

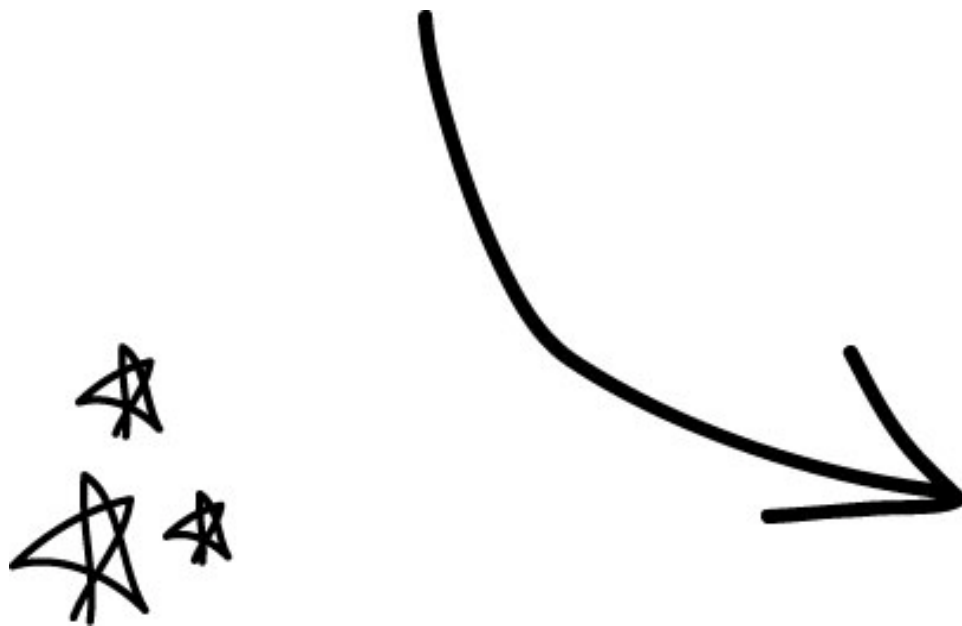


2010-2012 Grand View University Catalog

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Nondiscrimination, Records, Accreditation



Non-discrimination Policy

Applicants for admission and employment, students, employees and sources of referral of applicants for admission and employment are hereby notified that Grand View University does not unlawfully discriminate on the basis of 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 in admission or access to, or treatment or employment in, its programs and activities, services or practices. 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

- Commission on Collegiate Nursing Education, One Dupont Circle NW, Suite 530, Washington, D.C. 20036-1120, 1-202-463-6930, Fax 1-202-785-8320, Web site, www.aacn.nche.edu

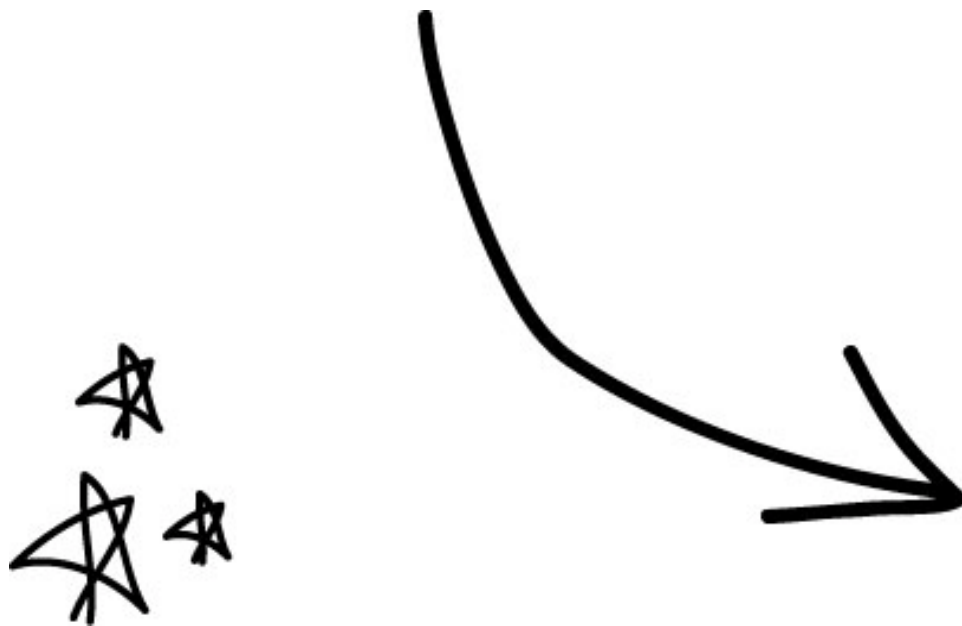
Higher Learning

- Commission of the North Central Association of Colleges and Schools, 30 North LaSalle, Suite 2400, Chicago, IL 60602-2504, 1-800-621-7440, 1-312-363-0456, Fax 1-312-263-7462, Web site, www.ncahigherlearningcommission.org
- Iowa Board of Nursing, 400 SW 8th Street, Suite B, Des Moines, IA 50309-4685, 1-515-281-3255, Fax 1-515-281-4825, Web site www.state.ia.us/nursing/
- State of Iowa, Board of Educational Examiners, Licensure, E 14th and Grand, Grimes State Office Building, Des Moines, IA 50319-0147, 1-515-281-3245, Fax 1-515-281-7669, Web site www.boee.iowa.gov
- State of Iowa, Department of Education, Bureau of Accreditation and Improvement Services, E 14th 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/

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.

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.

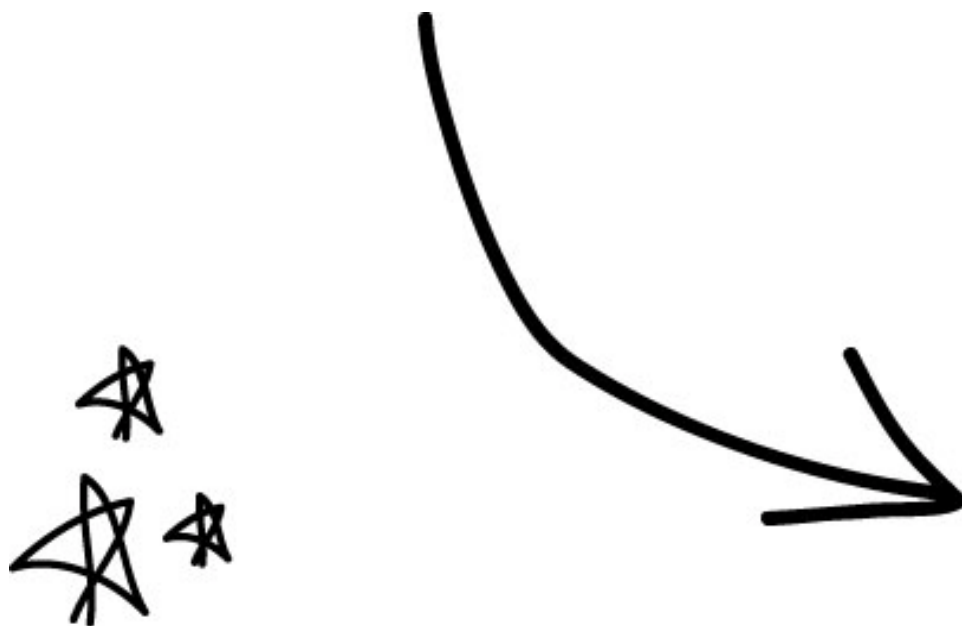
Informed by its Danish Lutheran heritage, Grand View is a School for Life.

	Academic Mission	Student Life Mission	Campus Ministry Mission
Tradition and Student Body	Grand View is a Lutheran Liberal Arts university located in Des Moines, Iowa. The university was founded in 1896 by Danish immigrants who sought to give the educational vision and ideals of N.F.S. Grundtvig an institutional presence. Committed to Grundtvig's belief that each person has innate qualities and abilities which, when developed, can lead to a rewarding and productive life, Grand View serves a diverse student body. We welcome traditional students and adult learners representing a wide range of religious and cultural backgrounds, some beginning their freshman experience and others transferring with college credit. Some of our students live in residence halls and others commute to campus, some are full-time students and others enroll on a part-time basis. Some students attend traditional day classes while others study in the College for Professional and Adult Learning.	Grand View seeks to provide students with a comprehensive educational experience informed by N.F.S. Grundtvig's belief that each person has innate qualities and abilities which, when developed, can lead to a rewarding and productive life. Members of the Student Life staff help students from diverse backgrounds to identify, develop, and strengthen the qualities and abilities they bring to the University, thus furthering their personal development	Campus Ministry at Grand View University is an integral part of the total educational experience. It is a ministry of presence, conversation, and service intended to foster intellectual and spiritual development. It is a ministry which promotes the spirit of community and at the same time challenges students to explore new and different ways of thinking. It is ministry which acknowledges and affirms a diversity of religious traditions, values, and expressions.
Lutheran Identity	As a Lutheran university, functioning within the Christian tradition, we value and affirm our association with the Evangelical Lutheran Church in America. We are dedicated to the development of the whole student-mind, body, and spirit-to the support of our neighbor, and to the preparation of community and church leaders who are committed to truth, excellence, and ethical values. As part of that effort, we provide opportunities for the members of our academic family to develop a sense of vocation and responsibility that is fostered by learning, serving the	Members of the Student Life staff value and affirm the university association with the Evangelical Lutheran Church in America. Consistent with the Lutheran tradition, the division works to promote an appreciation of the dignity and worth of each member of the University community and promotes excellence and ethical values in their own work and in the development of students. Students, faculty, and staff are encouraged to participate in programs sponsored by Christian faith communities and institutions and worship together.	As a university of the Church, Grand View affirms both its mission of proclaiming the Gospel of Jesus the Christ and its historic and continuing association with the Evangelical Lutheran Church in America. The programs and services offered by Campus Ministry are intended to manifest and strengthen our Lutheran identity both on campus and in the external civic and religious community; to provide all members of the Grand View University academic community with an opportunity to worship and to explore and experience the religious

	Academic Mission	Student Life Mission	Campus Ministry Mission
	community, and worshipping together.		dimensions of human existence; and to develop graduates who, in their dealings with one another, in the work place, and in the communities in which they live and contribute, can make informed, ethical decisions grounded in the Judeo-Christian tradition.
Liberal Arts Identity	We consider the liberal or life arts as practical arts which provide both a foundation and an integrating spirit for a fulfilling personal and professional life. It is through our study of the human experience as reflected in the liberal arts that we acquire the knowledge, develop the skills, and cultivate the attitudes and values that are required to meet the changing demands of society and the work place. Our metropolitan environment allows us to draw on the cultural, social, and work opportunities of the greater Des Moines area and to return service to the community.	As a Liberal Arts university, Grand View provides a variety of opportunities for students to explore the human experience. These opportunities occur both on-campus as well as through partnerships with organizations, institutions, and agencies in the larger Des Moines community. They provide an occasion for students to develop collaborative associations; experience community living; confront diverse value systems and religious traditions; define and interpret standards of behavior; make choices; encounter cultural diversity; strengthen skills in writing, critical thinking, and information processing and render services to one another and to the local and global community.	Grand View values its liberal arts heritage and the opportunities that heritage provides for students to raise questions about the meaning of life, to challenge assumptions on which the academy exists, to see cross-disciplinary connections, and to prepare for the world of work and service. Campus Ministry seeks both to foster a climate and to provide a forum where those issues can be discussed and where students come to experience the interaction between the community of faith and the community of learning that occurs on the university campus.
Programs & Services	Preparing students for the world of work, service, and graduate or professional study, Grand View University offers three undergraduate degrees; the Associate in Arts degree, the Bachelor of Arts degree, and the Bachelor of Science in Nursing degree; a Master of Arts degree in Innovative Leadership, with concentrations in Business Administration, Education, and Nursing; post graduate work in education; and programs for teacher endorsement and licensure. Undergraduate courses are offered in the Humanities (including communication and fine and performing arts), Nursing, the Natural Sciences, and the Social Sciences (including accounting and business). Grand View also offers educational and cultural programs, summer institutes, conferences, and camps for Des Moines and the larger community.	The programs and activities sponsored by Student Life are an integral part of the total Grand View learning experience. They provide an opportunity for students to participate in athletic competition; develop and implement guidelines for community behavior; experience campus residential life; and develop programs for governance, entertainment, recreation, and community service. Health services, personal and career counseling, food services, and campus security are also provided by Student Life. These programs and services promote the development of whole student and enhance a climate where intellectual inquiry, well-being, spiritual growth and development, and social responsibility are fostered.	Through the Office of the University Pastors, Grand View provides a variety of occasions for students to encounter issues of faith and learning in dialog. Some of these occasions occur through the ministry of presence: celebrations of the Eucharist; university-wide festival liturgies; and other liturgical celebrations to mark special events in the academic calendar of the university. Other occasions are provided by the ministry of conversation: personal and religious counseling; Bible study; and fellowship events. As the Campus Ministry staff participates in the life of the University, still other opportunities are made available to students through the ministry of service: orientation programs; pastoral acts; and collaborative projects with other campus colleagues.
Commitment to Teaching	Faculty Members at Grand View University are committed to excellence in teaching and regard teaching as their first priority. This commitment is characterized by rigorous preparation for class, close	Student Life embraces the belief that learning occurs in a multitude of settings, and that each member is committed to providing an out-of-class experience that is as rich in learning opportunities as the formal	Campus Ministry at Grand View University was founded, and continues to be nourished, by a strong commitment to teaching. That commitment is manifest by the activities of the University pastors as

	Academic Mission	Student Life Mission	Campus Ministry Mission
	interaction with students both inside and outside of the classroom, sound academic advising, and continuing professional development. We regard learning as a process in which both the teacher and the student are actively engaged. We acknowledge that learning occurs in a variety of settings and requires a diversity of assessment and teaching techniques.	in-class experience. Learning occurs during the admissions process, financial aid planning, residential living, participation in campus activities, career development, and involvement in the community. Members will articulate the learning outcomes to be achieved through out-of-class experience and link these outcomes, when possible, to the in-class experience. These activities support the Grand View University commitment to excellence in teaching and the development of an integrated learning experience for students.	faculty members in the Departments of Philosophy and Religion and by the programs and services that are offered by the Campus Ministry staff. Opportunities for the Campus Ministry staff to teach occur on campus through traditional classroom instruction, through conversation with members of the Grand View University academic community, through experiential projects and activities, and through chapel liturgies and programs. Other opportunities for the members of the Campus Ministry staff to teach occur off campus in the parishes of the Evangelical Lutheran Church in America and in other ecumenical and social settings in the community. Continuing assessment of these teaching activities through student evaluations, recommendations from the Religious Life Committee and dialogue with campus, church, and community colleagues serve to enhance both the University's commitment to campus ministry as well as the visibility of the programs and services that are offered.
Governance	Members of the Grand View educational family consider advancement within the academic community as well as the governance of the academic enterprise to be a collaborative endeavor. The work of the University is conducted by committees, by department and division leaders, and by members of the administration. Grand View is a setting where community is both practiced and experienced. It is a place where the mind and the spirit work together to explore the fundamental issues of life and to conduct the affairs which make that exploration possible. It is truly a School for Life.	The Grand View University community believes in collaboration. The work of the University is conducted by committees, departments, councils, and divisions so that individuals have a voice in discussing issues, policies, procedures, budgets, and plans. Members of the Student Life staff are committed to collaboration by communicating ideas in a positive way, maintaining confidentiality, designing new programs and services, evaluating existing programs, collecting and interpreting data, and implementing strategies to enhance the learning experience and environment for students.	The identity and witness of the Church at Grand View take a variety of forms in numerous settings and serve a diversity of constituencies. Yet, it is the collaboration among these constituencies that ultimately gives unity to the efforts of the Campus Ministry team and allows ministry to occur. It is through this collaboration that the Church continues to serve the University and to manifest its presence in higher education.

History, Facilities, & Partnerships



History

Grand View Founders

Grand View was founded in 1896 by members of the Danish Evangelical Lutheran Church in America. These founders believed that a good education was essential for everyone as a foundation for life, work, and service to others.

The educational and religious ideals of the Danish philosopher N. F. S. Grundtvig and the experience of the Scandinavian folk school shaped the founders' vision for Grand View and its future development.

Growth

Since its founding, Grand View has provided students a program of general liberal education and has responded to changing societal 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, the Iowa State Department of Public Instruction accredited the junior college in 1938. 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 Grand View 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 Grand View's continuing development. Since then Grand View has expanded its offerings to 38 degree programs, many of which combine classroom learning with career-related experiences in the Des Moines area.

In 1988 Grand View became one of 27 colleges of the newly formed Evangelical Lutheran Church in America. And in 2008, with the launch of its inaugural master's degree, 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 contacts, religious heritage, and lifelong education.

Facilities

The beautiful 45-acre Grand View campus resides in northeast Des Moines in the Union Park neighborhood. The original four-acre campus anchors the west campus which extends along Grandview Avenue, Boyd Street and Morton Avenue to East 14th Street.

The "east" campus continues to East 16th Street, and is bordered on the north by East Hull Avenue, and on the south by East Sheridan Avenue.

Grand View's location in Des Moines, the capital city of Iowa, offers many advantages to students. In the study of politics and the social sciences, students may observe state, municipal, and social agencies in operation. Des Moines offers exceptional facilities for the enjoyment of lectures, forums, concerts, museums, and other cultural opportunities.

Humphrey Center

The Humphrey Center at 1200 Grandview Avenue is Grand View's oldest building. Opened in 1896 and originally called Old Main, its construction and design earned it recognition on the National Register of Historic Places in 1978. A total renovation of the building, resulting in a dramatic transformation of the interior, was completed in 1998, when it was named in honor of S. Bruce and Alice (Olsen) Humphrey, who attended Grand View in the 1940s.

The Humphrey Center is home to the administrative offices of the President, Provost, Admissions, Financial Aid, Registrar, Human Resources, Finance and Administration, Advancement, Alumni Relations, Marketing and Communications, and Enrollment Management.

Rasmussen Center for Community Advancement Professions

The Rasmussen Center at the northwest corner of E 14th Street and Grandview Avenue, the latest addition to campus, houses the art, education, criminal justice, psychology, and sociology departments. Its name honors alumni Jim and Sandra Rasmussen and their family. The designation 'Community Advancement Professions' recognizes the artists, teachers, human service professionals and others whom Grand View graduates and sends into the community to help advance our quality of life.

Cowles Communication Center

The Cowles Communication Center, located at 1330 Morton Avenue, has been home to the broadcast, graphic journalism, journalism, and mass communications programs since its 1987 dedication. The central glass atrium provides excellent exposure for photography exhibits, and is flanked by radio and television studios, control rooms, and editing suites. The radio studio is used for broadcasting on KDPS, Grand View's radio station, whose student DJs use a digital computerized automation system as well as several multi-track editors. TV studio productions as well as remote

digital camera productions air on a Des Moines cable channel each week. A professional photo studio and computer areas for digital photography as well the journalism computer lab are used not only for academics, but by the staff of The Grand Views, the student newspaper.

Krumm Business Center

The Krumm Business Center, just west of the Cowles Communication Center at 1300 Morton Avenue, bears the name of Daniel J. Krumm, former CEO of the Maytag Corporation and a long-time benefactor. It houses classrooms, faculty offices, the Richard O. Jacobson Computer Center, conference rooms, and the offices of the College for Professional and Adult Learning. The computer labs contain the most recent versions of office programs, Internet access, and printers, for students to work on classroom assignments, write research papers, or just check their e-mail.

Elings Hall

Since 1957, Elings Hall, located on the west end of campus at 2813 East 9th Street, has grown with Grand View. Several recent renovations have kept the natural sciences division on top of the latest in teaching technology. The complex contains classrooms, science laboratories, lecture halls, a math/computer laboratory, a greenhouse, and faculty offices.

Johnson Wellness Center

The Charles S. Johnson Wellness Center is located at 1500 Morton Avenue. Opened in 2002 to house the Division of Nursing, Health and Physical Education Department, the University's athletic and recreational facilities, and a community clinic, it was recently enlarged to include weight training facilities for the new football and wrestling programs.

Nursing students are provided hands-on practice of clinical basics in the Learning Resource Center, and in the Complementary Therapies area modalities such as massage therapy, aromatherapy, and meditation are practiced to complement traditional medical treatments. The Fieldhouse has a synthetic floor and two recreational, full-size basketball courts on the main level. The second floor strength and conditioning area includes a three-lane 1/10-mile track and 20-station Cybex circuit training area, cardiovascular fitness area, and locker areas. Sisam Arena, named for former coach and athletic director David Sisam, is home to the Grand View Vikings basketball teams. The Wellness Center lobby outside the Sisam Arena contains cases full of trophies won by the different Viking sports teams, as well as pictures of the

former players honored in the Grand View Athletic Hall of Fame. The lobby area also includes concessions, a lounge area, and internet access.

Luhrs Athletic Complex

Located east of the Johnson Wellness Center, the Luhrs Athletic Complex contains baseball, softball, and soccer fields. It is named for James E. Luhrs, long-time trustee and benefactor of the University.

Library

An outstanding stained glass memorial window, a gift from former president Ernest Nielsen and his wife, Frances, graces the front entrance of the Grand View Library on East 14th Street just south of the Rasmussen Center and east of the Cowles Communication Center. The first floor of the Library contains a teaching classroom/computer lab, the reference collection, current periodicals and journals, the children's and young adult collection, private study rooms, study tables, DVD and video viewing rooms, the information desk, a bank of research computers, and Holy Grounds, the student-run coffee house.

The second floor houses the Library's collection of books and journals as well as study tables. Grand View, established in 1896 by Danish Lutherans, is also home to the Danish Immigrant Archives, which reside on the second floor. These archives are used primarily for research by scholars, but are open and available to Grand View students. The three main collections of the Archives are the N. F. S. Grundtvig Collection, the Danish American Immigrant Experience, and the founding of Grand View and its early history.

The Library is a great place to study with classmates, and librarians are available all weekdays to help individuals with research, reports, or personal reading. The Library's resources are also available to current students via the internet 24 hours per day, seven days per week.

Student Center

The Student Center, located on East 14th Street across from the Library and the Rasmussen Center, is the hub of student life at the University. With a large student lounge at its center, the building houses the Music Department, the Speech and Theatre Department and Viking Theatre, Stacks Deli, the Bookstore, Campus Services, and Student Services. The Student Services offices include Support Services, Career Center, Vice President for Student Affairs, New Student Programs, Counseling, Academic Advising, Student Activities, Housing, and Multicultural and Community Outreach. The student

government body, the Viking Council, is also based in the Student Center.

The 220-seat Viking Theatre is home to Grand View University plays as well as other large events and productions. The facility is a modified thrust theatre that also can be changed to an arena-style stage. Theatre Arts majors use a costume shop, design studio, makeup room, lighting booth with computerized light board, state-of-the-art sound system, and sound booth with digital sound editing capabilities.

The Music Department has practice rooms, a teaching studio and classroom, and rehearsal space for the Grand View Choir.

Residential Facilities

Grand View University offers five on-campus residential facilities for students, each with its own unique atmosphere. Safety features such as card access systems on the main and room doors in all residence halls reinforce the University's commitment to student safety. Dining facilities are in-house at Knudsen and Jensen Halls, while the Student Apartments allow students the option of creating their own meals. Laundry rooms, internet access, and cable service are available in all facilities. Resident Assistants, trained to assist students with their living experience, are available in all buildings.

