diversity, and discourse analysis. Students will be asked to study concepts including audience, context, and purposes as well as ethical implications of writing for/in a wide-range of writing situations. They will also reflect on their own writing processes and develop strategies for new and emerging writing situations. Core outcome met: W. Prerequisite: Completion of university composition requirement with a C minus (C-) or above. Offered Fall.

**ENGL 301**

**Topics in Language and Writing**

**3 credits**

This course explores how language and writing serve to unite and divide by exploring one's individual history, studying others' language and writing uses through an ethnography project, and engaging in public discourse via public advocacy. Through these projects, students will get practice writing for diverse audiences and purposes, including multimodal deliveries. Core outcomes met: W, GA. Prerequisite: completion of university composition requirement with a grade of C minus (C-) or above. Offered Spring.

**ENGL 302**

**Advanced Creative Writing**

**3 credits**

This course will target complex creative writing pieces in a genre the student selects. Students will focus on contemporary literary conversations as well as public dissemination of work including publishing Bifrost, the campus literary journal. Intensive workshops will hone each student's own individual writing. Core outcomes met: W. Prerequisite: ENGL 202, or 204, or 206, or consent of instructor. Offered Spring (even).

**ENGL 309**

**Writing for Business**

**3 credits**

This advanced writing course introduces students to the rhetoric of business reports. Through audience analysis, consideration of context, and focus on purpose, students practice writing informative, analytical, and recommendation reports. Core outcomes met: W, O, Q. Prerequisite: Completion of university composition requirement with a C minus (C-) or above. Offered Fall, Spring, M1, M2, M3, M4, M5, M6.

**ENGL 311**

**Literary Theory**

**3 credits**

This course is an introduction to the intricacies and methods of literary analysis. Students will learn close textual reading using a variety of critical lenses. Prerequisite: Completion of University Composition requirement with a C minus (C-) or above. Junior status or higher recommended. Offered Fall.

**ENGL 317**

**Diverse American Voices**

**3 credits**

Diverse American Voices focuses on the vast array of human experiences. It encompasses the conversations of contemporary American authors speaking on a myriad of topics, including but not limited to the immigrants' experience, the American Dream, and a variety of themes. By reading this literature, students will be able to glimpse the cultural development of the authors we read and compare those voices and experiences to their own. Core outcomes met: IL, GA. Prerequisite: Completion of university composition requirement with a C minus (C-) or above. Offered Fall (odd).

**ENGL 322**

**Linguistics**

**3 credits**

Linguistics provides an overview of the history and impact of some of the major subdisciplines in Linguistics such as Sociolinguistics, Language Development, Psycholinguistics, or others. The course provides students with an understanding of the universals of all languages (Psycholinguistics) and insight into the natural evolution of spoken and written language of all groups (Sociolinguistics). Core outcomes met: Q, GA. Prerequisite: Completion of university composition requirement with a C minus (C-) or above. Offered Spring.

**ENGL 329****Gender and Women's Studies****3 credits**

This course explores the intellectual and political development of women's movements, historically and contemporarily. The activists and theorists studied will bring together descriptions of women's oppression throughout the world with prescriptions for changing the conditions that create it. Themes to explore include the social construction of gender, race, and ethnicity, intersectionality, the diversity of women's life experiences, and the connection of women's studies, LGBTQ+, and feminism. Core outcomes met: GA, V. Offered Fall (even).

**ENGL 330****Visual Culture and Rhetoric****3 credits**

By examining a variety of texts - writings, films, paintings, new media, and performative works - students will become better acquainted with the phenomenon of global visual culture. Theories of rhetoric will be applied in analyzing cultural artifacts, their creation and impact on societies. Of particular interest is a comparison of the marketing of ideas and products in various cultures. See also ARTS 330. Core outcomes met: GA, W. Prerequisite: Completion of university composition requirement with a C minus (C-) or above. Offered Spring.

**ENGL 402****Editing and Publishing****3 credits**

This course focuses on design strategies, distribution, production workflows and practices of multi-format publishing. Students will design, write and produce several short projects and a final ebook utilizing InDesign and additional technologies to facilitate print-to-web. Core

outcomes met: W, V. Prerequisite: ENGL 202, or 204, or 206. Offered Spring (odd).

**ENGL 410****Writing Center Tutor Training****1 credit**

This course focuses on both the theory and practice of writing center work. Through assigned readings and classroom discussions, students will begin to develop their own tutor identity and philosophy of tutoring. Successful completion of this course is required to be a tutor in the Grand View Writing Center. Tutors in the Writing Center may take this course up to three times for credit. Core outcomes met: V. Prerequisite: consent of instructor. Offered Spring.

**ENGL 420****Issues in Tutoring Writing****1 credit**

This course extends students' understanding of Writing Center theory and practice by incorporating and reflecting on students' experiences as tutors. Each semester will focus on a different topic of interest for further development and professionalization of the Grand View Writing Center tutoring staff. Students must enroll in this course each semester they are a writing tutor. Prerequisite: ENGL 410. Offered Fall, Spring.

**ENGL 452****Topics in Literature****3 credits**

This seminar course will provide intensive study of a selected topic in literature. It will provide students with an in-depth exploration of an author, literary genre, and/or theme. Students will develop original critical analyses of the issue under consideration. Core outcome met: O. Prerequisite: ENGL 111. Repeatable. Offered Spring.

**ENGL 480****Topics in Rhetoric****3 credits**

This course will explore the connections between the history of rhetoric, how multiple discourses employ persuasive strategies, and how to engage with public audiences to accomplish our goals. Core outcomes met: O, GA. Prerequisite: completion of university composition requirement with a C minus (C-) or above. Offered Fall.



## **ENGL 484**

### **Directed Research**

#### **1 credit**

This one-credit course is designed to help students find, evaluate, and summarize quality sources the semester before they take their English Capstone class. Participants will learn to use University academic resources more completely, and will utilize databases and web avenues to find the best materials possible on their chosen topics. Core outcome met: IL. Prerequisite: Junior status or higher. Offered Fall.

## **ENGL 485**

### **English Capstone**

#### **3 credits**

Senior students will design and write their own large-scale research project and they will present those projects to audiences both inside and outside the English Department. Students will also explore the role of the English graduate, examine their vocation, prepare for life after graduation, finalize effective resumes and cover letters, and participate in mock interviews. Core outcomes met: W, V. Prerequisite: ENGL 484. Offered Spring.

## **FREN 101, 102**

### **French I, II**

#### **4 credits per semester**

The course includes elements of pronunciation and grammar, composition related to reading selections, insights (through the language) to French civilization; and development of language skills in class and in the language laboratory. Offered as needed.

## **FREN 201, 202**

### **French III, IV**

#### **4 credits per semester**

This course includes practice in the use of reading and conversational skills; reading and discussion of short stories, magazines, and novels; and language laboratory participation. Prerequisites: FREN 101 and 102 or two years or more of high school French and consent of instructor. Offered as needed.

## **GAME 201**

### **Introduction to Theory of Play**

#### **3 credits**

While games are often thought of as an entertainment medium, they are frequently more complicated than simple vehicles for enjoyment. This class explores the fundamental aspects of games as interactive play. To that end we will begin to parse out what constituent elements or mechanics are required to make something a "game," and how we as human beings experience those elements through interaction. Offered Fall (even).

## **GAME 301**

### **Theory of Play**

#### **3 credits**

Moving beyond basic constructions of interactivity, games are about complex representational systems that seek to achieve particular rhetorical purposes. Games are "affective" in the sense that they move us towards actions in how they ask us to interact with them. They offer us information and data in procedural or ludic representations and open up the possibility of choice in relationship to that information. This class explores these relationships by building theoretical models of interaction that can serve as simulations or representations of experiences. In short, we will be making games. This class will not be about making digital games, though. Instead we will focus on refining our foundational knowledge of interactive mechanics and representational systems to make non-digital ludics. If you can't make a game in a non-digital environment, you are not ready to make a digital one. Offered Spring (even).

## **GAME 470, 471**

### **Game Design Capstone**

#### **2 credits per semester**

Students in this two-semester course will conceive, produce and promote a game that pushes the boundaries of lucidity, narrative, and design. Possible outcomes include, but are not limited to, a digital game of negotiable genre. Students will establish a business plan, editorial plan, design philosophy, and marketing plan as well as a budget and timetable for production. Students will develop an awareness of the game industry and of trends in game design. The first semester is generally devoted to planning, writing, editing and designing a game direction. The second semester will be devoted to production, polish and distribution

of the final game product. GAME 470 offered Fall (odd); GAME 471 offered Spring (even).

### **GEOG 105**

#### **Human Geography**

##### **3 credits**

This course considers human activity in relation to space. The course introduces basic geographic concepts while studying fundamental aspects of culture such as language, religion, and development in relation to their distribution around the world. The impact of globalization upon local and regional cultures is also considered. Core outcomes met: GA, O. Offered Fall.

### **GEOG 205**

#### **World Regional Geography**

##### **3 credits**

A survey of the physical, cultural, and political geography of the world's regions or realms to include demographics, economics, religion, environment, urbanization, and current issues. Students will gain map literacy and regional awareness. Offered Spring.

### **GERM 101**

#### **Introduction to German Language and Culture**

##### **3 credits**

This is an introductory course to German language and culture. It is meant for those who have had little or no previous experience with the language. Students will learn vocabulary, pronunciation, grammar and various aspects of German culture by interacting with their instructor, classmates, guest speakers, videos, and CDs. Offered as needed.

### **GREK 251**

#### **Greek of the Ancient Mideast I**

##### **3 credits**

This course introduces students to the grammar and basic vocabulary of ancient Greek. The goal is to prepare students to read Septuagint and New Testament Greek, as well as translate selections from Plato, Plutarch, Aristotle, and others. Strongly recommended for all pre-seminary students. See also THEO 251. Offered Fall (even).

### **GREK 252**

#### **Greek of the Ancient Mideast II**

##### **3 credits**

This course continues the introduction of grammar and basic vocabulary of GREK/THEO 251 by providing ample opportunity to read and translate texts from the Septuagint, the New Testament, the works of Plato, Plutarch, and others. Strongly recommended for all pre-seminary students. Strongly recommended for all pre-seminary students. Prerequisite: GREK/THEO 251 or consent of instructor. See also THEO 252. Offered as needed.

### **HIST 103**

#### **The Ancient World**

##### **3 credits**

An exploration of ancient global societies across several continents in a timespan that may include prehistory to the collapse of Rome. Ancient writings will be examined. Core outcomes met: GA, IL. Offered Fall, Spring, M3, Summer (even).

### **HIST 104**

#### **The Medieval World**

##### **3 credits**

An exploration of medieval global societies across several continents in a timespan that may include from the collapse of Rome through the Renaissance and Reformation. Medieval writings will be examined. Core outcomes met: GA, IL. Offered Fall, Spring, Summer (odd).

### **HIST 105**

#### **Modern World**

##### **3 credits**

An exploration of modern global societies across several continents in a timespan that may include from the 16th or 17th centuries to the present. Global conflicts and the globalization of economies, technology, and culture will be investigated. Modern writings will be examined. Core outcomes met: GA, IL. Offered Fall, Spring.

### **HIST 111**

#### **Colonial and Revolutionary America**

##### **3 credits**

A survey of American history as part of the 'Atlantic World' when indigenous American societies came into contact and conflict with European empires settling colonists and African slaves. Individuals, events, and issues regarding indigenous and colonial society, slavery, immigration, and migration, as well as the rise of Continental identity and democratic political institutions will be examined through the American

Revolutionary War. Core outcomes met: GA, IL, V  
Offered Fall.

### **HIST 112**

#### **The U.S.: Republic to Empire, 1789-1919**

##### **3 credits**

A survey of United States history from its first days as a democratic republic to its role in World War I as a great global power. Individuals, events, and issues regarding democratization, westward expansion, wars, slavery, industry, urban growth, the development of American culture, and great social and political changes will be examined into the early years of the 20th Century. Core outcomes met: GA, IL, V. Offered Fall.

### **HIST 113**

#### **The American Century Since 1898**

##### **3 credits**

A survey of United States history from the early 20th Century, which includes the time period known as "The American Century" due to American military, political, economic, and cultural hegemony. Individuals, events, and issues regarding global war, suburban growth, civil rights, space exploration, social and cultural change, as well as political policies, reforms, and divisions will be examined to the present. Core outcomes met: GA, IL, Q, V. Offered Spring.

### **HIST 215**

#### **The Presidency**

##### **3 credits**

This course analyzes the historical and constitutional foundations of the American Presidency, the power structures of the office as well as how the public, political scientists and historians evaluate presidents differently. See also POLS 215. Offered Fall (even).

### **HIST 280**

#### **The Historian's Craft**

##### **3 credits**

This course, required for all history majors, explores the discipline with attention to the philosophy of history, the research and writing habits of historians, and historiography. Students will produce and present research on US history. Core outcomes met: W, Q, O, V. Offered Fall.

### **HIST 303**

#### **Roman Republic and Empire**

##### **3 credits**

A study of Roman political, military, social, economic, and cultural history from the dawn of the Republic to the end of the Empire. Offered as needed.

### **HIST 307**

#### **The Vikings**

##### **3 credits**

A study of Scandinavian political, military, economic, social, and cultural history from the Carolingian era migrations through the rise of the Christian monarchies. Emphases include Viking Scandinavian impact on Europe, North America, and the Near East. Dual listed with HIST 507. Core outcomes met: O, GA (outcomes starting Fall 2020). Offered Spring 2024.

### **HIST 308**

#### **The Crusades**

##### **3 credits**

A study of the holy wars known as the Crusades, beginning with the intellectual and religious justifications within Christianity, the rise of Islam, the Crusades themselves, and their intellectual, cultural, and political aftermath. Dual listed with HIST 508. Offered in rotation.

### **HIST 315**

#### **The World Since 1945**

##### **3 credits**

A study of world history since 1945 including emphases on the Cold War, decolonization, political and economic revolutions, environmental change, current issues, and contrasts between the Global North and South. Offered as needed.

### **HIST 324**

#### **Modern Russia**

##### **3 credits**

A study of modern Russia political, military, economic, social, and cultural history from the 19th Century to the present, including imperial expansion, world wars, the Cold War, and Russia's current role in the world. Core outcomes met: W, GA. Offered as needed.

### **HIST 326**

#### **Modern Britain**

##### **3 credits**

A study of modern British political, military, economic, social, and cultural history from the 19th Century to the present, including global

imperialism, world wars, and Britain's current role in the world. Core outcomes met: W, Q, GA (Q and W starting Fall 2020). Offered in rotation.

### **HIST 327**

#### **Modern Germany**

##### **3 credits**

A study of modern Germany political, military, economic, social and cultural history from the 19th Century to the present, including global imperialism, world wars, modernism, Nazism, the Holocaust, the Cold War, and Germany's role in today in global affairs. Core outcomes met: W, GA, V (outcomes start Fall 2020). Offered in rotation.

### **HIST 330**

#### **The United States Since 1945**

##### **3 credits**

A study of US history since 1945 including the Cold War, Baby Boom suburbia, Civil Rights Movement, Space Race, Vietnam, political reforms, political reaction, scandals, economic booms and busts, computer revolution, environmental change, terrorism, societal and political division, Covid pandemic, and current issues. Offered as needed.

### **HIST 332**

#### **Modern Latin America**

##### **3 credits**

A study of Latin American history including independence from Spain and Portugal, caudillos and the failures of early democracy, industrialization, rebellions, revolutions, the Cold War, emigration, and the quest for political, social, cultural, economic, and environmental sustainability. Core outcomes met: IL, W, GA. Offered as needed.

### **HIST 334**

#### **Modern Middle East**

##### **3 credits**

A study of Mideast history including the independence of states after WWI, Zionism, Pan-Arabism, WWII, the Cold War, Ba'athism, Salafism, Arab-Israeli Wars, terrorism, American interventions, democratic populism, civil wars, globalized culture, female liberties, and current events. Core outcomes met: IL, GA. Offered Summers (odd).

### **HIST 335**

### **British Empire**

##### **3 credits**

A study of the 19th and 20th Century British Empire with emphases on imperial government, nationalism, world wars, decolonization, and the long impact on global culture, poverty, and conflicts. Core outcomes met: GA. Offered as needed.

### **HIST 336**

#### **Modern Africa**

##### **3 credits**

A study of African history since the early 19th century with emphases on indigenous societies, European imperialism, nationalism, African socialism, ethnic rivalry, culture, sustainability, AIDS, and the challenges of a New Africa. Core outcomes met: GA, O, V (O and V starting Fall 2020). Offered as needed.

### **HIST 337**

#### **History of Mexico**

##### **3 credits**

A study of Mexican political, economic, social, and cultural history from pre-European contact to the present with emphases on colonialism, nationalism and state of formation, neocolonialism, modernization, revolutionary movements, and Mexico's role in global affairs. Core outcomes met: IL, W, GA. Offered as needed.

### **HIST 340**

#### **Iowa History**

##### **3 credits**

A study of Iowa's political, economic, social and cultural history from indigenous societies to present with emphases on settlement, agriculture, industrialization, urbanization, and Iowa's contributions to America and the world. Offered as needed.

### **HIST 346**

#### **The Age of the American Revolution, 1763-1815**

##### **3 credits**

A study of the political, military, economic, social, ethnic, and cultural history of the American colonies becoming the independent nation of the United States with emphases on the Seven Years' War, British colonial policy, the Revolutionary War, constitutional developments, race and slavery,

through the War of 1812. Core outcomes met: IL, W. Offered Spring 2023.

### **HIST 349**

#### **The Civil War and Reconstruction**

##### **3 credits**

A study of political, military, economic, social, ethnic, and cultural history of American Civil War and Reconstruction era with emphases on slavery, sectionalism, the impact of the Mexican War, Civil War battlefronts, homefronts, constitutional reform, Reconstruction, political crises, and the impact of African Americans. Core outcomes met: IL, W. Offered Spring 2024.

### **HIST 352**

#### **World War I**

##### **3 credits**

A study of the political, military, economic, social, ethnic, and cultural history of the Great War (1914-18) with emphases on imperial and nationalist rivalries, diplomatic failures, battlefronts, homefronts, technology, social change, the Treaty of Versailles, and the war's legacy. Core outcomes met: GA. Offered Fall 2023.

### **HIST 354**

#### **World War II**

##### **3 credits**

A study of the political, military, economic, social, ethnic, and cultural history of the Second World War (1930s-45) with emphases on nationalist extremism and geopolitical rivalries, battlefronts, homefronts, technology, social change, the Holocaust, and the war's legacy. Dual listed with HIST 554. Core outcomes met: GA. Offered Spring 2024.

### **HIST 365**

#### **Korean and Vietnam Wars**

##### **3 credits**

A study of the political, military, economic, social, ethnic, and cultural history of the Korean War (1950-53) and Vietnam Wars (1945-75) with emphases on the origins of conflicts, battlefronts, homefronts, technology, social change, and the wars' legacy, as well as lessons learned to apply to future conflicts. Dual listed with HIST 565. Core outcomes met: Q, GA, V. Offered Fall (even)

### **HIST 380**

#### **History of Capitalism**

##### **3 credits**

A study of the economic, political, social, and cultural organization of Capitalism with emphases on its Western modern development, the effects of capitalism, and criticism or resistance to the system and its values, using both textual and quantitative analysis. Core outcomes met: Q, GA. Offered as needed.

### **HIST 381**

#### **Gaming in History**

##### **3 credits**

A study of video games as the increasingly chosen vector by which history is envisioned. A single video game, combined with literary, historical, and archaeological data from the game's time period will be used to examine how the past is constructed, populated, and distorted. Core outcomes met: W, O, V (outcomes start Fall 2020). Offered Fall.