Knudsen Hall

Renovated in 2004, this residence hall houses up to 136 freshman and sophomore residents, and has the main campus dining hall located in its lower floor. The building is named in recognition of a former president of Grand View, Johannes Knudsen and his wife, Ellen; it includes a large lounge on the main floor, and is connected with the Johnson Wellness Center, giving residents convenient access to athletic facilities.

Nielsen Hall

The Ernest and Frances Nielsen Hall, just north of Knudsen Hall, provides living space for 120 freshman and sophomore students. Named in recognition of a former president and his wife, the facility includes a lounge on each floor and a recreation room, Bud's Place, on the lower level. Bud's Place has pool and ping pong tables, electronic shuffleboard, big screen TVs, a snack bar, lounge areas, and a small stage that hosts small concerts and shows throughout the academic year. Two sand volleyball courts are located to the east of Nielsen Hall.

Jensen Hall

The only residence facility located on the west end of campus, Jensen Hall at 1101

Grandview Avenue houses up to 26 upper-class students in super-single rooms, and features a cafeteria, lounge, and spacious outdoor patio with a peace garden. In addition to its convenient proximity to other academic buildings, Jensen Hall itself houses the Departments of English, History, Interdisciplinary Studies, Modern Languages, Religion and Philosophy, and the offices of the Campus Pastors, as well as several class, seminar and meeting rooms.

Apartment Residence

Opened in the fall of 2003, it houses 111 students in 4, 5 or 6-person apartments. Priority for the furnished apartments is given to junior and senior students who have previously resided in the residence halls. Students share a common living space including a kitchen, living area and bathrooms, with each student having a separate bedroom. A common lounge is equipped with a big-screen television and a kitchen.

Langrock Suites

Langrock Suites, named in recognition of former Grand View President Karl Langrock and his wife Rose Marie, and located just west of the Apartments, houses 154 sophomore and junior-level students. Each suite has two bedrooms, with two people per bedroom, as well as a living area and bathroom. Large lounges on each floor are comfortable for group activities, and the Suites are convenient to the Knudsen Dining Hall and the Student Center.

Partnerships with the Community

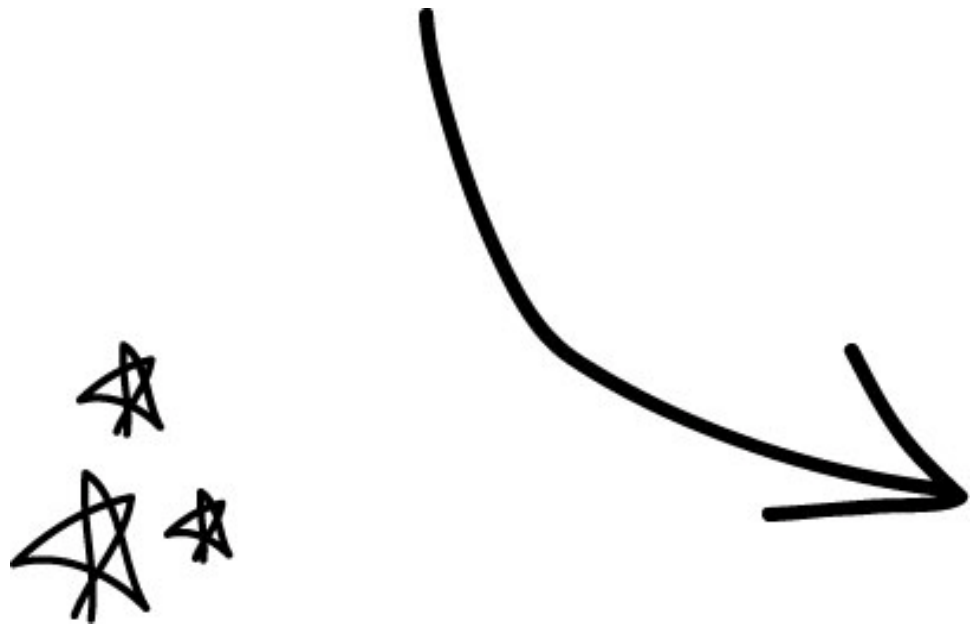
As a natural outgrowth of Grand View's historical and continuing mission, the University seeks to capitalize on its unique location, skills, and resources by maintaining and expanding a range of partnership opportunities. Such partnerships include those formed with public and private institutions, external and internal constituencies, and formal and informal associations. Whether long or short in duration, these working relationships will provide benefits to both parties. In addition, Grand View's partnerships seek to fulfill one or more of the following missions: (1) to expand the educational experience of students outside of the university environment; (2) to provide community service consistent with Grand View's educational focus; (3) to provide career enrichment opportunities to students during their undergraduate years; (4) to provide opportunity for beneficial faculty and student connection to the community; (5) to

provide educational seminars, short courses and/or certificate programs to meet the needs of Grand View's community partners.

Moreover, wishing to be a responsible member of its community, Grand View publicly commits itself to ethical and open relationships in all of its partnerships with institutions and people. The hallmark of Grand View's commitment shall be a desire to foster:

- a mutually beneficial relationship between parties of compatible missions.
- policies and practices consistent with ethical values.
- openness and ample communication between partners.
- sufficient procedures for periodic review and conscientious redress of difficulties.
- a maximizing of current and potential resources.

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.

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
- Two years of foreign language

Freshman Application Procedure

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.admissions.grandview.edu or a paper application can be obtained from the Admissions Office.
2. A non-refundable fee of \$35.00 must accompany a paper application for admission. There is no fee for applications completed on-line.
3. 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.
4. Submit ACT or SAT scores. At the time of the test, students should request that a record of their scores be sent to Grand View University. Our ACT code is 1316; our SAT code is 6251.

Transfer Application Procedure

1. Complete an application for admission. Applications can be completed on-line at www.admissions.grandview.edu or

a paper application can be obtained from the Admissions Office.

2. A fee of \$35.00 must accompany the paper application for admission. There is no fee for applications completed on-line.
3. 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. Failure to submit all previous transcripts will be considered sufficient cause for denial or cancellation of admission.
4. 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 with class rank, cumulative GPA, and ACT or SAT scores.
5. 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 English Proficiency 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 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 English Proficiency 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.

2. Applicants whose NATIVE language is not English, must submit results of the Test of English as a Foreign Language (TOEFL) with a minimum score of 550 on the paper test or 77 on the Internet-based test. Our TOEFL code is 6251.
3. Complete the Official Certification of Finances form along with a current certified bank statement substantiating claims of financial responsibility made by the sponsor.
4. Applicants transferring from a U.S. college or university must submit a copy of their current I-20 and a Transfer Release Form.
5. 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 University English Proficiency.
6. Grand View University must receive all of the above documentation items before an international student is considered for admission. The deadline for receipt of documentation items 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:

1. 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 or better 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 66 semester credits. All junior/community college transfer credit is considered lower division credit.

Transfer with an Associate in Arts Degree

The Associate in Arts degree (AA) satisfies the Grand View University General Education Core requirements for the baccalaureate degree except for the spiritual dimension course (unless fulfilled by transfer coursework), mathematics and English proficiency (unless fulfilled by transfer coursework), the integrating seminar capstone course, and computer proficiency. 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 Mathematics and English proficiency requirements. Students holding Associate in Arts degrees from accredited institutions based outside the United States are required to satisfy Grand View's Mathematics and English proficiency requirements. The maximum number of transfer credits accepted from junior/community colleges is 66 semester hours. All junior/community college transfer credit is considered lower division credit.

Students holding an Associate of Applied Science degree (AAS) or an Associate in Science degree (AS) 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 and the computer proficiency requirement. 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 proficiency, though Grand View reserves the right to make a determination of comparability. To earn the additional degree, they must complete the following: 30-hour residency requirement, requisite courses for the major, and prerequisites for those courses.

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 Office of the Registrar. 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 a non-accredited college or may accept credit for courses successfully passed with a C or better. Credit may be given for courses equivalent to the core courses required of every Grand View graduate.

At the discretion of the Office of the Registrar and the major department, courses may be counted toward the major. Additional course-work is considered elective. These elective credits count toward hours required for graduation but do not meet any specific degree requirements. The transferability of courses work follow 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 been enrolled at Grand View University for one year preceding their re-enrollment, students who left Grand View because of academic suspension, and students who have graduated from Grand View and wish to continue their studies must apply for readmission through the Admissions Office by completing the Application for Readmission. Applications can be completed on-line at www.admissions.grandview.edu or a paper application can be obtained from the Admissions Office. A non-refundable fee of \$35.00 must accompany a paper application for readmission. There is no fee for applications completed on-line. Any other students who interrupt their Grand View coursework or who withdraw for less than one year do not need to reapply but are responsible for submitting transcripts from any school they have 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:

- Cease course work at Grand View for a minimum of one fall or spring semester.
- 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.
- 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.
- Students must petition the Academic Advising and Progression 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 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

Academic Advising and Progression 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

A student who is called to active duty in the United States Armed Forces or the National Guard or Reserve for a period of more than 30 days, is entitled to re-enroll at Grand View University providing the student meets the following requirements:

- the cumulative length of the student's absence from Grand View because of service on active duty does not exceed five years;
- the student notifies Grand View upon completion of service that he or she intends to re-enroll at the University; and
- the student has not been discharged from the Armed Forces with a dishonorable or bad conduct discharge.

The following policies and procedures are provided in order to minimize disruptions or inconveniences for students fulfilling their military responsibilities.

1. If called to active duty, a student should contact the VA Certifying Official in the Registrar's Office to complete a withdrawal form unless the student cannot provide notice because the mission is classified. Verification of military deployment should be submitted with the completed withdrawal form.
2. If the student is called to active military service before the mid-point of a term, the University will withdraw them from all courses and refund their tuition.
3. If the student is called to active military service at the mid-point of the term or later, the student may remain enrolled in their courses and will be assigned an I grade (Incomplete) for each course in which they are enrolled. In such a case, no adjustment of tuition charges 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 grade becoming an F grade.

4. A student receiving Veteran's Benefits should notify the VA Certifying Official in order to complete required documents.
5. Grand View University scholarship awards will be preserved for students holding such awards when called to active duty.
6. During the first academic year of their 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 in to 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 Grand View.

Provisional Admission

Grand View University seeks to offer a University experience to all students meeting basic admission requirements. Students who do not have sufficient preparation to undertake university work, but show potential may be admitted under a provisional basis for a maximum of two semesters.

Provisionally accepted students will be limited to 12-13 credit hours until the provisional status has been removed. New Student Seminar and College Level Reading are required for provisionally admitted freshman students. Provisionally admitted students who fail New Student Seminar must take Strategies for Academic Success the following semester. Provisionally admitted students who do not earn a grade of C or higher in College Level Reading must repeat the course.

Students may be removed from Provisional status once they attain a sufficient cumulative grade point average to be considered in Good Academic Standing by the Academic Advising and Progression Committee:

	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

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.

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.

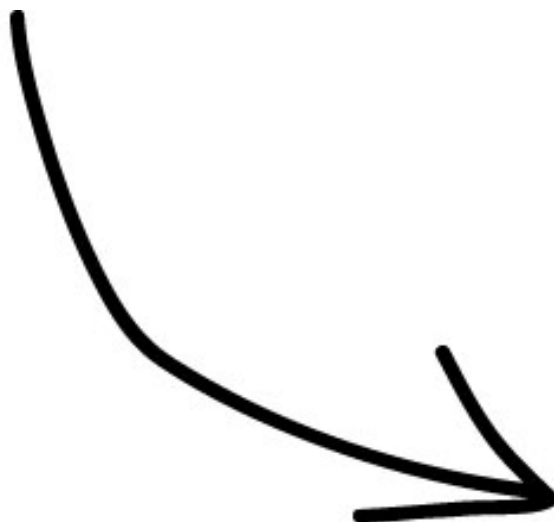
Senior citizens who are not degree-seeking are eligible to register for undergraduate classes at a discounted rate, equal to the fee assessed for audited courses (see fee schedule published by Business Office each year) if they plan to earn credit for the course. To audit the course (attend the course 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.

- 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.

Financial 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 is significantly reduced.

Financial Charges

Enrollment Deposit: \$100.00

All full-time day students are required to make an initial enrollment deposit of \$100.00 within a specified time after receiving notice of admission to the University.

The deposit will be refundable until May 1 for students applying for Fall Semester and until December 1 for students applying for Spring Semester. All requests for refunds must be submitted in writing to the Admissions Office.

The enrollment deposit is retained by the University and becomes refundable when students leave Grand View providing the students have no outstanding financial obligations to the University.

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 15 for students applying for Fall Semester and until November 15 for students applying for Spring Semester. 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 check out procedures, providing the students have no outstanding financial obligations to the University.

Application Fee

A non-refundable fee of \$35.00 must accompany the paper application for admission. There is no fee for applications submitted on-line.

Books and Supplies

Books and supplies may be purchased at the Grand View University Bookstore. Students should budget approximately \$900.00 per year for these items.

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 charge is debited to the student's account at the Business Office.

Room and Board

Students must be registered for at least 12 semester hours to qualify for housing.

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

The Dining Hall serves breakfast, lunch, and dinner on a daily basis, Monday through Saturday. On Sunday, only lunch and dinner are served. The Dining Hall is closed whenever classes are not in session.

Board plans are available for all students whether or not they live on campus. Contact Sodexo Food Service at 263-2838 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 Information Desk and the Student Life Office in the Student Center and in the Health Service Clinic in the Wellness Center. International students are required to carry health insurance and must provide proof of coverage.

Transcripts

Student transcripts are available at the Registrar's Office. 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 embossed with the corporate seal of the University 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

myView, including the automated Evaluate Student Program process that compares completed coursework with academic program requirements (for students who began at Grand View in Fall 2006 or later). 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 tuition charge is a comprehensive fee covering the academic costs of attending Grand View University. It includes the student identification card, the student newspaper and the use of 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 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 before 4 p.m. Monday-Friday.)

Part-Time Day Students

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

College for Professional and Adult Learning

Students registered for evening and weekend classes offered in The College for Professional and Adult Learning are charged per semester hour credit. Please go to 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 for an up-to-date listing of tuition and fees.

Summer Session

Students registering for classes provided during the May Term, June Term, July Term or Summer Weekend-Evening are charged per semester hour credit. Please go to

www.grandview.edu for an up-to-date listing of tuition and fees.

Military Tuition Rate

Active status military personnel may qualify to take classes in the College for Professional and Adult Learning 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 College for Professional and Adult Learning 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 (see fee schedule published by 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.

- 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 end of the first week 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 the Business Office and may be made by cash, check, VISA, MasterCard, Discover Card or American Express.

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 Grand View Tuition Reimbursement Form 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.

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.

Tuition Refunds

Financial Aid refunds are issued beginning Wednesday of the 2nd week of each term and thereafter are issued twice weekly within 5 business days from the date the credit balance was created. All refund checks will be mailed immediately upon issue to the student's primary address.

Dropping Classes

Students have the first five days of each semester (add/drop period) to add and drop classes without financial penalty. The Business Office and 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.

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 interested in officially withdrawing from the University must initiate the withdrawal by contacting the Student Life Office if a full time day student, the College for Professional and Adult Learning staff (CPAL) if a part time or evening/weekend student or the Director of Graduate Studies if a student in the graduate program. These offices will assist in completing the official withdrawal/exit form. This form must then be signed by the Financial Aid Office, then the Business Office and finally turned in to the Registrar's Office.

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 all or 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 15 for the fall semester and by November 15 for the spring semester. 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 the 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/Parking Fee/Residence Hall Activity 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. Fees are not refundable after the start of the semester. Please go to www.grandview.edu for an up-to-date listing of tuition and fees.

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 at 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, students enrolled in 12 credit hours or more per term in the standard Fall, Spring and/or Summer Semesters are considered full-time students. Those students enrolled in less than 12 credit hours per term are considered part-time. The following is a breakdown of enrollment statuses for students

enrolled in the Fall/Spring and/or Summer Semester/Trimester:

Credits per term	Enrollment status
12 or more	Full-time
9-11	Three-quarter time
6-8	Half-time
5 and less	Less than half-time

It is Grand View University's policy that students enrolled in the College for Professional and Adult Learning accelerated classes will be considered full-time for any session in which their enrollment is at least six hours and half-time for any session in which their enrollment is three to five hours.

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 considerations for aid is given to students who meet the March 1 priority deadline (must have the FAFSA to processing center by that date).

Note: To insure that forms are received by the processor by the priority deadline date, complete an on-line FAFSA at www.fafsa.ed.gov by February 14.

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). Grand View assistance is available only for the Fall and Spring Semesters.

Presidential Scholarship

A four-year renewable scholarship awarded to new full-time day freshmen. To qualify, students must meet specific academic requirements, apply and be accepted for

admission. This scholarship is renewable based on maintaining a 3.25 cumulative GPA at Grand View University.

Dean's Scholarship

A four-year renewable scholarship awarded to new full-time day freshmen. To qualify, students must meet specific academic requirements, apply and be accepted for admission. This scholarship is renewable based on maintaining a 3.0 cumulative GPA at Grand View University.

Director's Award

A four-year renewable grant awarded to new full-time day freshmen. To qualify, students must meet specific academic requirements, apply and be accepted for admission. This scholarship is renewable based on maintaining a 2.5 cumulative GPA at Grand View University.

Grand View Grant

A four-year renewable grant awarded to new full-time day freshmen. To qualify, students must meet specific academic requirements, apply and be accepted for admission. This scholarship is renewable based on maintaining a 2.0 cumulative GPA at Grand View University.

Grand View Need-Based Grant

A grant awarded to new full-time day freshmen. To qualify, students must have financial need determined by filing a FAFSA, apply and be accepted for admission. This grant is renewable based on need and maintaining a 2.0 cumulative GPA at Grand View University.

Presidential Transfer Scholarship

A renewable scholarship awarded to new full-time day transfer students. The scholarship can be renewed for six semesters if the student began as a freshman, for four semesters if the student began as a sophomore, or for two semesters if the student began as a junior. To qualify, students must meet specific academic requirements, apply and be accepted for admission. This scholarship is renewable based on maintaining a 3.0 cumulative GPA at Grand View University.

Transfer Honors Scholarship

A renewable scholarship awarded to new full-time day transfer students. The scholarship can be renewed for six semesters if the student began as a freshman, for four semesters if the student began as a sophomore, or for two semesters if the student began as a junior. To qualify, students must

meet specific academic requirements, apply and be accepted for admission. This scholarship is renewable based on maintaining a 3.0 cumulative GPA at Grand View University.

Director's Transfer Award

A renewable grant awarded to new full-time day transfer students. The grant can be renewed for six semesters if the student began as a freshman, for four semesters if the student began as a sophomore, or for two semesters if the student began as a junior. To qualify, students must meet specific academic requirements, apply and be accepted for admission. This grant is renewable based on maintaining a 2.0 cumulative GPA at Grand View University.

Transfer Grant

A renewable grant awarded to new full-time day transfer students. The grant can be renewed for six semesters if the student began as a freshman, for four semesters if the student began as a sophomore, or for two semesters if the student began as a junior. To qualify, students must meet specific academic requirements, apply and be accepted for admission. This grant is renewable based on maintaining a 2.0 cumulative GPA at Grand View University.

Phi Theta Kappa Scholarship

A renewable scholarship of \$1,000 awarded to a selected number of new full-time day transfer students who have a cumulative GPA of 3.5 and are active members of a community college chapter of Phi Theta Kappa Honor Society. To qualify, students must submit a Grand View Phi Theta Kappa application form to the Admissions Office. Renewal is based on maintaining a 3.5 cumulative GPA at Grand View University.

Outstanding Community College Transfer Scholarships

A \$1,500 renewable scholarship awarded each year (maximum of three years) to a selected number of new full-time day students who transfer to Grand View directly from an accredited community college/junior college/two-year institution. To qualify, students must transfer a cumulative GPA of 3.0 and a minimum of 45 semester hours, complete an Outstanding Community College Transfer Scholarship application, provide two written references including one academic, and submit recorded service to the community or college. Deadline for consideration is July 1 for fall semester and December 1 for spring semester. Renewal is based on maintaining a

3.0 cumulative grade point average at Grand View University.

Alumni Scholarship

A four-year renewable scholarship of \$1,000 awarded to new full-time day freshmen or transfer students whose parents are alumni of Grand View University. Alumni are defined as those who attended Grand View full-time for at least two semesters.

Athletic Scholarship

Grand View University is a member of the National Association of Intercollegiate Athletics and offers athletic scholarships in baseball, basketball, bowling, cross country, football, golf, soccer, track, and wrestling for men and basketball, bowling, competitive dance, cross country, golf, soccer, softball, track and volleyball for women. Scholarships are based on ability as evaluated by the coaches. To qualify students must visit campus, interview with and be recommended by the coach, apply and be accepted for admission. This scholarship begins at \$500 and renewal requires athletic participation.

Art Scholarship

A renewable scholarship ranging from \$500-\$2,000 awarded to a selected number of new full-time day students who demonstrate talent in art. To qualify, students must visit campus, meet with the chair of the Art Department, participate in a portfolio review process, be recommended by the department, apply, and be accepted by the University. Renewal is based on maintaining a 3.0 cumulative GPA and continued enrollment as a Graphic Design, Graphic Journalism, Art Education, or Visual Art major at Grand View.

Music Scholarship

A renewable scholarship of up to \$3,000 awarded to a selected number of new full-time day students who demonstrate talent in keyboard or vocal music. To qualify students must visit campus, meet with the chair of the Music Department, be recommended by the department, apply and be accepted for admission. Renewal is based on good standing in all music courses.

Theatre Department Scholarship

A renewable scholarship ranging from \$150-\$1,500 awarded to a selected number of new full-time day students who demonstrate talent in acting, design, technical theater, playwriting or directing. To qualify students must visit campus, meet with the chair of the Theater Department, be recommended by the department, apply and be accepted for admission. Renewal is based on participation

in theater and maintaining a 2.5 GPA at Grand View University.

Educational Partners in Covenant (EPIC)

Students who are members of Evangelical Lutheran Church in America (ELCA) churches and have received awards from those congregations are eligible for matching funds from Grand View University up to \$500 per year.

Philip L. Hougen Campus Ministries Scholarship

Established in honor of former ELCA Bishop Philip L. Hougen, this scholarship is awarded to a selected number of applicants from ELCA congregations who express intention to participate regularly in Grand View campus ministry. Awards range between \$500 to \$1,500 and are renewable based on maintaining a 2.0 cumulative grade point average and participation in student ministries activities.

Donor Funded Scholarships

The Financial Aid Office may determine that some students are eligible for aid provided to Grand View by individuals and organizations. The University is grateful to the donors of the following scholarship funds:

- Art Department Endowed Scholarship
- Lloyd and Ada Bock Endowed Memorial Scholarship
- Bright Foundation Scholarship
- C. Dean and Sandra Carlson Endowed Scholarship
- Carver Scholarship
- Howard Christensen Endowed Memorial Scholarship
- Helen O. Danielson Nursing Endowed Scholarship
- Danish Brotherhood in America Lodge No. 15 Scholarship
- Dorgan Trust Scholarship
- Helen L. Evans Endowed Scholarship
- Farm Bureau Financial Services Annual Scholarship
- Charles and Dorothy Fuller Endowed Scholarship
- William Randolph Hearst Foundation Endowed Scholarship
- Dorothy M. Horn Reynolds Mathematics Endowed Scholarship
- Iowa College Foundation Scholarships
- Iowa Lutheran Hospital Auxiliary Tuition Assistance Scholarship
- Iowa Scottish Rite Masonic Foundation Scholarship
- Erling N. Jensen Endowed Memorial Scholarship

- Roland and Anitra Jensen Endowed Memorial Scholarship
- Arnold and Dorothy Grunander Johnson Endowed Scholarship
- Mary Seeley Knudstrup Endowed Scholarship
- Lady-in-White Award
- Robert W. and Dorothy A. Larson Endowed Communication Scholarship
- Amy Leshner McCleary Endowed Memorial Scholarship
- Life Long Learning Endowed Scholarship
- Living History Farms Race Scholarship
- John Lord Nursing Endowed Scholarship
- Ester Madison Endowed Scholarship
- Robert T. and Helen McPherson Endowed Scholarship
- A. Jane Molden Endowed Scholarship
- Leland and Virginia Molgaard Scholarship
- The Rev. Carl O. and Edith W. Nelson Endowed Memorial Scholarship
- A. C. Nielsen Endowed Scholarship
- Anton M. Nielsen Endowed Scholarship
- Norden Singers Endowed Music Scholarship
- Paul C. Oksnee Science Scholarship
- Pioneer Hi-Bred International Scholarship
- Marvin and Roselee Pomerantz Endowed Scholarship
- Principal Financial Group Scholarship
- Reinboth RN to BSN Nursing Scholarship
- Richard and Ruth Root Scholarship
- Richard and Alice Gustafson/Ralph and Hazel Ringgenberg Memorial Scholarship
- O. E. Ryen Endowed Nursing Scholarship
- Sams Art Scholarship
- Robert M. Speed Endowed Scholarship in the Humanities
- Stelter Company Scholarship
- Stockholm Family Endowed Scholarship
- Elizabeth H. Strasser Endowed Scholarship
- Joseph Strasser Memorial Scholarship for Exceptional Students in Criminal Justice
- Alfred E. and Margaret Syring Endowed Memorial Scholarship
- Richard and Eleanor Thomsen Endowed Scholarship
- Marinus and Mathilde Thorup Endowed Memorial Scholarship
- Winifred Van Oel Endowed Nursing Scholarship
- Maude Esther White and Frances V. Colston Endowed Scholarship

- Cleo and Wilber Williamson Memorial Endowed Scholarships
- Connie Wimer Photography Scholarship
- Wirtz Nursing Achievement Award

Federal Government Grants

Federal Pell Grant

The Federal Pell Grant program is designed to provide financial assistance to eligible students. Application is made by completing the FAFSA. The Federal Pell Grant Program provides grants to full- and part-time students and may be used at any eligible college or university you attend until you complete your first baccalaureate degree. The award may vary according to the number of hours for which you are enrolled. You must be enrolled in at least 12 hours per semester to receive the full award. Awards for the 2010-2011 academic year will range up to \$5,550. Federal Pell Grant eligibility is based on need, limited to 9 scheduled awards for first-time Pell recipients starting with the 2008-2009 award year, and the funding level is approved by Congress.

Federal Supplemental Educational Opportunity Grants (SEOG)

The Federal SEOG program provides financial assistance to students who show exceptional financial need and who, normally, are eligible for high levels of Federal Pell Grants. These limited federal funds are dependent on congressional appropriations and are awarded by Grand View in varying amounts.

Academic Competitiveness Grant (ACG)

A grant based on exceptional financial need and academic achievement. The first year full-time maximum award is \$750. The second year full-time maximum award is \$1,300. To qualify a student must submit a FAFSA, be a Federal Pell Grant recipient, and have completed a rigorous secondary school program. First year students must have completed secondary school program of study after January 1, 2006. Second year students must have completed a secondary school program of study after January 1, 2006 and have a cumulative 3.0 GPA in an eligible program. A student may receive no more than one first year ACG grant and one second year ACG grant. There is not a third or fourth year ACG grant.

National Science and Mathematics Access to Retain Talent Grant (National SMART Grant)

A grant based on exceptional financial need and field of study. The maximum award is \$4,000. To qualify a student must submit a FAFSA, be a Federal Pell Grant recipient, be enrolled in an eligible major, be a third or fourth year student in a baccalaureate degree program and have a cumulative 3.0 GPA. A student may receive no more than one third year SMART grant and one fourth year SMART grant. There is not a first or second year SMART grant. In general the National SMART major fields of study are computer science, engineering, foreign language, life sciences, mathematics, physical sciences and technology.

State of Iowa Grants

Iowa Tuition Grant (ITG)

The ITG is available to qualified Iowa residents who are enrolled in at least three credit hours at a private institution in Iowa. A student may receive ITG for no more than eight full-time semesters. The ITG is based on need, and students must have a FAFSA at the federal processors by July 1 to be considered for this award. The maximum ITG is \$3,700 for the 2010-2011 academic year. You must be enrolled in at least 12 credit hours offered during the day per semester to receive the full award. In the event that available state funds are insufficient to pay the full amount of each approved grant, the Iowa College Student Aid Commission has the authority to administratively reduce the maximum award to an amount less than the statutory maximum.

Iowa Grants

Iowa Grants of up to \$1,000.00 a year will be funded by the State of Iowa and awarded by Grand View University to high-need Iowa students. Funds are extremely limited and are generally awarded to the highest-need students. You may apply by completing the FAFSA.

All Iowa Opportunity Scholarship (IOP)

The IOP is available to Iowa students who complete a FAFSA by July 1, complete an application for the Iowa College Student Aid Commission and who begins post-secondary enrollment within two academic years of graduation from high school with at least a 2.5 cumulative GPA and be enrolled in at least three hours. Priority funding is given to students who participated in a federal TRIO program or graduated from an alternative

high school. Students may receive no more than two full-time semesters or four part time semesters. The full time award in the 2010-2011 academic year is \$7,141. In the event that available state funds are insufficient to pay the full amount of each approved grant, the Iowa College Student Aid Commission has the authority to administratively reduce the maximum award to an amount less than the statutory maximum.

All Iowa Opportunity Foster Care Grant (IFOS)

The IFOS is available to Iowa students, who complete a FAFSA by July 1, complete an application for the Iowa College Student Aid Commission, have been in Iowa foster care, are at least 18 years but not greater than 23 years of age and are enrolled in at least three hours. Awards shall not exceed the full cost of attendance minus federal, state and Grand View University funding provided to the student. In the event that available state funds are insufficient to pay the full amount of each approved grant, the Iowa College Student Aid Commission has the authority to administratively reduce the maximum award to an amount less than the statutory maximum.

Outside Sources of Aid

There are also a number of outside scholarships available to students. Outside scholarships are usually awarded by corporations, civic groups and/or educational groups. You may contact businesses and organizations within your community for possible scholarship funds. In addition, you may conduct a scholarship search over the Internet. Grand View's Web Site (www.grandview.edu) contains links to several free national scholarship search databases (visit the Financial Aid Information page).

Any financial assistance that you may receive from sources not listed on your aid award, such as a scholarship from a local or private organization, vocational rehabilitation benefits, and employee tuition assistance, must be reported to the Financial Aid Office. When notifying us of an outside award, please list the name of the award or donor, the amount of the award, and whether or not the award is renewable. Financial assistance awarded through Grand View in response to your financial need is subject to change if upon receipt of other aid, your total aid exceeds your demonstrated financial need and/or direct costs. We will attempt to adjust your award in the manner that is most favorable to you while maintaining compliance with federal and state regulations.

In no case should your total gift assistance be less than the amount of gift assistance originally awarded. Outside scholarships will be credited to your billing account when the funds are received.

Work-Study Program

Grand View University's work 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 and Iowa Work-Study. Student workers must complete paperwork in the Career Center 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-study may choose to apply their paycheck toward their tuition balance. Checks are issued in the Business Office on the 10th 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 the Business Office.

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 minimum wage. The work-study award is not a guarantee of employment. Available work-study positions are posted through the Career Center. When you find a position of interest, you will need to contact the campus employer 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.

Student Loans

Federal Perkins Loan

Federal Perkins loans are made directly through Grand View University with funds provided jointly by the University and the federal government. Application is made to Grand View by filing a FAFSA. The amount of your Perkins Loan will depend upon your financial need and available funds. Repayment and 5% interest begin nine months after you cease at least half-time study. Deferments may be made available in certain situations, such as military involvement, volunteer service in a private nonprofit, Vista,

or Peace Corps-type organization. Certain cancellation provisions are available for borrowers in designated fields. The standard repayment period is based on 10 years. In the event of an economic hardship situation, a borrower may apply for deferment or forbearance. Further details can be found on the Perkins Promissory Note. Funds will not be applied to your billing account until a promissory note has been signed in the Business Office.

Federal Direct Stafford Loans

The Federal Direct Stafford Loan program allows undergraduate students to borrow low-interest loans at a fixed rate of 4.5% for Subsidized Stafford loans and 6.8% for Unsubsidized Stafford loans, effective for loans first disbursed on or after July 1, 2010 from the Federal Department of Education. To qualify for a Federal Direct Stafford Loan, you must file a FAFSA, be admitted to a degree-seeking program, be enrolled at least half-time (six credit hours per semester), and receive an award letter listing the loan.

If a Federal Direct Stafford Loan is part of your financial aid package and you wish to accept the funds, please circle the Accept on the award letter. If you wish to borrow an amount less than the amount noted on the award letter, please cross out the total and write the amount that you wish to borrow or contact the Financial Aid Office.

The Federal Direct Stafford Loan Program is administered by federal and state governments. You may be eligible to borrow up to \$5,500 per year as a first-year student, \$6,500 as a sophomore, and \$7,500 as a junior and senior. Independent students may have expanded borrowing capabilities based on cost of attendance and other financial aid received. The Federal Direct Stafford Loan Program includes both subsidized (need-based) and unsubsidized (not based on financial need) loans. Your award letter may contain either loan type or a combination of the two.

During the time you are enrolled in at least a half-time basis and six months thereafter, the federal government will pay the interest on your Subsidized Stafford Loans. Principal and interest payments begin after the six-month grace period. Unsubsidized Stafford Loans will accrue interest during the in-school grace periods. You have the option of paying the interest while you are a student or adding the interest to the principal of your loan.

In accordance with federal regulations, if you are borrowing a Federal Direct Stafford Loan for the first time at Grand View University, you must complete a master promissory note and an entrance interview prior to the release of funds. To complete

entrance, exit and master promissory note, visit www.studentloans.gov.

Federal Student Nursing Loan

A low interest (5% fixed) loan of up to \$1,000 awarded to nursing students who demonstrate financial need. To apply you must submit the FAFSA yearly by the March 1 priority deadline. A separate loan application as well as rights and responsibility will need to be completed once the loan is accepted. Repayment begins nine months after graduation or when a student ceases to attend at least half-time in the nursing program. Federal funding is limited in this program.

Additional Loan Opportunities

Federal Direct Parent Loan for Undergraduate Students (PLUS)

The PLUS loan is available to parents of dependent students. Parents may borrow the difference between the students' cost of education less financial assistance. The interest rate is a fixed rate of 7.9% on loans for which the first disbursement is made on or after July 1, 2010, with origination and federal default fees up to 3% subtracted from the loan proceeds. The loans are made by the Department of Education. Repayment begins within 60 days of the disbursement. If you are interested in this loan option, please contact the Financial Aid Office.

Alternative Loans for Students

Additional privately-funded loans from various agencies are available to students. Information and application for these loans and other similar loans are available from Grand View's Financial Aid Office.

It is Grand View's policy that students enrolled only in Grand View's accelerated programs will be considered half-time for any term in which their enrollment is at least three hours. Six credit hours are considered full-time enrollment.

Therefore, students will be eligible for federal loans for terms in which their enrollment is at least half-time (three hours). The loan for the academic year will be disbursed in equal installments at the beginning of each term. The amount of the Pell Grant will be prorated based on the weeks of actual enrollment and disbursed at the beginning of each term. Students who are enrolled in at least one regular semester course in addition to their accelerated courses are not subject to this policy.

Special Programs Veteran's Benefits

The Veterans Administration administers programs for veterans and service persons seeking assistance for education or training. If you are a veteran or a dependent of a veteran and plan to receive educational benefits, as determined by the Department of Veterans Affairs, contact the Registrar's Office well in advance of your enrollment to request certification. Grand View participates in the Yellow Ribbon Program.

Your veteran education benefits are a resource that must be reported on the financial aid award letter. When completing the FAFSA, you need not report this amount as taxable or untaxable income. You should list the expected amount you will receive as well as the number of appropriate months you will receive this assistance on your FAFSA.

Summer Aid

Students applying for summer financial aid must be admitted to a degree program at Grand View University, have filed the appropriate FAFSA, and have completed a Grand View Institutional Application for Summer Financial Aid. Students seeking financial aid through the Federal Direct Stafford and/or Federal Direct PLUS Loan Program(s) must be enrolled in at least six credit hours or at least three credit hours in a mini term. Students may be eligible for Federal Pell Grants with only three credit hours of enrollment.

Grand View has established that any courses taken during the designated summer terms will be considered a part of the previous academic year. Therefore, to be eligible for the Federal Stafford Loan and Federal Pell Grant programs during the summer terms, a student must have eligibility remaining from the previous academic year. Beginning with Summer 2010 the Federal Pell Grant may be awarded as a trailer for the previous year or a header for the upcoming year, up to a date to be determined by the Federal Department of Education; whichever is most advantageous for the student. Grand View does not award institutional financial aid for the summer term.

Satisfactory Academic Progress

Standards and Duration of Eligibility for Receiving Financial Aid

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 or disbursed.

The Satisfactory Academic Progress Standards require that students successfully complete a specific number of credit hours each academic school year 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 academic year. 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 earn two-thirds or 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. Students who do not earn two-thirds of their attempted credit hours will be granted one probationary period in which to increase their percentage of credit hours earned. Failure to achieve this standard at any point following the probationary period will result in the loss of financial aid eligibility until the student has earned two-thirds 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. Please note that only one probationary period will be given to a student for either duration of eligibility or grade-point average deficiencies.

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

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

Courses with a grade 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.

Transfer Students

Transfer credits that are accepted at Grand View University are counted toward the total attempted credits in determining satisfactory academic progress compliance.

Repeated Coursework

When students repeat a course, the most recent grade received is used in the calculation of the cumulative grade point average. The credit hours for the class will be calculated as part of a student's completion rate.

Non-credit Coursework

Non-credit coursework is not counted in the minimum credit requirement.

Evaluation Process

The Financial Aid Office will evaluate the progress of each student according to the Standards and Duration of Eligibility on an annual basis.

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 students' 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 that result in a student failing to achieve the minimum completed credit hours and/or GPA requirements are evaluated by a Financial Aid Academic Progress Committee. For questions regarding this policy or to submit written appeals, please contact the assistant financial aid director, Grand View University, 1200 Grandview Avenue, Des Moines, Iowa 50316-1599.

Consortium Agreements

Grand View University allows qualified students to take courses at other institutions while receiving financial aid from Grand View in rare instances. 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 or Registrar's Office and must be completed with students' 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.

International Study

Students who have been approved for participation in international study programs administered through an institution other than Grand View University will need to schedule an appointment with the director of financial aid at least one semester prior to the semester abroad to discuss financing options. A student may not use Grand View grants or scholarships to offset the costs of these programs. However; federal, state and outside grants and loans may be used if the student qualifies. Students must have no outstanding debts to the University in order for a study abroad agreement to be approved.

Grand View University Sponsored Trips

Financial assistance for International Learning Opportunities is available for degree-seeking Grand View students who qualify. Contact the Financial Aid Office in plenty of time to discuss your options. Procedures and application forms regarding these international study options may be obtained from the Business Office. For information about academic requirements for study abroad, see the Special Programs and Services section of this catalog, or contact the

Office of the Associate Vice-President for Academic Affairs.

Other Financial Matters

Disbursements of Aid for Non-Institutional Costs

This is applicable only if aid exceeds institutional costs. Financial aid funds in excess of institution costs will be disbursed according to federal financial aid guidelines. For more information, contact the Grand View Business Office.



Activities and Organizations

A college education involves more than earning credit in academic courses. College years should result in total development of students-intellectually, socially, emotionally, vocationally, and spiritually. Grand View University activities and organizations are designed to help students gain the most from their experience here.

Grand View offers a variety of student activities which are sponsored by student organizations. Student groups, once recognized by Viking Council Student Life Committee, may plan events and participate in student government. Student activities are coordinated by the Student Life staff and activities depend on current interests of students.

Honor Societies

Alpha Chi

Alpha Chi, a national honor society, promotes and recognizes scholarship and strong character among students in all academic divisions of colleges and universities. Membership is by invitation to all juniors and seniors full-time or part-time in the upper 10 percent of their class academically.

Students must have completed a minimum of 24 semester credits at Grand View in order to qualify for membership. As a student organization, the Iowa Theta Chapter of Alpha Chi exists to promote academic excellence and the love of learning among its members within the university and the community.

Alpha Mu Gamma

Alpha Mu Gamma honors students for outstanding achievement during their first year of foreign language study.

Students may be admitted at any stage of their college career. Applicants must have an A in one foreign language course, no lower than a B in a second language course, and have at least a B average in all other coursework.

Alpha Psi Omega

Alpha Psi Omega is a national honorary fraternity founded to recognize student achievement in college theater. To be eligible for membership, students must meet the national criteria for participation in acting, directing, and technical theater.

Alpha Sigma Lambda

Alpha Sigma Lambda National Honor Society is a nonprofit organization devoted to the advancement of scholarship and to the

recognition of nontraditional students continuing their higher education.

Potential inductees must be matriculated and have a minimum of 24 graded semester hours at Grand View University. Members may be part-time or full-time students with a minimum grade point average of 3.5 on a 4.0 scale.

Beta Beta Beta

Tri Beta is an honor society for students dedicated to improving the understanding and appreciation of biology. The Gamma Eta Chapter of Grand View University gives students the opportunity to take part in local and national activities. Regular membership is based on academic achievement in biology, but other interested students, who are not majors, can qualify for associate membership.

Phi Eta Sigma

Membership in Phi Eta Sigma, a national academic honor society, is extended to freshmen students who have excelled in their class work. Any full-time student, with no previous college course work or fewer than 20 transfer hours and a 3.50 GPA average for the first or first two semesters of full-time enrollment, is eligible.

Sigma Tau Delta

An international honor society recognizing excellence in English studies, Sigma Tau Delta accepts for membership college juniors and seniors with superior academic achievement. To qualify for initiation into the academic honor society, members must rank within the top 35% of their class, have a minimum English studies GPA of 3.0, and declare English as their major or minor course of study.

Sigma Theta Tau International Honor Society of Nursing

Zeta Chi, Chapter-At-Large, is a joint chapter of Mercy College of Health Sciences and Grand View University. The purposes of Zeta Chi are to encourage and recognize superior achievement and leadership qualities, to foster high professional standards, and to strengthen commitment to the ideals and purposes of the profession.

Membership is an honor conferred on nominated juniors and seniors. Criteria for eligibility are completion of NURS 302, a minimum GPA of 3.0, upper 35% of nursing class, and demonstration of superior achievement in academic status, leadership, and professionalism.

Graduates of baccalaureate programs demonstrating excellence in leadership

positions in nursing also are eligible for membership consideration.

Theta Alpha Kappa

Theta Alpha Kappa is a national honor society for professors and students of Religious Studies/Theology. Its primary purpose is to further the study of Religious Studies and Theology at the undergraduate and graduate levels. Its title embraces the three areas of primary concern to students of Religion: God, Humanity, Community. Students may become eligible for membership in TAK by meeting the following requirements and any others determined by the local chapter: 1. completion of a minimum of two semesters at the institution where the inducting chapter is located; 2. completion of a minimum of 12 credits in Religious Studies/Theology; 3. a grade point average of at least 3.5 (or B+) in Religious Studies/Theology and a cumulative index of 3.0 (or B); and 4. standing in the upper 35 percent of his or her class in scholarship. All members participate in the work and in the direction of the society.

Clubs and Organizations

Art Club

The Art Club, open to all students, promotes a greater appreciation of art through various projects and student art exhibitions.

Athletics

Grand View University offers intercollegiate and intramural athletic programs for both men and women. Physical development and fitness are integral parts of the University's educational program.

The intercollegiate program for men consists of basketball, baseball, bowling, cross country, golf, soccer, football, wrestling, and track and field. The women's intercollegiate program includes basketball, bowling, competitive dance, cross country, golf, soccer, softball, track and field, and volleyball.

The Student Life Office sponsors an intramural program which, depending upon student interest, may include flag football, basketball, volleyball, soccer, golf, badminton, table tennis, and bowling.

Campus Crusade for Christ

Campus Crusade for Christ is an interdenominational organization committed to helping students grow in their faith and challenging them to become Christ centered in all their endeavors. With Scripture as our foundation to our lives, we seek to give God honor and glory and praise. Everyone is welcome.

Campus Fellowship

Campus Fellowship provides Christian fellowship for students at Grand View University. Campus Fellowship is dedicated to providing opportunities for students to interact with other students of the same faith and to serving the University by actively participating in campus life and being a resource of assistance where needed or called upon.

Campus Ministry

Campus Ministry provides Christian worship, study, fellowship, and service to the Grand View Community. Campus Ministry fosters a climate of hospitality to all people, regardless of faith tradition, and intentionally seeks to collaborate with other clubs and organizations in service to God and others.

Communication Club

Grand View University's Communication Club allows all students to experience the world of communications through guest speakers, tours and related activities. The Communication Club also gives students the opportunity to attend national conventions and take trips to major media markets.

Des Moines Plus

Des Moines Plus connects Grand View University students to Des Moines to maximize the cultural, entertainment, and educational opportunities available in the metro area. Des Moines Plus provides opportunities for students to experience the added value of living in Des Moines.

Diversity Alliance

The Diversity Alliance organizes many events to promote campus cooperation and understanding, including:

- Bi-weekly meetings
- Cultural awareness projects
- Multicultural Visit Day
- Martin Luther King, Jr. Day Program
- Leadership conferences
- Cultural sharing programs through volunteer work
- Campus speakers
- Campus newsletter
- Multicultural Fair

Education Club

The Education Club is open to any student interested in becoming a teacher. Members also may join ISEA/NEA Student Program. Students are able to explore teaching as a career through speakers and educational events. A wide range of professional, service and social events are held to complement and enhance classroom learning experiences.

Logos Club

The Logos Club is open to current and past members of the Logos Program. Students in the Logos Club meet to further the development of the relationships formed throughout the Logos journey, to continue the Logos learning experience outside of the classroom, and to provide continued contact with the Logos community for those who have completed the Logos journey.

Grand View University Choir

The Grand View University Choir is open to all students by audition. It rehearses four days per week with a fifth class period devoted to developing and improving sight-singing skills. Choir members receive course credit and may apply for Choral Scholarships. The Choir performs for University and community events, assists in the leadership of worship, and tours during Spring Break each year.

Grand View University Kantorei

The Kantorei is a small ensemble selected by the director from students involved in the Choir. Kantorei performs works suited to a small number of voices and sings regularly for University chapel services. Selection is based on a combination of factors, including sight-singing ability, voice quality, blend with other voices in Kantorei, number and voice part of positions open.

Grand View University Instrumental Ensemble

The Grand View University Instrumental Ensemble is open to all students by audition. It rehearses Mondays and Wednesdays at 4:00 pm in the Student Center. It performs for various campus and church events.

Grand View Council on International Relations (GCIR)

GCIR provides international students with orientation, mentorship, and transitional processes at Grand View University. GCIR promotes international understanding and relations at Grand View and the community at large. GCIR embraces and fosters global culture at the university and promotes international exchange and/or study abroad programs.