### **HIST 390**

#### **Public History**

##### **3 credits**

A project-based seminar introducing the theory, methods, and practice of public history and establishing professional contacts at area museums, archives, living history, and historic sites with emphases on preservation, biography, exhibit analysis, and archival research. Core outcomes met: V. Offered as needed.

### **HIST 399**

#### **Internship – History**

##### **3 credits**

An internship experience at a government or private organization where there are opportunities to apply methods of historical research, instruction, and/or archival methods. Experiential documentation and assessment will be developed by the student, site supervisor, and supervising History faculty member. At least 25 work hours per credit is required. Prerequisites: Junior or Senior status. Core outcomes met: V. Offered as needed.

### **HUMN 101**

#### **Gods, Guts, and Sinners in the Ancient World**

##### **3 credits**

Humanities 101 explores fundamental themes in Western thought from ancient times until the beginning of the Medieval era, seeking to

understand how these themes and their various historical manifestations illuminate and inform contemporary society. Students will gain familiarity with culturally significant ideas and movements in Western civilization as they have been manifested in the art, literature, philosophy, architecture, and drama. They will also strengthen their critical reading and written skills. Core outcomes met: W. Offered Fall.

### **HUMN 102**

#### **Western Humanities (From the *Inferno* to the Enlightenment)**

##### **3 credits**

Humanities 102 explores fundamental themes in Western thought from the medieval era to the beginning of the Enlightenment, seeking to understand how these themes and their various historical manifestations illuminate and inform contemporary society. Students will gain familiarity with culturally significant ideas and movements in Western Civilization as they have been manifested in the art, literature, philosophy, architecture and drama. They will also strengthen their critical reading and written skills. Core outcomes met: W. Offered Spring.

### **HUMN 201**

#### **Aesthetic Appreciation**

##### **3 credits**

Humanities 201 takes an interdisciplinary approach to examining aesthetic values, expressions and tastes in literature, art and architecture, while allowing students to enrich their personal and critical understanding of the aesthetic dimension of the human experience. Core outcomes met: W. Offered Fall, Spring.

### **HUMN 301**

#### **The Good Life**

##### **3 credits**

Humanities 301 explores the multi-faceted ways we are called to lead lives of meaning and purpose in ethical service to others. Students examine various popular and philosophical traditions for answering the question "What does it mean to live a good life?" In addition, they reflect upon their personal and academic preparation for such a life and articulate a personal statement of vocation. Core outcomes met: O, V. Offered Spring (as needed).

### **INTS 199**

#### **Internship**

##### **3 credits**

Internship allows students to enrich their education by gaining practical work or field experience that either relates to their major area of study or an area the student would like to explore further. No single internship may exceed three credit hours. The course may be repeated but students may earn no more than six credits in total. Students are required to complete a minimum of 40-50 hours of internship per credit hour. Students must be degree seeking at Grand View University. Pass/Fail.

### **INTS 381**

#### **Information Literacy and Written Communication Outcomes**

##### **0 credits**

This is a zero-credit experience whereby students can earn an Information Literacy (IL) iteration as well as a Written Communication (W) iteration. Students must complete all of the work to earn the iterations (meaning students cannot choose to complete just an IL or just the W). Core outcomes met: IL, W.

### **INTS 382**

#### **Vocation and Oral Communication Outcomes**

##### **0 credits**

This is a zero-credit experience whereby students can earn a Vocation (V) iteration as well as an Oral Communication (O) iteration. Students must complete all of the work to earn the iterations (meaning students cannot choose to complete just a V or just the O). Core outcomes met: O, V.

### **INTS 383**

#### **Global Awareness and Quantitative Communication Outcomes**

##### **0 credits**

This is a zero-credit experience whereby students can earn a Global Awareness (GA) iteration as well as a Quantitative Communication (Q) iteration. Students must complete all of the work to earn the iterations (meaning students cannot choose to complete just a GA or just the Q). Core outcomes met: GA, Q.

### **INTS 422**

#### **Inclusive Workplace and Leadership**

### **3 credits**

Leaders in inclusive workplaces strive to create a culture of respect, engagement and success for all employees. This course involves the study of individual differences and group affiliations that create a diverse workforce. Students will examine what limits and what promotes inclusion, and what students, employees, employers and society can do as leaders to promote inclusive workplaces. Core outcomes met: GA, V. Offered M4OL.

### **INTS 450**

#### **Capstone Project**

#### **1 credit**

This capstone project is the culmination for the Organizational Studies and Paralegal Studies majors. Students will complete a project demonstrating their knowledge and application of program outcomes. Core outcomes met: IL, O, W. Prerequisite: Senior standing. Offered as needed.

### **KINH 155**

#### **Careers in Kinesiology and Health Promotion**

#### **1 credit**

This is an introductory course to the fields of kinesiology and health promotion. Students will explore career and vocational opportunities in kinesiology, exercise science, fitness, health promotion, health education, corporate wellness, and additional health fields. Introduction to the seven dimensions of wellness, required competencies, areas of specialization, certifications and introduction to professional organizations and journals will be discussed. Pass/Fail. Offered Fall.

### **KINH 188**

#### **Personal and Community Health**

#### **3 credits**

This course provides students with a knowledge base to build a substantial foundation for the formation of desirable attitudes affecting the health of the individual and the community. Course emphasis is from a biological perspective. Topics addressed include: body systems, disease prevention/control (communicable, non-communicable), stress/mental health, chemical dependency, personal health (cardiovascular endurance, fitness, nutrition), life cycle/sexuality, and environmentalism/consumerism. Promotion of better physical/mental health is stressed. Core outcomes met: IL. Offered Fall, Spring.

### **KINH 200**

#### **Fitness and Well-Being**

#### **1 credit**

This course is designed to equip students with an understanding of and appreciation for the attitudes and behaviors that foster good physical health/fitness and mental health. The aspects of a healthy lifestyle and its effects on self and others is stressed. Offered as needed.

### **KINH 205**

#### **Lifetime Fitness and Wellness**

#### **3 credits**

This course reflects the whole person philosophy of addressing the Dimensions for Wellness. It is designed to equip the student with techniques and concepts that foster a healthy balance and a healthy lifestyle. This course allows students to assess their own wellness/fitness levels and develop personal programs for lifelong physical and mental wellness. Students will acquire knowledge regarding the effects of a healthy and unhealthy lifestyle and how these factors impact society and health care costs. Topics include: cardiovascular endurance, muscular strength/endurance, flexibility, body composition, nutrition, stress management, environmental and global awareness, motivation for change, and spirituality. Core outcomes met: V. Offered Fall, Spring.

### **KINH 213**

#### **Theories and Techniques of Teaching Team Sports**

#### **3 credits**

This course focuses on the rules, techniques, and fundamental skills essential in the teaching, playing, and assessment of team sports, such as softball, volleyball, soccer, and flag football. Offered Fall.

### **KINH 214**

#### **Theories and Techniques of Teaching Individual Sports**

#### **3 credits**

This course focuses on the rules, techniques, and fundamental skills essential in the teaching, playing, and assessment of individual sports, such as archery, tennis, golf, and badminton. Offered Spring.

### **KINH 215**

## **Concepts in Movement Education**

### **3 credits**

This course is designed to equip students with the basic knowledge, understanding and value of movement. It will introduce students to the concepts of movement, rhythm, tumbling, dance and the use of manipulatives. This course demonstrates how dance, human kinetics and body awareness can be effective educational tools in the movement area. Offered Fall.

### **KINH 247**

#### **Leadership Skills for Conditioning/Strength Training Instruction**

### **1 credit**

This course is designed to prepare the Health Promotion major interested in becoming certified via recognized health/fitness organizations. It identifies the development of personal fitness using a variety of cardiovascular, flexibility, and muscle development techniques such as aerobic conditioning, stretching, and strength training. Knowledge on the design of safe and effective programs is explored with the emphasis on personal one-on-one training combined with leadership skills. Prerequisite: KINH 205 and CPR documentation; KINH 276 strongly suggested. Offered Fall, Spring.

### **KINH 276**

#### **Principles and Foundations of Health Promotion**

### **3 credits**

This course provides an introduction to the field of health promotion. The historical, theoretical, and philosophical foundations of health and health promotion are explored. Major emphasis is given to theories and models of health behavior change. Students are exposed to responsibilities, opportunities, and employment settings found within the field of health promotion. Students will identify a health problem and be provided with multiple experiences in gathering research based information and create a review of the literature. Core outcomes met: IL, W. Offered Fall, Spring.

### **KINH 281**

#### **Care and Prevention of Athletic Injuries**

### **3 credits**

This course is an integrated study of the prevention and treatment of athletic injuries. This

includes the prevention, protection, and first aid care of injuries occurring in athletics. Students evaluate protection devices, diets, and conditioning. Lab work includes conditioning, taping, and rehabilitation of the injured. Lab fee. Prerequisite: BIOL 101. Offered Fall, Spring, Summer Trimester.

### **KINH 304**

#### **History, Organization and Administration of Physical Education**

### **3 credits**

This course considers the historical and educational aspects of physical education and its principles and theory. The role of the teacher and administrator are examined in relationship to the school system and society. Types of physical education programs, liability, facilities, and equipment are studied. Offered Fall, Spring.

### **KINH 330**

#### **Theory and Techniques of Coaching Interscholastic Athletes**

### **2 credits**

This course emphasizes the profession of coaching. Coaching ethics and principles are included. Students examine research in the sports psychology field. Practical laboratory experience is acquired in the areas of organizational skills, public relations, and athlete/coach relationship building. Prerequisite: KINH 191 strongly suggested. Offered Spring.

### **KINH 335**

#### **Adaptive Physical Education**

### **3 credits**

This course presents the theories, principles, and practices for working with special needs children in physical education programs. The exceptional abilities/needs student also is included. The focus is on behavior management techniques and physical education activities that can be adapted to an individual's needs and skills. Prerequisite: EDUC 342 or instructor permission. Offered Fall (odd).

### **KINH 345**

#### **Worksite Health Promotion**

### **3 credits**

This course provides an introduction to various health promotion programs in worksite settings. Students study the evolution of worksite health



promotion programs from a historical perspective. Students explore the implementation, administration, and evaluation of health promotion programs and address significant areas that greatly impact the organizational culture and health and well-being of employees. This course contains a mix of theory, research, and practical experience designed to give students a background in worksite health promotion and the building of supportive environments. Prerequisite: KINH 276 recommended. Offered Fall.

### **KINH 351**

#### **Exercise Psychology**

##### **3 credits**

This course covers the application of psychological principles to the promotion and maintenance of leisure-time physical activity and exercise. The psychological theories for understanding and predicting health behavior and exercise adoption and adherence will be covered. Additionally, the psychological and emotional consequences of leisure-time physical activity and exercise will be addressed in this course. Prerequisite: PSYC 101. Offered Fall, Spring.

### **KINH 361**

#### **Motor Control and Learning**

##### **3 credits**

This course will introduce students to major concepts within motor control and motor learning across the human lifespan. The course will cover neural and behavioral levels of analysis. The course will cover motor control theories, how the central nervous system contributes to motor control, factors that facilitate motor learning, and the symptoms and motor control of various movement disorders. Prerequisites: PSYC 101, BIOL 160, BIOL 165. Offered Fall, Spring.

### **KINH 371**

#### **Kinesiology**

##### **3 credits**

This course is the study of the human musculoskeletal system and human movement. This course combines both structural and applied concepts. In addition to learning basic anatomy, students develop the skills necessary to understand the fundamentals of human movement and its application to training and athletic performance. Prerequisite: BIOL 100 or 101. BIOL 160 and 165 strongly recommended. Offered Fall, Spring.

### **KINH 376**

#### **Biomechanics**

##### **3 credits**

This course will cover the mechanical basis of human performance and the application of mechanical principles to exercise, sport and other physical activities. Students will be able to describe motion with mechanical and anatomical terminology. The course will cover the topics of linear and angular kinetics and linear and angular kinematics. Functional anatomy, or the study of the body components needed to achieve or perform a human movement or function will also be covered. Prerequisites: BIOL 160 and 165. Offered Fall, Spring.

### **KINH 391**

#### **Exercise Physiology**

##### **3 credits**

This course is a study of the physiological effects of exercise and physical activity upon the human body. Consideration is given to immediate and long-term effects as well as the changes and adaptations that occur during muscular activity, physical conditioning, and cardiovascular training. Emphasis is placed upon the physiology of the muscular, respiratory, circulatory, skeletal, and cardiovascular systems. Consideration is given to areas such as metabolism/energy production, systemic responses to exercise, measurement of fitness and exercise performance, and exercise adapted to age, gender, and environment. Core outcomes met: W. Prerequisite: BIOL 101 and KINH 188; KINH 371 strongly suggested. Offered Fall, Spring.

### **KINH 399**

#### **Internship**

##### **3 credits**

The internship in Kinesiology and Health Promotion enables students to gain practical experience in their major area of academic interest. Students have opportunities to integrate classroom theory with on-site practical training under professional supervision and guidance. Students also gain work experience and make valuable professional contacts. Students are required, as a minimum, to work 50 hours for each hour of credit earned. Site must be selected and paperwork must be completed with supervising instructor the semester before the internship occurs. A minimum

of 150 hours of on-site career related experience is required. Some of the areas included in the internship are: defining professional goals, mentoring, strategies, resume development, interviewing techniques, portfolio readiness, and exploring current literature and significant issues. Core outcomes met: W. Prerequisite: Senior status. Offered Fall, Spring, Summer Trimester.

### **KINH 410**

#### **Program Planning and Evaluation**

##### **3 credits**

This course provides knowledge and applications of needs assessment, implementation, and evaluation of health promotion programs in various settings and diverse populations. Students are exposed to both theoretical and practical information. They design a culturally sensitive program while understanding effective marketing, health communication, and learning strategies. Students are exposed to current issues and case studies. Emphasis is placed on developing presentation skills. Prerequisite: KINH 276 and 345 or consent of instructor. Offered Spring.

### **KINH 421**

#### **Advanced Strength and Conditioning**

##### **3 credits**

This course is designed to enhance the students' current level of knowledge and expertise to an advanced level in the area of strength training and conditioning. In addition, this course will also prepare students interested in taking the National Strength and Conditioning Association Certified Strength and Conditioning Specialist's exam. The course will focus on the assessment and implementation of training programs with strong emphasis on the areas of resistance training, metabolic training, flexibility, reaction time, speed, and agility. Offered Fall.

### **KINH 440**

#### **Kinesiology and Health Promotion Practicum**

##### **3 credits**

This course is designed to provide learning and practicum experiences in a variety of settings which will deepen students' knowledge of the field of kinesiology and health promotion. Students will make the connection of the seven dimensions of wellness, and the role of the mind, body and spirit as it relates to kinesiology and health promotion. Students are involved in providing learning

experiences within the Wellness Center, the Grand View and greater Des Moines community. Core outcomes met: O. Prerequisite: Senior status. Offered Fall, Spring.

### **KINH 447**

#### **Exercise Testing and Prescription**

##### **3 credits**

This course introduces students to various instruments, activities, and health risk appraisals that explore fitness and wellness. Clinical and medical history, cardiovascular disease risk factor assessment and modification, physical fitness assessment, and aerobic, resistance, and flexibility exercise prescription will be covered. Core outcomes met: Q. Prerequisite: KINH 391. Offered Fall, Spring.

### **KINH 450**

#### **Senior Seminar**

##### **3 credits**

This senior seminar is a capstone experience of the Kinesiology and Health Promotion students' educational careers. It provides students with an opportunity to demonstrate their abilities in synthesizing knowledge, skills, insights, and applications relevant to the field. This seminar also assists students with employment readiness by defining professional goals, job seeking strategies, and interviewing techniques. Students complete a comprehensive professional portfolio indicative of their work and academic preparation. Core outcomes met: O, GA, V. Prerequisite: Senior Status. Offered Fall, Spring.

### **LIBA 110**

#### **Core Seminar I**

##### **3 credits**

This 3 credit class takes an interdisciplinary approach to a course-specific theme while allowing students to explore personal development, intellectual growth, and what it means to have a liberal arts education. The First Year Seminar is designed to introduce students to the standards of academic rigor while providing them with the knowledge to make informed decisions in their transition to college. Students will compose a variety of projects that demonstrate critical inquiry and information literacy skills. Core outcomes met: IL, W, O. Offered Fall, Spring.

### **LIBA 130, 131**

### **Co-Curricular: Iowa AmeriCorps Program**

#### **0 credits**

The Iowa College AmeriCorps Program was created to increase levels of volunteerism among college students in Iowa as part of their academic experience, while engaging them in their local campus community. Members help meet the greatest needs in their local campus community by volunteering 300 hours of service during in a year. Grand View University is a member of the Iowa College AmeriCorps Program. Core outcomes met: V, after successful completion of LIBA 131.

### **LIBA 132, 133**

#### **Co-Curricular: Student 2 Student Peer Leadership**

#### **0 credits**

Student 2 Student is a group of Peer Counselors that provide direct peer support through counseling and referral to campus services; as well as present programs promoting healthy and responsible lifestyle choices for college students. Student 2 Student is an excellent opportunity for students to develop leadership skills and explore interests in social & health education promotion, marketing, program implementation, and peer support. Student 2 Student is designed to give the student practical experience in health education and peer counseling while under the supervision of a university Staff member. Core outcomes met: V, after successful completion of LIBA 133.

### **LIBA 134, 135**

#### **Co-Curricular: Career/Vocation Development Plan**

#### **0 credits**

This non-course iteration provides students with experiences to help them identify their calling(s) and to connect to needs in the world for the purpose of being fully engaged with life. In concert with Core Seminar I's focus on demonstration of critical inquiry and information literacy, students who wish to iterate the vocation outcome might do so by participating in the Career/Vocation Development Plan (CVDP) as outlined below. Core outcomes met: V, after successful completion of LIBA 135. -Participation in CVDP annual programming series as offered through Career Center. -Pre and Post Tests - Assess vocational awareness and understanding of skills, passions and strengths. -Written communication/reflection on

each sponsored activity in which a student participates (volunteer, club/org, job shadow). - Demonstrate critical inquiry and written communication/reflection by conducting informational interviews and academic major analyses. -Written demonstration of "current story" of self in development of professionally formatted resume.

### **LIBA 136, 137**

#### **Co-Curricular: Residence Life: Leadership Impact**

#### **0 credits**

During the course of this program, Residence Life student staff members will have the opportunity to grow in their service and leadership skills by reading an assigned text, and by reflecting on their learning and growth through assignments. This is a full academic year course when taken with LIBA 137. Core outcomes met: V, after successful completion of LIBA 137.

### **LIBA 138, 139**

#### **Co-Curricular: Viking Brigade Leadership**

#### **0 credits**

Think of the best student section you have ever seen...that's what we want here at Grand View University! If you have the ability to lead, this is your chance. Some of your responsibilities will include: signing up members, promoting big games, creating cheers or signs, halftime competitions, and keeping a budget. Your effectiveness has a direct impact with home-court advantage and building school spirit. This is an opportunity for you to fulfill a Vocation iteration as you will become more aware of yourself in regards to your strengths and passions. Core outcomes met: V, upon successful completion of LIBA 139.

### **LIBA 140, 141**

#### **Co-Curricular: Getting Uncomfortable With...**

#### **0 credits**

Students will have the opportunity to expand on their knowledge and skills when it comes to working with diverse populations and recognizing their own diversity. Our society has always been diverse but it is becoming more global thanks to mobility and technology advances. It is important for our students to acknowledge and experience other true elements of diversity different from their own. Students will be provided with experiences to discern their place in this global society and to

respond to the calling and the needs of others through their participation in multicultural events on and off campus. Core outcomes met: GA, after successful completion of LIBA 141.