Grand Views

The Grand Views, the weekly student newspaper, records the events of the year and is a means of expressing student opinion. Students taking courses in journalism,

photography, or design, as well as any other interested students, work on the publication.

History Club

The purpose of the History Club is to promote community of students who wish to further their historical understanding, raise historical consciousness on campus, and use lessons of the past to enhance the future.

Math and Computer Science Club

The club goal is to encourage students with interest in mathematics and computer science topics to pursue academic advancement and field-related opportunities in the University and around the community. Membership is open to all Grand View University faculty, students and staff. Four official club officers are elected by voting members of the club, and in addition to the two faculty advisors, comprise the executive board (E-board).

Nursing Student Association

The Grand View University Nursing Student Association (GV-NSA) is open to all students enrolled in the nursing and pre-nursing programs. Its purpose is to prepare nurses for active participation in the ongoing affairs of nursing and in charting its future direction.

The GV-NSA fosters the formation of leadership skills and cultivates attitudes that result in a commitment to the challenges which nursing faces. The GV-NSA sponsors social and professional events throughout the school year.

Phi Beta Lambda

The purpose of the Grand View Phi Beta Lambda chapter is to provide Grand View students with opportunities for advancement through business-oriented campus and community outreach. Phi Beta Lambda is an integral part of the instructional program and, in addition, promotes a sense of civic and personal responsibility.

Political Science Club

The Political Science Club is a nonpartisan organization and promotes student awareness of and participation in politics and the political process through various student sponsored activities. The club is open to students from all majors and political backgrounds.

P.R.I.D.E.

P.R.I.D.E. (People Respecting Individual Differences Everywhere) provides students at Grand View University with an engaging and safe learning atmosphere. We seek to educate students and faculty about what it means to be

gay, lesbian, bisexual, or transgender. We hold a nonjudgmental view of one's sexual orientation. We want to serve the community at large as well as our school community. We celebrate and support each other individually. We seek to teach acceptance so that future generations are not afraid to speak out about or live their sexual orientations.

Psychology Club

The Psychology Club exists to promote interest in the study and application of human service skills through campus activities, to promote an understanding of the human services population through community-based organizations (internships) and to serve the Greater Des Moines area by providing direct volunteer services. Membership is open to all students.

Science/Environment Club

The Science/Environment Club is open to any students with an interest in science or the environment. Members meet in an informal atmosphere and plan events, such as speakers and tours of various hospitals, research facilities, and commercial laboratories. These events benefit the members by offering differing opinions on a variety of scientific topics.

Spanish Club

The Spanish Club focuses on practicing Spanish and participating in community and cultural activities. Students feel comfortable no matter what the level of Spanish they have. Currently there are no dues, just voluntary donations for the various activities. There is room for all to participate and brainstorm.

We are excited about many new community activities such as the Day of the Dead display at the Art Center, Share What You Wear, a game night, movie times and more. Join the fun and practice your Spanish!

Viking Volunteers

Viking Volunteers is open to all students that would like to serve in the community. Student involved in Viking Volunteers coordinate service projects on Grand View's campus as well as in the Des Moines community. Viking Volunteers meet on a weekly basis.

Forming New Campus Groups

Periodically a new student organization will wish to gain formal recognition by the University. To promote orderly development of the group and to ensure some measure of permanence within the University's student

life, a procedure for obtaining University recognition has been developed.

Persons forming the organization must present to the Viking Council a simple constitution, a roster of members, the name of at least one faculty or staff sponsor, and a short statement of purpose. It is expected that the group's purposes and operating methods will be in accord with those of the University. When the group has been judged to be sustaining in membership and programs, it will be presented to the vice president for student affairs for final approval, the last step in becoming a recognized student organization.

Student Leadership Positions

Advancement Leadership Team

The Advancement Leadership Team will assist with all aspects of Advancement by positively representing Grand View University and cultivating relationships with current students, faculty, staff, alumni and various community leaders.

Campus Ministry Leadership Team

The Campus Ministry Leadership Team serves the spiritual needs of the Grand View community through worship, study, fellowship, and service. Fostering a climate of hospitality by welcoming all, regardless of faith tradition, the CMLT strives to bear witness to God's grace by creating opportunities to engage with the word of God, equip for spiritual growth, serve society, and empower living faith in ways that are meaningful and life-giving.

Multicultural Student Ambassadors

Multicultural Student Ambassadors assist with all aspects of the Multicultural & Community Outreach Department by providing leadership with multicultural events, conferences, and activities of Grand View University.

Residence Hall Association

Residence Hall Association is the governing body for the residence halls and campus houses. It offers an excellent opportunity for on-campus residents interested in influencing campus housing policy and/or planning social, cultural, athletic, and educational activities to get involved.

Residence Life Assistants

Resident Life Assistants provide a safe and supportive environment within the residence halls that is conducive to academic achievement and personal growth. They do

this through a variety of administrative tasks, educational programming, and serving as role models.

Student Activities Council

The Student Activities Council develops and schedules campus-wide programs and activities and promotes special programs such as the Fall Picnic, Homecoming, movie nights, and dances. The following positions are available:

Student Leadership Team

The Student Leadership Team provides input and planning for campus leadership activities, and enthusiastically promotes leadership development on campus. Team members help to facilitate training and communication among student leaders as a whole, and promote a healthy student leader community.

Team GV

Team GV participants represent Grand View University as speakers at campus visit events, including Viking Visit Days, Action Days, Scholarship Days, Iowa Private College Week, online chats, and other recruiting activities. Team GV students highlight their own Grand View activities, particularly campus leadership responsibilities and internships, and answer questions from future students and their families. They also provide campus tours at events and for daily individual visits.

Tele-Counselors & Tele-Counselor Supervisor

Tele-counselors work for the Admissions Office and they contact prospective students via telephone or e-mail for the purposes of educating and recruiting potential students to Grand View University. Tele-counselors are often a prospective student's first contact with the University and an integral part in the marketing and representation of Grand View University.

Tutor Coordinator Assistant

The Tutor Coordinator Assistant provides support with recruitment, administrative functions and mentoring for newly hired GV tutors who provide tutoring services to Grand View students through the Office of Academic Enrichment. The Tutor Coordinator Assistant also collaborates with faculty, staff, and peers to promote campus-wide initiatives such as study socials.

View Crew

The View Crew & View Crew Coordinator assist the Student Life Office as student representatives for the college. They are responsible for developing and implementing the orientation programs as well as assisting new students with their transition to Grand View University.

Viking Brigade Support Leaders

Viking Brigade Support Leaders will assist the Viking Brigade Coordinator in preparing, organizing and carrying out promotional activities and events that raise student involvement and support of campus athletics and activities.

Viking Council

Viking Council is the official student government of Grand View University. The student body elects the President and Vice President who then select their Executive Board. The Viking Council provides a democratic procedure for serving students and promoting their general welfare and involvement in and outside the classroom.

Viking Volunteer Coordinator

The Viking Volunteer Coordinator assists the advisor to Viking Volunteers with soliciting, organizing, and promoting local volunteer opportunities.

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, Financial Aid, Food Service, International Student Services, New Student Programs, Multicultural and Community Outreach, Personal Counseling, Student Involvement, Residential Life, Services for Students with Special Needs, Student Employment, Tutoring, and Writing Lab.

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.

Student Responsibilities

1. Schedule and participate in two advising appointments per semester.
2. Come prepared to each appointment with questions or material for discussion.
3. Learn how to access information on intranet 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 an educational plan in consultation with advisor.
6. Make final decisions about own academic life and be actively responsible for academic career.
7. Seek resources that promote academic success and assist in making academic and career decisions.

Advisor Responsibilities

1. Keep regular office hours and be available to meet with students.
2. Meet with advisees at least twice during each semester.
3. Provide information about, and assist students with, understanding University policies, regulations, programs, and procedures.
4. Offer advice on selecting courses and assist students in developing an educational plan that satisfies degree requirements.
5. Assist students in developing an educational plan that is consistent with each student's abilities and interests (course loads, academic background, program demands, life commitments, etc.).
6. Listen responsively and refer students to appropriate support services within the University.
7. Discuss students' academic performance and the implications of their performance for the undergraduate program the student desires to pursue.
8. Monitor student progress toward educational and career goals.
9. Respect the student's right to privacy of educational records.
10. Encourage students to assume responsibility for own decisions and actions related to their academic progression and graduation.

The advisor must approve the proposed course schedule for each semester and any changes in registration.

Students entering the University as freshmen are assigned a freshman advisor for the freshman year. Freshman advisors are skilled at mentoring freshmen and promoting their academic success.

All students are assigned an academic advisor by the Director of Academic Advising.

If students believe they can work more effectively with a different advisor or want to change their advisor, they may request a change through the Director of Academic Advising.

Campus Ministry

Campus Ministry at Grand View University is a word and sacrament ministry of the Church. The programs, retreats, social events, worship, teaching, and counseling are directed toward meeting the faith and doubt questions and experiences of those living, learning, teaching, and working in the setting of higher education. This ministry is open to all people, believers, nonbelievers and questioners, in the hope that, as the questions and experiences of life are raised and discussed, the Gospel of God will be affirmed as both means of grace and challenge to social action.

Weekly Chapel services are held on Tuesdays at 11:00 a.m. in Luther Memorial Church.

The Career Center

A full range of career planning, internship, and job search services and resources are available to Grand View students. The Career Center provides students assistance to decide on, plan, develop, and enter careers. Personal advising, testing, and occupational materials are available to assist students at various stages of career development and in the preparation for further graduate or professional study. Located in the Student Center, The Career Center includes a library of employer directories, corporate recruiting information, graduate school catalogues, and "how-to" books.

The Career Center job search services are designed to assist students to prepare for and engage in a systematic job search. Full-time career opportunities, as well as part-time and summer job listings, are available in The Career Center, as are listings of on-campus work-study jobs. Seniors will be particularly interested in job search preparation workshops, candidate referrals to employers, resume and letter writing assistance.

An important function of The Career Center is to administer on-campus interviews and facilitate select Interview Day

opportunities through the Iowa College Recruiting Network for graduating seniors. A representative sample of those employers recruiting on campus in the past includes: Archer Daniels Midland, The Principal Financial Group, State Farm Insurance, Pella Corporation, Ernst & Young, KPMG, Wells Fargo Financial, Allied Insurance, Iowa Auditor's Office, and Von Maur. The Career Center services are also open to alumni.

Internships are an integral component of the academic program at Grand View. Students are strongly encouraged to begin planning their internships during their junior year. Internship positions are available online at myview.grandview.edu and job opportunities are posted on the Career Center's Web page at www.grandview.edu.

Food Services

Grand View's dining, provided by Sodexo Campus Services, offers several convenient options at any one of our three restaurant location on campus.

Knudsen Dining Hall 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.

Knudsen offers "all you care to eat" at all meals.

Jensen Hall on the West end of campus offers a tasty variety of fresh pizza and made to order pasta dishes Monday through Friday for lunch, and Monday and Wednesday for dinner. You can enjoy your favorite Italian dishes and bread sticks as well as a fresh salad bar.

Stacks Deli is centrally located in the Student Center. Stacks features made-to-order subs, Panini's, wraps & toaster sandwiches five days a week. "Simply to go" salads and yogurts are made fresh daily for your grab and go needs. You can also get a hot breakfast made while you wait! Stacks Deli also offers a wide variety of retail items for your convenience.

Residential students have a choice of meal plans as part of their room and board agreements, while non-residential students have the options of selecting a plan. Students living in the residence halls can choose from the 20 meal plan, Block 155 meal plan or the 15 meal plan. Upper class students residing in the apartments can choose between the Declining Cash Balance (DCB) plan, 10, 15, 20 or the Block 155 meal plans. Commuter students can purchase any plan or the commuter meal plan.

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

Campus Health

Campus Health at Grand View University provides a variety of health care services to the University community. Located in the Johnson Wellness Center, Campus Health is open Monday through Friday from 10 a.m.-3 p.m. during the academic year. Campus Health is staffed by a nurse practitioner from Iowa Health System.

Services include primary care for most general health needs and referrals are made as needed. Campus Health is also very involved in health education and wellness promotion. The goal of Campus Health is to help students maintain and maximize their health and well-being through health education, counseling, and use of the Campus Health.

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.

Learning Communities

At Grand View University, all first-year students are enrolled in a learning community in their first semester. Students will take their New Student Seminar along with one or two other courses that fulfill core or major requirements with the same group of students. The learning communities are designed to assist new students with a successful transition between high school and college, help them connect with other students, understand the interdisciplinary nature of learning, and develop supportive relationships with their advisor and professors.

Multicultural and Community Outreach

Multicultural and Community Outreach provides programming, information and resources in the areas of diversity and community services. Students have the opportunity to become involved in a variety of projects and activities. Multicultural and Community Outreach provides opportunities to learn about, and celebrate, the diversity of our campus and community. Activities include Awareness Months, the Multicultural Fair, and the Martin Luther King Day celebration. Students are also encouraged to become involved in the Diversity Alliance that meets twice each month.

New Student Days

New Student Days take place three days before classes begin in the Fall Semester. New students are expected to participate in New Student Days. New students will sign the code of integrity at the opening convocation, meet in small groups with student leaders, meet in their learning community with their advisor and learn about ways to get involved in campus life.

In addition, an evening Orientation program is offered for new adult and transfer students prior to each semester.

Parking

Students wishing to park motor vehicles in university student parking lots must register vehicles. Registration stickers must be displayed on all vehicles. 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 students' financial obligation to the University. For further details, please consult the section on Parking Regulations online in the Student Parking Brochure and in the Student Handbook.

Pastoral Care and Conversation

One way in which a church-related liberal arts university can address the entire community is through pastoral care, nurturing, and conversation. All of these are available at Grand View University through campus pastors. Members of the community who need to talk about their faith and doubt issues, relationships, grades, loneliness, joys, and sorrows have the opportunity to speak openly and confidentially to the campus pastors and associates.

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.

Residence Life

Grand View University provides an on-campus living experience for approximately 600 students. The housing accommodations at Grand View all include high-speed internet access, cable television, coin-operated laundry and personal land line telephone service within each living area. 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 baths. 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 15 meals per week.

The Langrock Suites are a sophomore / junior level housing unit that provides 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 are designed as two

bedroom, one bathroom units with a common living space. The bedrooms each house two or three residents. Students get to experience both the smaller, four person communities and the larger, building communities within the Langrock Suites. Sophomore level students are required to have a minimum meal plan of 15 meals per week and junior level students are required to have a minimum meal plan of 10 meals per week.

Jensen Hall offers a "super single" option for upper division students. Jensen Hall is a unique building that enables students to have personal bedrooms equipped with air conditioning and a sink. Community bathrooms are shared by approximately four people. In Jensen Hall, each room is unique and adds great character to every person's experience. Students living in Jensen Hall are required to have a minimum of 10 meals per week.

The Student Apartments house upper division students who live in 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 two bathrooms are located within each unit. Each resident gets their own bedroom. Due to the fully furnished kitchen areas, residents in the Student Apartments are not required to have a meal plan.

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 in Residence Hall Association and student activities.
5. Convenient dining hall locations with a variety of meal plans.

Housing contracts are available in the Student Life Office. 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 two years. Students under the age of 21 who desire to live off campus prior to their third year of college 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 been in college for two years or more (not including summers).
- Student is a veteran of two years active military service.
- Student is 21 years old prior to the first day of class.
- Student has lived in the residence halls for four complete semesters (excluding summer).
- Student has dependent children living with them.
- Student will commute daily from the permanent home of their parents 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.

Services for Qualified Individuals with Disabilities

Grand View University endorses provision of reasonable accommodations for qualified individuals with disabilities in all educational programs, activities, services, and practices. It is the responsibility of the qualified individual with disability to disclose information regarding the nature and extent of the disability to the Director of Academic Enrichment and Disability Coordinator, in the Academic and Career Center. The Director of Academic Enrichment and Disability Coordinator will assist the qualified individual in identifying potential accommodations based upon the qualified individual's needs, preferences, and available resources. Every effort will be made to provide the qualified individual with requested accommodations, although the University can not guarantee that a qualified individual will automatically receive his or her first choice of accommodations. Grand View will work with the qualified individual to finalize in a timely manner the most appropriate, readily achievable, and satisfactory accommodations.

Student Employment

The Financial Aid Office, the Career Center and the Business Office administer the on-campus employment program. Student eligibility for the University Work Study Program is determined by the Financial Aid Office. The Career Center assists students in identifying part-time employment opportunities on campus and in the

community. The Business Office processes payroll and distributes paychecks to students.

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.

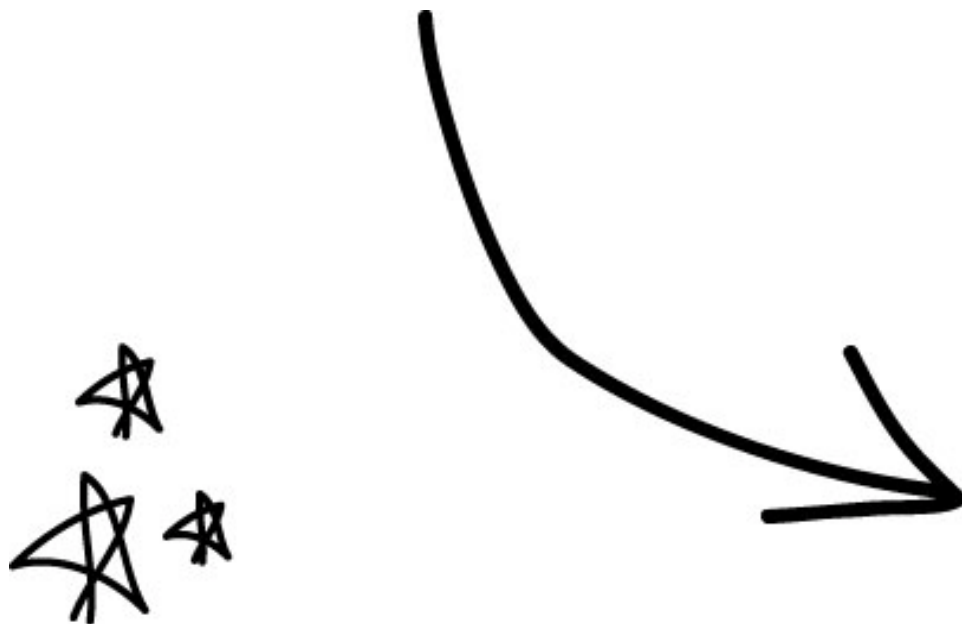
University policies on student life are presented in the Student Handbook, which is available online at www.grandview.edu. Specific expectations of students are explained in this publication.

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.

Summer Registration

Students enrolling in Grand View University as freshmen are expected to participate in one of four Summer Registration Days. Meeting their academic advisor, registering for classes, learning about campus resources, and hearing about ways to get involved at Grand View prepare students for their first semester.

Academic Information



Student Classification and Registration Status

Classification of 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 College for Professional and Adult Learning 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.

Academic Load

Normal load is considered 12-18 semester hours. Those enrolled for fewer than 12 hours are considered part-time students. Students may not register for more than 18 semester hours unless special permission is granted by the provost and vice president for academic affairs (or designee) and the advisor. An additional fee will be charged for a class load totaling more than 18 semester hours.

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 instructors' 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.

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% of the semester, 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 course schedule for each academic 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. 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.

4. Active Military Service Withdrawal

If called to active duty, a student should contact the VA Certifying Official in the Registrar's Office to complete a withdrawal form unless the student cannot provide notice because the mission is classified. Verification of military deployment should be submitted with the completed withdrawal form.

If the student is called to active duty before the mid-point of a term, the University will withdraw them from all courses and refund their tuition.

If the student is called to active military service at the mid-point of the term or later, the student may remain enrolled in their courses and will be assigned an I grade (Incomplete) for each course in which they are

enrolled. In such a case, no adjustment of tuition charges 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 grade becoming an F grade.

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

5. 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.

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

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 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.

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 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.

Grading and Academic Progress

Permanent Grades

There are five permanent grades that indicate the quality of students' work in a course. Four of these indicate successful completion of the course: A (highest), B, C, and D (lowest). The fifth, 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 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 students, will decide the amount of time allowed to complete 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 students' transcripts when an incomplete is granted. This symbol is removed from the students' 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 B	3 grade points
Each credit hour of C	2 grade points
Each credit hour of D	1 grade points
Each credit hour of F	0 grade points

The symbols I (incomplete), W (withdraw), Z (audited), 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 a grade of P.

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.

Full-Time Students

Full-time students are those enrolled in 12 semester hours of credit or more during any regular term (fall, spring or summer).

Students enrolled in the College for Professional and Adult Learning accelerated classes will be considered full-time for any session in which their enrollment is at least six hours and half-time for any session in which their enrollment is three to five hours.

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 academic 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 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 better; work equivalent to a D or F grade will receive an F grade.

The pass/fail option is not open to freshmen. 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 a 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 Low Grade Notification

Grand View University provides mid-term low grade notification for semester long classes to alert students to poor academic performance in time for them to take corrective measures. Instructors are encouraged to identify students who are performing at the D and F levels. These deficiencies are reported to the students so they can seek special help from instructors and academic advisors.

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 on line 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 grade earned in a repeated course shall replace the earlier grade in the cumulative grade point average with an indication on the transcript 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. The grade received for each course retaken at Grand View will appear on the transcript, replacing the original grade in computing the cumulative grade point average. All course titles, credits attempted, and grades earned will be listed on the transcript.

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 taken at another institution, it

is the student's responsibility to request that the registrar replace the earlier grade with the new grade.

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

Repeatable Courses

Courses may be repeated for credit if the catalog course description specifies that the course is repeatable.

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.

Penalties for Grade Point Deficiencies

Academic Probation

Students, both full-time and part-time, will be placed on Academic Probation if they fail to attain the minimum cumulative grade point averages necessary to be in Good Academic Standing, or 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.

Students on Academic Probation will be limited to a course load of 12 semester hours. It is the students' responsibility to contact their advisors so that their course loads can be adjusted to the 12 hour limit. Students on

Academic Probation may lose financial aid and intercollegiate athletic eligibility.

If students do not earn a 2.00 grade point average for all hours attempted during a probationary semester, their continued enrollment at Grand View University will be subject to review by the Academic Advising and Progression Committee. This review could lead to either Academic Suspension or admission to an additional probationary semester.

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.

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 Academic Advising and Progression Committee.

Students placed on Academic Probation may appeal the decision before the Academic Advising and Progression Committee. The appeal process must conclude prior to the end of the first week of the semester or summer term following notification of probationary status. Appeals must be submitted in writing to the chairperson of that committee. A form is available in the office of the provost and vice president for academic affairs or online.

Academic Suspension

The Academic Advising and Progression Committee places students on Academic Suspension when one of the following occurs:

1. Students with fewer than 90 credit hours fail to earn a 2.00 GPA during a probationary semester and fail to merit consideration for continued probation from the Academic Advising and Progression Committee.
2. Students with 90 or more hours (senior status) do not attain the minimum GPA required for Good Academic Standing.
3. Full-time, first-semester freshmen or transfer students obtain a 0.00 GPA.
4. 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 Academic Advising and Progression 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 Academic Advising and Progression 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. They may enroll for a maximum of 12 hours of courses during each probationary semester. 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 Academic Advising and Progression 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.