### **LIBA 160H**

#### **Logos After Hours**

#### **1 credit**

This one-credit course is highly social and interactive. Students will learn about themselves and the Grand View Honors Program by attending various social interactions on and off campus. Students will discuss these activities and experiences as a group. Prerequisite: Admission to Honors Program

### **LIBA 200H**

#### **Honors I: The Self and Meaning**

#### **4 credits**

Honors I is an introductory course to the Honors Program at Grand View. Students will explore the self and how humans make meaning through explorations of various aesthetic endeavors across times and cultures, including, but not limited to literature, autobiography, film, and visual and musical arts. Core outcomes met: GA, W. Prerequisite: Admission to the Honors Program

### **LIBA 350**

#### **Core Seminar II**

#### **3 credits**

This course is designed to provide students with opportunities to engage with issues of diversity and inclusion. Students will do so through immersion experiences in local or global communities and through study of difference, bias, privilege and inclusion. Students will develop their own understandings of what it means to live a socially responsible life of ethical service to others in our diverse world. Core outcomes met: GA, IL, Q, V. Prerequisite: Junior Status. Offered Fall (Day, Eve), Spring (Day, Eve), M1, M3, May, Summer Trimester, June, M5, M6.

### **LIBA 350H**

#### **Honors II: Society and Global Citizenship**

#### **4 credits**

This four credit seminar course will build on the outcomes learned in Core Seminar I. It is designed to enhance the students' understanding of the self and global culture (awareness) while working with

others on an "Analysis and Integration Project" as well as participating together in an Immersion Project. Students will engage in critical inquiry, information literacy, and implementation and evaluation of the seminar's group selected project. They will examine quantitative and qualitative research as they increase awareness of themselves compared to others; and as they participate in the analysis, preparation, implementation and evaluation of the project. The students will be encouraged to identify ethical issues and share their individual talents, skills, and creativity during the semester. Core outcomes met: GA, IL, Q, V. Prerequisite: LIBA 200H

### **LIBA 360H**

#### **Honors Activity**

#### **1 credit**

Honors Activity is a one-credit course that connects the ideas and philosophies you are developing in the Honors program with the wider world of either Grand View or the Des Moines area. It functions as an independent study with the Honors Director. Repeatable up to 2 times with Logos After Hours as part of that total. Core outcomes met: V. Prerequisites: Approval of Honors Director; suitable activity on campus or in community; LIBA 200H.

### **LIBA 400H**

#### **Honors III: The Human Condition**

#### **4 credits**

This course focuses on questions related to existence and spirituality. Students will examine the human condition, specifically seeking to clarify their personal beliefs on the boundaries of existence. Students will read authors representing diverse philosophical and spiritual traditions, experience faith traditions beyond their own, and create a culminating Statement of Philosophy. Core outcomes met: W, O. Prerequisite: LIBA 350H

### **LIBA 460H**

#### **Honors Thesis: Transforming Knowledge**

#### **3 credits**

This workshop-style course is designed to help Grand View Honors students to create, shape, and share their chosen research projects for a wider audience. Students will conduct an original extended research project on a topic of their choice and present their findings to an audience unfamiliar

with the material. Core outcomes met: W, IL.  
Prerequisite: LIBA 400H

### **LIBA 461H**

#### **Honors Thesis: Transforming Knowledge**

**1 credit**

This workshop-style course is designed to help Grand View Honors students to create, shape, and share their chosen research projects for a wider audience. Students will transform an existing extended scholarly research or capstone project into information they can explain and present to an audience unfamiliar with the field of study.

Prerequisite: LIBA 400H

### **LIBL 101**

#### **Introduction to Experiential Learning**

**1 credit**

This course provides students an introduction to the principles and techniques associated with the development of a portfolio for the request of experiential learning credit. The course is given on a pass/fail basis. Students who earn a grade of C or above receive one semester hour of credit but no grade. Students who fail to earn a grade of C or above do not receive credit. Prerequisite: Consent of instructor or consent of advisor. Offered M1.

### **MATH 095**

#### **Intermediate Algebra**

**3 credits\***

This course is a college preparatory course designed for students who need to learn or revisit concepts typically taught in a high school Algebra II course. This course will include a brief review of: sets, integers, algebraic expressions and operations, polynomials, rational expressions, and equations. This course will emphasize: roots, radicals and complex numbers, linear equations/functions and graphing, systems of linear equations and inequalities, quadratic functions, and exponential and logarithmic functions. Prerequisite: A satisfactory score on the Mathematics Placement Test. This course does not fulfill the Quantitative Reasoning Core Requirement. Offered Fall, Spring.

\*Credits earned in this course will not apply to a student's graduation requirements.

### **MATH 096**

#### **Introductory and Intermediate Algebra**

**5 credits\***

This course is a college preparatory course designed for students who need to learn or revisit algebraic topics that are typically taught in high school. This course covers: operations with numeric and algebraic expressions, polynomials, rational expressions and equations, roots, radicals and complex numbers, linear equations/functions and graphing, systems of linear equations and inequalities, quadratic functions, and exponential and logarithmic functions. This course does not fulfill the Quantitative Reasoning Core Requirement. Offered Fall, Spring.

\*Credits earned in this course will not apply to a student's graduation requirements.

### **MATH 105**

#### **Contemporary Mathematical Literacy**

**4 credits**

This course will focus on mathematical literacy related to fundamental aspects of students' lives in modern society. Themes such as money management, fairness and democracy, voting, and rate of change will be discussed. Additional topics may include: information processing on the Internet; networks; data science; reasoning and numeracy. The course is also intended to reinforce underlying mathematical skills. Core outcomes met: Q. Offered Fall, Spring.

### **MATH 116**

#### **Finite Mathematics**

**3 credits**

Topics include elementary linear functions, systems of equations, linear inequalities, matrices, linear programming (using the graphical method and optionally the Simplex Method), set theory, mathematics of finance, introductory statistics and probability. Game theory, decision making, and counting may be included. Applications to such diverse fields as business, economics, life sciences, and social sciences are covered. Core outcomes met: Q. Prerequisite: Math ACT of 22 or above, Math Placement, or MATH 095, 096, or 105 with a C- (C minus) or above. Offered Fall, Spring, M4, M5.

### **MATH 121**

#### **College Algebra**

**3 credits**

Topics include: topics of algebra, sequences and series; functions and graphing; general polynomial,

rational, exponential, logarithmic and basic trigonometric functions; systems of linear equations and inequalities. Core outcomes met: Q.

Prerequisite: Math ACT of 24 or above, Math Placement, or successful completion of MATH 095 or 096 with a C- (C minus) or above. Offered Fall, Spring, M4.

### **MATH 122**

#### **Trigonometry**

#### **3 credits**

Topics included are the trigonometric functions, fundamental identities, trigonometric reductions, radian measure, variation and graphs of the trigonometric functions, functions of a composite angle, logarithms, solution of triangles, trigonometric equations, inverse trigonometric functions, and vectors. If time allows, additional topics may include complex numbers, polar and parametric equations. Prerequisite or Corequisite: MATH 121 or Math Placement. Offered Spring.

### **MATH 145**

#### **Mathematics for the Elementary Teacher I**

#### **3 credits**

Mathematics for Elementary Teachers helps future teachers develop a deep understanding of the mathematics they will likely teach. Topics include: Numbers (counting numbers, negative numbers, decimals, and fractions), operations on numbers (addition, subtraction, multiplication, division), proportional reasoning, and problem solving. Core outcomes met: Q. Prerequisite: Math ACT of 22 or above, Math Placement, or successful completion of MATH 095 or 096 with a C- (C minus) or above. Offered Fall, Spring.

### **MATH 155**

#### **Mathematics for the Elementary Teacher II**

#### **3 credits**

Mathematics for Elementary Teachers II helps future teachers develop a deep understanding of the mathematics they will likely teach. Topics include: geometry (shapes in two and three dimensions and their properties, measurement, and transformations), algebra (algebraic thinking, variables, expressions, and equations), statistics, and probability. Prerequisite: MATH 145. Offered Fall.

### **MATH 205**

### **Contemporary Issues in Mathematics, Statistics, Engineering, and Technology (MSET)**

#### **3 credits**

This course was designed with three primary goals: (1) to introduce students to contemporary issues in mathematics, statistics, engineering, and technology (MSET); (2) to support students in critically reading research in MSET; and (3) to develop skills related to writing literature reviews and designing research. Through this course, students will explore the scientific methods used in the computational sciences and technology as well as the latest advances in MSET. Students will understand the current and latest issues being researched in these areas. They will select a topic of research that most interests them and present it to the class. Core outcomes met: IL, O. Offered Fall, Spring.

### **MATH 212**

#### **Applied Calculus**

#### **3 credits**

This course investigates applications of modeling techniques used in a variety of disciplines, including the natural sciences, mathematics, computer science and business. The nature and use of calculus (both differential and integral) is a primary focus of the course. Core outcome met: Q. Prerequisite: MATH 121. Offered Spring.

### **MATH 231**

#### **Calculus with Analytic Geometry I**

#### **5 credits**

Topics to be covered include: Functions (including trigonometric, exponential, and logarithmic) and derivatives from a graphical and symbolic view point; product, quotient, and chain rules; implicit differentiation; applications of derivatives; l'Hopital's Rule; and basic integration. Core outcomes met: Q. Prerequisites: MATH 121 and MATH 122; or consent of instructor. Offered Fall.

### **MATH 232**

#### **Calculus with Analytic Geometry II**

#### **5 credits**

Topics to be covered include: integration, evaluation of integrals, applications of integrals, symbolic antidifferentiation techniques, function approximation, improper integrals, infinite series, an

introduction to vectors and polar coordinates along with partial derivatives. Prerequisite: MATH 231. Offered Spring.

### **MATH 245**

#### **Mathematics for the Elementary Teacher III**

**3 credits**

Mathematics for Elementary Teachers III deepens and extends the mathematical knowledge and skill of future teachers, particularly those planning to be a mathematics specialist and/or get a mathematics endorsement. The focus is on mathematics in grades K-8, including topics from number and operations, algebra, functions, geometry, statistics, and probability. Prerequisite: MATH 155. Offered Spring (odd).

### **MATH 250**

#### **Statics and Properties of Materials**

**3 credits**

This course provides students with an introduction to engineering mechanics. Topics covered may include: fundamentals of mechanics, forces, systems in equilibrium, stress, strain and deformation, equivalent force/moment systems, rigid body equilibrium, torsional loading, flexural loading, combined static loading and columns. The primary purpose of this course is to prepare pre-engineering students for upper level engineering courses at Iowa State University. Prerequisites: One year of calculus (MATH 231 and 232) and the first semester of calculus-based physics (PHYS 241). Offered as needed.

### **MATH 300**

#### **Introduction to Mathematical Reasoning**

**3 credits**

This course introduces students to the basics of logic and the main styles of mathematical proofs. These styles include existence, direct, cases, contrapositive, contradiction, and multiple forms of induction. Topics in set theory will be introduced along with other appropriate topics determined by the instructor. Core outcomes met: Q. Prerequisite or Corequisite of: MATH 231 or MATH 212. Offered Spring.

### **MATH 301**

#### **Modern Geometries**

**3 credits**

Foundations and axiomatic development of elementary Euclidean and non-Euclidean geometries are studied. Prerequisites: MATH 300. Offered Spring (odd).

### **MATH 310**

#### **Introduction to Mathematical Modeling**

**3 credits**

Introduction to Mathematical Modeling is a mathematical tool for solving real world problems. In this course, students study a problem-solving process. They learn how to identify a problem, construct or select appropriate models, figure out what data needs to be collected, test the validity of a model, calculate solutions and implement the model. Emphasis lies on model construction in order to promote student creativity and demonstrate the link between theoretical mathematics and real world applications. Core outcomes met: IL, W, O, Q. Prerequisite: MATH 232 or equivalent. Offered Spring.

### **MATH 322**

#### **Introduction to Differential Equations**

**3 credits**

Topics covered include: first-order differential equations, linear differential equations including differential operator theory, the Laplace transform, and systems of linear differential equations. Prerequisites: MATH 232 and 331; or consent of instructor. Offered Spring (even).

### **MATH 327**

#### **Multivariable Calculus**

**4 credits**

Topics to be covered include geometry in space, vectors, the derivative in n-space, the integral in n-space, and vector calculus including Green's Theorem and Stokes's Theorem. Prerequisite: MATH 232. Offered Fall.

### **MATH 331**

#### **Linear Algebra**

**3 credits**

This course includes the algebra of matrices, linear equations, vector spaces, determinants, linear transformations, eigenvalues and eigenvectors, inner product spaces, and applications. Prerequisite: MATH 212 or 231. Offered Fall.

### **MATH 335**

**Introduction to Abstract Algebra****3 credits**

This course includes an introduction to deductive logic, set theory, relations and functions, and the study of algebraic systems (groups, rings, fields, and vector spaces). Prerequisites: MATH 232 and 300. Offered Spring (odd).

**MATH 340****Discrete Computational Structures****3 credits**

Topics included are propositional logic, set theory, graph theory and combinatorial analysis, and Boolean algebra. Applications and theory are discussed. Prerequisites: MATH 300 and either CPSC 241 or CPSC 155. Offered Fall .

**MATH 350****Introduction to Real Analysis****4 credits**

Topics included are: Topology of Euclidean space, continuity, differentiation of real and vector-valued functions, Riemann-Stieltjes integration, sequences and series, uniform convergence, power series and additional selected topics. Prerequisite: MATH 232 and 300. Offered Spring (even).

**MATH 351****Introduction to Numerical Analysis****4 credits**

Topics included are: error analysis, curve fitting, function approximation, interpolation, numerical methods for solving equations and systems of equations, numerical differentiation and integration, optimization, numerical solutions of ODE and PDE and eigenvalues/eigenvectors. Prerequisites: MATH 232, 322 and 331 or consent of instructor. Offered Fall (even).

**MATH 399****Internship****3 credits**

This course offers a unique application experience for the students. Senior students spend 80 hours working at educational, business, governmental or service organizations getting a hands-on experience in regard to the topics studied in the courses of the mathematics curriculum. Available to Grand View degree-seeking students only. Prerequisite: Senior status. Offered as needed.

**MATH 430****Topics in Mathematics****1 to 3 credits**

Designed to provide opportunity for more in-depth study of some areas of mathematics not currently covered in the catalog courses. No more than six credits of MATH 430 may be applied to the major. Repeatable. Offered as needed.

**MATH 450****Senior Seminar****3 credits**

This course represents the capstone course for Mathematics majors. Emphasis is placed on further development of skills in the areas of written and oral communication, problem solving, and research. Students, with guidance from an instructor, choose a topic. On their chosen topic, students prepare a research paper and give an oral presentation to mathematics faculty and other mathematics students. Core outcomes met: IL, W, O, Q, V. Prerequisites: MATH 300, MATH 331 or 335, and 6 additional credits of MATH electives numbered 300 or above. Offered Fall.

**MLAN 311****Global Perspectives****3 credits**

Global Perspectives teaches students to understand their own cultural identity, cultural conditioning and how to interact or to respond effectively from other cultural backgrounds, thus fostering intracultural and intercultural competence (i.e., gender, race, or demographics). This course will expand their awareness of worldviews and cultural behaviors in order to engage more effectively in their vocation with the ever changing global world. By reading, discussing, listening to speakers and engaging with individuals from diverse backgrounds, students will be equipped in their vocation in order to become an effective global citizen and leader. Core outcomes met: GA, V. Offered Spring.

**MUSC 101****Performance Attendance****0 credits**

All music, music education, and church music majors are required to attend a minimum of 10 concerts each semester. Offered Fall, Spring.



## **MUSC 104**

### **Fundamentals of Music**

#### **3 credits**

This is an introductory-level music course consisting of the study of musical language. The course begins with music's foundation in math/science, expands to address the central musical topics of notation, rhythm, scales, harmony, melody, and beginning harmony, and concludes with an application of these topics in the form of a simple final composition. This course may be taken alone, or it may serve as a precursor to Music Theory I. It is expected that students taking this course have no previous background in music theory. Core outcomes met: Q. Offered Spring.

## **MUSC 105**

### **Music Appreciation**

#### **3 credits**

This course is designed to help students develop an understanding of art music in the Western tradition. Students learn to build listening skills and to recognize the various elements of music, including melody, rhythm, harmony, texture, tone color, and form and how they are applied to music. Students also learn the significance of music's historical/cultural/intellectual background and the effect that has on the music. Listening and analysis then are applied to keystone pieces in Western art music. No formal training is required. Core outcomes met: GA, IL, W. Offered Fall, Spring, Fall, M4, M6.

## **MUSC 107**

### **Musics of the World**

#### **3 credits**

This course focuses on the diversity in aesthetics and musical expression in a variety of countries throughout the world. The course studies the range of music throughout the world and the contexts for those musics, including music as art, music as popular culture, and music as a component of rituals. No formal training in music is required. Core outcomes met: GA, IL, W. Offered Fall.

## **MUSC 121**

### **Grand View Choir**

#### **0 or 1 credit**

Choir is open to students of all departments by audition. The program of study consists of musical,

ensemble, and vocal development through the preparation and performance of a repertoire of quality choral music from all periods of music literature. The Choir performs for events both on and off campus, including Julefest, and tours over Spring Break. Repeatable. Core outcomes met (after 6 credits earned): GA, V. Offered Fall, Spring.

## **MUSC 122**

### **Wind Ensemble**

#### **0 or 1 credit**

Students will perform concert band literature on woodwind, brass, percussion, and string instruments. Music written for or arranged for the contemporary concert band will be studied and performed. Public performances are scheduled intermittently throughout the semester. Repeatable. Core outcomes met (after 6 credits earned): GA, V. Offered Fall, Spring.

## **MUSC 131**

### **Music Theory I**

#### **4 credits**

This course is the first in a series of courses in music theory. Topics of study include intervals, scales, rhythm and meter, melodic organization, transposition, ear training, sight-singing, and harmony. Some instruction is computer assisted. Placement by examination or Music 104. Core outcomes met: Q. Offered Fall.

## **MUSC 132**

### **Music Theory II**

#### **4 credits**

This course is a continuation of Music 131. Topics include harmony and part-writing, analysis, sight singing and ear training. Some instruction is computer generated. Core outcomes met: Q. Prerequisite: MUSC 131. Offered Spring.

## **MUSC 142**

### **Music for the Elementary Classroom**

#### **2 credits**

This methods course is geared toward helping elementary education majors learn to use music in their classroom teaching. Students will study the effects of music in developing young brains and various ways of implementing music to increase learning. Topics of the course include music and the brain, music notation, building a repertoire of songs, literature, and musical games that can be

used in classroom instruction, and developing confidence in leading music-making in class. Prerequisite: EDUC 111. Offered Fall, Spring.

**Applied lessons are offered in all areas.** These courses include the development of proper technique and literature appropriate to each instrument. Lessons at the 100-level of instruction (1 credit hour), which covers beginners through intermediate college-level, consist of 1/2 hour private lesson each week. Lessons at the 300-level (2 credit hours) are reserved for advanced students as determined by the instructor, and consist of 1 hour private lesson each week. The prerequisite for the 300-level courses is the 100-level of instruction in the same applied area. Repeatable. Offered Fall, Spring.

- **MUSC 153, 353 Voice**
- **MUSC 155, 355 Percussion**
- **MUSC 161, 361 Piano**
- **MUSC 162, 362 Organ**
- **MUSC 171, 371 Trumpet**
- **MUSC 173, 373 French Horn**
- **MUSC 175, 375 Baritone Horn/Tuba**
- **MUSC 177, 377 Trombone**
- **MUSC 181, 381 Flute**
- **MUSC 182, 382 Oboe**
- **MUSC 183, 383 Clarinet**
- **MUSC 184, 384 Bassoon**
- **MUSC 186, 386 Saxophone**
- **MUSC 193, 393 Guitar**
- **MUSC 195, 395 String Bass**
- **MUSC 196, 396 Violin**
- **MUSC 197, 397 Viola**
- **MUSC 198, 398 Cello**

### **MUSC 221**

#### **Kantorei**

**0 or 1 credit**

This ensemble consists of selected members of the Grand View Choir. Literature involves challenging music suited to a small number of voices. Kantorei sings regularly for chapel services and other College events including Julefest and Spring Tour. Repeatable. Offered Fall, Spring.

### **MUSC 222**

#### **Jazz Ensemble**

**0 or 1 credit**

Jazz Ensemble is open to select members of the Grand View Band. Students perform jazz band

literature ranging from the 1920's through today. Original music for the ensemble as well as transcriptions will be performed. The art of improvisation will also be studied and performed. Public performances are planned intermittently throughout the semester. Students should take Jazz Band concurrently with MUSC 122. Repeatable. Offered Fall, Spring.

### **MUSC 231**

#### **Theory and History of 17<sup>th</sup> and 18<sup>th</sup> Century Music**

**4 credits**

This is a continuation of Music 132. Topics include Baroque and Classical Theory, styles, forms and history. Ear training and sight singing continue. Core outcomes met: O, Q, GA. Prerequisite: MUSC 132. Offered Fall (even).

### **MUSC 232**

#### **Theory and History of 19<sup>th</sup> Century Music**

**4 credits**

This is a continuation of Music Theory/History Sequence. Topics include the theory, styles, forms, and history of Romantic music. Ear training and sight singing are also continued. Core outcomes met: IL, W, Q, GA. Prerequisite: MUSC 132. Offered Spring (odd).

### **MUSC 242**

#### **Elementary Music Methods**

**3 credits**

This methods course presents a variety of techniques and materials necessary for teaching elementary music. Students explore topics such as the importance of music in brain-based learning, building music literacy using Takadimi and Kodaly methods, and working with the National Association for Music Education standards for music education, and developing age-appropriate repertoire and lesson plans. Prerequisite: MUSC 132. Offered Fall (even).

### **MUSC 253**

#### **Diction I**

**1 credit**

This course will use the International Alphabet to assist learning correct pronunciation of languages most commonly used by students of singing. Italian and French will be the focus of this class. Offered Fall.

## **MUSC 254**

### **Diction II**

#### **1 credit**

This course will use the International Alphabet to assist learning correct pronunciation of languages most commonly used by students of singing. German and English will be the focus of this class. Offered Spring.

## **MUSC 311**

### **Brass and Strings**

#### **3 credits**

This course focuses on the basic principles of tone production, technique, and pedagogy pertaining to brass and stringed instruments. Students also investigate some of the issues, evaluation criteria, and methodologies in working with instrumental ensembles through classroom discussion and on-site field experience. Instruction also includes the exploration of strategies for building vocabulary and increasing reading and writing skills through music, including developing accurate musical vocabulary and the incorporation of periodic reading and writing assignments. Core outcomes met: O, V. Prerequisite: MUSC 132 or consent of instructor. Offered Fall (odd).

## **MUSC 312**

### **Woodwinds and Percussion**

#### **3 credits**

This course focuses on the basic principles of tone production, technique, and pedagogy pertaining to percussion and woodwind instruments. Students also investigate some of the issues, evaluation criteria, and methodologies in working with instrumental ensembles through classroom discussion and on-site field experience. Instruction also includes the exploration of strategies for building vocabulary and increasing reading and writing skills through music, including developing accurate musical vocabulary and the incorporation of periodic reading and writing assignments. Core outcomes met: O, V. Prerequisite: MUSC 132 or consent of instructor. Offered Spring (even).

## **MUSC 313**

### **Vocal Methods and Pedagogy**

#### **3 credits**

Vocal pedagogy will examine the science and art of vocal instruction. It will examine what singing is,

how the voice works, and how to instruct proper singing technique. Offered Fall (even).

## **MUSC 331**

### **Theory and History of Medieval and Renaissance Music**

#### **4 credits**

This course is a continuation of the theory/history sequence, examining both the theoretical underpinnings and historical framework of music before 1600. Topics include chant, modal theory, text underlay, liturgy, historical notation, choral and instrumental music, patronage, and musical forms pertinent to this time period. Ear Training and Sight singing are also continued. Core outcomes met: IL, W, GA. Offered Fall (odd).

## **MUSC 332**

### **Theory and History of 20<sup>th</sup> Century Music**

#### **4 credits**

This course is a continuation of the theory/history sequence, examining both the theoretical underpinnings and historical framework of music in the 20th century. Topics include chromatic harmony, atonal and aleatoric music, serial theory composition, set theory, non-western influences, musique concrete, and minimalism. Ear Training and Sight-singing are also continued. Core outcomes met: O, Q. Prerequisite: MUSC 132. Offered Spring (even).

## **MUSC 341**

### **Conducting I**

#### **2 credits**

Conducting I is the first of a two-semester sequence. It is an experiential course covering the beginning level of principles and techniques involved in the art of conducting vocal and instrumental ensembles. Students will conduct prepared examples in class and critique themselves and each other. Core outcomes met: V. Prerequisite: MUSC 132. Offered Fall.

## **MUSC 342**

### **Conducting II**

#### **2 credits**

Conducting II is the second of a two-semester sequence. It is an experiential course covering the advanced level of principles and techniques involved in the art of conducting vocal and instrumental ensembles. It also addresses issues of

leadership, group dynamics, error detection, and the care and feeding of choral and instrumental ensembles. Students will conduct prepared examples in class and critique themselves and each other. They will also work with their primary performing ensemble. Prerequisites: MUSC 132 and 341. Offered Spring.

### **MUSC 442**

#### **Secondary Methods and Management**

#### **4 credits**

The purpose of this course is to introduce novice teachers to topics, issues, and skills necessary to become successful general music teachers and choral directors in middle school, junior high, and high school settings. Also covered will be techniques for teaching instrumental performance ensembles in secondary schools. Emphasis will include program design and philosophy, administrative responsibilities, rehearsal techniques, appropriate literature for each grade level, job acquisition and educational ethics. Classroom management techniques appropriate to secondary rehearsals and classes will be addressed. Offered Spring (odd).

### **MUSC 450**

#### **Senior Recital**

#### **1 credit**

All music, music education, and church music majors must complete a senior recital. Students work with their major applied professor to select material to be performed. In addition they research and write a complete paper on the pieces they are performing, addressing both the historical background and analytical understanding of their recital pieces. Core outcomes met: W. Prerequisites: Music 131, 132, 231, 232, 331, 332, 341, at least six semesters of applied study and permission of applied music instructor. Offered Fall, Spring.

### **NSGP 325**

#### **The Caring Professional Nurse**

#### **4 credits**

In this course, the role of the professional baccalaureate-prepared nurse is explored. Nursing theories are introduced as nurses build on their understanding of professional nursing practice. The importance of the continuum of care is highlighted through caring for self and engaging in caring

relationships with others. Core outcomes met: W. Prerequisite: Admission to the Nursing major.

### **NSGP 355**

#### **Contemporary Issues in Professional Nursing Practice**

#### **4 credits**

In this course, contemporary issues in the nursing profession are evaluated as they relate to ethical decision-making, patient advocacy, interprofessional partnerships, and opportunities for innovation and change in healthcare systems. Nurses will come to understand the value of life-long learning as they find and relate to scientific evidence that drives and supports professional nursing practice. Core outcomes met: IL. Prerequisite: NSGP 325.

### **NSGP 425**

#### **Leadership in Baccalaureate Nursing Practice**

#### **4 credits**

This course focuses on organizational leadership and theory as it relates to promoting high quality and safe patient care. Systems thinking is emphasized through exploration of evidence-based practice and microsystem assessment. Nurses' leadership competencies are strengthened through acquisition of knowledge related to change management and conflict resolution. Core outcomes met: V. Prerequisite: NSGP 355.

### **NSGP 465**

#### **Population and Community Health Nursing**

#### **5 credits**

In this course, foundational principles underlying community and population health nursing practice are applied to caring for individuals, families, aggregates, and vulnerable populations in the community. Emphasis placed on social determinants of health, health promotion through education, epidemiological data mining, communicable disease prevention, and disaster preparedness. Core outcomes met: O, GA. Prerequisite: NSGP 355.

### **NSGP 485**

#### **Scholarship for Baccalaureate Nursing Practice**

#### **5 credits**

This capstone course challenges the caring, professional nurse to explore the inter-relationship of theory, evidence-based practice, and policy

through numerous models. Nurses will integrate critical inquiry through the development and dissemination of a quality improvement action plan. Core outcomes met: W, Q. Prerequisite: STAT 241 and NSGP 425.

### **NURS 210**

#### **Basic Physical Assessment**

##### **2 credits**

In this foundation course, students come to know, understand and perform a head to toe physical assessment on an adult client. Utilizing essential equipment, each student will assess health parameters, using developmentally and culturally sensitive approaches. Prerequisite: Admission to the Nursing major; concurrent enrollment in or previous completion of BIOL 160. Offered Fall, Spring.

### **NURS 220**

#### **The Caring Professional Nurse**

##### **3 credits**

In this course, students will come to know and understand the underpinnings of the nursing profession. Students learn to care for self as well as others. The caring nursing theorists are introduced and explored in clinical experiences. An emphasis on professionalism includes professional organizations and comportment. Core outcomes met: V. Prerequisite: Admission to the Nursing major. Offered Fall, Spring.

### **NURS 250**

#### **Foundations of Nursing I: Pathophysiology, Pharmacology, Assessment, and Skills**

##### **5 credits**

In this course, students are introduced to concepts in pathophysiology, pharmacology, and assessment. The focus is on the relationship among these concepts and include cultural and life span considerations. Students will apply knowledge of the relationship among pathophysiology, pharmacology, assessment, and basic nursing care. Students will begin implementing clinical reasoning in laboratory and community client situations. Core outcomes met: Q. Prerequisites: NURS 210, 220, BIOL 160, PSYC 212; MATH 095, 096, 121, 122, 231, or placement into MATH 121. Concurrent enrollment in or previous completion of BIOL 165. Offered Fall, Spring.

### **NURS 310**

#### **Foundations of Nursing II: Pathophysiology, Pharmacology, Assessment, and Skills**

##### **5 credits**

In this course, students build upon concepts in pathophysiology, pharmacology and assessment. The focus is on the relationship among these concepts and include cultural and life span considerations. Students will apply knowledge of the relationship among pathophysiology, pharmacology, assessment, and basic nursing care. Students will begin implementing clinical reasoning in institutional client situations. Core outcomes met: IL. Prerequisites: NURS 250, BIOL 140, 165. Offered Fall, Spring.

### **NURS 320**

#### **Adult Health I**

##### **4 credits**

In this course students will come to know nursing practice as a caring professional while providing nursing care for adults with acute and chronic illness. Nursing care for adults will also include care for the adult's significant other or family. Issues surrounding nursing practice as a caring professional will also be explored. Prerequisites: NURS 310, PSYC 320. May be taken concurrently with NURS 340 and NURS 350. Offered Fall, Spring.

### **NURS 340**

#### **Maternal/Newborn Nursing**

##### **3 credits**

This course focuses upon synthesis of maternal/newborn nursing, health promotion, and maintenance principles related to current nursing practice within a holistic, caring framework. The student enters into caring relationships with the intent of nurturing the well-being of the childbearing family from diverse backgrounds. Emphasis is placed upon development of clinical reasoning through noticing, interpreting, responding and reflecting in various clinical situations with the childbearing population. Care will focus upon the childbearing family with the intent of determining the health status of the clients within the context of the patients' values. Core outcomes met: IL, W. Prerequisites: SOCS 101, NURS 310. May be taken concurrently with NURS 320 and 350. Offered Fall, Spring.

### **NURS 350**

#### **Pediatric Nursing**

**3 credits**

This course focuses on care delivery to the child and their families in the institutional settings. Care delivery is focused in acute care/institutional settings, including acute and chronic health needs affecting children and their families. Core outcomes met: Q. Prerequisites: NURS 310. May be taken concurrently with NURS 320 and 340. Offered Fall, Spring.

**NURS 410**

**Comprehensive Nursing Care of Clients with Psychiatric/Mental Health Diseases**

**3 credits**

This course will focus on comprehensive nursing care of clients with psychiatric/mental health diseases that affect individuals across the life span. Students will have opportunities to work with individuals and their families with the goal being the demonstration of compassion and advocacy. Students will learn the biopsychosocial impact of these diseases and what current treatment options improve the lives of individuals and their family. Central to this course is the student understanding of the implications for clients and families, including the successful strategies employed by them while living with a chronic mental illness. Students will use cultural considerations with the goal of strengthening the health portion of the individual/family. Prerequisite: NURS 320. Offered Fall, Spring.

**NURS 420**

**Adult Health II**

**4 credits**

In this course students will come to know nursing practice as a caring professional while providing nursing care for adults with acute and chronic illness. Nursing care for adults will also include care for the adult's significant other or family. Issues surrounding nursing practice as a caring professional will also be explored. Prerequisite: NURS 320. Offered Fall, Spring.

**NURS 440**

**Complex Older Adult Health**

**3 credits**

This course focuses on the care of patients and families with emphasis on improving quality of life for older adults with complex and multiple health co-morbidities. Care is centered in assessment,

decision-making, evidence-based practice and encompasses collaboration among multiple health care professionals to promote healthy aging and healing. Synthesis of nursing principles and theories with particular emphasis on palliative and end-of-life care within the healthcare system is emphasized. Core outcomes met: O. Prerequisite: NURS 340 and 350. Successful completion of or concurrent enrollment in NURS 410 and 420. Offered Fall, Spring.

**NURS 460**

**Community Health Nursing**

**3 credits**

This course focuses on a synthesis of nursing, social, and public health theories and principles underlying current community health nursing practice. The focus of care is on family and community with emphasis on health maintenance, health promotion and disease prevention as facilitated by health teaching and appropriate use of community resources with vulnerable populations. Core outcomes met: O, GA. Prerequisites: NURS 340, 350, 420. May be taken concurrently with NURS 410 and 440. Offered Fall, Spring.

**NURS 470**

**Baccalaureate Practice Immersion**

**5 credits**

This course will include concepts related to being a provider of care, a manager of care, a leader, and a member of the nursing profession. An immersion experience will provide opportunities for building clinical reasoning, leadership, management, and evaluation skills. Students will be assigned a nurse manager and are required to complete a minimum of 32 hours of on-site clinical experience. Students will also be assigned a nurse preceptor and will complete a minimum of 88 hours of on-site clinical experience. Core outcomes met: V. Prerequisites: Taken final semester of the nursing program; must be taken concurrently with NURS 480. Offered Fall, Spring.

**NURS 480**

**Scholarship for Professional Practice**

**4 credits**

In this capstone course, the inter-relationship of theory, research, practice and policy is explored through experiential learning. Interprofessional, evidence-based practice is emphasized. The Grand View Critical Analysis Model is utilized as a

framework to engage students in the complexity of policy design and analysis. Health care policy shapes the nature, quality, and safety of the practice environment. Policy is examined relative to the issues of access, advocacy, equity, affordability, globalization, and social justice. Through a linked learning project, students transition to baccalaureate practice. Core outcomes met: W, O. Prerequisites: STAT 241 or 348, and NURS 410, 420, and 440. Must be taken concurrently with NURS 470. Offered Fall, Spring.

### **PHIL 205**

#### **Introduction to Philosophy**

##### **3 credits**

This course introduces students to basic questions about meaning, meaningfulness, and truth that thoughtful people have asked throughout history. It explores sound thinking, and the nature of reality, knowledge, and the good. Core outcomes met: W. Offered Fall, Spring, M6 (odd).

### **PHIL 210**

#### **Introduction to Ethics**

##### **3 credits**

This course introduces students to ethical theory and the application of this theory to real-life matters. Ethical stances such as deontology, utilitarianism, divine will ethics and virtue ethics are explored. Core outcomes met: W, V. Offered Fall, Spring, M4.

### **PHIL 260**

#### **History and Philosophy of Science**

##### **3 credits**

This course traces the development of selected ideas in the history and philosophy of science, from the ancient Greeks to the present day. A primary theme of the course is the nature and development of the scientific process. Core outcomes met: O, IL. Offered Spring.

### **PHIL 300**

#### **Introduction to Mathematical Reasoning**

##### **3 credits**

This course introduces students to the basics of propositional and predicate logic in symbolizing natural language and determining validity, and introduces such topics as the logic of set theory, functions, relations, and transfinite sets. Emphasis is placed upon strategies involved in constructing

proofs. While the course presupposes no post-algebra work in math, students with a strong math background have an advantage. Recommended for math, computer science, and science majors and for all philosophy minors. Core outcomes met: Q. Prerequisite: MATH 231. Offered Spring.

### **PHIL 305**

#### **Human Nature**

##### **3 credits**

Readings from different philosophers (such as Plato, Aristotle, Hobbes, Pascal, Rousseau, Sartre) on basic human capacities, needs, motives, and experiences provide the focus for discussions of what human beings are, what they are capable of becoming, and how they get from one to the other. Core outcomes met: W. Offered Spring, M1 (even).

### **PHIL 311**

#### **Ancient and Medieval Philosophers**

##### **3 credits**

A survey of major thinkers, philosophic schools, and movements from Pre-Socratics to Ockham. Particular attention is given to the fundamental ideas in the ancient and medieval eras by which the Western philosophical tradition in Plato, Aristotle, Augustine, and Thomas Aquinas was established. Core outcomes met: W, O. Offered Fall, M4, M5.

### **PHIL 312**

#### **Modern Philosophers**

##### **3 credits**

A survey of major thinkers, philosophic schools, and issues from the Renaissance to the late 19th century. The course surveys the beginnings of modern thought and traces the development of rationalism, empiricism and idealism. The course will highlight Hobbes' Locke's, Kant's, Hegel's, Marx's, and Rawls' contributions to political thought. Core outcomes met: W, O. See also POLS 312. Offered Spring, M3.

### **PHIL 325**

#### **Bioethics**

##### **3 credits**

The purpose of this course is to explore the influence of moral/ethical positions in the behavior and decision making in health care. Emphasis is on: the basis for positions taken; moral and ethical principles/theories; rights and responsibilities; and conflict. Offered Fall (eve), Spring (eve).

**PHIL 430****Special Topics****1 to 4 credits**

This course focuses on a specific philosophic topic, movement, or major figure. The context varies each time the course is taught. Prerequisite: Junior status or consent of instructor. Offered as needed.

**PHSC 101****Physical and Earth Science****4 credits**

This is a Liberal Arts science course designed for non-science majors. The nature and philosophy of science and fundamentals of Physics and Geology are central to this course, including selected topics from astronomy, chemistry, and meteorology. This course meets four hours per week and includes a laboratory component. Core outcomes met: Q. Offered Fall, Spring.

**PHSC 201****Contemporary Issues in Science****3 credits**

This course promotes scientific literacy. It is designed to expose Liberal Arts students to conceptual theories and contemporary advances in the Natural Sciences. Current issues and new research developments in the Natural Sciences are discussed through the lens of scientific reasoning as well as selected classic examples of scientific thought. Core outcomes met: IL, O. Offered Fall, Spring (Eve), M1, M2 (even).