Code of Student Conduct Sanctions

The following actions/behaviors shall constitute violations of the Student Code of

Conduct and will subject any student committing a violation to disciplinary sanctions including separation from the University or any lesser sanction authorized by the Code:

1. 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 alikes), sexual harassment, violence, and computer usage, and those rules and regulations duly established and promulgated by other University departments (e.g., Residence Life, Dining Services, Campus Security, Library, etc.).
2. 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 the University and/or the pursuit of its objectives.
3. Conduct on the Grand View campus constituting a sexual offense, whether forcible or non-forcible, such as rape, sexual assault, or sexual harassment.
4. Physical abuse of any person, or conduct intended to threaten imminent bodily harm or to endanger the health or safety of any person on the Grand View campus.
5. Engaging in 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, or obscene.
6. Hazing, or conspiracy to engage in hazing, which includes any method of initiation into a student organization or living group, or any pastime or amusement engaged in with respect to such an organization or living group, that causes, or is likely to cause, bodily danger or physical harm, serious mental or emotional harm, humiliation by ritual act, sleep deprivation, or other associated conduct, to any student or other person attending the University. Consent is no defense to hazing. Hazing does not include customary athletic events or similar contests or competition.
7. Conduct that intentionally and substantially obstructs or disrupts teaching or freedom of movement or other lawful activities on the Grand View campus and which is not constitutionally and/or legally protected.
8. 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 the University campus and its facilities.
9. Theft, vandalism, damage, destruction or unauthorized use of property of the University or a member of the University community, such as faculty, staff, students, contractors, or visitors.
 10. Unauthorized posting/placing of notices, posters, signs, handbills, etc., anywhere on University premises without proper authorization.
 11. Weapon possession or use. Grand View has zero tolerance for weapons on campus. 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 on the University campus, or the brandishing of any object in a threatening manner on University premises. (Legal defense sprays are not covered by this section.)
 12. Arson, creation of a fire hazard, or possession or use, without proper authorization, of inflammable materials or hazardous substances on University property.
 13. Committing acts which endanger the property of the University, including, but not limited to, altering or misusing any firefighting equipment, safety equipment, or emergency device.
 14. Making false reports of a fire, bomb threat, or other dangerous condition; failing to report a fire, or interfering with the response of University or municipal officials to emergency calls.
 15. Failing to comply with the directions of, or obstructing University officials acting in the performance of their duties and/or failing to positively identify oneself to a University official when requested to do so. The preferred form of identification shall be a current, valid Grand View University identification card.
 16. Dishonesty, including but not limited to forgery, changing or misuse of University documents, records of identification, misrepresentation, cheating, plagiarism, aiding or abetting cheating or plagiarism, knowingly furnishing false information to the University or tampering with the election of any University-recognized student organization.
 17. Gambling, except as expressly permitted by law, on 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.
 18. Malicious damage to or malicious misuse of University property, or the property of any person where such property is located on the University campus.
 19. Parading or marching on streets, roadways, or property of the University without the advance approval of the Vice President for Student Affairs or designee, and the Director of Buildings and Grounds or designee.
 20. Misuse of or assisting another to misuse, another person's identity, password, identification number, University identification card or any other means of identification.
 21. 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.
 22. Judicial system abuse, including but not limited to: failure to set up and/or attend an appointment when directed by a 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).
 23. Aiding and abetting, or inciting another person in committing an act that violates the Code of Student Conduct.
 24. Falsely reporting a violation of the Student Code of Conduct.

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 or better 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.

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.

The editors and business managers of the Grand Views must have a cumulative grade point average of at least 2.0 and must be doing satisfactory work in all courses at the time of appointment.

In addition, the editors of Grand Views must have earned at least a B in Freshman English.

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 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

Regular attendance at classes is expected of all students. There is no system of allowed absences or class cuts. Special attendance regulations are the responsibility of each faculty member, who will announce the policy to the students at the beginning of each course.

Students incurring absences due to participation in off-campus experiences and trips approved by the provost and vice president for academic affairs have the responsibility of clearing such absences with faculty whose classes they will miss and arranging for any make-up work prior to being absent. Because approved trips are considered to be supportive of the total University program, faculty are strongly encouraged to allow students to make up work that has been missed. Final permission to make up work because of absence for ANY reason rests with the individual faculty member.

Even though the attendance policy is up to the discretion of each faculty member, 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 myView that requested schedule changes have been made. Registrants who do not attend a single class during the first week of a 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.

Student Complaints and Grievances

Student Complaints

A student complaint is limited: 1) to a dispute or difference regarding the interpretation or 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 Head of the Division of Nursing). Students who wish to appeal a previously made decision must submit a Letter of Intent to File a Grievance to the Head of the Division of Nursing within 14 days after the incident. The student must subsequently complete a Statement of Grievance within 48 hours after the Letter of Intent is received in the Division Head's office.

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 extenuating circumstances, as well as how the student plans to improve his/her academic status in future semesters. Any supporting documentation the student can provide, such 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 need

more than four years to graduate 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 and 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.

*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.

The 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" is earned cannot be counted toward the 12 hour minimum. In addition, the following courses cannot be counted toward the 12 hour minimum: ENGL 100, LIBL 100, and MATH 100, 110. 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.

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 at Grand View may petition the provost and vice president for academic affairs for membership in the Grand View University Honor Society.

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.

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.

General Education Core

Grand View University has adopted a competency-based General Education Core. Requirements for the core are defined in student learning goals or outcomes identified in bold print and accompanied by a listing of courses or activities that will enable students to achieve a measurable level of competency in each goal area.

Associate Degree

This degree is designed to ignite curiosity, provide necessary skills, and prepare students for a lifetime of learning. Throughout the core experience, students are challenged with tasks which exercise their skill in writing, information processing, and critical thinking. Students earning an Associate Degree from Grand View University should be able to demonstrate the following:

Proficiency in writing (0-3 semester credits)

ENGL 101 First Year Composition (3)
Graduates of Grand View University must demonstrate proficiency in the English language. All students, including those transferring to Grand View and international students, must satisfy this requirement by earning a grade of C or better in ENGL 101 or in a course equivalent to ENGL 101.

Students who earn a grade of D in ENGL 101 or in a course equivalent to ENGL 101 will not have satisfied the Grand View University Proficiency in Writing requirement. These students must:

1. (Re)Take ENGL 101 or a comparable course at another accredited college or

university based in the United States and earn a grade of C or better, or

2. Successfully demonstrate University English Proficiency through completion of a portfolio.

Grand View students who have not satisfied the English proficiency requirement will not be allowed to enroll in 300- or 400-level courses. Transfer students who have not completed the English proficiency requirement will be allowed to enroll in 300- or 400-level courses only during their first session at Grand View University. After that session, they may not enroll in upper division courses until they have satisfied the proficiency requirement.

The skills to read and carry out critical analysis of literary texts (3 semester credits)

ENGL 111	Interpretation of Literature	3
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Proficiency in communicating orally (3 semester credits)

SPCH 101	Introduction to Speech Communication	3
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Proficiency in mathematical reasoning and an ability to apply methods of quantification (0-3 semester credits)

All graduates of Grand View University must demonstrate proficiency in mathematics by successfully completing the Department of Mathematics' Proficiency Examination or by successful completion of MATH 111, MATH 114, MATH 116 or a higher level Mathematics course except MATH 145. A student who transfers to Grand View University, including those who have earned an Associate in Arts degree, must earn a grade of C or higher in courses equivalent to MATH 111, MATH 114, MATH 116 or a higher level Mathematics course except MATH 145 to meet the proficiency requirement.

Growth in understanding and development of behaviors that foster mental and physical fitness (1-3 semester credits)

BIOL 140	Nutrition for Everyday Living	3
OR		
HPED 188	Personal and Community Health	3
OR		
HPED 200	Fitness and Well Being	1
OR		

HPED 205	Lifetime Fitness and Wellness	3
OR		
NURS 110	Nurturing Well-Being	2

Critical thinking skills as evidenced by the ability to identify, appreciate, and challenge underlying assumptions and to contemplate alternative perspectives

To be addressed by all courses in the General Education Core

Baccalaureate Degree

The General Education Core at Grand View University serves to help students broaden perspectives; see connections; and develop in mind, body, and spirit. It is an intellectual encounter which affirms Christian faith and ethics as a vision for life, spans the undergraduate years, and gives unity and wholeness to the educational experience. 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 skill in writing, information processing, and critical thinking. Baccalaureate graduates of Grand View University should be able to demonstrate:

TIER I - BASIC SKILLS

Proficiency in writing (0-3 semester credits)

ENGL 101	First Year Composition	3
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Graduates of Grand View University must demonstrate proficiency in the English language. All students, including those transferring to Grand View, students holding an Associate in Arts degree from an accredited institution of higher education, and international students must satisfy this requirement by earning a grade of C or better in ENGL 101 or in a course equivalent to ENGL 101.

Students who earn a grade of D in ENGL 101 or in a course equivalent to ENGL 101 will not have satisfied the Grand View University Proficiency in Writing requirement. These students must:

1. (Re)Take ENGL 101 or a comparable course at another accredited college or university based in the United States and earn a grade of C or better, or
2. Successfully demonstrate University English Proficiency through completion of a portfolio.

Grand View students who have not satisfied the English proficiency requirement will not be allowed to enroll in 300- or 400-level courses. Transfer students, including those holding an Associate in Arts degree from an accredited institution, who have not completed the English proficiency requirement will be allowed to enroll in 300- or 400-level courses only during their first session at Grand View University. After that session, they may not enroll in upper division courses until they have satisfied the proficiency requirement.

**The skills to read and carry out critical analysis of literary texts
(3 semester credits)**

ENGL 111	Interpretation of Literature	3
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**Proficiency in communicating orally
(3 semester credits)**

SPCH 101	Introduction to Speech Communication	3
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**Proficiency in mathematical reasoning and an ability to apply methods of quantification
(0-3 semester credits)**

All graduates of Grand View University must demonstrate proficiency in mathematics by successfully completing the Department of Mathematics' Proficiency Examination or by successful completion of MATH 111, MATH 114, MATH 116 or a higher level Mathematics course except MATH 145. A student who transfers to Grand View University, including those who have earned an Associate in Arts degree, must earn a grade of C or higher in courses equivalent to MATH 111, MATH 114, MATH 116 or a higher level Mathematics course except MATH 145 to meet the proficiency requirement.

**Growth in understanding and development of behaviors that foster mental and physical fitness
(1-3 semester credits)**

BIOL 140	Nutrition for Everyday Living	3
OR		
HPED 188	Personal and Community Health	3
OR		
HPED 200	Fitness and Well Being	1
OR		
HPED 205	Lifetime Fitness and Wellness	3
OR		
NURS 110	Nurturing Well-Being	2

Critical thinking skills as evidenced by the ability to identify and challenge underlying assumptions and to contemplate alternative perspectives

To be addressed by all courses in the General Education Core

TIER II – FOUNDATIONS

Cultural Heritage and Human Diversity

An awareness of the aesthetic dimension of life by engaging in creative and artistic endeavors

(3 semester credits)

ARTS 100	Introduction to Studio Visual Arts	3
OR		
ARTS 101	Foundations of Drawing I	3
OR		
ARTS 103	Principles of Design I	3
OR		
COMM 131	Basic Digital Photography	3
OR		
ENGL 202	Introduction to Creative Writing	3
OR		
LIBL 300	Directed Off-Campus Learning Experience	3
OR		
MUSC 104	Introduction to Music	3
OR		
MUSC 105	Music Appreciation	3
OR		
MUSC 106	Music in Society	3
OR		
MUSC 331	Theory and History of Medieval/Renaissance Music	4
OR		
MUSC 332	Theory and History of 20 th Century Music	4
OR		
THTR 102	Theatre Appreciation	3
OR		
THTR 104	Acting I	3

An understanding of the events, movements, and processes which have influenced the development of civilization and an ability to apply methods of historical analysis to

contemporary institutions, practices, and issues

(6 semester credits, including HIST 101 or 102 or 121 or 122)

ARTS 231	Survey of the History of Art I	3
OR		
ARTS 232	Survey of the History of Art II	3
OR		
ENGL 231	Survey of American Literature I	3
OR		
ENGL 232	Survey of American Literature II	3
OR		
HIST 101	Survey of Western Civilization to 1660	3
OR		
HIST 102	Survey of Western Civilization from 1660 to the Present	3
OR		
HIST 121	History of the United States to 1877	3
OR		
HIST 122	History of the United States from 1877 to the Present	3
OR		
HIST 314	The Era of Global Wars (1914-1945)	
OR		
HIST 315	The World Since 1945	3
OR		
HIST 324	History of Modern Russia	3
OR		
HIST 326	History of Modern Britain	3
OR		
HIST 330	Contemporary U.S. History	3
OR		
HIST 331	Modern East Asia	3
OR		
HIST 332	Modern Latin America	3
OR		
HIST 334	Modern Middle East	3
OR		

HIST 340	Iowa History	3
OR		
HIST 359	History of Women in 20th Century Western World	3
OR		
HIST 360	History of Women in the Professions	3
OR		
HUMN 101	Introduction to the Humanities I	3
OR		
HUMN 102	Introduction to the Humanities II	3
OR		
LIBL 301	Directed Off-Campus Learning Experience	3
OR		
POLS 110	National Government	3

Respect for international diversity by encountering the language, beliefs or traditions of others

(3-4 semester credits)

DNSH 101	Beginning Danish I	4
OR		
DNSH 102	Beginning Danish II	4
OR		
ECON 320	International Trade	3
OR		
ENGL 318	Global Literature	3
OR		
FREN 101	French I	4
OR		
FREN 102	French II	4
OR		
GREK 251	Greek of the Ancient Mideast I	3
OR		
GREK 252	Greek of the Ancient Mideast II	3
OR		
HUMN 270	Exploring African Cultures	3
OR		
INTS 250	Introduction to Women's Studies	3
OR		

LIBL 302	Directed Off-Campus Learning Experience	3
OR		
MUSC 107	Musics of the World	3
OR		
SOCS 105	Cross-Cultural Perception and Communication	3
OR		
SOCS 341	Cultural Anthropology	3
OR		
SPAN 101	Spanish I	4
OR		
SPAN 102	Spanish II	4
OR		
SPAN 203	Hispanic Culture and Civilization	3
OR		
	Other college-level foreign language courses	3
OR		
	Supervised International Study	3

An understanding of the diversity in human behavior by applying techniques of analysis to social processes

(3 semester credits)

LIBL 303	Directed Off-Campus Learning Experience	3
OR		
PSYC 101	General Psychology	3
OR		
SOCS 101	Introduction to Sociology	3
OR		
SOCS 215	Race and Ethnic Relations	3
OR		
PSYC/SOCS 310	Social Psychology	3
OR		
SOCS 315	Social Problems	3

Proficiency in writing

To be addressed by all courses in the General Education Core

Critical thinking skills as evidenced by the ability to identify and challenge underlying assumptions and to contemplate alternative perspectives

To be addressed by all courses in the General Education Core

Nature of Knowledge

An understanding of the history, process, and effects of science and an ability to apply methods of scientific inquiry (7-9 semester credits, including at least one laboratory course)

BIOL 100	Introductory Biology	4
OR		
BIOL 101	General Biology I	4
OR		
BIOL 102	General Biology II	4
OR		
BIOL 209	Environmental Science	3
OR		
BSAD/POLS /PSYC 239	Statistics for the Social Sciences	3
OR		
CHEM 103	Chemistry for the Nonscientist	4
OR		
CHEM 107	Fundamentals of Chemistry	4
OR		
CHEM 111	General Chemistry I	4
OR		
LIBL 304	Directed Off-Campus Learning Experience	3
OR		
MATH 231	Calculus with Analytic Geometry I	5
OR		
MATH 232	Calculus with Analytic Geometry II	5
OR		
MATH 241	Principles of Statistics	3
OR		
PHSC 101	Physical Science	4
OR		
PHSC 201	Contemporary Issues in Science	3
OR		
PHSC 260	History and Philosophy of Science	3
OR		
PHYS 101	Introduction to Physics I	4
OR		

PHYS 221	General Physics I	5
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An understanding of the nature of ethical reasoning and an ability to articulate the values which inform their own behavior (3 semester credits)

LIBL 305	Directed Off-Campus Learning Experience	3
OR		
PHIL 205	Introduction to Philosophy: Questions That Matter	3
OR		
PHIL 210	Introduction to Ethics	3
OR		
PHIL 305	Philosophy of Human Nature	3
OR		
PHIL 311	Ancient and Medieval Western Philosophy	3
OR		
PHIL 312	Modern Western Philosophy	3
OR		
PHIL 325	Bioethics	3
OR		
RELG 335	Poverty, Racism, Power: Making Decisions in a Multi-Cultural World	3

An understanding of the spiritual dimension of human existence by exploring religious texts, traditions, and beliefs (3 semester credits)

LIBL 306	Directed Off-Campus Learning Experience	3
OR		
RELG 105	Living Religions of the World	3
OR		
RELG 106	Dynamics of Christian Faith and Life	3
OR		
RELG 201	Introduction to the Literature of the Old Testament	3
OR		
RELG 202	Introduction to the Literature of the New Testament	3
OR		

RELG 310	History of Theology and Church Until the Reformation	3
OR		
RELG 315	The Life and Thought of Luther	3
OR		
RELG 322	Modern Religious Thought	3
OR		
RELG 330	Worship and the Arts	3

Proficiency in writing

To be addressed by all courses in the General Education Core

Critical thinking skills as evidenced by their ability to identify and challenge underlying assumptions and to contemplate alternative perspectives

To be addressed by all courses in the General Education Core

TIER III - INTEGRATING SEMINAR

(3 semester credits)

An ability to integrate, evaluate, and apply knowledge from different academic and intellectual perspectives and an awareness of responsibility to the community

INTS 470	The Grand View Capstone: Knowledge in Social Context	3
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No course substitute will be accepted or transferred from other colleges or universities.

Proficiency in writing

To be addressed by all courses in the General Education Core

Critical thinking skills as evidenced by the ability to identify and challenge underlying assumptions and to contemplate alternative perspectives

To be addressed by all courses in the General Education Core

Logos Core

The alternative to the General Education Core is the Logos Core, an invitational honors program. Freshman and sophomore students enrolled in this program take one five-credit course per semester. In sequence, the courses are INTS 120, The Self: Our Own and Others; INTS 121, Nature and Human Nature; INTS 220, Society: Order and Freedom; and INTS 221, God, Death, and Transcendence.

Core requirements satisfied by completion of all four courses are Writing Proficiency (3), Analysis of Literary Texts (3), Diversity in Human Behavior (3), Development of Civilization (3), Ethical Reasoning (3), and Spiritual Dimension (3).

Note that students must complete both INTS 120 and INTS 121 in order to satisfy the core requirements for Writing Proficiency, Analysis of Literary Texts, and Diversity in Human Behavior. If only INTS 120 is completed, students receive five hours of elective credit. Similarly, students must complete both INTS 220 and INTS 221 in order to satisfy the core requirements for Ethical Reasoning, Spiritual Dimension, and one course in Development of Civilization. If only INTS 220 is completed, students receive five hours of elective credit.

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.

Petitioning for Graduation

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

Students who are within 12 semester credits of completing all requirements for April graduation may petition the provost and vice president for academic affairs, 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 follows the April commencement ceremony.

Any changes made to a graduation petition 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. Petition forms are available in the Registrar's Office and on the University Web sites.

Multiple Majors

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.

Students who finish the requirements for additional major(s) after receiving a Bachelor of Arts (BA) degree from Grand View will have the additional major(s) noted on their transcript but will not receive an additional BA degree. Students who earned a bachelor of science in nursing (BSN) degree at Grand View and return for a BA degree or graduate with a BA degree and return to earn a BSN degree will earn the additional degree once all requirements are met.

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 2.2 GPA in required courses for the minor.

Transfer to Other Institutions

The fact that Grand View University is an accredited member of the North Central Association of Colleges and Schools 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 student 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.

Graduation Requirements for an Associate Degree

The following requirements must be met by all students who wish to receive an AA degree from Grand View University:

1. Successful completion of all requirements for the associate degree General Education Core.
2. Completion of INTS 101, New Student Seminar, for all full-time freshmen and full-time transfer students with fewer than 20 credit hours.
3. Successful completion of a program of study concentrated (normally 18-21 credit hours) in at least one academic area. These programs must be approved by the academic dean.
4. Completion of the computer proficiency requirement. This requirement may be satisfied by successfully completing one of the following courses specific to the academic major that you have selected.

Major	Requirement
General Studies	Any CPSC course

5. Successful completion of at least 62 semester hours of academic credit. Note: limit of 4 semester hours credit in physical education activity courses.
6. Successful completion of a minimum of 30 semester hours at Grand View, the last 12 of which must be completed on campus.
7. Achievement of a cumulative grade point average of 2.0 with a minimum of 2.2 in the academic major.
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 provost and vice president for academic affairs.

Graduation Requirements for a Baccalaureate Degree

The following requirements must be met by all students who wish to receive a BA or BSN degree from Grand View University:

1. Successful completion of all requirements for the General Education Core.
2. Completion of INTS 101, New Student Seminar, for all full-time freshmen and full-time transfer students with fewer than 20 credit hours.
3. Successful completion of all requirements for at least one academic major (see listings of requirements for each academic major offered by the University).
4. Completion of the computer proficiency requirement. This

requirement may be satisfied by successfully completing one of the following courses specific to the academic major that you have selected.

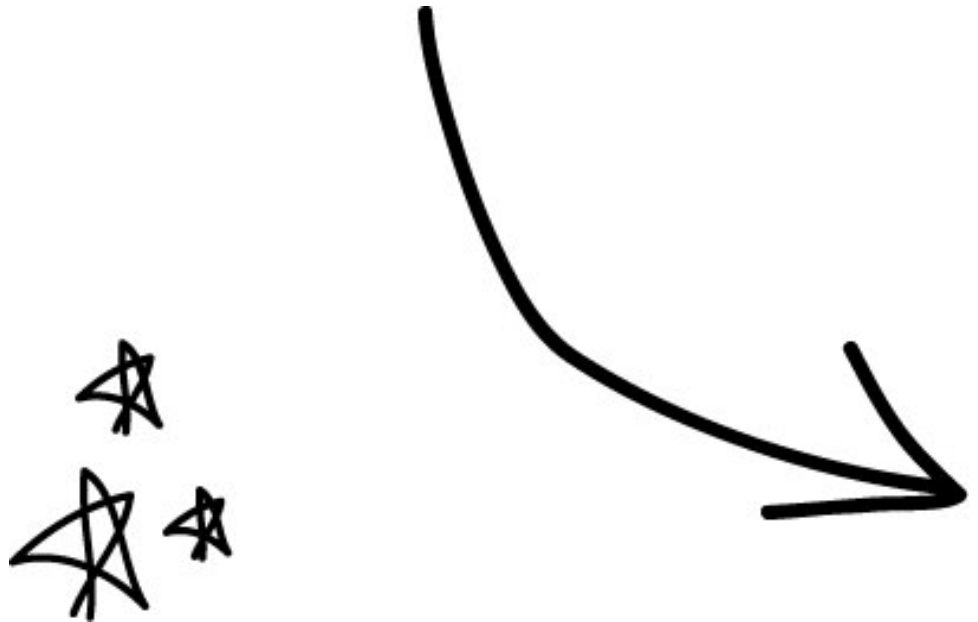
Major	Requirement
Accounting	BSAD 145
Art Education	ARTS 280 OR 366
Biochemistry	CHEM 112 and CHEM 499
Biology	BIOL 450
Biotechnology	BIOL 450
Broadcast	COMM 119
Business Administration	BSAD 145
Church Music	CPSC 101
Computer Science	CPSC 241
Criminal Justice	CPSC 101
Elementary Education	EDUC 245
English	CPSC 101
Graphic Design	ARTS 280 OR 366 OR 367
Graphic Journalism	ARTS 280 OR 366 OR 367 OR COMM 119
Health Promotion	CPSC 101
History	LIBL 200
Human Services	Any CPSC course
Individualized Major	Any CPSC course
Journalism	COMM 119
Liberal Arts	Any CPSC course
Management Information Systems	CPSC 241
Mass Communication	COMM 119
Mathematics	CPSC 155 OR 241
Music	CPSC 101
Music Education	CPSC 101
Nursing	NURS 450 OR NSGP 455 (for RNs)
Organizational Studies (Individualized Major)	Any CPSC course
Paralegal Studies	Any CPSC course

Physical Education	EDUC 245
Political Studies	Any CPSC course
Psychology	PSYC 350
Religion	Any CPSC course
Secondary Education	EDUC 245
Service Management	BSAD 145
Spanish for Careers and Professionals	CPSC 101
Sport Management	BSAD 145
Theatre Arts	ARTS 280 OR COMM 119 OR CPSC 101 OR BSAD 145 OR EDUC 245
Visual Arts	ARTS 280 OR 366 OR 367

5. Successful completion of at least 124 hours (130 for the BA in Education) of academic work. Note: limit of 4 semester hours credit in physical education activity courses.
6. Achievement of a cumulative grade point average of 2.0 with a minimum of 2.2 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 2.75.
7. Successful completion of at least 30 hours of upper division work (300- and 400- level courses at the originating institution, if transfer credit).
8. Completion of the last 30 semester hours of work at Grand View University. 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. Business Administration (Johnston Campus- Camp Dodge), Service Management, or Organization Studies majors; 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; or the Career Opportunities Project

- (COP) with DMACC and the Des Moines Public Schools.
9. 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.
 10. 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.
 11. Attendance at commencement unless excused by the provost and vice president for academic affairs.

Special Programs and Services



Alternative Credit

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 four opportunities for the conversion of experiential learning into college credit:

- Successful preparation and evaluation of experiential learning portfolios.
- Successful completion of selected tests from the Excelsior College Tests,
- 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.

Testing Opportunities

Excelsior College Tests

The Excelsior College Tests are used by the Division of Nursing to validate nursing knowledge, competence, and skills currently in Grand View University's basic curriculum which have been gained as a result of previous learning experiences. Students who already are registered nurses may earn up to 27 credit hours when they receive a standard score of 45 or above on each of the following tests: Adult Nursing #554, Maternal Child Nursing, Baccalaureate #457, and Psychiatric Nursing #503.

Please contact the Nursing Division at 515-263-2850 for more information.

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 better) 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 available on myView or from an academic advisor. Departmental Credit by Examination is \$25.00 per examination.

CLEP and DSST

The University is a participant in College Level Examination Program (CLEP) and DSST tests (formerly DANTES Subject Standardized Tests). Grand View University students may earn college credit through the CLEP or DSST subject examinations listed below.

Credit cannot be earned by examination if it duplicates credit earned previously (grade of "D" or better) 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 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 Academic and Career Center at Grand View University or the College for Professional and Adult Learning. For more information, contact the Director of Academic Enrichment in the Academic and Career Center.

College-Level Examination Program (CLEP)

Composition and Literature		
Subject Examinations	Sem. Hrs.	Grand View Equivalent
American Literature	6	ENGL 231 and 232
Analyzing and Interpreting Literature	3	ENGL 111
College Composition	3	ENGL Electives
College Composition Modular	6	ENGL Electives
English Literature	6	ENGL 241 and 242
Humanities	6	Humanities Electives

Science & Mathematics		
Subject Examinations	Sem. Hrs.	Grand View Equivalent
Biology, General	8	Non-lab Biology 101/102
Chemistry, General	8	Non-lab Chemistry 111/112
College Algebra	3	MATH Elective
Precalculus	3	MATH Elective
Calculus	5	MATH Elective
College Mathematics	6	Math Elective
Natural Sciences	6	Non-lab Science Elective

Languages		
Subject Examinations	Sem. Hrs.	Grand View Equivalent

Languages		
Subject Examinations	Sem. Hrs.	Grand View Equivalent
French, Level 1	8	International Diversity Core
French, Level 2	8	International Diversity Core
German, Level 1	8	International Diversity Core
German, Level 2	8	International Diversity Core
Spanish, Level 1	8	SPAN 101 and 102
Spanish, Level 2	8	SPAN 201 and 202

History and Social Sciences		
Subject Examinations	Sem. Hrs.	Grand View Equivalent
American Government	3	POLS 110
Educational Psychology, Introduction to	3	EDUC 145
History of the United States I: Early Colonization to 1877	3	HIST 121
History of the United States II: 1865 to the Present	3	HIST 122
Human Growth and Development	4	PSYC 212
Macroeconomics, Principles	3	ECON 101
Microeconomics, Principles	3	ECON 102
Psychology, Introductory	3	PSYC 101
Social Sciences and History	6	SOC SCI Elective
Sociology, Introductory	3	SOCS 101
Western Civilization I: Ancient Near East to 1648	3	HIST 101
Western Civilization II: 1648 to the Present	3	HIST 102
Business		

Subject Examinations	Sem. Hrs.	Grand View Equivalent
Financial Accounting	3	ACCT 211
Business Law, Introductory	3	BSAD 340
Information Systems and Computer Applications	3	BSAD 145
Management, Principles of	3	BSAD 310
Marketing, Principles of	3	BSAD 315

DSST (DANTES Subject Standardized Tests)

Mathematics		
Subject Examinations	Sem. Hrs.	Grand View Equivalent
Fund. of College Algebra	3	MATH 111
Principles of Statistics	3	MATH 241
Business Math	3	MATH Elective

Social Science		
Subject Examinations	Sem. Hrs.	Grand View Equivalent
Lifespan Developmental Psychology	3	PSYC 212
General Anthropology	3	SOCS 341 (lower division)
Intro to Law Enforcement	3	CRIM Elective (lower division)
Criminal Justice	3	SOCS 318
Fund. of Counseling	3	PSYC Elective (lower division)

Business		
Subject Examinations	Sem. Hrs.	Grand View Equivalent
Principles of Finance	3	BSAD 352
Principles of Financial Accounting	3	ACCT 211

Business		
Subject Examinations	Sem. Hrs.	Grand View Equivalent
Human Resource Management	3	BSAD 375
Organizational Behavior	3	BSAD 410
Principles of Supervision	3	BSAD Elective
Business Law II	3	BSAD 341
Intro. to Computing	3	CPSC 155 or BSAD 145
Introduction to Business	3	BSAD 202
Money and Banking	3	ECON 315
Personal Finance	3	BSAD Elective (lower division)
Management Information Systems	3	BSAD Elective

Physical Sciences		
Subject Examinations	Sem. Hrs.	Grand View Equivalent
Astronomy	3	Natural Science Core
Physical Geology	3	GEOL 101
Prin. of Physical Science	3	Natural Science Core

Humanities		
Subject Examinations	Sem. Hrs.	Grand View Equivalent
Prin. of Public Speaking	3	SPCH 101
Ethics in America	3	PHIL 210
Intro. to World Religions	3	RELG 105
Here's to Your Health	3	Mental/Physical Fitness Core or Elective
Addictive Behaviors	3	PSYC Elective

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 better 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/student/testing/ap/exgrd_rep.html. All equivalents will be listed as non-coursework, so they will meet requirements and 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.

AP Examination Name	Number of Sem. Credits	GV equivalent
Art History	6	ARTS 231 & 232
Biology	8	BIOL 101 & 102
Calculus AB	4	MATH 231
Calculus BC	8	MATH 231 & 232
Chemistry	4 or 8	Score of 3 = CHEM 111 Score of 4 = CHEM 111 & 112
Computer Science	3	CPSC 101
Computer Science AB	6	CPSC 101 & CPSC elective
Economics: Macro	3	ECON 101
Economics: Micro	3	ECON102
English Language and Composition	6	ENGL 101 and ENGL Elective
English Literature and Composition	6	ENGL 101 and ENGL Elective (If student has taken both English tests, credit will be given for ENGL 101/Writing Proficiency and ENGL

		111/Analysis of Texts plus 6 credits of ENGL Electives)
Environmental Science	4	Core lab science
European History	3 or 6	Score of 3 = HIST 101 Score of 4 or 5 = HIST 101 & 102
French Language	8	FREN 101 & 102
French Literature	8	Core International Diversity req.
German Language	8	Core International Diversity req.
Government & Politics: Comparative	3	POLS 120
Government & Politics: United State	3	POLS 110
Latin: Vergil	8	Core International Diversity Req.
Latin Literature	8	Core International Diversity Req.
Music Theory	6	MUSC 131 & 132
Physics B	4	Core lab science
Physics C: Mechanics	4	PHYS 101
Physics C: Electricity and Magnetism	4	PHYS 102
Psychology	3	PSYC 101
Spanish Language	8	SPAN 101 & 102
Spanish Literature	8	Core International Diversity req.
Statistics	3	MATH 241
Studio Art: Drawing	6	ARTS 101 & 102
U. S History	3 or 6	Score of 3 = HIST 121 Score of 4 or 5 = HIST 121 & 122

World History	3 or 6	Score of 3 = HIST 101 Score of 4 or 5 = HIST 101 & 102
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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 an AARTS or SMART transcript, when available, is preferred. If an AARTS or SMART 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

Air Force ROTC

The Department of Aerospace Studies administers the Air Force Reserve Officers Training Corps (AFROTC) at Iowa State University 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 which lead to a commission as a lieutenant in the U.S. Air Force. Scholarships are available to qualified students.

Additional information concerning AFROTC may be obtained from the Professor of Aerospace Studies, Iowa State University.

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.

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, and Des Moines Area Community College. Under this program, full-time day students at Grand View may enroll for one course offered at Drake University or Des Moines Area Community College each semester at no additional 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.

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.

Pre-Engineering Program

Grand View University offers a pre-engineering program in collaboration with Iowa State University. Students in the program spend two or three years at Grand View University completing requirements for the General Education Core and taking preparatory courses for the engineering curriculum at ISU. Upon completion of the program, students may transfer to Iowa State University to complete their requirements for a degree in engineering. Interested students should contact the Admissions Office at Grand View University or ISU for more information.

Mathematics/Computer Science/Physical Science Courses Taken at Grand View

Chemistry/ Physics		
	Sem. Hrs.	Grand View Course Number
General Chemistry I	4	CHEM 111
General Chemistry II	4	CHEM 112
General Physics I	5	PHYS 221
General Physics II	5	PHYS 222
Engineering Problems	3	PHYS 160
Statics and Properties of Materials	3	PHYS 250
Total 24 credits		

Computer Science/ Mathematics		
	Sem. Hrs.	Grand View Course Number
Introduction to Object-Oriented Programming	3	CPSC 241
Object-Oriented Programming With Data Structures	3	CPSC 242
Computer Graphics Principles	3	CPSC 365
Calculus I	5	MATH 231
Calculus II	5	MATH 232
Multivariable Calculus	3	MATH 327
Applied Statistics	3	MATH 261
Introduction to Differential Equations	3	MATH 322
Linear Algebra	3	MATH 331
Total 31 credits		

Services for Multiple Learning Constituencies

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: Studentfest/Homecoming, commencement activities such as the senior picnic lunch and senior brunch, departmental reunions, alumni networking events, service and educational trips, and alumni awards.

Anyone who has completed at least two full-time semesters is considered an alum and is eligible for alumni benefits including:

- the Grand View University Magazine
- discounts at the Grand View Bookstore
- access to the Grand View Library
- 2 for 1 admission to athletic events
- dining hall services
- discounted Wellness Center membership
- discounted tickets to theatre and choir performances
- discounts for campus services

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

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.

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. Students and faculty are also given space on our network to create a personal web site.

Students have access to multiple computer labs on campus, including a large lab in our Library and several smaller labs around campus. Our Johnston Campus at Camp Dodge has a mobile laptop lab with wireless capabilities. Most labs feature computers running Windows while the journalism, graphic arts and photography 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 academic buildings and most administrative buildings on campus have WiFi wireless Internet access. Please see our web site <http://computing.grandview.edu> for more information on connectivity requirements as well as instructions for accessing our wireless network.

Integrating technology into teaching and learning is emphasized at Grand View University through both instructional methods and student assignments. Students, staff, and faculty have access to the Internet in computer labs and offices. Internet access is available in each dorm room for students who bring their computers with them to campus. Students using the Windows operating system must install an anti-virus program in order to connect to the network. All students, faculty and staff can download a free anti-virus program from the <https://myview.grandview.edu> web site.

Special Learning Opportunities

Grand View Academic Term in Denmark

The Grand View Academic Term in Denmark is a one-semester residential experience at the International People's College in Elsinore, Denmark or the Danish Institute for Study Abroad (DIS) in Copenhagen, Denmark. 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. Grand View students may use this experience to satisfy the international diversity goal of Grand View University's educational core requirements.

Participating students should contact the Grand View Financial Aid Office to arrange for financial aid. Students should contact the Registrar's Office to determine course transferability when making plans to study abroad.

For additional information about these programs, as well as about other international student exchange programs offered by the University, contact the Office of the Associate Vice President for Academic Affairs.

Honors Program: The Logos Core

The Logos Program is an alternative core open to freshmen and sophomores. Eligibility is determined by a combination of ACT scores, high school grades, and academic preparedness. Though participation is by invitation, interested students should contact the Logos Program director.

The Logos Core consists of four courses, one per term, for four semesters, each meeting five hours per week:

- The Self: Our Own and Others
- Nature and Human Nature
- Society: Order and Freedom
- God, Death, and Transcendence.

Each course is interdisciplinary and employs the great books of the Western tradition as the primary reading resource.

The program emphasizes critical reading, critical thinking, and writing, and the classroom method involves discussion and small group interaction, rather than only lecture.

The Logos Core is identified by the National Endowment for the Humanities as an exemplary program.

LOGOS COURSE	GENERAL ED. CORE GOAL SUBSTITUTION
INTS 120 INTS 121	Proficiency in Writing, Critical Analysis of Literary Texts, and Diversity in Human Behavior
INTS 220 INTS 221	Development of Civilization, Ethical Reasoning, and Spiritual Dimension

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 and the Student Handbook 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 Associate Vice President for Academic Affairs 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.

Interdisciplinary Major

In addition to traditional degree programs described in this catalog, Grand View offers interdisciplinary majors for students whose academic interests span a wider range than is available in any single department. Students opting for a Bachelor of Arts degree with an interdisciplinary major must first meet the general education requirements for that degree. In addition, they must take a minimum of 45 hours in three or more academic departments. No more than 18 hours from any single department will count toward the major, and 24 of the 45 must be upper division. Students desiring this type of major may choose from a standing list or may propose their own individualized interdisciplinary majors. The self-created major must be designed by the student with the help of an advisor and must be approved by the Curriculum Committee.

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 College for Professional and Adult Learning for qualified students.

International Learning Opportunities

International Study

Grand View University offers students several opportunities to study off-campus in the United States or in foreign countries. Students may participate in international study programs offered through agreements with the Danish Institute for Study Abroad (DIS), U.S. colleges or approved U.S. institutions. Students must meet the following requirements in order to participate in programs offered through agreements with other institutions.

1. They must usually have a minimum cumulative grade point average of 3.00.
2. They must have attended Grand View on at least a half-time basis for at least one semester prior to the start of the international study program.
3. They must have no outstanding debts to the University.
4. They must have the approval of the sponsoring institution or international study program.

Students should be aware that they may have to meet additional academic and other requirements established by the sponsoring institution in order to participate in that institution's international study program. All requests to participate in international study programs offered by U.S. institutions other than Grand View must be approved by the Associate Vice President for Academic Affairs or designee. Grand View reserves the right to choose the international studies programs in which it will participate. Students should start this process at least one full semester prior to the semester abroad.

Grand View students should note that they may apply directly to a foreign institution of their choice 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. In addition, students should be aware that any credits earned under these circumstances will not count toward the residency requirement for graduation. Students who wish to enter into a direct agreement with a foreign institution must meet with the Associate Vice President for Academic Affairs before beginning their course of study.

For application forms and additional information about the International Study options, contact the Office of the Associate Vice President for Academic Affairs. For information about financial aid policies for these programs, contact the Grand View University Financial Aid Office.

Grand View University Sponsored Trips

Students who wish to participate in trip opportunities offered by Grand View must meet the following requirements:

1. They must have a minimum cumulative grade point average of 2.00, or receive the consent of the instructor.
2. They must have no outstanding debts to the University.
3. They must have the approval of the program/trip sponsor.

For application forms and additional information about Grand View University sponsored trips, see the myView website under Academics, International Learning Opportunities; or contact the Office of the Associate Vice President for Academic Affairs. For information about financial aid and billing policies for these programs, contact the Grand View University Financial Aid and Business Offices.

College for Professional and Adult Learning

The College for Professional and Adult Learning (CPAL) offers a variety of credit and non-credit programs, schedules, and services at various locations throughout the Des Moines metro area to meet the needs of adult learners. CPAL strives to promote lifelong learning by offering convenient, flexible, and career-focused programming which utilizes a diversity of instructional approaches, encourages academic achievement, engages in collaborative learning, and empowers learners.

Bachelor and Associate Degree Programming

CPAL classes balance classroom experience and individual study. Class schedules are offered in accelerated eight-week sessions, traditional 15-week trimesters, and weekends on alternate Saturdays for seven Saturdays. Students may combine course schedules and class locations that best meet their lifestyle needs. Additional scheduling options may be available to select programs.

Locations

CPAL classes are held on Grand View University's main campus in Des Moines, at Camp Dodge in Johnston, and at other locations in the metro area. Contact the College for Professional and Adult Learning to determine what scheduling options and majors are offered at the various locations.

Accelerated Schedule

The accelerated schedule allows the adult learner to work full-time and attend school full-time. Most accelerated classes meet two nights per week for eight weeks for 2.25 hours per night. Students may take up to two three-credit classes per session (total of six credits per session). There are six sessions per year, so a student may earn up to 36 hours of credit in an academic year. Summer session (session VI) meets one night a week for 4.5 hours per night for six weeks and two nights a week, 4.5 hours per night for one week. The B.S.N.

degree completion accelerated classes, for licensed RNs, meet one afternoon or evening per week during each eight-week session.

In the accelerated eight-week session, students registered for six or more credits per session are considered full-time students. Students are half-time students if they are taking three to five credits per session and are less than half time if they are taking fewer than three credits per session. Financial aid may be available for full- and half-time students.

Baccalaureate majors offered in the accelerated format include Accounting, Business Administration (with concentrations in Real Estate, Human Resource Management, Finance, Management or Marketing), B.S.N. completion (for those currently licensed as RNs), Criminal Justice, History, Human Services, Individualized Major, Liberal Arts, Liberal Arts – Sociology, Management Information Systems, Organizational Studies (with concentrations in Business, Criminology or Organizational Leadership), Paralegal Studies (with concentrations in Business and Human Resources, Criminology or Public Administration), Political Studies (with concentrations in Public Administration or Pre-Law), Psychology, Religion, and Service Management. Certificate programs are offered in Entrepreneurship, Human Resource Management, Real Estate and Women's Studies. Post-baccalaureate certificates in Accounting and Management in Accounting also are available. An associate degree in general studies is also available.

Trimester Schedule

Traditional trimester classes are offered one night a week, 2.5 hours per night for 15 weeks. Students are considered full-time if they are taking 12 or more hours per semester, half-time if they are taking six to 11 hours per semester, and less than half-time if they are taking five or fewer hours per semester.

The Art Therapy certificate is offered in the trimester schedule, as well as a variety of courses that may be applied toward a baccalaureate degree.

Weekend Schedule

Weekend classes meet on alternate Saturdays for four hours during the trimesters. Two alternate Saturday schedules are offered each trimester, which allow students to take two Saturday classes (up to six credit hours) with this schedule.

Special Session Schedules: 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.

Non-Credit and Continuing Education Units (CEUs)

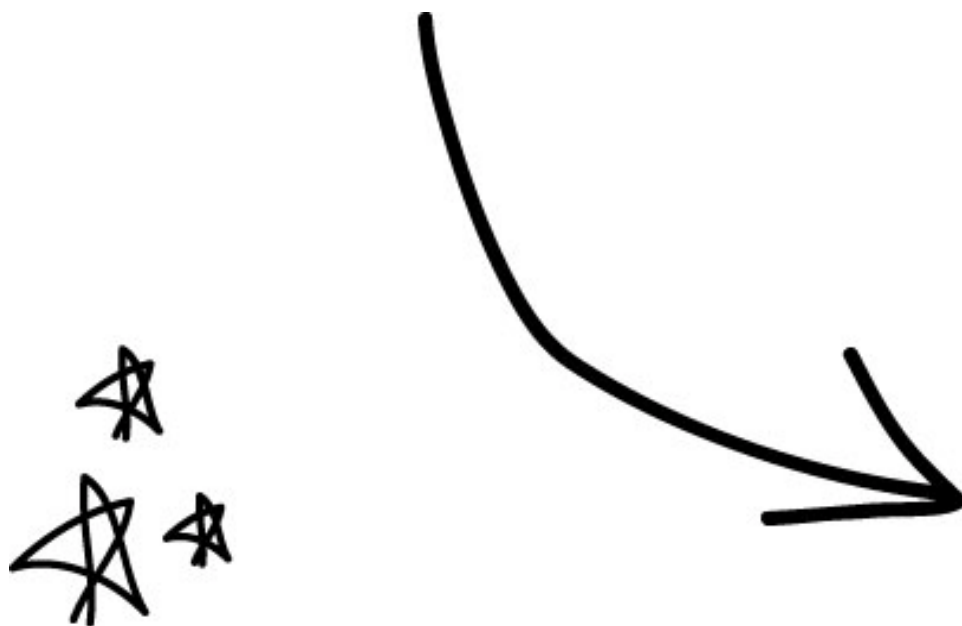
Programming

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. CPAL 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 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.

The Division 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 division and a designated nursing faculty member serving as the C.E. Providership Administrative Authority plan and approve continuing education programs.

Academic Support Programs and Services



At Grand View University the academic mission is to serve a diverse student body by providing a variety of learning environments and teaching techniques. In order to meet this commitment, Grand View University provides academic success programs, services, and courses designed to enable students to master skills essential for success in college level courses.

Mathematics Lab

The primary objective of the Math Lab is to accommodate the diversity of mathematics learning styles and backgrounds of Grand View students by balancing the traditional classroom learning environment with individual tutoring. This tutoring is available on a drop-in basis for any student experiencing difficulty in a freshman or sophomore level math course. Students may seek assistance on their own or be referred by faculty members or advisors.

Writing Center

The primary objective of the Writing Center is to help students improve their writing. Through conversation about various writing assignments, including reports, journals, essays, and research papers, students can identify effective writing strategies to apply to their writing process. In the Writing Center, peer tutors talk with students at all stages of the writing process and throughout their college career. For example, first-year students can bring an assignment from English 100 to brainstorm ideas, and senior nursing majors can bring in a research project to discuss organizational strategies. Students may be referred by instructors, or they may simply drop by. All writers need feedback to more confidently meet expectations of their audience.