**PHSC 260****History and Philosophy of Science****3 credits**

This course traces the development of selected ideas in the history and philosophy of science, from the ancient Greeks to the present day. A primary theme of the course is the nature and development of the scientific process. Core outcomes met: O, IL. Offered Spring.

**PHTH 101****History of Public Health****3 credits**

Covid-19 has thrust Public Health into the spotlight, but the domain of public health includes many critical issues, including mental health,

obesity, and gun violence. From the first quarantines to the modern movement towards universal health care, public health has fundamentally shaped societies. In this course, you'll learn the role of the state in public health, the importance of public health, and how it's provided and practiced. This online class has optional live sessions.

**PHTH 300****Epidemiology****3 credits**

Epidemiology is the branch of medicine which deals with the incidence, distribution, and control of disease. In this course, you will learn and apply key concepts of epidemiology to multiple domains of public health. By the end of this course, you'll be able to use epidemiology to better understand, characterize, and promote health at a population level. Prerequisites: Declared public health major and BSAD/PSYC/STAT239 or STAT241.

**PHTH 310****Health Services****3 credits**

Health Services - the means by which healthcare is provided - is a critical concept in Public Health that impacts all of us. This course will introduce you to the modern history of healthcare in high, middle, and low income countries and explore the evolution of health services. Students will evaluate the strengths and weaknesses of particular systems and policies and examine their ideal version of a health service in the context of current events. This online class has optional live sessions.

**PHTH 315****Health Economics****3 credits**

The field of public health is driven by economics as much as it is by epidemiology. This course will teach you about health economics, which is the application of economic principles and techniques of analysis to health care in support of the public good. By the end of this course you will learn how to analyze the effectiveness of health policy outcomes through an economic lens, and how to use available resources to improve the quality of healthcare. This online class has optional live sessions. Prerequisites: Declared public health major, ECON-101.



## **PHTH 401**

### **Public Health Studies I: Current Topics And Politics**

#### **3 credits**

This course is intended to provide students with a means of evaluating the health impact of political decisions and a broad knowledge base about the practice of Public Health today. Students will explore a range of current topics in public health - including Covid-19, HIV/AIDS, and the obesity epidemic. Students will also look at the impact of US politics on global public health, especially in developing nations. Furthermore, this course will explore key topics such as the WHO's Millennium Development Goals, the disastrous circumstances that can arise when Public Health Policies fail, and the conflict between data and political will that drives so much of Public Health policy decision making. This online class has optional live sessions. This course culminates in a project in which students must plan a Health Impact Assessment of a current or proposed federal or state policy. Prerequisites: Declared Public Health major, PHTH-101, BSAD/PSYC/STAT-239 or STAT-241.

## **PHTH 402**

### **Public Health Studies II: Demographics, Geo-Spatial Mapping, and Qualitative Research**

#### **3 credits**

The course provides students with a variety of tools for understanding the impact that disease or other Public Health concerns may have on a population. Students will learn how to design effective surveys, analyze geographic data, and use qualitative information with the ultimate goal of gaining a better understanding of how events may affect the health of a particular population. This course will also require students to participate map development in order to help them build understanding of how geographic data is used in the practice of Public Health. This online class has optional live sessions. Prerequisites: Declared Public Health Major, PHTH-101, BSAD/PSYC/STAT239 or STAT-241, PHTH-401.

## **PHYS 131**

### **General Physics I**

#### **4 credits**

A study of the principles of physics and their applications is offered in this course through the use of algebra and trigonometry. This is the first

semester course of a two-semester sequence. Topics included are mechanics of one- and two-dimension motion, forces as they relate to motion, rotational motion, and momentum and energy, heat, and fluids. No previous physics course is required. Prerequisites: A C or better in MATH-121 or higher, or test into MATH-122 or higher. Offered Fall.

## **PHYS 132**

### **General Physics II**

#### **4 credits**

A study of the principles of physics and their applications is offered in this course through the use of algebra and trigonometry. This is the second semester course of a two semester sequence. Topics included are waves, sound, light, electricity, magnetism, and circuit analysis. Select topics in modern Physics may include quantum mechanics, relativity, and nuclear physics. Prerequisites: a C or above in PHYS 131, and a C or above in MATH 122, MATH 212, or MATH 231. Offered Spring.

## **PHYS 241**

### **Classical Physics I**

#### **5 credits**

Through the use of calculus (both integrals and derivatives), the principles and applications of physics are studied in this course. This is the first semester course of a two semester sequence. Topics included are mechanics of one and two dimension motion, forces as they relate to motion, rotational motion, momentum and energy, heat, and fluids. No previous physics courses are required. Core outcomes met: GA. Prerequisite: MATH 232 or concurrent enrollment. Offered as needed.

## **PHYS 242**

### **Classical Physics II**

#### **5 credits**

Through the use of calculus (both integrals and derivatives), the principles and applications of physics are studied in this course. This is the second semester course of a two semester sequence. Topics included are waves, sound, light, electricity, magnetism, and circuit analysis. Select topics in modern Physics may include quantum mechanics, relativity, and nuclear physics. Prerequisite: PHYS 241. Offered as needed.

## **PHYS 250**

**Statics and Properties of Materials****3 credits**

This course provides students with an introduction to engineering mechanics. Topics covered may include: fundamentals of mechanics, forces, systems in equilibrium, stress, strain and deformation, equivalent force/moment systems, rigid body equilibrium, torsional loading, flexural loading, combined static loading and columns. The primary purpose of this course is to prepare pre-engineering students for upper level engineering courses at Iowa State University. Prerequisites: One year of calculus (MATH 231 and 232) and the first semester of calculus-based physics (PHYS 241). Offered as needed.

**POLS 110****National Government****3 credits**

Students study the organization, process, and function of the national government of the United States. Topics considered include the legislative, executive, and judicial branches of government; political parties; interest groups; the Constitution; Federalism; civil liberties; civil rights; political behavior; elections. Core outcomes met: IL. Offered Fall, Spring, M6.

**POLS 120****State and Local Government****3 credits**

Students examine the political process of the state and local levels of government. Special concern is given to the study of policy-making and administration at the state level and its implementation at the local levels of government. Core outcomes met: IL. Offered Spring, M5.

**POLS 215****The Presidency****3 credits**

This course analyzes the historical and constitutional foundations of the American Presidency, the power structures of the office as well as how the public, political scientists and historians evaluate presidents differently. See also HIST 215. Offered Fall (even).

**POLS 280****Environmental Policy and Politics****3 credits**

The course introduces students to the scientific evidence for climate change, the arguments against climate change, the religious and social justice elements of environmental politics and the political challenges of addressing environmental policy. Students will also explore possible policy solutions to adapt to and mitigate the effects of climate change. Offered Fall.

**POLS 310****Political Advocacy****3 credits**

This first half of the course will introduce students to how advocacy groups form, how they are organized and financed, and how they maintain themselves. In the second half, students will learn about how political advocacy organizations lobby at the local, state and national level advocate for policy changes. Offered Fall (odd).

**POLS 312****Modern Philosophers****3 credits**

A survey of major thinkers, philosophic schools, and issues from the Renaissance to the late 19th century. The course surveys the beginnings of modern thought and traces the development of rationalism, empiricism and idealism. The course will highlight Hobbes' Locke's, Kant's, Hegel's, Marx's, and Rawls' contributions to political thought. Core outcomes met: W, O. Offered Spring.

**POLS 315****Introduction to Public Administration****3 credits**

Introduction to Public Administration is a course designed to provide students analytical perspectives which are useful for understanding the scope of public administration and its impact on both the public and private sectors. The course is broad in scope and acquaints students with the underlying themes and organizing principles of public administration, as well as provides students a better understanding of the governmental framework in order to nurture a critical perspective useful for both public and private sector administration. Core outcomes met: O, GA, V. Offered Spring.

**POLS 322****Public Policy****3 credits**

This course is an introduction to the key concepts, stages and processes in the policymaking process including problem identification, agenda setting, policy formulation, policy enactment, policy implementation and policy evaluation. The course will provide students with theoretical and analytical tools to apply to developing policy analysis statements and policy evaluations in their career fields. Case studies on current policy issues will be used to apply theoretical and analytic tools. Core outcomes met: IL, Q. Offered Spring.

**POLS 340**

**American Constitutional Law and Development**

**I**

**3 credits**

The course is designed to investigate the evolution and modern-day functioning of American constitutional law. Topics to be discussed include a survey of the institutional framework, including an overview of the American constitutional system, federal courts and the law, and the justices of the Supreme Court. In addition, the evolution of concepts basic to constitutional law and the nature of the federal system is examined in detail. While the course is taught as an individual entity within the semester, it is also designed to prepare the student with skills and knowledge to be used in the second semester of the course (Constitutional Law II). Upon completion of the course, the student will have a firm perspective on the structure and role of the federal court system, and on major issues of constitutional significance. The course is taught from a case-oriented perspective, and students will acquire the skills necessary to produce legal briefs of significant Supreme Court decisions. Students will also engage in a semester long collaborative research project designed to investigate the ideological orientations of the current justices of the Supreme Court and how that orientation influences decision-making on the Court. Students will research and write position papers that are role-relevant to their assignment in the simulation. Core outcomes met: IL. Offered Fall.

**POLS 341**

**American Constitutional Law and Development**

**II**

**3 credits**

This course is designed to be a logical extension of Political Science 340. Utilizing concepts of law

mastered in the first half of the course, Constitutional Law II is devoted to an in-depth analysis of political and civil liberties in American society. Topics to be discussed include freedoms of speech, press, and assembly; freedom of religion; race discrimination; and equal protection. The course is designed around a case-intensive approach, and students are given numerous opportunities for individual case research and analysis during the semester. Offered Spring (even).

**POLS 350**

**Social Science Research Methods**

**3 credits**

Social Science Research Methods is designed to introduce the student to both the theory and practice of research in the social sciences. The course is designed to teach students how to conduct a social science research project from selecting a research problem, researching and writing a literature review, writing a research design, collecting data and analyzing data. Students are exposed to both qualitative and quantitative research tools in this course and how to select appropriate methods for the problem they are investigating. Extensive research writing is practiced in this course; students will complete a research portfolio by the end of the course. Other course topics include data analysis, critiquing research studies, survey design, and evidence-based decision-making. Core outcomes met: IL, W, Q. Prerequisites: 12 credit hours in the Social Sciences or Business Administration, and either STAT 241 or PSYC/BSAD/STAT 239. See also SOCS 350. Offered Fall, Spring, M4, M6.

**POLS 361**

**Comparative Politics**

**3 credits**

Comparative Politics offers a country-by-country approach that allows students to fully examine similarities and differences among countries and within and between political systems. The course offers an analysis of political challenges and changing agendas within countries and provides detailed descriptions and analysis of the politics of individual countries. The course focuses on making meaningful connections and comparisons about the countries presented. Readings in the course consist of eight country case studies,

selected for their significance in terms of the comparative themes, and because they provide an interesting sample of types of political regimes, levels of economic development, and geographic regions. Topics to be discussed include theories used for comparative analysis, consolidated democracies, authoritarian regimes, collective identities, and political challenges and changing agendas. Core outcomes met: IL, W. Offered Fall.

### **POLS 370**

#### **International Politics**

##### **3 credits**

International Politics is a survey course that examines institutions, processes and actors in the international environment. Students will gain knowledge of specific theoretical perspectives relative to the current and ongoing evolution of the international environment, and will examine a number of "future scenarios" for international politics based on the assumptions of each of the theoretical models. Students will gain an appreciation of the diversity of cultures, political systems and political processes that make up the international society. Historical perspectives as well as current events and topics will help students to evaluate and appreciate the accelerating trend toward increasing global interdependence. Topics to be discussed include the historical context of global politics, theoretical perspectives relating to world politics, international organizations, transnational actors and issues, the global economy, the global environment, and war and terrorism in world politics. Core outcomes met: GA, IL. Offered Spring, M3 (even).

### **POLS 399**

#### **Internship**

##### **3 credits**

The internship is an integral component of career development efforts at the University. It is an academic experience in a career-related work setting supervised jointly by the University and an associated employer. The internship at Grand View is the application of classroom experience to the work setting. A student should see their advisor and the Student Handbook for more information. Prerequisite: Junior or senior status and acceptance into the course by the Grand View University Political Science department. Offered Fall, Spring, Summer Trimester.

### **POLS 450**

### **Senior Seminar**

##### **3 credits**

This seminar is required for all Political Science majors. The course is a capstone course designed to allow students an opportunity to integrate information, concepts, and skills that have been acquired through previous course work. The seminar is topical in nature and students produce an original research project as an artifact to be used in their electronic portfolios. Core outcomes met: IL, W, O, V. Prerequisite: Senior status or consent of instructor. Offered Spring, M5.

### **PSYC 101**

#### **General Psychology**

##### **3 credits**

This is an overview of psychology as a behavioral science. Students are introduced to topics in learning, perception, personality, memory, neuropsychology, cognition, and related concepts. Psychological theories and methodology are reviewed as well as the application of psychology to modern life. Core outcomes met: W. Offered Fall, Spring, M3, July, M6.

### **PSYC 105**

#### **Psychology Seminar**

##### **1 credit**

This course is an introduction to the profession of Psychology. Students are introduced to the specialties in the discipline, have an opportunity to explore several graduate programs, and evaluate their interest in a career in psychology. Core outcomes met: IL, V. Offered Fall, M4, M5.

### **PSYC 210**

#### **Introduction to Human Services**

##### **4 credits**

This course is a review of the history and development of contemporary human services with a study of human services in public and private settings through casework, group work, and community organizations. Specific techniques used in working with people in the social service profession are emphasized. Students are expected to serve approximately 30 hours in community agencies. Core outcomes met: W, O, V. Prerequisite: SOCS 101 or PSYC 101; or consent of instructor. Offered Fall, Spring, M1, M3.

### **PSYC 212**

## **Human Development**

### **4 credits**

This course is a study of the individual from conception to death. The course explores the simultaneous cognitive, social, physical, and psychological changes which occur during the lifespan and the theories which attempt to explain these changes. The history of developmental psychology and research methods used to study developmental change also are explored.

Prerequisite: PSYC 101. Offered Fall, Spring, M4, M6.

## **PSYC 239**

### **Statistics for Social Sciences**

#### **3 credits**

An introduction to statistical techniques used by majors in the social sciences. Topics include: descriptive statistics and graphic displays of data, elementary probability, linear regression and correlation, statistical inference and estimation, analysis of variance, and survey statistics. Students will learn how to choose the proper statistical techniques in applications and to use Excel and statistical software for data analysis. Emphasis is on hands-on learning and testing of concepts.

While this course focuses on theories and evidence in the social science fields, its principles are easily applied to other disciplines. Core outcomes met: Q. Prerequisite: Math ACT of 22 or above, Math Placement, or completion of either an introductory or intermediate algebra course with a C- (C minus) or above. Offered Fall, Spring, M1, M2, M3, M5.

## **PSYC 277**

### **Addictive Behaviors**

#### **3 credits**

The course consists of a thorough introduction to chemical abuse, dependency, and drug characteristics. In addition, the social and legal aspects of addictive behavior are addressed, as well as assessment, treatment, and prevention strategies. Prerequisites: PSYC 101 or SOCS 101. Offered Fall, Spring, M1, June.

## **PSYC 310**

### **Social Psychology**

#### **3 credits**

This course presents a scientific study of the individual in the social environment with emphasis on the effects of other individuals and groups upon

the individual's behavior. The course focuses on theories of self, social attitudes, leadership, social influence, with regard to conformity, aggression, prejudice, helping behavior, and attraction.

Prerequisite: PSYC 101 or SOCS 101; or consent of instructor. See also SOCS 310. Offered Fall, Spring, Fall (eve), M4, Summer Trimester, M6 (even).

## **PSYC 315**

### **Psychology of Exceptional Children**

#### **3 credits**

This course focuses upon the characteristics of atypical children from a psychological/educational perspective. Areas of exceptionality include intellectual disability, giftedness, visual, auditory, speech and physical impairments; behavioral problems; and learning disabilities. Etiology, behavioral manifestations, special education programs and legal requirements are studied. Core outcomes met: IL, GA, V. Prerequisite: PSYC 101. Offered Fall, Spring, M1, M5.

## **PSYC 320**

### **Abnormal Psychology**

#### **3 credits**

This course is an analysis of psychopathology with consideration of etiological theories, factors which contribute to the maintenance of maladaptiveness and treatment strategies from several theoretical viewpoints. Current research that is pertinent to psychopathology is presented. Core outcomes met: IL, W. Prerequisite: PSYC 101. Offered Fall, Spring, M3, May.

## **PSYC 322**

### **Marriage and Family**

#### **3 credits**

This course is designed to introduce upper-division students to the institution of marriage and the family-- historically and cross-culturally-- including its formation, research and theory, and elements of successful and problematic relationships. Prerequisite: PSYC 101 or SOCS 101. See also SOCS 322. Offered Fall, M3, M5, May.

## **PSYC 325**

### **Counseling Theories**

#### **3 credits**

The major thrust in this course is an in-depth look at nine of the major theories of counseling. Attention is focused on applied aspects of these theories. In addition students are exposed to current issues in counseling and discussion of professional ethics in human services. Offered Fall, Spring, M1, M3, May.

**PSYC 326**

**Personality Theory and Assessment**

**3 credits**

This course involves a thorough review of clinically based, trait based, and interactional theories of personality and the assumptions underlying them. Other important aspects of personality and its measurement will be addressed. Students get experience with the assessment of personality using a variety of instruments. Prerequisite: PSYC 101. Offered Fall, M2, M3.

**PSYC 327**

**Techniques of Individual and Group Counseling**

**3 credits**

This is a lab course designed to help students develop listening and communication skills. The emphasis is on developing skills that are primarily used in working with individuals, but which also are applicable to working with groups. Students spend time in labs both on a one-to-one basis and as members of a group. Skills emphasized are listening, empathetic listening, probing, confronting, and problem solving with the major emphasis on listening skills. Core outcomes met: V. Prerequisites: PSYC 325. Offered Fall, Spring, M2, M4, June.

**PSYC 346**

**Sustainability**

**3 credits**

This course is committed to exploring the empirical literature from various social science perspectives (sociology, anthropology, psychology) on what factors, both culturally and individually, are most strongly related to environmentally sustainable behaviors. The course examines the pertinent literature on the identification and development of environmentally relevant beliefs, attitudes, and actions. The course intent is twofold: increase awareness of environmentally friendly practices; provide the student an opportunity to assess and affect their own and their chosen

community's impact. Core outcomes met: V. See also SOCS 346. Offered as needed.

**PSYC 350**

**Psychology Research Methods**

**3 credits**

Methods of psychology research including design, measurement, analysis of data, and reporting of data are covered. Emphasis is placed on the application of the scientific method to the analysis of psychological phenomena. Core outcomes met: IL, W, Q. Prerequisites: 12 credit hours in Psychology including PSYC 101, STAT 241, and junior status or consent of instructor. Offered Fall, Spring, M2, M4.

**PSYC 352**

**Evidence-Based ID/DD Services**

**3 credits**

This course introduces students to the philosophy and skills of Positive Behavior Support. The philosophy is a proactive process for addressing behavioral challenges, which includes teaching adaptive skills and improving quality of life for persons with developmental disorders. Learning outcomes will include person-centered planning, functional assessment, applied behavior analysis, and designing/implementing an effective behavior and environmental support plan. The student will also learn how to use data to drive decision-making. Offered Spring (odd), M4 (even).

**PSYC 353**

**Evidence-Based MH Services**

**3 credits**

This course introduces students to the philosophy and principles of recovery and rehabilitation interventions. The philosophy includes a person-oriented recovery intervention, focused on functioning, support and choice, which is outcome oriented and maximizes growth potential for recovery from mental illness. The skills include establishing an overall recovery/rehab goal, functional assessment, direct skills teaching along with facilitating recovery and building resilience. The student will learn intervention applications of illness-management, assertive community treatment, family psychoeducation, and supported employment. Offered Fall (odd), M1 (even).

**PSYC 361**

**Family Law**

### **3 credits**

This course is an introduction to law as it affects families. Topics to be covered include the American legal system and specific areas such as marriage, privacy, adoption, divorce, due process in welfare and education, civil commitment, guardianship, and estate planning. In addition, the role of lawyer, court proceedings, and the rules of evidence are covered. Prerequisite: PSYC 101 or SOCS 101. Offered M3.

### **PSYC 362**

#### **Forensic Socio-Psychology**

### **3 credits**

This course addresses the fundamental theories underlying the legal system, explores the conflicting pressures and perspectives that affect the law, describes the human behavior factors influencing the legal system, defines the major areas of research in forensic sociology/psychology and assists students in practical understanding of the legal process of trial, testimony, and jury selection. Core outcomes met: GA. Prerequisite: PSYC 101 or SOCS 101 or 155. See also SOCS 362. Offered Spring, M1, M5.

### **PSYC 363**

#### **Psychology and Health**

### **3 credits**

This course addresses the fundamental theories underlying health and medicine, describes the human behavior factors influencing health and well-being, defines the major areas of research in health psychology, and helps students understand the complex interaction of mind, body, spirit, and social forces that affect wellness and illness. It also examines major illness areas and addresses the complexities of the interaction between behaviors and illnesses. Prerequisite: PSYC 101 or consent of instructor. Offered M4, M6.

### **PSYC 372**

#### **Human Sexuality**

### **3 credits**

This course is an investigation of human sexuality in its biological, psychological, and social dimensions. The course is designed to assist students in exploring their own attitudes and practices of personal sexuality in a nonjudgmental environment. Core outcomes met: GA.

Prerequisite: SOCS 101 or PSYC 101. See also SOCS 372. Offered Spring, M3, M6.

### **PSYC 373**

#### **Stress and Anxiety Management**

### **2 credits**

The purposes of the course are to define the concepts of stress and anxiety and to differentiate between the positive and negative aspects of their attendant physical and mental manifestations. The various physical, social-psychological, and biotechnological approaches used to help individuals effectively cope with stress are surveyed.

Prerequisite: PSYC 101 or SOCS 101.

### **PSYC 380**

#### **Sport Psychology**

### **3 credits**

This course will cover the fundamentals, methods, and applications of psychology in the field of sports. In pursuit of this goal, the course will focus upon the ranges of psychological variables that affect sporting performance and participation, covering the underlying principles and techniques of application with the goal of preparing students for further professional pursuit and for continuing critical interpretation of the sports psychology literature. Prerequisite: PSYC 101. Offered Fall.

### **PSYC 397**

#### **Field Experience**

### **1 to 6 credits**

The field experience enables students to gain practical knowledge and skills in their major area of academic interest. It is intended to be a learning experience which integrates classroom theory with on-site practical training. Students are required, as a minimum, to work 50 hours for each hour of credit earned. Site must be selected and paperwork must be completed within the first month of the semester the field experience occurs. Field experiences are available to Grand View University degree-seeking students only. Core outcomes met: W, V.

Prerequisite: PSYC 327 or consent of instructor. Offered Fall, Spring, M1, M3, Summer Trimester

### **PSYC 399**

#### **Internship**

### **1 to 6 credits**

The internship program enables students to gain practical experience in their major area of academic interest. It is intended to be a learning experience

which integrates classroom theory with on-site practical training. Students are required, as a minimum, to work 50 hours for each hour of credit earned. Site must be selected and paperwork must be completed within the first month of the semester the internship occurs. Internships are available to Grand View University degree-seeking students only. Core outcomes met: W, V. Prerequisite: PSYC 327 or consent of instructor. Offered Fall, Spring, M1, M3, Summer Trimester.

### **PSYC 410**

#### **Case Management in Human Services**

##### **3 credits**

This course introduces the Human Services students to the theory, methods, and technology of case management. Using cases, lectures, and discussion, the course presents guidelines for developing and tailoring case management systems in a variety of fields. In addition, students review the value system underlying Human Services case management and ethical issues that practitioners and administrators may face in the case management process. Prerequisite: Junior status or consent of instructor. Offered M4.

### **PSYC 411**

#### **Cognitive Psychology**

##### **3 credits**

This course presents a survey of cognitive psychology. The course assumes the student has a solid background in General Psychology (a prerequisite for this course.) Students are exposed to relevant background, theory, and research in the area of cognitive psychology. Prerequisites: PSYC 101; junior or senior status. Offered Fall, M3.

### **PSYC 430**

#### **Special Topics**

##### **1 to 4 credits**

Topics of special interest are offered periodically by the Psychology Department supplemental to the current curriculum. Prerequisites: PSYC 101 and junior status. Offered as needed.

### **PSYC 440**

#### **Senior Research Project**

##### **3 credits**

This course is the research capstone course for Psychology majors. Students prepare and submit a research proposal which must be approved by the

instructor before students conduct the research projects. Upon completion of the projects, students present their findings in a poster session format. Core outcomes met: IL, W, O, Q. Prerequisites: STAT 241, PSYC 350; senior status or consent of instructor. Offered Fall, M2, M4.

### **PSYC 442**

#### **Biopsychology**

##### **3 credits**

This course investigates the relationships between brain systems (neuro-mechanisms) and behavioral/cognitive functions. Because of its interdisciplinary nature, integrating a wide variety of scientific disciplines, such as biology, cognitive psychology, and perception - it is an exciting and challenging field of study. This upper-division course is an in-depth introduction to various themes in contemporary biopsychology (or "Behavioral Neuroscience"), including, but not limited to: nervous system anatomy/functioning, neural information-processing, brain plasticity, sensory systems and learning/memory. Prerequisite: Junior status or higher and PSYC 101, or consent of instructor. Offered Spring, M1, M5.

### **PSYC 445**

#### **Capstone: Program Evaluation**

##### **3 credits**

This course articulates the elements of program evaluation, including the ethical and contextual issues that shape an evaluation. Students will apply evaluation method to make effective decisions for human service agencies. Quantitative designs and applications using Excel will be used to gather and analyze data for problem-solving. Core outcomes met: IL, W, O, Q. Prerequisite: Senior status or consent of instructor. Offered Fall (odd), M3.

### **PSYC 450**

#### **Senior Seminar**

##### **3 credits**

This seminar course is designed to allow students to critique and integrate psychological systems and theory, apply information, concepts and skills to the community and societal problems. Students have an opportunity to apply knowledge and skills to gain competence in understanding and addressing societal needs. Students will lead and participate in meaningful discussions with other senior students and faculty. The focus is



developing skills in the psychology profession in both graduate and field settings. Core outcomes met: W, O, V. Prerequisites: PSYC 325, 327, and senior status; or consent of instructor. Offered Fall, Spring, M2, M4OL.

### **SOCS 101**

#### **Introduction to Sociology**

##### **3 credits**

This course is a study of the origin and development of society and culture. It is a survey of the theories, functions, organizations, controls, and problems of culture in regard to the individual and society. The applications of sociological concepts to day-to-day living is emphasized. Core outcomes met: GA, Q. Offered Fall, Spring, M4.

### **SOCS 105**

#### **Cross-Cultural Perception and Communication**

##### **3 credits**

This course is a study of the culture of different countries in relation to our own. It is designed to provide awareness, understanding, and tolerance of different points of view and styles of life. The theoretical and research basis is lodged in sociology, social psychology, and anthropology. Core outcomes met: GA, IL. Offered Fall, Spring, M1 (odd).

### **SOCS 155**

#### **Introduction to Criminal Justice**

##### **3 credits**

The course provides an overview of the foundations and components of the criminal justice system, including criminal law, police, courts, and corrections. Students will develop a general understanding of the criminal justice system and its response to crime in American society. Attention will be given to the criminal justice process and how the various institutions of criminal justice interact, ethical issues, and the right of the individual from arrest through sentencing to release. Core outcomes met: W, GA. Offered Fall, M1OL.

### **SOCS 210**

#### **Introduction to Human Services**

##### **4 credits**

This course is a review of the history and development of contemporary human services with a study of human services in public and private settings through casework, group work, and

community organizations. Specific techniques used in working with people in the social service profession are emphasized. Students are expected to serve approximately 30 hours per semester in community agencies. Core outcomes met: W, O, V. Prerequisite: SOCS 101 or PSYC 101; or consent of instructor. See also PSYC 210. Offered Fall, Spring, M1, M3.

### **SOCS 215**

#### **Race and Ethnic Relations**

##### **3 credits**

The theory, history, cultures, and social relations of the major racial and ethnic groups in American society are studied. An analysis of causes, consequences, and solutions to prejudice, discrimination, and intergroup conflict is presented. Core outcomes met: GA. Prerequisite: SOCS 101. Offered Spring, M3.

### **SOCS 220**

#### **Corrections and Penology**

##### **3 credits**

This course examines theories and concepts of corrections and penology and ethics in the criminal justice system. The protocol of entering the Criminal Justice system will be discussed. Core outcomes met: IL. Prerequisite: SOCS 101 or 155 (155 recommended for Criminal Justice majors). Offered Spring, M2.

### **SOCS 310**

#### **Social Psychology**

##### **3 credits**

This course presents a scientific study of the individual in the social environment with emphasis on the effects of other individuals and groups upon the individual's behavior. The course focuses on theories of self, social attitudes, leadership, social influence, with regard to conformity, aggression, prejudice, helping behavior, and attraction. Prerequisite: PSYC 101 or SOCS 101; or consent of instructor. See also PSYC 310. Offered Fall, Spring, Fall (eve), M4, Summer Trimester, M6 (even).

### **SOCS 315**

#### **Social Problems**

##### **3 credits**

This is a study designed to give students a deeper understanding of the major social problems

of our society and possible solutions to these problems. Areas of consideration include crime and delinquency, minority groups and prejudice, mental and physical health, drug abuse, deviant behavior, urbanization, the family, sex-role conflicts, and environmental issues. Core outcomes met: IL, W. Prerequisite: SOCS 101 or 155 (155 recommended for Criminal Justice majors). Offered Fall, Spring, M2, M4.

### **SOCS 318**

#### **Criminological Theory**

##### **3 credits**

Criminology is the study of the nature and causes of crime and delinquency. This course provides an overview of the major sociological and criminological theories used to understand and explain criminal behavior. This course also examines the patterns of crime and social policies designed to control criminal behavior. Core outcomes met: O. Prerequisite: SOCS 101 or SOCS 155 (155 recommended for Criminal Justice majors). Offered Fall, Spring, M1, M3.

### **SOCS 322**

#### **Marriage and Family**

##### **3 credits**

This course is designed to introduce upper-division students to the institution of marriage and the family - historically and cross-culturally - including its formation, research and theory, and elements of successful and problematic relationships. Prerequisite: PSYC 101 or SOCS 101. See also PSYC 322. Offered Fall, M3, May.

### **SOCS 331**

#### **Crime and the Media**

##### **1 credit**

This course provides students the opportunity to explore the institutional connection between law enforcement agencies and media organizations. The course explores the processes by which the media report crime and shape public policy on crime. Prerequisites: SOCS 101 or junior status. Offered M2.

### **SOCS 334**

#### **Serial Killers**

##### **1 credit**

This course provides students the opportunity to explore the social psychology of serial homicide.

The course explores selected case studies and examines the media and actual profiles of serial killers. Prerequisites: SOCS 101 or junior status. Offered M2.

### **SOCS 335**

#### **Violence in the Workplace**

##### **1 credit**

This course provides students with an appreciation of the issue of workplace violence. The use of films, group discussion, and class presentations allow students to identify high risk situations and to develop an understanding of the impact of workplace violence. Prerequisites: SOCS 101 or junior status. Offered M2.

### **SOCS 340**

#### **Juvenile Justice and Gangs**

##### **3 credits**

This course examines the nature and extent of the juvenile justice system in the United States and the response to juvenile crime and gangs. Prerequisite: SOCS 101 or 155 (155 recommended for Criminal Justice majors). Offered Fall, M6.

### **SOCS 347**

#### **Criminal Law and Procedures**

##### **3 credits**

This course develops an understanding of criminal law and criminal procedure, the body of rules that guide conduct of criminal justice officials as well as the constitutional rights of defendants and the nature of crimes, including those against people, property, and community. Prerequisite: SOCS 101 or SOCS 155 (155 recommended for Criminal Justice majors). Offered Fall, M2, M4OL.

### **SOCS 350**

#### **Social Science Research Methods**

##### **3 credits**

Social Science Research Methods is designed to introduce the student to both the theory and practice of research in the social sciences. The course is designed to teach students how to conduct a social science research project from selecting a research problem, researching and writing a literature review, writing a research design, collecting data and analyzing data. Students are exposed to both qualitative and quantitative research tools in this course and how to select appropriate methods for the problem they are investigating. Extensive research writing is

practiced in this course; students will complete a research portfolio by the end of the course. Other course topics include data analysis, critiquing research studies, survey design, and evidence-based decision-making. Core outcomes met: IL, W, Q. Prerequisites: 12 credit hours in the Social Sciences or Business Administration, and either STAT 241 or PSYC/BSAD/STAT 239. See also POLS 350. Offered Fall, Spring, M4, M6.

### **SOCS 360**

#### **Police and Society**

##### **3 credits**

This course is an overview of law enforcement in the United States. The course provides an introduction to law enforcement at the local, state, and federal levels including the historical development of law enforcement, structure and function of law enforcement, recruitment and training, decision making, and methods of policing. Further emphasis will be placed on the examination of contemporary issues in law enforcement, including the use of force and police-minority community relations. Prerequisite: SOCS 101 or SOCS 155, or permission of the instructor. Offered Fall, M2.

### **SOCS 361**

#### **Family Law**

##### **3 credits**

This course is an introduction to law as it affects families. Topics to be covered include the American legal system and specific areas such as marriage, privacy, adoption, divorce, due process in welfare and education, civil commitment, guardianship and estate planning. In addition, the role of lawyer, court proceedings, and the rules of evidence are covered. Prerequisite: PSYC 101 or SOCS 101. Offered M3.

### **SOCS 362**

#### **Forensic Socio-Psychology**

##### **3 credits**

This course addresses the fundamental theories underlying the legal system, explores the conflicting pressures and perspectives that affect the law, describes the human behavior factors influencing the legal system, defines the major areas of research in forensic sociology/psychology, and assists students in practical understanding of the legal process of trial, testimony, and jury selection. Core outcomes met: GA. Prerequisite: SOCS 101

or 155 or PSYC 101. See also PSYC 362. Offered Spring, M1, M5.

### **SOCS 363**

#### **Domestic Violence**

##### **1 credit**

This course examines the causes of domestic violence and identifies the main treatment options for batterers. The course includes descriptions of the common beliefs, attitudes, and actions of domestic violence perpetrators and identifies the impact this form of violence has on the victim(s). Prerequisite: SOCS 101. Offered M4.

### **SOCS 364**

#### **Dysfunctional Family**

##### **1 credit**

This course examines the multiple causes of family dysfunction and also reviews some of the main family therapy theories that address family dysfunction. Prerequisite: SOCS 101. Offered M4.

### **SOCS 365**

#### **Divorce in America**

##### **1 credit**

This course is an examination of the psychological and sociological causes of divorce and the consequences for the divorcing couple, the family, and society. Prerequisite: SOCS 101. Offered M4.

### **SOCS 367**

#### **White Collar Crime**

##### **3 credits**

White Collar Crime focuses on contemporary corporate and business crime. Environmental and computer crime issues are also examined through cases. The course provides students with a basic understanding of the impact of white collar crime on American society, the general economy, and employee well-being. Offered Fall (odd).

### **SOCS 372**

#### **Human Sexuality**

##### **3 credits**

This course is an investigation of human sexuality in its biological, psychological, and social dimensions. This course also is designed to assist students in exploring their own attitudes and practices of personal sexuality in a nonjudgmental environment. Core outcomes met: GA.

Prerequisite: SOCS 101 or PSYC 101. See also PSYC 372. Offered Spring, M3, M6, June.

### **SOCS 375**

#### **Homeland Security and Law Enforcement**

**3 credits**

This course is designed to introduce students to the overall view of the idea of homeland security, its historical and socio-political development, the fundamental principles and/or theories underlying the discipline; its corresponding threats (terrorism, war, drugs, ideologies, and gangs and other organized crimes), and the structural mechanisms response (law enforcement, immigration and customs, and polity) to the threats, as well as its relations to the Criminal Justice System. SOCS 101 or SOCS 155 (155 recommended for Criminal Justice majors). Offered Spring.

### **SOCS 399**

#### **Internship**

**1 to 3 credits**

The internship program enables students to integrate classroom learning with practical experience. Students are required to work a minimum of 50 hours for each hour of credit earned. Site must be selected and paperwork must be completed within the first month of the semester the internship occurs. Students majoring in Criminal Justice are required to earn three credits. Prerequisite: junior or senior status. Core outcomes met: IL, W, V. Offered Fall, Spring.

### **SOCS 410**

#### **Organizational Behavior**

**3 credits**

Behavioral theory is applied to the relevant problems of how to set business goals, how to use problem-solving models, how to be more persuasive, and how to handle disciplinary problems. Use of authority, understanding individual and group needs, and motivation within the organization are analyzed. Prerequisites: SOCS 101 or PSYC 101 or BSAD 310 or 365. See also BSAD 410. Offered Fall, Spring, M2, M4, Summer.

### **SOCS 420**

#### **Forensic Science and Crime Scene Investigation**

**3 credits**

This course provides an overview of the criminal investigation procedures that focus on the collection and analysis of physical evidence using the related techniques and applying the relevant theories in litigations. Core outcomes met: O. Prerequisite: SOCS 101 or SOCS 155 (155 recommended for Criminal Justice majors), and junior or senior status. Offered Fall, M1, M3.

### **SOCS 421**

#### **Sociological Theory**

**3 credits**

This course is a study of classical and contemporary sociological theory. The course also examines sociologically relevant theories in the philosophy of science, history, and economics. The practical implications and applications of sociological theory are examined. Prerequisites: SOCS 101, 315, and six additional hours of sociology or psychology; or consent of instructor.

### **SOCS 455**

#### **Criminal Justice Capstone**

**3 credits**

Students integrate material acquired in previous courses and apply knowledge to solve problems or issues relating to the criminal justice system. This course prepares students to continue on to upper-level studies in the discipline, or for entry-level career positions in the criminal justice field. Prerequisites: Successful completion of 12 SOCS credits required for the major including POLS/SOCS 350, and senior status. Offered Spring, M2, M4.

### **SPAN 101, 102**

#### **Spanish I, II**

**4 credits per semester**

Elements of grammar and pronunciation, emphasis on acquisition of oral-aural skills, and insights into culture and history of Spanish-speaking countries through readings and dialog are emphasized. Students who have taken at least three years of high school Spanish may enroll in SPAN 102. If they earn a grade of C- (C minus) or above, they will earn credit for SPAN 101. The departmental exam fee must be paid in order to receive the credit. Core outcomes met for 101: W, O, GA. Core outcomes met for 102: O, GA, V. SPAN 101 offered Fall, Spring. SPAN 102 offered Fall, Spring.

### **SPAN 107**

#### **Spanish for Health Care Providers**

**3 credits**

Introduction to basic health care terminology: body parts, illnesses, patient intakes, family histories, and insurance forms. Emphasis is on communication skills. Grammar review as needed. Includes exposure to healthcare providers in the Latino community. Core outcomes met: O. Offered Fall (Eve), Spring (Eve), M6.