Services for Qualified Individuals with Disabilities

Grand View University endorses provision of reasonable accommodations for qualified individuals with disabilities in all educational programs, activities, services, and practices. It is the responsibility of the qualified individual with disability to disclose information regarding the nature and extent of the disability to the Academic Success Center. The director of academic success will assist the qualified individual in identifying potential accommodations based upon the qualified individual's needs, preferences, and available resources. Every effort will be made to provide the qualified individual with requested accommodations, although the University cannot guarantee that a qualified individual will automatically receive his or her first choice of accommodations. Grand

View University will work with the qualified individual to finalize in a timely manner the most appropriate, readily achievable, and satisfactory accommodations.

Reading and Study Skills

Effective reading and study skills are critical foundational skills for academic success. Students may improve their study, reading, and learning abilities through direct application of strategies to a specific content area. Assessment and evaluation of reading and study skills are provided by the Director of Academic Enrichment for students who seek assistance or are referred by faculty members. These assessment results can then be used to develop individualized student learning and skill development plans.

Tutoring

Tutoring services are FREE and available to all Grand View students. Coordinated by the Tutor Coordinator, the Tutoring Center employs peer and professional tutors to provide extra assistance to students in specific courses. Tutoring is subject-specific and services are available on a drop-in basis according to the semester schedule. The Tutor Coordinator recruits, selects, and trains peer tutors on the basis of their demonstrated knowledge of a subject area, along with faculty recommendations. While most tutoring services are provided in a study table format, individual tutoring services are also available upon request.

Special Course Offerings

Grand View University offers a series of courses especially designed to strengthen the requisite skills and attitudes required for a successful undergraduate educational experience.

ENGL 100 Elements of English 3 credits

This course is designed to help students polish their basic writing skills. Students gain practice in the writing process and in editing their prose to conform with the conventions of Standard American English. This class prepares students for English 101 and cannot be used to satisfy the graduation requirements for proficiency in writing.

LIBL 100 College Level Reading 3 credits

This course is designed to sharpen students' reading and comprehension skills. Students form an understanding of reading as a process and develop strategies for reading and engaging actively with a variety of

academic texts. While developing active reading skills, students also work to improve their study skills.

MATH 100 Basic Math 1 credit

This course covers the fundamentals of arithmetic skills necessary in daily life and builds a foundation for success in college. The course includes: operations of arithmetic with real numbers, percent, ratio, proportion, working with variable expressions, and solving equations.

INTS 101 New Student Seminar 1 credit

This one credit course is designed to promote a successful transition from secondary education or employment into the academic arena. It is an extended orientation to college in general and Grand View University specifically. It is required for full-time incoming freshmen, and full-time transfer students with fewer than 20 credit hours.

INTS 102 Strategies for Academic Success 3 credits

This course engages students in developing individualized personal paths to their success at Grand View University. The focus of learning is based on four core student needs: active involvement in learning, social integration into the university community, finding personal meaning in the university experience, and personal validation of success. Learning activities equip students with knowledge, skills, and attitudes to empower them to achieve their goals for academic success. Students are required to take this course in their second semester if they are on academic probation after the first semester, second semester on provisional admission status, or grade of F in INTS 101.

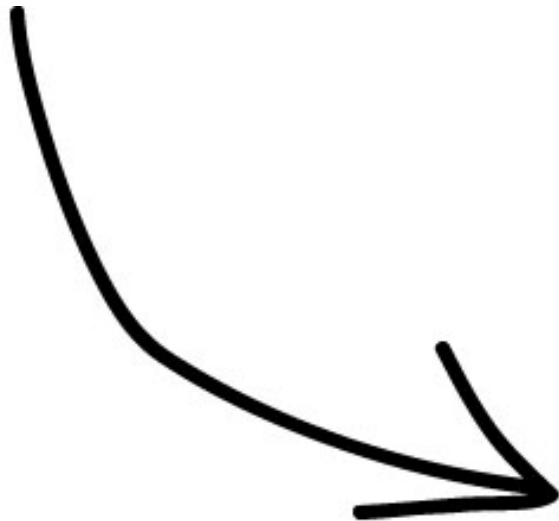
LIBL 105 Speed Reading 1 credit

This course includes exercises and controlled practice designed to improve reading rate and comprehension. Students use reading purpose and text organization for the development of rapid reading techniques and reading flexibility.

MATH 110**Introduction to Algebra****3 credits**

This course is designed for the student who does not have one year of high school algebra and for the student needing a review of elementary algebra. Topics included are natural numbers, integers, linear equations, polynomials, and radicals. This course does not fulfill the liberal arts requirement for the Natural Sciences division and the course does not fulfill the math proficiency requirement for the B.A. or B.S.N.

Ministry With The Church



Lutheran Higher Education

Grand View University is one of the 27 institutions of higher education that are sponsored by the Evangelical Lutheran Church in America. These colleges and universities share a common commitment to faith, learning, and service. They are called upon by the founding documents of the Church to be: "faithful to the Lutheran tradition [as]...an essential expression of God's mission in the world; faithful to the will of God as institutions providing quality instruction in religion and a lively ministry of worship, outreach, and service; faithful to the world by preparing leaders committed to truth, excellence, and ethical values; and faithful to students in their dedication to the development of mind, body, and spirit."

The colleges and universities of the Evangelical Lutheran Church in America include:

Augsburg College
Minneapolis, Minnesota

Augustana College
Rock Island, Illinois

Augustana College
Sioux Falls, South Dakota

Bethany College
Lindsborg, Kansas

California Lutheran University
Thousand Oaks, California

Capital University
Columbus, Ohio

Carthage College
Kenosha, Wisconsin

Concordia College
Moorhead, Minnesota

Dana College
Blair, Nebraska

Gettysburg College
Gettysburg, Pennsylvania

Grand View University
Des Moines, Iowa

Gustavus Adolphus College
St. Peter, Minnesota

Lenoir-Rhyne College
Hickory, North Carolina

Luther College
Decorah, Iowa

Midland Lutheran College
Fremont, Nebraska

Muhlenberg College
Allentown, Pennsylvania

Newberry College
Newberry, South Carolina

Pacific Lutheran University
Tacoma, Washington

Roanoke College
Salem, Virginia

St. Olaf College
Northfield, Minnesota

Finlandia University
Hancock, Michigan

Susquehanna University
Selinsgrove, Pennsylvania

Texas Lutheran University
Seguin, Texas

Thiel College
Greenville, Pennsylvania

Wagner College
Staten Island, New York

Wartburg College
Waverly, Iowa

Wittenberg University
Springfield, Ohio

Religious Education

The Grand View Religion and Philosophy Departments minister with the Evangelical Lutheran Church in America by offering a comprehensive major in Religion preparing students wishing to enter the seminary, by providing course work for those seeking to be commissioned and rostered as Associates 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.

Pre-Seminary Program

The Pre-Seminary Program offers a historically based philosophical and theological curriculum aimed at preparing students for graduate study in theology. While students from any denominational tradition are welcome, instructional emphasis is given to Lutheran theology for those students planning to attend Evangelical Lutheran Church in America seminaries.

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.

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 America 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 Lutheran 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		
Introduction to the Literature of the Old Testament	3	RELG 201
Introduction to the Literature of the New Testament	3	RELG 202
History of Theology and Church Until the Reformation	3	RELG 310
The Life and Thought of Luther	3	RELG 315
Modern Religious Thought	3	RELG 322
Worship and the Arts	3	RELG 330
Internship	3	RELG 399

Elective Courses		
Parish Teaching Ministry	3	EDUC 430
Parish Music: Ministry and Leadership	3	MUSC 430
Service as a Ministry	3	PSYC 430

Departments of Religion and Philosophy Speakers Bureau

The Grand View University Departments of Religion and Philosophy serve as a theological resource for the community. Faculty members are available to share their expertise with congregations and other interested organizations. These faculty members have a special interest in topics

associated with scripture, theology, and the Lutheran tradition.

For additional information about the Department of Religion Speakers Bureau, contact the chair of the departments of religion and philosophy.

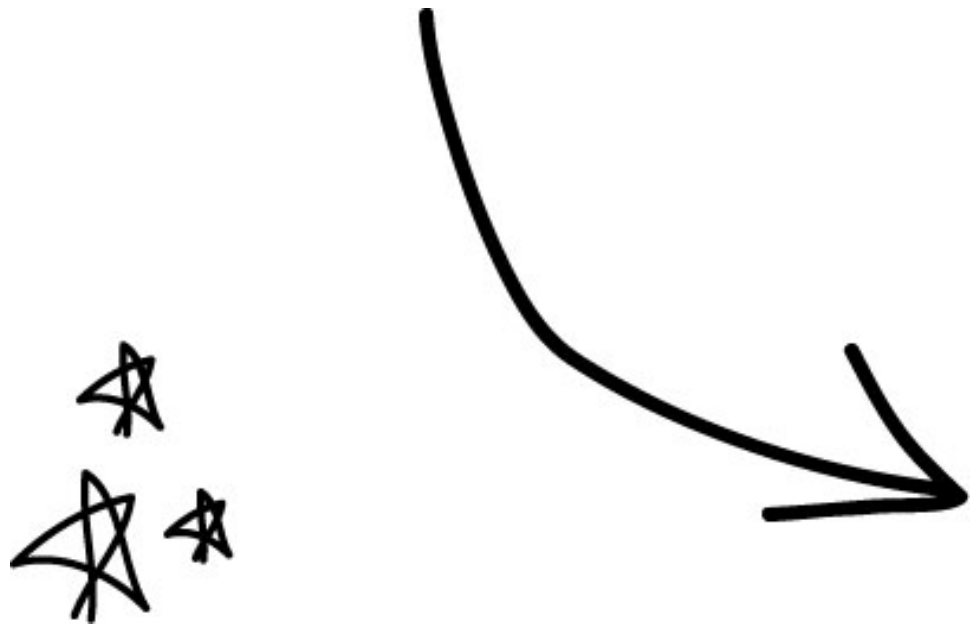
Church Relations

To inform congregations about the mission of Grand View as a college of the ELCA, the University provides outreach and service to congregations and other church organizations through a program of church relations activities.

Off-campus church relations activities include supply preaching and church school instruction by university faculty and staff and musical programs by the Grand View University Choir.

The Center for Renewal is an outreach ministry of Grand View to the congregations in the Southeastern Iowa synod (and beyond). Providing services, events and resources, the Center seeks to promote and support renewal in faith and mission among individuals and congregations.

For additional information about these church relations programs and services, contact the Director of Church Relations.



The Grand View University Teacher Education Program is committed to the preparation of ethical and reflective teachers of excellence within the liberal arts tradition. 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 must 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-8) or Secondary (5-12) Education prepare students for teacher licensure by 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 licensed by the State of Iowa to teach K-8 and 5-12 art, music, or physical education.

Students at Grand View University may complete the requirements for initial licensure by the State of Iowa Board of Educational Examiners in the following areas:

- Biology 5-12
- All Business 5-12
- Elementary Education K-8
- Elementary K-8 and Secondary 5-12 Art Education
- Elementary K-8 and Secondary 5-12 Music Education
- Elementary K-8 and Secondary 5-12 Physical Education
- English 5-12
- Family and Consumer Sciences 5-12
- General Science 5-12
- Mathematics 5-12
- Social Sciences 5-12
- All Social Sciences 5-12

Complementary Teaching Endorsements K-8

Listed below are complementary teaching endorsements that support the initial 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
- Health K-8
- Instructional Strategist I: Mild and Moderate K-8
- Mathematics K-8
- Pre-Kindergarten/Kindergarten PK-K (Early Childhood Education)
- Reading K-8
- Science - Basic K-8
- Social Studies K-8
- Spanish K-8

Complementary Teaching Endorsements 5-12

Listed below are complementary teaching endorsements that support initial Secondary Education teaching licenses. These endorsements authorize a teacher to teach in additional areas.

- American Government 5-12
- American History 5-12
- Biology 5-12
- All Business 5-12
- Chemistry 5-12
- Driver's Education 5-12
- Economics 5-12
- English 5-12
- Family and Consumer Sciences 5-12
- Health 5-12
- Instructional Strategist I: Mild and Moderate 5-12
- Journalism 5-12
- Mathematics 5-12
- Physical Science 5-12
- Psychology 5-12
- Reading 5-12
- Sociology 5-12
- Spanish 5-12
- World History 5-12

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.

ENGL 101	First Year Composition	3
SPCH 101	Introduction to Speech Communication	3
PSYC 101	General Psychology	3
MATH 111*	Intermediate Algebra	3
A biological science course** OR A physical science course**		3 to 4
EDUC 111	Introduction to Education	3
EDUC 145	Engaging All Learners	3
EDUC 243 OR EDUC 244	Instructional Planning and Assessment (3) OR Planning and Assessment for Art, Music and Physical Education (2)	3 or 2
EDUC 280	Human Relations	3
PSYC 212	Human Development	4

	Total Credits	31 to 33
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*MATH 111 (Intermediate Algebra) is only required for Elementary Education Majors, as it is a prerequisite for MATH 145 (Math for Elementary Teachers). MATH 114 (Survey of Mathematics with Applications) does not satisfy this requirement. Other Education majors may take any Math course which meets the Grand View General Education core requirement for Proficiency in Mathematical Reasoning.

**Grand View University requires one biological and one physical science course for Elementary Education Majors only. Students may choose which course to take during the pre-education year. The remaining course also may be taken during the pre-education year or after admission to the teacher education program. These two science courses can be the same as those in the core requirements for science (one must be a lab course).

A math course will not be considered as a non-lab physical science course for Education majors. Secondary Education, Art Education, Music Education, and Physical Education Majors must satisfy the Grand View University core requirements for Science.

Application for Admission to Teacher Education

After satisfying the pre-education requirements, students make formal application for admission to the education program of the University. Admission is based on the following criteria:

1. Overall minimum cumulative grade point average of 2.5 and minimum 2.8 GPA in the pre-education curriculum with (a) a grade of B or higher in ENGL 101, SPCH 101, PSYC 212, EDUC 111, 145, 243 or 244, 280; and (b) a minimum grade of C in all other pre-education courses. No D grades are accepted for pre-education, major, or endorsement coursework.
2. Satisfactory evaluation of potential as a teacher in the field experience component of Education 111 or its equivalent.
3. Successful personal interview at the discretion of the Teacher Education Admissions Committee.
4. Three prescribed letters of recommendation.
5. Satisfactory Praxis I/PPST scores: Mathematics 169, Reading 171 and Writing 171. All students must pass the PRAXIS I/Pre-Professional Skills Tests (PPST) in order to be accepted to

the Education Program and to meet a basic academic skills testing requirement of the State of Iowa Department of Education. Students may take the PRAXIS I/PPST any time before applying to the program. Not passing the PRAXIS I/PPST makes the student ineligible for admission and prevents the student from enrolling in methods and practicum courses. Students may only take each Praxis test three times. If unsuccessful in achieving passing scores after three attempts, a student is no longer eligible for admission into the teacher education program.

6. 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.

Upon successful completion of the required curriculum of 130 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).

Elementary Education- Licensure to Teach Grades K-6 - Iowa Teaching Endorsement #102

The common graduation requirements beyond the pre-education program for Elementary Education majors are as follows: (64-65 credit hours)

ARTS 100	Introduction to Studio Visual Arts	3
ENGL 217	Literature for Children and Adolescents	3
MATH 145	Mathematics for the Elementary Teacher	3
PSYC 315	Psychology of Exceptional Children	3
Any TWO of the following three courses:		
ARTS 142	Methods of Elementary Art Education	1
EDUC 184	Methods of Elementary Physical Education	1
MUSC 142	Music Methods: Elementary	2
One additional science course (Biological or Physical)		3-4

EDUC 245	Educational Media	2
EDUC 306	Education Practicum: Primary Elementary (Grades Kindergarten, 1, 2, 3)	2
EDUC 307	Education Practicum: Intermediate Elementary (Grades 4, 5, 6)	2
EDUC 324	Teaching Reading in the Primary Grades (K-2)	3
EDUC 325	Teaching Literacy in the Intermediate Grades (3-8)	3
EDUC 312	Teaching of Elementary Science	2
EDUC 313	Teaching of Elementary Mathematics	3
EDUC 314	Teaching of Elementary Social Studies	3
EDUC 442	Elementary Classroom Management	2
EDUC 420	Elementary Student Teaching	12

Special Note: To be recommended for Iowa licensure, Elementary Education majors must successfully pass Praxis II (Test 0011=151 or Test 0014=142).

Complementary 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 (27 credits)
- Health (25-27 credits)
- Instructional Strategist I: Mild and Moderate (25 credits)
- Mathematics (26-27 credits)
- Pre Kindergarten/Kindergarten PK-K (Early Childhood Education) (25 credits)
- Reading (28-29 credits)
- Science - Basic (24 credits)
- Social Studies (24 credits)
- Spanish (27 credits)

English/Language Arts K-8 - Iowa Teaching Endorsement #119

(27 credit hours)

ENGL 101	First Year Composition	3
ENGL 111	Interpretation of Literature	3
ENGL 217	Literature for Children and Adolescents	3

ENGL 231 OR ENGL 232	Survey of American Literature I OR Survey of American Literature II	3
EDUC 350	Language Acquisition and Learning	3
EDUC 355	Writing Across the Curriculum	3
EDUC 421	Content Area Reading	3
SPCH 101	Introduction to Speech Communication	3
THTR 320	Theatre Arts for Children	3

Health K-8 - Iowa Teaching Endorsement #137

(25-27 credit hours)

HPED 188	Personal and Community Health	3
HPED 205	Lifetime Fitness and Wellness	3
PSYC 277	Addictive Behaviors	3
PSYC 322	Marriage and Family	3
PSYC 363	Psychology and Health	3
PSYC 372	Human Sexuality	3
PSYC 373	Stress and Anxiety Management	2
PSYC 378 OR HPED 425	Interpersonal Effectiveness (1) OR Seven Habits of Highly Effective People (3)	1 or 3
BIOL 140 OR BIOL 240	Nutrition for Everyday Living OR Nutrition	3
HPED 256	Wellness/Physical Fitness Assessment	1

Instructional Strategist I: Mild and Moderate K-8 - Iowa Teaching Endorsement #260

(25 credit hours)

PSYC 315	Psychology of Exceptional Children	3
EDUC 242	Introduction to Instructional Strategist I: Mild and Moderate	3
EDUC 343	Instructional Strategist I: Methods (K-8)	4
EDUC 361	Education Practicum: Instructional Strategist I (K-8)	3

EDUC 363	Working with Families, Teachers, and Community Agencies	3
EDUC 431	Corrective and Remedial Reading	3
EDUC 440	Diagnosis and Evaluation of Special Education Students	3
EDUC 475	Individual Behavior Management	3
EDUC 420	Elementary Student Teaching Special Note: The student teacher will teach eight weeks in a regular classroom and eight weeks in an Instructional Strategist I: Mild and Moderate classroom.	12

Mathematics K-8 - Iowa Teaching Endorsement #142

(26-27 credit hours)

CPSC 155 OR CPSC 241	Programming Using Visual Basic OR Introduction to Object-Oriented Programming	3
MATH 111	Intermediate Algebra	3
MATH 121	College Algebra	3
MATH 122	Trigonometry	3
MATH 145	Mathematics for the Elementary Teacher	3
MATH 241	Principles of Statistics	3
MATH 245	Concepts from Geometry for Grades K-8	3
EDUC 243 OR EDUC 244	Instructional Planning and Assessment OR Planning and Assessment for Art, Music, and Physical Education	3 2
EDUC 313	Teaching of Elementary Mathematics	3

Pre-Kindergarten/Kindergarten - PK-K (Early Childhood Education)- Iowa Teaching Endorsement #103

(25 credit hours)

EDUC 302	Education Practicum: Pre-kindergarten	2
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EDUC 303	Education Practicum: Kindergarten	2
EDUC 330	Curriculum and Methods for Teaching Pre-kindergarten	3
EDUC 335	Curriculum and Methods for Teaching Kindergarten	3
EDUC 350	Language Acquisition and Learning	3
EDUC 363	Working with Families, Teachers, and Community Agencies	3
EDUC 435	Organization and Administration of Programs for Young Children	2
HPED 205	Lifetime Fitness and Wellness	3
PSYC 212	Human Development	4
EDUC 420	Elementary Student Teaching. Special Note: The student teacher will teach six weeks in a pre-kindergarten classroom, six weeks in a kindergarten classroom, and six weeks in an intermediate-grade classroom.	12

Reading K-8 - Iowa Teaching Endorsement #148

(28-29 credit hours)

EDUC 243 OR EDUC 244	Instructional Planning and Assessment OR Planning and Assessment for Art, Music and Physical Education	3 2
EDUC 324	Teaching Reading in the Primary Grades (K-2)	3
EDUC 325	Teaching Literacy in the Intermediate and Middle Grades (3-8)	3
EDUC 350	Language Acquisition	3
EDUC 355	Writing Across the Curriculum	3
EDUC 421	Content Area Reading	3
EDUC 431	Corrective and Remedial Reading	3

EDUC 441	Teaching Individualized Reading	3
EDUC 444	Education Practicum: Reading Lab (K-8)	2
ENGL 217	Literature for Children and Adolescents	3

Science: Basic K-8 - Iowa Teaching Endorsement #150

(24 semester hours to include coursework from both Category A and Category B.)

CATEGORY A: Biological Science

BIOL 100	Introductory Biology	4
BIOL 101	General Biology I	4
BIOL 102	General Biology II	4
BIOL 157	Introduction to Anatomy and Physiology	5
BIOL 209	Environmental Science	3
BIOL 240	Nutrition	3
BIOL 256	Microbiology	4
BIOL 310	Field Ecology	4
BIOL 315	Comparative Vertebrate Anatomy	4
BIOL 335	Mammalian Physiology	4
BIOL 410	Histology	4
BIOL 444	Immunology	4
HPED 188	Personal and Community Health	3

CATEGORY B: Physical Science

PHSC 101	Physical Science	4
PHSC 201	Contemporary Issues in Science	3
PHSC 260	History and Philosophy of Science	3

Social Studies K-8 - Iowa Teaching Endorsement #164

(24 credit hours)

HIST 101 OR HIST 102	Survey of Western Civilization to 1660 OR Survey of Western Civilization from 1660 to the Present	3
HIST 121 OR HIST 122	History of the United States to 1877 OR History of the United States from 1877 to the Present	3
HIST 315	World Since 1945	3

HIST 330	Contemporary U.S. History 1945 to Present	3
HIST 340	Iowa History	3
POLS 110	National Government	3
SOCS 101	Introduction to Sociology	3
SOCS 310 OR SOCS 315	Social Psychology OR Social Problems	3

Spanish K-8 - Iowa Teaching Endorsement #133

(27 credit hours)

EDUC 304	Education Practicum: Foreign Language	2
EDUC 317	Foreign Language Teaching Methods	3
SPAN 101	Spanish I	4
SPAN 102	Spanish II	4
SPAN 201	Spanish III	4
SPAN 202	Spanish IV	4
SPAN 203	Hispanic Culture and Civilization	3
SPAN 320 OR SPAN 321	Advanced Spanish Grammar OR Advanced Spanish Composition and Communication	3

Secondary Education -Licensure to Teach Grades 5-12

The common graduation requirements beyond the pre-education year for Secondary Education majors are as follows:

(51 credit hours)

PSYC 315	Psychology of Exceptional Children	3
EDUC 245	Educational Media	2
EDUC 308	Education Practicum: Middle School (Grades 5, 6, 7, 8)	2
EDUC 310	Middle School Methods	2
EDUC 309	Education Practicum: High School (Grades 9, 10, 11, 12)	2
EDUC 341	Methods of Secondary Education	2
EDUC 346, 347, 348, 349, 351, 352, 353, or 354	One secondary content area teaching methods course	2
EDUC 421	Content Area Reading	3

EDUC 443	Secondary Classroom Management	2
EDUC 425	Secondary Student Teaching	12

In addition to the above requirements, students majoring in Secondary Education must choose ONE of the following **initial content endorsements (30-55 credit hours):**

- Biology (32-35 credits)
- All Business (36 credits)
- English (36 credits)
- Family and Consumer Sciences (36 credits)
- General Science (35-36 credits)
- Mathematics (32 credits)
- Social Sciences (30-33 credits)
- All Social Sciences (55 credits)

Requirements for each initial content endorsement are listed below.