### **SPAN 108**

#### **Spanish for the Professions**

**3 credits**

This course offers students the opportunity to develop basic Spanish language skills appropriate to a variety of professional settings. The course emphasizes learning essential vocabulary and terminology applicable to a range of professions. It offers students the chance to further develop basic communication skills like conversational speaking, listening (i.e. interpreting), reading, and writing. Additionally, it develops a student's sense of cultural awareness and a student's ability to apply cultural knowledge to real world situations. This course has no prerequisites. Core outcomes met: O.

### **SPAN 201, 202**

#### **Spanish III, IV**

**4 credits per semester**

This course includes a grammar review, continued emphasis on development of oral skills, and study of culture and history of Spain and Latin America through reading and composition. Core outcomes met in 201: O, GA, V. Core outcomes met in 202: O, GA, V. Prerequisites: Two years of high school Spanish or SPAN 101 and 102. SPAN 201 offered Fall; SPAN 202 offered Spring.

### **SPAN 204**

#### **Self-Expression in Spanish**

**3 credits**

A course for students seeking to perfect their command of Spanish. The course consists of oral assignments on a variety of topics chosen to increase the students' control of the structures and vocabulary of the language. Intensive oral practice and improvement of oral proficiency. Application of specific grammar concepts for development of conversational skills.

### **SPAN 310**

#### **Introduction to Hispanic Literature**

**3 credits**

Students receive an introduction to the study of Hispanic literature-- poetry, fiction, or drama in order to understand and appreciate the relationship between literature and life within the Hispanic world. Emphasis is on reading literature to understand basic theoretical approaches to Hispanic literature, to acquire vocabulary, cultural understanding, and apply language skills to literary analysis. Conducted in Spanish. Core outcomes met: W, O. Prerequisite: SPAN 202 or consent of instructor. Offered Fall.

### **SPAN 312**

#### **Hispanic Culture and Civilization**

**3 credits**

A survey of the art and architecture, the social and political structure, and the cultural heritage of the Hispanic world. Students in this course study the history, art, and literature of Spanish speaking countries in a seminar format as a way to better understand the differences and similarities in the culture. Prerequisite: SPAN 101 or 102 or consent of instructor. Core outcomes met: IL, GA, W, O. Offered Fall.

### **SPAN 323**

#### **Advanced Spanish Grammar and Composition**

**3 credits**

Students in this course study grammar, advanced composition, and vocabulary. Instructional materials encourage class discussion. Students write informal and formal papers with feedback designed to help them understand the differences in language. Assignments are designed to review all major grammar points with emphasis on critical thinking, writing, and speaking. Students also practice oral communication skills to improve accents and fluidity. Conducted in Spanish. Core outcomes met: W, O, GA. Prerequisite: SPAN 202 or consent of instructor. Offered Spring.

### **SPAN 399**

#### **Internship – Spanish**

**3 credits**

This is an application experience. Students are required to work 25 hours per credit hour in a business, governmental, or service organization that provides services to Hispanics. It is intended

to be a learning experience which integrates classroom theory with on-site practical training. Internships are only available to Grand View University degree-seeking students. Prerequisite: Consent of instructor. Offered as needed.

### **SPAN 414**

#### **Spanish Translation and Interpretation**

**3 credits**

Spanish 414 is an introduction course to translation and interpretation. It is designed to prepare students to translate the written word and oral interpretation across a wide domain of professional areas. Both areas will have a strong focus on cross-cultural understanding and communication. The course includes the following materials: instructor provided articles in translation and interpretation in basic fields, basic theory of translation and interpretation, new vocabulary, idioms, and advanced verb tenses and grammar. The course will be taught primarily in Spanish. Students will be exposed to technologies shaping the language service industries. Core outcomes met: O. Prerequisite: SPAN 320 or consent of instructor.

### **SPAN 430**

#### **Special Topics**

**1 to 4 credits**

This course offers special topics within the Spanish area. Content and emphasis may vary. Prerequisite: Consent of instructor. Offered as needed.

### **SPAN 450**

#### **Spanish Leadership and Engagement**

**3 credits**

This capstone course for Spanish Careers and Professionals provides students the opportunity to lead, service and influence by demonstrating an ability to integrate knowledge, leadership skills, language proficiency, and cultural awareness. This course provides students an opportunity to demonstrate professional confidence by allowing them to lead and to participate in meaningful discussion with other students, faculty, staff and participate in mock interviews with Latino leaders in the community. Assessment includes portfolio, reflective papers, and group discussion in Spanish. Core outcomes met: O, GA, V. Prerequisite: SPAN 320. Offered Spring.

### **SPCH 103**

#### **Making Connections**

**3 credits**

How do you present yourself to others? In this class we will explore the various ways in which we interact with those around us, how our choices impact others, and how we can become better at understanding the messages we send and the messages sent to us. Activities include value clarification exercises, simulations, discussions, decision-making projects, interviews, presentations, and group interactions. Core outcomes met: GA, O. Offered Fall, Spring.

### **SPCH 126**

#### **Speaking of Faith and Meaning**

**3 credits**

Speaking of Faith and Meaning is a course that will help students develop confidence and skills needed to present effective oral presentations. At its core, this course will ask the student to consider their own faith, belief, and philosophy and the faiths, beliefs, and philosophies of others in the context of a presentational speaking class. The subject matter for all presentations and experiences will be drawn from explorations of faith, meaning and vocation. Core outcomes met: O, V. Offered Fall, Spring, M6, May.

### **STAT 239**

#### **Statistics for Social Sciences**

**3 credits**

An introduction to statistical techniques used by majors in the social sciences. Topics include: descriptive statistics and graphic displays of data, elementary probability, linear regression and correlation, statistical inference and estimation, analysis of variance, and survey statistics. Students will learn how to choose the proper statistical techniques in applications and to use Excel and statistical software for data analysis. Emphasis is on hands-on learning and testing of concepts. While this course focuses on theories and evidence in the social science fields, its principles are easily applied to other disciplines. Core outcomes met: Q. Prerequisite: Math ACT of 22 or above, Math Placement, or completion of either an introductory or intermediate algebra course with a C- (C minus) or above. See also BSAD 239 and PSYC 239. Offered Fall, Spring, M1, M2, M3, M5.

### **STAT 241**

## **Principles of Statistics**

### **4 credits**

This course will provide students with an understanding of reasoning involved in the statistician's approach to a variety of problems in modern society. Topics include descriptive statistics, graphical displays of data, distributions, confidence intervals, hypothesis testing, correlation and linear regression, categorical data analysis, and ANOVA. Core outcomes met: Q. Prerequisite: Math ACT of 22 or above, Math Placement, or MATH 095, 096, or 105 with a C- (C minus) or above. Offered Fall, Spring, Summer.

## **STAT 261**

### **Applied Statistics**

#### **3 credits**

This course introduces students to modeling techniques for probabilistic processes and data analysis methods used in descriptive and inferential statistics. It develops students' abilities in employing technology as an analytical tool. Core outcomes met: GA, Q. Prerequisite: MATH 121. Offered Spring.

## **STAT 341**

### **Applied Regression Analysis and Modeling**

#### **3 credits**

Statistical modeling is fundamentally about the analysis of relationships and associations found in data. The main focus of this course is on the application of regression models to solve data science problems. Topics include multiple, logistic, and polynomial regression, generalized linear models, model building, interaction effects, and use of indicator variables. This course also provides an introduction to predictive modeling, covering topics such as cross-validation and partition models, used in machine learning. Core outcome met: O (2020 catalog). Prerequisite: MATH 095 or 096 and STAT 239, 241, or 261.

## **STAT 348**

### **Biostatistics**

#### **2 credits**

This course will introduce and detail the intermediate statistical concepts that are essential for health professionals. There will be an emphasis on the appraisal of quantitative research. Topics include: research methods, design of experiments, sample size determination, probability, multiple

regression techniques, ANOVA, and additional hypothesis tests for categorical and non-normal data. Core outcomes met: Q. Prerequisite: STAT 241. Offered as needed.

## **STAT 361**

### **Introduction to Probability Theory**

#### **4 credits**

This is a mathematical probability and statistics course. Topics include probability concepts such as: definition of probability; counting techniques, independence; conditional probability; random variables; specific discrete and continuous probability distributions; multivariate random variables; moments and moment generating functions; functions of random variables; and additional topics. Prerequisites: STAT 239, 241 or 261; MATH 232. Offered Fall (odd).

## **STAT 430**

### **Topics in Statistics**

#### **3 credits**

Designed to provide more in-depth study of some areas in statistics not currently covered in the catalog courses. Repeatable. Offered Spring (odd).

## **STAT 441**

### **Design and Analysis of Experiments**

#### **3 credits**

This course looks at the role of statistics in research and the principles of experimental design with an emphasis on ANOVA and its extensions for the analysis of data. Topics include: fixed, random, factorial, and mixed effect models; designs with blocking and/or nesting; confounding; and repeated measurements of experimental units. Prerequisite: STAT 341. Offered Fall (even).

## **STAT 461**

### **Spatiotemporal Data Analysis**

#### **3 credits**

This course focuses on the theory, development, and practical use of models for the analysis of data collected from processes unfolding over space and time. Students will be introduced to spatial, temporal, and spatiotemporal statistical methodology. Topics include: data visualization; autocovariance and autocorrelation, model specification; diagnostic checking; and forecasting/prediction. Prerequisites: MATH 231 or 212 and STAT 341. Offered Spring (even).

**STAT 465****Bayesian Analysis****3 credits**

This course introduces the Bayesian paradigm for statistical inference. Bayesian analysis provides a framework for building intelligent learning systems. Topics include: Bayes' theorem; prior and posterior distributions; estimation of uncertainty in predictions; approximate Bayesian methods such as Markov chain Monte Carlo; hierarchical models, probabilistic programming; and applications of Bayesian ideas to Machine Learning. Prerequisites: MATH 231 or 212 and STAT 341. Offered Spring (odd).

**SWRK 101****Introduction to Social Work****3 credits**

Offered during the freshman year, this course is intended to provide a contemporary and historical overview of social work, with emphasis on the role of social justice and political/economic influences on the profession. A 30-hour introductory agency exposure is integrated within this course, and assessment of performance in that experience is one of the factors used to evaluate the student's application for the social work major. Core outcome met: V. Offered Fall, Spring and Summer (as needed).

**SWRK 105****Introductory Agency Exposure****1 credit**

This course is available to students who need to complete the shadowing experience in order to apply to the major. It may be taken by students transferring in the equivalent to SWRK 101 without a shadowing experience, or students who need to repeat the shadowing experience in order to strengthen their application to the program. Offered as needed; requires consent of department chair. Prerequisite: SWRK 101 or equivalent.

**SWRK 205****Human Behavior and the Social Environment****3 credits**

This course will be taken after acceptance into the major, and includes an examination of the biological and social determinants of human behavior at the individual, family, group, organizational, and community levels. Special

attention in this course will be given to understanding the role of person in environment, and theories that complement the work and mission of the social work profession. Core outcome met: V. Prerequisite: SWRK 101. Offered Fall and M3.

**SWRK 215****Social Work Practice, Theory, and Methods: Individuals****3 credits**

This course serves as the primary methods course in preparation for generalist social work practice and will be taken after acceptance into the major. Students will learn to integrate social work knowledge, skills and values into a strengths-based general practice model. Emphasis is on 1. practicing tools for assessment of individual clients' needs and 2. conducting interventions with individual clients. Core outcomes met: IL. Prerequisites: SWRK 101 and admission to the social work program. Offered Fall, M3.

**SWRK 310****Mental Health and Wellness Through the Lifespan****3 credits**

This course explores the development of mental health through the lifespan. Students will learn about the impact of Adverse Childhood Experiences (ACE), the role of loss and grief throughout life, and the development of resiliency. This course focuses on mental health, rather than mental illness. Students will learn practical strategies to advocate for programs that emphasize mental well-being and the development of resiliency. Prerequisite: SWRK 101 or SOCS 101 or PSYC 101. Offered Fall, M2.

**SWRK 316****Cultural Competence****3 credits**

This course helps social workers and other students understand the role of culture as related to human behavior in the social environment. It is designed to bridge cultural theory and practice in social work and help students to learn how to use culture as a strength and empowerment tool for individuals, families, communities, and organizations they may work with. Emphasis is placed on 1. building an understanding on how their own culture influences their behaviors, 2. recognizing cultural competence as a part of ethical



generalist practice, 3. implementing culturally competent case management, assessment and intervention, and 4. critiquing current and historic trends in social work and the broader society. Core outcomes met: GA. Dual listed with SWGR 515. Offered Fall, M2.

**SWRK 320**

**Social Work Practice, Theory, and Methods:  
Families and Groups**

**3 credits**

This class will apply a generalist approach to understanding the dynamics of families and small groups. Emphasis is on practicing tools for assessment of family dynamics and development of plans to resolve family concerns. Students will also practice skills in group intervention in structured and community settings, as well as apply ethical practice principles and values clarification. Core outcomes met: O, GA. Prerequisite: SWRK 215. Offered Spring, M4.

**SWRK 340**

**Social Work Practice, Theory, and Methods:  
Organizations and Communities**

**3 credits**

This class will apply a generalist approach to understand the dynamics of large groups, organizations, and communities. Emphasis is on practicing tools for assessment and interventions on the organizational and community levels. Topics will also include grant-writing and different methods for completing a community needs assessment. Core outcomes met: O. Prerequisite: SWRK 215. Dual listed with SWGR 520. Offered Fall, M1.

**SWRK 405**

**Social Welfare Policy Practice**

**3 credits**

This course will introduce students to the role of policy practitioner as a means for addressing change in legislation and organizations. Students will learn about the historical roots of social workers as change agents and the dynamics impacting policy change at the legislative level. Course activities will include practicing advocacy skills with state legislators and developing a plan for organizational change. Offered Spring.

**SWRK 410**

**Social Work Research Project**

**3 credits**

In this course, students will prepare a proposal and conduct research on a topic related to social work practice. Students will learn skills that enable the process of practice informing research, and research informing practice. This course also provides an introduction to the research process in order to prepare students for advanced research activities, should they elect to enroll in graduate school. Core outcomes met: W, Q. Prerequisite: STAT 241 or PSYC/STAT/BSAD 239, and POLS/SOCS 350. Prerequisite courses must be passed with a C or better in order to enroll in SWRK 410. Offered Fall, adding evening section in Spring 2022.

**SWRK 415**

**Impact of Mental Health and Trauma on  
Children/Youth: What to Know to Help**

**1 credit**

Students will learn risk factors and warning signs of mental health concerns in youth, as well as the impact trauma has on behavior and emotional health. Completion of the course provides the student with Youth Mental Health First Aid certification, which includes strategies to assess mental health concerns, intervene to connect youth with professional care, understand the prevalence of disorders and the role of stigma, and understand common treatments. See also EDUC 415.

**SWRK 450**

**Social Work Field Education**

**10 credits**

This course is designed to provide students with a guided, intensive social work practice experience, and is to be taken in the final term of the student's senior year. The field education placement provides students an opportunity to blend social work theory and practice knowledge. Students are placed in an approved setting for field education. The Social Work Senior Seminar is a co-requisite course. The field education experience represents the culmination of social work competency-based education. It is the final step in social work academic preparation for beginning generalist practice. Prerequisite: Senior status, completion of all required courses for the major, and concurrent enrollment in SWRK 450. Offered Spring, adding to summer schedule in 2022.

**SWRK 455**

**Social Work Senior Seminar**

**2 credit**

The purpose of the seminar is to provide academic context to students enrolled in the Social Work Field Education. Core outcomes met: O, V. Co-requisite: SWRK 450. Offered Spring (eve), adding summer section in 2022.

**THEO 105**

**World Religions in Societies and Cultures**

**3 credits**

This course surveys the major religious traditions of Hinduism, Buddhism, Taoism, Shinto, Judaism, Christianity, and Islam, along with various other secondary religions. The course emphasizes the interplay among these religions, human behavior, and cultures. Core outcomes met: IL, GA. Offered Fall, Spring, M1.

**THEO 106**

**Christian Faith and Life**

**3 credits**

This course explores Christian teachings and practices, and their relationship to wider history and culture. Students will build a theological vocabulary, become familiar with basic biblical content, and address issues of faith and good works, God and evil, and Christian worship, among others. Core outcomes met: W, V. Offered Fall, Spring, M2.

**THEO 201**

**Old Testament**

**3 credits**

This course introduces the content, themes, history and methods of studying Old Testament narratives, poetry, and prophetic writings. Core outcomes met: IL, O, W. Offered Fall, Spring, M3.

**THEO 202**

**New Testament**

**3 credits**

This course introduces the content, themes, and methods of studying New Testament narratives and writings, and explores their content, history, and current impact. Core outcomes met: IL, O, W. Offered Fall, Spring.

**THEO 251**

**Greek of the Ancient Mideast I**

**3 credits**

This course introduces students to the grammar and basic vocabulary of ancient Greek. The goal is to prepare students to read Septuagint and New Testament Greek, as well as translate selections from Plato, Plutarch, Aristotle, and others. Strongly recommended for all pre-seminary students. See also GREK 251. Offered Fall (even).

**THEO 252**

**Greek of the Ancient Mideast II**

**3 credits**

This course continues the introduction of grammar and basic vocabulary of GREK/THEO 251 by providing ample opportunity to read and translate texts from the Septuagint, the New Testament, the works of Plato, Plutarch, and others. Strongly recommended for all pre-seminary students. Strongly recommended for all pre-seminary students. Prerequisite: GREK/THEO 251 or consent of instructor. See also GREK 252. Offered as needed.

**THEO 310**

**Early Christian Thinkers**

**3 credits**

This course surveys important theological and ecclesiastical developments in Western Christianity from the origins of the church in the first century to its institutional decline in the fourteenth and fifteenth centuries. Students have the opportunity to read selections from both the Patristic and Scholastic theologians. Core outcomes met: IL, O. Offered Fall.

**THEO 315**

**The Life and Thought of Luther**

**3 credits**

Through reading significant texts of Martin Luther and important sixteenth century confessional statements, students are introduced to major themes, events and figures of the Reformation era. The relationship between earlier theological movements and contemporary life are explored. Core outcomes met: IL, W.

**THEO 322**

**Modern Christian Thinkers**

**3 credits**

This course surveys important theological and ecclesiastical developments in Western Christianity in the Reformation, Enlightenment and modern era.

Students have the opportunity to read selections from Reformation theologians, Enlightenment figures and modern thinkers. Core outcomes met: IL, O. Offered Spring, M5 (odd).

### **THEO 330**

#### **Worship and the Arts**

##### **3 credits**

Throughout its history, the Church has had a close relationship with the arts. This course examines that relationship and focuses on the church year as a vehicle with which to approach the function of arts in the Church. Music, architecture and visual media are examined. Core outcomes met: IL, O. Offered Fall, Spring, M3, M6.

### **THEO 332**

#### **Death and Dying**

##### **3 credits**

This course examines the universal end-of-life experiences of death and grief, both individually and in community. Historical views, philosophical traditions, biblical material and society contexts are considered. Questions of faith in connection to death are given particular attention. Core outcomes met: O, V. Offered Fall, Spring, M1, M5.

### **THEO 335**

#### **Poverty, Racism and Power**

##### **3 credits**

This course takes up religious, sociological and historical considerations that influence questions of social issues such as race and gender relations, power and politics, the environment, jobs and vocations, and issues of war and peace. Cultural, social, economic, and philosophical norms that govern our responses to these issues will be examined. Core outcomes met: GA, V. Offered Fall (even), Spring, M1 (odd).

### **THEO 399**

#### **Internship – Theology**

##### **1 to 3 credits**

This course is designed to give students practical experience in the students' chosen "Vocation" in the areas of religion and religious studies; it is designed to develop the students' skills in writing, information gathering, processing, and critical thinking as well. Students are required to complete a minimum of 30 hours of field study for each credit hour earned as well as attend all classroom

sessions. Site must be selected and all paperwork completed before internships begin. Internships are available only for Grand View University degree-seeking students. Prerequisite: Second semester junior status or beyond. Offered as needed.

### **THEO 430**

#### **Special Topics**

##### **1 to 4 credits**

Designed to provide opportunity for more in-depth study of some area of theology not currently covered in the catalog courses, this course deals with such topics as religions of the world, Christian ethics, the Lutheran confessional heritage, and period theology surveys. Seminar-like courses on individual theologians are sometimes offered. Prerequisite: At least one philosophy or theology course. Offered as needed.

### **THTR 101**

#### **Acting for Everyone**

##### **3 credits**

Acting for Everyone will offer all students the opportunity to engage with the art of the actor in a challenging yet non-threatening environment. Students will engage in daily in-class exercises and explorations that are designed to enhance creativity, self-expression, imagination and collaborative skills. Partner scene work, solo monologue work, improvisations and creative character presentations are a few of the assignments that develop creative capabilities and strengthen communication skills. This engagement will inform the student directly so that well-reasoned interpretations about the work of actors as artists can be made in the future. Core outcomes met: O, W. Offered Fall, Spring, June (even).

### **THTR 110**

#### **Theatre Activity**

##### **1 credit**

Students receive credit for preparation and participation in departmental theatre productions. May be repeated to a total of three hours. Offered Fall, Spring.

### **THTR 121**

#### **New Plays: New Perspectives**

##### **3 credits**

New Plays: New Perspectives is a course designed to engage students in exploration of new

works of theatre. Students will read and interact actively with a varied selection of contemporary plays written by playwrights from diverse backgrounds. In addition to learning about the structure and creation of scripts and productions, social issues and themes presented in the scripts will be explored in their context and measured against the student's world view. Students will learn to express their personal and critical reactions to scripts and stories with clarity and sensitivity. Students will research playwrights and have the opportunity to present an in-depth research presentation about a particular playwright. The opportunity to attend current productions of new works of theatre read in class will be a highlight of the experience in class. Core outcomes met: GA, O. Offered Fall, Spring, M2, M4 (odd), M5 (even).

### **THTR 202**

#### **Theatre Production and Stagecraft**

##### **3 credits**

This course is a practical, hands-on introduction to the technical aspects of theatre production. Areas of study include elementary design, set construction, lighting, sound, properties, painting, and working relationships in the theatre. Lab required. Core outcomes met: Q. Offered Spring (even).

### **THTR 222**

#### **Script Analysis**

##### **3 credits**

This course is a detailed examination of the methods used to reveal vital production and performance information in the script. In-depth, intentional analysis of a script is the foundation for all involved in the collaborative process of creating a living production. A variety of scripts will be read and analyzed. Focus is placed on how to put the work of analysis into action on the stage as a designer, actor, technician or director. Scripts will be explored through writing, research, and group and solo projects designed for presentation. Core outcomes met: IL. Offered Fall (even).

### **THTR 224**

#### **The Performer's Voice**

##### **3 credits**

The class is designed to help the major and non-major alike understand the fundamentals of voice production. Students are instructed in a series of voice and diction exercises for relaxation,

alignment, breath, resonance, and articulation designed to develop the voice for clear and effective communications. This class is for anyone who ever expects to speak in public. Offered Fall (odd).

### **THTR 240**

#### **Acting II**

##### **3 credits**

Acting II builds on the basic skills learned in Acting I. Students will engage in in-depth character work, including physical and vocal adjustments, scene analysis, and monologue creation and auditioning. Students will perform final scenes and monologues in a public performance. Core outcomes met: O. Prerequisite: THTR 101 or consent of instructor. Offered Spring.

### **THTR 300**

#### **Theatre History and Literature I: Early Theatre to 1650**

##### **3 credits**

Theatre history and literature builds base of knowledge about theatre's place in society throughout history and across cultures. Plays from each major period are read, researched and discussed to provide particular and representative examples of theatre making in each period. Core outcomes met: W, GA. Offered Spring (odd) alternating with THTR 302.

### **THTR 302**

#### **Theatre History and Literature II: 1650 to Recent**

##### **3 credits**

Theatre history and literature builds base of knowledge about theatre's place in society throughout history and across cultures. Plays from each major period are read, researched and discussed to provide particular and representative examples of theatre making in each period. Core outcomes met: W, GA. Offered Spring (odd) alternating with THTR 300.

### **THTR 306**

#### **Design for Theatre**

##### **3 credits**

This is a lecture-laboratory course which provides students a combination of theory and practice. Students learn principles of design and produce designs in one or more of the following areas: theatrical sets, lighting, costuming, sound, and

make-up. Purchase of materials required. The course content varies from semester to semester. Prerequisite: THTR 202 and 222, or consent of instructor. Repeatable. Offered Fall (even).

### **THTR 318**

#### **Acting Styles**

**3 credits**

This course is an advanced study of the elements of acting styles. In this course, which is different each time, students study movement, voice, and character in Greek, Shakespearean, Restoration, Musical Comedy, and Eastern theatrical styles. May be repeated up to two times with different topics. Prerequisite: THTR 101 and 222.

### **THTR 320**

#### **Theatre Arts for Children**

**3 credits**

This course is designed to provide touchstone experiences in children's theatre for prospective teachers as well as those interested in community or professional theatre for children. Areas of study include elementary staging, creative drama in the classroom, drama in education, and the development of an original children's play. Offered Fall.

### **THTR 350**

#### **Playwriting and Screenwriting**

**3 credits**

This course teaches the writing of short plays and screenplays. Students are introduced to contemporary plays, as well as playwriting and screenwriting techniques, terminology, and revision processes that help writers create and judge their own material. Frequent submissions are required in order that students may gain confidence in their skills. Prerequisites: one of the following courses, ENGL 202, 204, 206, THTR 121, or consent of instructor.

### **THTR 380**

#### **Directing I**

**3 credits**

This course is a practical introduction to the process of directing for the stage. Areas of study include, selecting and analyzing dramatic material, organizing and planning, auditioning and casting, rehearsing, and communication with actors and designers. The approach is based in techniques

that empower and ignite the collaborative team. Activities include research and analysis of plays, interactive practice in creating stage pictures and drawing focus, mock production meetings, mock rehearsals, and finally, the direction of a fully mounted 10-minute play performed for the public. Prerequisite: THTR 222 or consent of instructor. Offered Spring (odd).

### **THTR 400**

#### **Junior Seminar- Theatre Arts**

**1 credit**

This course prepares the Theatre Arts students for future careers in theatre or adjacent fields through skill building in resume preparation, portfolio making, interviewing and auditioning. Core outcome met: V. Offered Fall.

### **THTR 430**

#### **Special Topics**

**1 to 4 credits**

Designed to provide unique experiences in theatre and speech, this course is different each time. Taught as seminars, mini-courses, studios, or lecture-labs, the classes may include theatre tours, residencies, exchanges, literature, minority theatre experiences, writing and production of original works, improvisational theatre, acting styles, movement, and advanced technical theatre. Prerequisite: THTR 222 or consent of instructor. Repeatable. Offered Spring (odd).

### **THTR 440**

#### **Theatre Studio**

**3 credits**

This course is a culminating capstone experience for seniors in Theatre Arts. Students will put their creative and collaborative skills to work as a team to create a culminating project that reflects their unique abilities and growth as theatre artists. Exploration and discussion of various influential philosophical texts in the theatrical realm will accompany the crafting of this created piece. Written reflection and research are integral to the process of the course. Core outcomes met: W. Prerequisites: THTR 304, 380 and 306. Offered Fall (even).

## Governance

### Trustees

The University is governed by a 46-member Board of Trustees. Its ex-officio members include the President of the University and the Bishop of the Southeastern Iowa Synod of the Evangelical Lutheran Church in America. Faculty and administration manage the programs and business of the University and implement the policies established by the Board of Trustees.

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Triplett Office Solutions  
Des Moines

**Van Gundy, Georgia**

Administrative Officer and Chief Customer Officer  
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Kemin Industries  
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**Crowell, Eric '77**

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UnityPoint Health

**DeWaay, Robert S.**

DeWaay Business and Banking  
Des Moines

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Iowa Public Service & Iowa Power and Light

**Gibson, Thomas R.**

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Farm Bureau Financial Services

**Hartsook, Larry D. '63**

Vice President for Finance (Retired)  
Meredith Corporation  
Des Moines

**Henderson, Nick**

Vice President (Retired)  
Holmes Murphy  
Waukee

**Hess, Michael N.**

Pastor (Retired)  
Sacred Heart Church

**Johnson, Charles S.**

Chairman, President and Chief Executive Officer  
(Retired)  
Pioneer Hi-Bred International, Inc.

**Jury, Carey G. '70**

Senior Vice President (Retired)  
The Principal Financial Group  
Des Moines

**Krumm, Timothy J.**

Attorney  
Meardon, Sueppel & Downer, P.L.C.  
Iowa City

**Mahaffey, Robert L. '58**

Vice President and Treasurer (Retired)  
Anderson Erickson Dairy

**Noyce, James W.**

Retired  
West Des Moines

**Richards, Elton P.**

Senior Pastor (Retired)  
St. John's Lutheran Church

**Rigler, John P.**

President and Chief Executive Officer  
Security State Bank  
New Hampton

**Schickler, Paul E.**

President (Retired)  
DuPont Pioneer  
Johnston

**Willits, Martha A.**

President and CEO (Retired)  
Greater Des Moines Partnership

## President's Council

Date following name indicates first year on University staff.

### **Barger, Debbie M. 1999**

Vice President for Enrollment Management  
B.A., University of Northern Iowa; Further Study:  
Iowa State University, University of Northern  
Iowa.

### **Burks, Lynn 2021**

Executive Director of the Jacobson Institute  
B.S., B.A., M.A., Eastern Illinois University;  
Ph.D., Colorado State University

### **Dillon, Kendall 2016**

Vice President for Marketing and  
Communications  
B.A., Mt. Mercy College; M.B.A., Drake  
University.

### **Howe, John 2022**

Vice Provost for Student Affairs  
B.A., Angelo State University; M.Ed., Texas  
A&M University; Ph.D., Indiana University

### **Keck, Rachelle K. 2022**

President  
B.A., Wartburg College; J.D., University of Iowa;  
Ph.D., Drake University.

### **King, Corinna 2016**

Director of Planning and Strategy for the  
President  
A.A., AIB College of Business.

### **Lee, Christopher 2020**

Vice President for Administration and Finance  
B.A., Texas Wesleyan University; M.B.A.,  
Thunderbird.

### **Moses, Carl O. 2016**

Provost and Vice President for Academic Affairs  
A.B., Princeton University; M.S., Ph.D., University  
of Virginia.

### **Plummer, Troy 1995**

Vice President & Director of Athletics  
B.A., Simpson College, M.S., Western Illinois  
University.

### **Sporer, Stephen 2022**

B.A., University of Northern Iowa; M.A.,  
University of Texas at San Antonio; Further  
Study: Sarah Lawrence College

### **Wheeldon, Timothy T. 2003**

Vice President for Information Services and CIO  
B.A., Simpson College.

### **Wheelock, Trisha 2010**

Director of Faith Life, Director for the Moses  
Project  
B.A. Gustavous Adolphus, M.S., North  
American Baptist Seminary, Ph.D., Baylor  
University

## Emeriti

### Administration

#### **Burn, Barbara L. 1958-1994**

Director of the Library  
B.A., Hamline University; M.A., George Peabody  
College of Teachers.

#### **Henning, Kent L. 2000-2022**

President Emeritus  
B.A., Wartburg College; M.B.A., Duke University.

#### **Langrock, Karl F. 1972-1988**

President Emeritus  
B.A., University of Northern Iowa; M.A.,  
University of Iowa; M.Div., Lutheran School of  
Theology at Chicago.

#### **Taylor, Ronald L. 1990-2008**

Provost and Vice President for Academic Affairs  
B.Ed., University of Miami; M.A., Marquette  
University; Ph.D., Case Western Reserve  
University.

## Faculty

#### **Akermark, Ralph E. 1964-2001**

Professor of History  
B.A., Gustavus Adolphus College; M.Div.,  
Lutheran School of Theology at Chicago.

#### **Bason, Karen A. 1972-2020**

Professor of Liberal Arts  
A.A., Grand View College; B.S., M.S., Drake  
University.

#### **Bolitho, Norma J. 1970-2007**

Professor of English  
A.B., Wheaton College of Illinois; M.A.T.,  
University of Chicago; M.A., Drake University.

#### **Butler, Francine 1980-2008**

Professor of Economics  
B.A., Barnard College; M.S., Rutgers University.

#### **Dawley, Kathryn 1981-2000**

Associate Professor of Nursing  
B.S.N., M.A., University of Iowa.

#### **Engler, James A. 1967-2001**



Professor of Art  
B.F.A., University of Nebraska-Omaha; M.F.A.,  
Drake University.

**Deibert, Ammertte C. 1988-2020**

Professor of Sociology  
B.S., Black Hills State University; M.S., A.B.D.,  
Iowa State University.

**Doidge, Diane L. 1980-2013**

Professor of Biology  
B.S., M.A., Drake University; Ph.D., Iowa State  
University.

**Doidge, Lee 1968-2008**

Professor of Biology  
B.S., Iowa State University; M.A., University of  
Northern Iowa.

**Duffy, Kathryn 1995-2023**

Professor of Music  
B.A., Wartburg College; M.M., Kansas State  
University; Ph.D., The University of Chicago

**Franzen, Debra B. 1981-2016**

Professor of Nursing  
B.S.N., M.S.N., University of Nebraska; Ph.D.,  
Iowa State University.

**Gaul, Beth Bates, RNC 1985-2016**

Professor of Nursing  
B.S.N., University of Iowa; M.S., University of  
Arizona; Ph.D., Iowa State University.

**Gertenrich, John C., Jr. 1961-1966, 1970-1998**

Professor of Mathematics  
A.A., Waldorf College; B.A., Concordia College,  
Moorhead; M.A., State University of South  
Dakota..

**Goodwin, Judith A. 1981-2008**

Professor of English  
B.A., D.A., Drake University

**Hollensbe, Ronda L. 1986-2019**

Professor of Accounting  
B.S., Iowa State University; B.S.B.A., University  
of North Dakota; M.B.A., Drake University;  
Certified Management, Accountant.

**Hudgens, Carolyn M. 1981-2016**

Associate Professor of Nursing  
B.S.N., P.N.P., M.A., University of Iowa.

**Huisman, Etta 1989-2008**

Professor of Psychology  
B.A., Central College; M.A., University of Iowa,  
Ed.D. University of Tulsa.

**Hvistendahl, Marion 1968-1989**

Professor of English  
B.S., M.S., South Dakota State University.

**Jensen, Erna C. 1966-2001**

Professor of Mathematics  
B.S., University of Nebraska at Kearney; M.A.,  
University of Northern Iowa.

**Jessen, Marvin P. 1951-1988**

Professor of Biology  
A.A., Grand View College; B.A., M.A., Ph.D.,  
University of Minnesota.

**Kachel, Douglas W. 1970-2004**

Professor of Sociology  
University of Tampa; B.A., Marshall University;  
M.S., University of Oklahoma; Ph.D., Iowa State  
University.

**Kaven, Dennis E. 1970-2012**

Professor of Art and Design  
B.F.A., M.F.A., Certificate of Art Education, Drake  
University.

**Logan, Jean E. 1983-2016**

Professor of Nursing  
B.S.N., Grand View College; M.A., University of  
Iowa; Ph.D., Iowa State University.

**McDonnell, Rebecca Clark 1983-2020**

Professor of Communication  
B.S., Illinois State University; M.A., University of  
Iowa.

**Miller, James Michael 1985-2016**

Professor of Business Administration  
B.A., University of Iowa; M.S., Iowa State  
University.

**Nelson, Solveig 1981-2008**

Professor of English  
B.A., Augustana College; M.A., D.A., Drake  
University.

**Peterson, A. Kathleen 1980-2013**

Professor of Psychology  
A.A., Mt. Hood Community College; B.A., Central  
Washington University; M.A., North American  
Baptist Seminary; Ph.D., Iowa State University.

**Pfeiffer, Joanne M., C.S., ARNP 1977-1984,  
1991-1998**

Associate Professor of Nursing  
B.S.N., M.Ed., Marquette University.

**Quass, LaVerne C. 1976-2002**

Professor of Chemistry  
B.A., Luther College; M.S., Ph.D., University of  
Wisconsin.

**Reinboth, JoAnn L. 1983-2001**

Associate Professor of Nursing  
B.S.N., Grand View College; M.A., University of Iowa.

**Rider, Thomas J. 1960-2000**

Professor of Education  
B.A., M.A., Drake University; M.S., Iowa State University; Ph.D., University of Iowa.

**Ruby, Kaylene 1981-2013**

Professor of Communication  
B.S., Northern Montana College; M.S., Iowa State University.

**Sawtell, Jay C. 1963-1994**

Professor of Foreign Languages  
B.A., Drake University.

**Schaefer, William J. 1980-2009**

Professor of Communication  
B.S., Minot State University; M.S., Ed.D., Indiana University.

**Schaeffer, Dana White 1975-1999**

Professor of Art  
A.A., Grand View College; B.F.A., M.A.T., Drake University.

**Simpson, Richard M. 1965-1997**

Professor of Physics  
B.S., Hamline University; M.A., Drake University; Further Study, Iowa State University.

**Speed, Robert M. 1952-1996**

Professor of Humanities  
B.M.E., M.M.E., Drake University.

**Strachota, Ellen M. 1978-2011**

Professor of Nursing, Registrar and Associate Vice President for Academic Affairs  
B.S.N., Marquette University; M.A., University of Iowa; Ph.D., Iowa State University.

**Stone, Mary Pat 1964-2002**

Associate Professor of Speech and Theatre Arts  
B.A., M.A., University of South Dakota.

**Strasser, Elizabeth H. 1958-1973**

Professor of Biology  
B.A., M.A., Drake University.

**Thayer, Janet M., RNC 1978-2006**

Associate Professor of Nursing  
B.S.N., M.S.N., University of Minnesota.

**Thomas, Evan A. 1987-2016**

Professor of History

B.S., Chicago State University; M.A., Ph.D., University of Iowa.

**Van Roekel, Arlan W., CPA 1988-2006**

Professor of Accounting  
B.S., University of South Dakota; M.B.A., University of Iowa.

**Whyte, James A. 1988-2013**

Professor of Sociology  
B.A., University of Nebraska; M.A., Ph.D., Iowa State University.

**Wiig, Douglas M. 1976-2017**

Professor of Political Science  
B.A., M.A., University of Nebraska-Omaha.

**Wiig, Douglas M. 1976-2017**

Professor of Political Science  
B.A., M.A., University of Nebraska-Omaha.

**Winzenburg, Stephen. 1989-2018**

Professor of Communication  
B.A., University of South Dakota; M.A., University of Minnesota.

**Yates, Joyce E. 1968-1994**

Professor of English  
B.A., University of Iowa; M.A., University of Missouri-Kansas City; Ph.D., Walden University.

**Zinger, Don H. 1957-1990**

Professor of Philosophy and Religion  
A.B., Augustana College (Illinois), M.Div., S.T.M., Lutheran School of Theology at Chicago.

For a list of the current Grand View University faculty and staff, please visit

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