Biology 5-12 - Iowa Teaching Endorsement #151

(32-35 credit hours)

BIOL 101	General Biology I	4
BIOL 102	General Biology II	4
BIOL 209	Environmental Science	3
BIOL 256	Microbiology	4
BIOL 360	Genetics	4
BIOL 157 OR BOTH BIOL 315 AND BIOL 335	Human Anatomy and Physiology (5) OR BOTH Comparative Vertebrate Anatomy (4) AND Mammalian Physiology (4)	5 or 4 & 4
CHEM 111	General Chemistry I	4
CHEM 112	General Chemistry II	4

All Business 5-12 - Iowa Teaching Endorsement #1171

(36 credit hours)

ACCT 211	Financial Accounting	3
ACCT 212	Managerial Accounting	3
BSAD 145	Fundamentals of Information Systems	3
BSAD 152	Personal Finance	3
BSAD 310	Principles of Management	3
BSAD 315	Marketing	3
BSAD 340	Business Law I	3
BSAD 351	Consumer Behavior	3

BSAD 405	Entrepreneurship and Small Business Management	3
ECON 101	Principles of Macro Economics	3
ECON 102	Principles of Micro Economics	3
ENGL 309	Writing for Business	3

English 5-12 - Iowa Teaching Endorsement #120

(36 credit hours)

ENGL 202	Introduction to Creative Writing	3
ENGL 217	Literature for Children and Adolescents	3
ENGL 221	Introduction to Linguistics	3
ENGL 231	Survey of American Literature I	3
ENGL 232	Survey of American Literature II	3
ENGL 241	Survey of British Literature I	3
ENGL 242	Survey of British Literature II	3
ENGL 301	Literacy Studies	3
ENGL 305	Shakespeare	3
ENGL 311	Literary Theory	3
ENGL 318 OR ENGL 328	Global Literature OR Women's Literature	3
ENGL 460	Style and Editing	3

Family and Consumer Sciences 5-12 - Iowa Teaching Endorsement #139

(36 credit hours to include coursework from all categories as indicated.)

CATEGORY A: Family Life Development (9 credit hours)

PSYC/ SOCS 322 OR SOC 120	Marriage and Family OR Marriage and Family (DMACC)	3
ECE 170	Child Growth and Development (DMACC)	3
PSYC 373	Stress and Anxiety Management	2
PSYC 378	Interpersonal Effectiveness	1

CATEGORY B: Clothing and Textiles (9 credit hours)

APP 211	Textiles (DMACC)	3
ARTS 103 OR APP 250 OR APP 260	Principles of Design I OR Design Concepts (DMACC) OR Fashion Analysis and Design (DMACC)	3
EDUC 281	Sewing Technology	3

CATEGORY C: Housing

(6 credit hours)

INT 124	Interior Design Analysis (DMACC)	3
ARTS 103 OR INT 125	Principles of Design I OR Interior Design Planning (DMACC)	3

CATEGORY D: Foods and Nutrition

(9 credit hours)

BIOL 140 OR HSC 240	Nutrition for Everyday Living OR Human Nutrition (DMACC)	3
HCM 143 AND HCM 144	Food Preparation I (DMACC) (3) AND Food Preparation I Lab (DMACC) (3)	6

CATEGORY E: Other

(3 credit hours)

BSAD 152 OR FIN 121	Personal Finance OR Personal Finance (DMACC)	3
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General Science 5-12 - Iowa Teaching Endorsement #154

(35-36 credit hours)

BIOL 101	General Biology I	4
BIOL 102	General Biology II	4
Biology elective - one additional lab course above 200		4
CHEM 111	General Chemistry I	4
CHEM 112	General Chemistry II	4
CHEM 321 OR PHSC 101	Organic Chemistry I (5) OR Physical Science (4)	5 or 4
PHSC 260	History and Philosophy of Science	3
PHYS 101	Introduction to Physics I*	4

PHYS 102	Introduction to Physics II**	4
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*Prerequisite is MATH 121 and 122 or consent of instructor.

**Physics 221 and Physics 222 may be substituted for Physics 101 and Physics 102, but have a prerequisite of credit for MATH 231 (or concurrent enrollment).

Mathematics 5-12 - Iowa Teaching Endorsement #143

(32 credit hours)

CPSC 155 OR CPSC/BSAD 241	Programming Using Visual Basic OR Introduction to Object-Oriented Programming	3
MATH/CPSC 340	Discrete Computational Structures	3
MATH 231	Calculus with Analytic Geometry 1	5
MATH 232	Calculus with Analytic Geometry 2	5
MATH 261	Applied Statistics	3
MATH 300	Introduction to Mathematical Reasoning	3
MATH 301	Modern Geometries	3
MATH 331 OR MATH 335	Linear Algebra OR Introduction to Abstract Algebra	3
MATH 450	Senior Seminar	1
Any one upper level MATH 300 or above, excluding MATH 399		3

Social Sciences

Students desiring to teach in the Social Sciences must complete any TWO of the three areas listed below.

(30-33 total credit hours)

Area 1: American Government 5-12 - Iowa Teaching Endorsement #157

(15 credit hours)

POLS 110	National Government	3
POLS 120	State and Local Government	3
POLS 212 OR POLS 215 OR POLS 315	Political Parties OR The Presidency OR Introduction to Public Administration	3
POLS 340	American Constitutional Law and Development I	3

POLS 341	American Constitutional Law and Development II	3
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Area 2: American History 5-12 - Iowa Teaching Endorsement #158

(15 credit hours)

HIST 121	History of the United States to 1877	3
HIST 122	History of the United States from 1877 to the Present	3
HIST 330	Contemporary U.S. History: 1945 to Present	3
HIST 340	Iowa History	3

Choose ONE of the following:

HIST 329	Recent U.S. History: 1890-1945	3
HIST 345	Colonial America	3
HIST 346	Age of American Revolution	3
HIST 349	Civil War and Reconstruction: 1848-1877	3

Area 3: World History 5-12 - Iowa Teaching Endorsement #166

(18 credit hours)

HIST 101	Survey of Western Civilization to 1660	3
HIST 102	Survey of Western Civilization from 1660 to the Present	3
HIST 315	The World Since 1945	3

PLUS any THREE of the following:

HIST 314	Era of Global Wars (1914-1945)	3
HIST 323	Modern France	3
HIST 324	History of Modern Russia	3
HIST 326	History of Modern Britain	3
HIST 327	Modern Germany	3
HIST 331	Modern East Asia	3
HIST 332	Modern Latin America	3
HIST 333	South American History	3
HIST 334	Modern Middle East	3
HIST 337	History of Mexico	3
HIST 359	History of Women in 20 th Century Western World	3

HIST 360	History of Women in the Professions	3
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All Social Sciences - 5-12 – Iowa Teaching Endorsement #186 (55 total credit hours)

HIST 121	History of the United States to 1877	3
HIST 122	History of the United States from 1877 to the Present	3
HIST 330	Contemporary U.S. History: 1945 to Present	3
HIST 101	Survey of Western Civilization to 1660	3
HIST 102	Survey of Western Civilization from 1660 to the Present	3
HIST 315	The World Since 1945	3
POLS 110	National Government	3
POLS 120	State and Local Government	3
POLS 340	American Constitutional Law and Development I	3
PSYC 212	Human Development	4
PSYC 315	Psychology of Exceptional Children	3
SOCS 101	Introduction to Sociology	3
ECON 101	Principles of Macro Economics	3
ECON 102	Principles of Micro Economics	3

Choose ONE of the following:

SOCS 310	Social Psychology	3
SOCS 315	Social Problems	3
SOCS 341	Cultural Anthropology	3

Choose ONE course from EACH group:
Group One:

GEO 111	Introduction to Geography (DMACC)	3
SCSG 122	Cultural Geography (Drake)	3

Group Two:

GEO 124	Regional Geography of the Non-Western World (DMACC)	3
GEO 125	Regional Geography of the Developing World (DMACC)	3

SCSG 003	World Regional Geography (Drake)	3
HIST 430	Topics in History (related to Geography)	3
	Grand View International Travel Experience (related to Geography)	3

Choose ONE of the following:

HIST 331	Modern East Asia	3
HIST 332	Modern Latin America	3
HIST 333	South America History	3
HIST 334	Modern Middle East	3
HIST 337	History of Mexico	3

Complementary Teaching Endorsements 5-12

Listed below are complementary teaching endorsements that support initial Secondary Education teaching licenses. These endorsements authorize a teacher to teach in additional areas.

American Government 5-12 - Iowa Teaching Endorsement #157

After completing any 5-12 major, an American Government Endorsement may be added. Those not licensed as Social Sciences teachers must earn a minimum of 24 credit hours in American Government to earn this complementary endorsement.
(15 – 24 credit hours)

POLS 110	National Government	3
POLS 120	State and Local Government	3
POLS 212 OR POLS 215 OR POLS 315	Political Parties OR The Presidency OR Introduction to Public Administration	3
POLS 340	American Constitutional Law and Development I	3
POLS 341	American Constitutional Law and Development II	3
	Plus 9 additional credits in government for those not licensed as Social Sciences teachers	9

American History 5-12 - Iowa Teaching Endorsement #158

After completing any 5-12 major, an American History Endorsement may be added. Those not licensed as Social Sciences teachers must earn a minimum of 24 credit hours in American History to earn this complementary endorsement.
(15 – 24 credit hours)

HIST 121	History of the United States to 1877	3
HIST 122	History of the United States from 1877 to the Present	3
HIST 330	Contemporary U.S. History: 1945 to Present	3
HIST 340	Iowa History	3
	Plus 9 additional credits in American History for those not licensed as Social Sciences teachers	9

Choose ONE of the following:

HIST 329	Recent U.S. History: 1890-1945	3
HIST 345	Colonial America	3
HIST 346	The Age of American Revolution, 1763-1815	3
HIST 349	The Civil War and Reconstruction	3

Biology 5-12 - Iowa Teaching Endorsement #151

After completing an initial endorsement in a non-science area, a Biology Endorsement may be added.
(24-27 credit hours)

BIOL 101	General Biology I	4
BIOL 102	General Biology II	4
BIOL 209	Environmental Science	3
BIOL 256	Microbiology	4
BIOL 360	Genetics	4
BIOL 157 OR BOTH BIOL 315 AND BIOL 335	Introduction to Human Anatomy and Physiology (5) OR BOTH Comparative Vertebrate Anatomy (4) AND Mammalian Physiology (4)	5 or 4 & 4

After completing an initial endorsement in a science area, a Biology Endorsement may be added.
(15-16 credit hours)

BIOL 101	General Biology I	4
BIOL 102	General Biology II	4
BIOL 256	Microbiology	4
One upper division biology course	One upper division biology course (3-4)	3 to 4

All Business 5-12 - Iowa Teaching Endorsement #1171

After completing any 5-12 major, an All Business Endorsement may be added.
(33 credit hours)

ACCT 211	Financial Accounting	3
ACCT 212	Managerial Accounting	3
BSAD 145	Fundamentals of Information Systems	3
BSAD 152	Introduction to Personal Finance	3
BSAD 310	Principles of Management	3
BSAD 315	Marketing	3
BSAD 340	Business Law I	3
BSAD 405	Entrepreneurship and Small Business Management	3
ECON 101	Principles of Macro Economics	3
ECON 102	Principles of Micro Economics	3
ENGL 309	Writing for Business	3

Chemistry 5-12 - Iowa Teaching Endorsement #152

After completing an initial endorsement in a science area, a Chemistry Endorsement may be added.
(21-22 credit hours)

CHEM 111	General Chemistry I	4
CHEM 112	General Chemistry II	4
CHEM 321	Organic Chemistry I	5
CHEM 322 OR CHEM 351	Organic Chemistry II (5) OR Biochemistry (4)	5 or 4
CHEM 341	Quantitative Analysis	4

Driver and Safety Education - 5-12 Iowa Teaching Endorsement #118

Any Education major may add a Driver and Safety Education endorsement to the initial teaching area. The specific course requirements are as follows:
(9 credit hours)

EDUC 331	Traffic Safety and Accident Prevention	3
EDUC 332	Driver Education I	3
EDUC 333	Driver Education II	3

Economics 5-12 - Iowa Teaching Endorsement #160

After completing the Social Sciences initial endorsement, an Economics Endorsement may be added. Those not licensed as Social Sciences teachers must earn a minimum of 24 credit hours in Economics to earn this complementary endorsement.
(18 – 24 credit hours)

BSAD 315	Marketing	3
BSAD 351	Consumer Behavior	3
ECON 101	Principles of Macro Economics	3
ECON 102	Principles of Micro Economics	3
ECON 315	Money, Banking, and Financial Institutions	3
ECON 320	International Trade	3
Plus an additional 6 credits in Economics for those not licensed as Social Sciences teachers		6

English 5-12 - Iowa Teaching Endorsement #120

After completing any 5-12 major, an English Endorsement may be added.
(30 credit hours)

ENGL 202	Introduction to Creative Writing	3
ENGL 217	Literature for Children and Adolescents	3
ENGL 221	Introduction to Linguistics	3
ENGL 231	Survey of American Literature I	3
ENGL 232	Survey of American Literature II	3
ENGL 241	Survey of British Literature I	3
ENGL 242	Survey of British Literature II	3
ENGL 301	Literacy Studies	3
ENGL 305	Shakespeare	3
ENGL 460	Style and Editing	3

Family and Consumer Sciences 5-12 - Iowa Teaching Endorsement #139

After completing any 5-12 major, a Family and Consumer Sciences 5-12 Endorsement may be added.
(30 credit hours to include coursework from all categories as indicated.)

CATEGORY A: Family Life Development (9 credit hours)

PSYC 322/ SOCS 322 OR SOC 120	Marriage and Family OR Marriage and Family (DMACC)	3
ECE 170	Child Growth and Development (DMACC)	3
PSYC 373	Stress and Anxiety Management	2
PSYC 378	Interpersonal Effectiveness	1

CATEGORY B: Clothing and Textiles (6 credit hours)

Choose two of the following:

APP 211	Textiles (DMACC)	3
ARTS 103 OR APP 260 OR APP 250	Principles of Design I OR Fashion Analysis and Design (DMACC) OR Design Concepts (DMACC)	3
EDUC 281	Sewing Technology	3

CATEGORY C: Housing (3 credit hours)

INT 124	Interior Design Analysis (DMACC)	3
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CATEGORY D: Foods and Nutrition

(9 credit hours)

BIOL 140 OR HSC 240	Nutrition for Everyday Living OR Human Nutrition (DMACC)	3
HCM 143 AND HCM 144	Food Preparation I (DMACC) (3) AND Food Preparation I Lab (DMACC) (3)	3 & 3

CATEGORY E: Other

(3 credit hours)

BSAD 152 OR FIN 121	Personal Finance OR Personal Finance (DMACC)	3
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Health 5-12 - Iowa Teaching**Endorsement #138**

After completing any 5-12 major, a Health Endorsement may be added.

(25-27 credit hours)

HPED 188	Personal and Community Health	3
HPED 205	Lifetime Fitness and Wellness	3
HPED 256	Wellness/Physical Fitness Assessment	1
PSYC 277	Addictive Behaviors	3
PSYC 322	Marriage and Family	3
PSYC 363	Psychology and Health	3
PSYC 372	Human Sexuality	3
PSYC 373	Stress and Anxiety Management	2
PSYC 378 OR HPED 425	Interpersonal Effectiveness (1) OR Seven Habits of Highly Effective People (3)	1 or 3
BIOL 140 OR BIOL 240	Nutrition for Everyday Living OR Nutrition	3

Instructional Strategist I: Mild and Moderate 5-12 - Iowa Teaching Endorsement #261

After completing any 5-12 major, an Instructional Strategist I: Mild and Moderate endorsement may be added.
(28 credit hours)

PSYC 315	Psychology of Exceptional Children	3
EDUC 242	Introduction to Instructional Strategist I: Mild and Moderate	3
EDUC 344	Instructional Strategist I Methods (5-12)	4
EDUC 362	Education Practicum: Instructional Strategist I (5-12)	3
EDUC 360	Career/ Vocational Programming	3
EDUC 363	Working with Families, Teachers, and Community Agencies	3
EDUC 431	Corrective and Remedial Reading	3
EDUC 440	Diagnosis and Evaluation of Special Education Students	3
EDUC 475	Individual Behavior Management	3
EDUC 425	Secondary Student Teaching. Special Note: The student teacher will teach eight weeks in a regular classroom and eight weeks in an Instructional Strategist I: Mild and Moderate classroom.	12

Journalism 5-12 - Iowa Teaching Endorsement #141

After completing any 5-12 major, a Journalism Endorsement may be added.

(20 credit hours)

COMM 110	Mass Communication	3
COMM 121	Digital Video and Audio	3
COMM 131	Basic Digital Photography	3
COMM 139	Photography Laboratory	1
COMM 151	Reporting	3
COMM 159	Journalism Laboratory	1
COMM 349	Publication Design Essentials	3
Elective in Radio-TV, Journalism, OR Photography		3

Mathematics 5-12 - Iowa Teaching Endorsement #143

After completing any 5-12 major, a Math Endorsement may be added.

(32 credit hours)

CPSC 155 OR CPSC/ BSAD 241	Introduction to Programming Using Visual Basic OR Introduction to Object-Oriented Programming	3
MATH/ CPSC 340	Discrete Computational Structures	3
MATH 231	Calculus with Analytical Geometry 1	5
MATH 232	Calculus with Analytical Geometry 2	5
MATH 261	Applied Statistics	3
MATH 300	Introduction to Mathematical Reasoning	3
MATH 301	Modern Geometries	3
MATH 331 OR MATH 335	Linear Algebra OR Introduction to Abstract Algebra	3
MATH 450	Senior Seminar	1
Any one upper level MATH 300 and above, excluding MATH 399		3

Physical Science 5-12 - Iowa Teaching Endorsement #155

After completing any 5 – 12 major, a Physical Science Endorsement may be added.

(29 credit hours)

CHEM 111	General Chemistry I	4
CHEM 112	General Chemistry II	4
CHEM 321	Organic Chemistry I	5
PHSC 101	Physical Science	4
PHYS 101	Introduction to Physics I	4
PHYS 102	Introduction to Physics II	4
One additional Chemistry, Physics OR Physical Science Laboratory course		4

Psychology 5-12 - Iowa Teaching Endorsement #163

After completing the Social Sciences initial endorsement, a Psychology Endorsement may be added. Those not licensed as Social Sciences teachers must earn a minimum of 24 credits in Psychology to earn this complementary endorsement.
(16-24 credit hours)

PSYC 101	General Psychology	3
PSYC 212	Human Development	4
PSYC 310	Social Psychology	3
PSYC 315	Psychology of Exceptional Children	3
PSYC 320 OR PSYC 325	Abnormal Psychology OR Applied Personality and Counseling Theories	3
Plus 8 additional credits in Psychology for those not licensed as Social Sciences teachers		8

Reading 5-12 - Iowa Teaching Endorsement #149

After completing any 5-12 major, a Reading Endorsement may be added.
(25-26 credit hours)

EDUC 243 OR EDUC 244	Instructional Planning and Assessment (3) OR Planning and Assessment for Art, Music, and Physical Education (2)	3 or 2
EDUC 325	Teaching Literacy in the Intermediate and Middle Grades (3-8)	3
EDUC 350	Language Acquisition and Learning	3
EDUC 355	Writing Across the Curriculum	3
EDUC 421	Content Area Reading	3
EDUC 431	Corrective and Remedial Reading	3
EDUC 441	Teaching Individualized Reading	3
EDUC 445	Education Practicum: Reading Lab (5-12)	2
ENGL 217	Literature for Children and Adolescents	3

Sociology 5-12 - Iowa Teaching Endorsement #165

After completing the Social Sciences initial endorsement, a Sociology Endorsement may be added. Those not licensed as Social Sciences teachers must earn a minimum of 24 credits in Sociology to earn this complementary endorsement.
(15 – 24 credit hours)

SOCS 101	Introduction to Sociology	3
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SOCS 105 OR SOCS 341	Cross-Cultural Perception and Communication OR Cultural Anthropology	3
SOCS 310	Social Psychology	3
SOCS 315	Social Problems	3
SOCS 318	Criminology	3
Plus an additional 9 credits in Sociology for those not licensed as Social Sciences teachers		9

Spanish 5-12 - Iowa Teaching Endorsement #134

After completing any 5-12 major, a Spanish Endorsement may be added.
(27 credit hours)

EDUC 304	Education Practicum: Foreign Language	2
EDUC 317	Foreign Language Teaching Methods	3
SPAN 101	Spanish I	4
SPAN 102	Spanish II	4
SPAN 201	Spanish III	4
SPAN 202	Spanish IV	4
SPAN 203	Hispanic Culture and Civilization	3

Three hours to be selected from the following:

SPAN 320	Advanced Spanish Grammar	3
SPAN 321	Advanced Spanish Composition and Communication	3

World History 5-12 - Iowa Teaching Endorsement #166

After completing any 5-12 major, a World History Endorsement may be added. Those not licensed as Social Sciences teachers must earn a minimum of 24 credit hours in World History to earn this complementary endorsement.

(18-24 credit hours)

HIST 101	Survey of Western Civilization to 1660	3
HIST 102	Survey of Western Civilization from 1660 to the Present	3
HIST 315	The World Since 1945	3

PLUS any THREE of the following:

HIST 314	Era of Global Wars (1914-1945)	3
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HIST 323	Modern France	3
HIST 324	History of Modern Russia	3
HIST 326	History of Modern Britain	3
HIST 327	Modern Germany	3
HIST 331	Modern East Asia	3
HIST 332	Modern Latin America	3
HIST 333	South American History	3
HIST 334	Modern Middle East	3
HIST 337	History of Mexico	3
HIST 359	History of Women in 20 th Century Western World	3
HIST 360	History of Women in the Professions	3
Plus an additional 6 credits in World History for those not licensed as Social Sciences teachers		6

Licensure to Teach Grades K-12

Art Education - Licensure to Teach Grades K-8 and 5-12 - Iowa Teaching Endorsements #113 and #114

In addition to the pre-education program, the major in Art Education has four pre-requisites for courses in the major (12 credits): ARTS 101, ARTS 102, ARTS 103 and ARTS 104.

The graduation requirements beyond the pre-education program (18 credits) for Art Education majors are as follows:

(81 credit hours)

Choose 9 credit hours of Art History from the following:		
ARTS 231	Survey of the History of Art I	3
ARTS 232	Survey of the History of Art II	3
ARTS 340	The History of Graphic Design	3
ARTS 341	Nineteenth Century Art History	3
ARTS 342	Twentieth Century Art History	3
ARTS 319	Art Methods for Elementary Schools	3

EDUC 306 OR EDUC 307	Education Practicum: Primary Elementary (Grades Kindergarten, 1, 2, 3) OR Education Practicum: Intermediate Elementary (Grades 4, 5, 6)	2
ARTS 320	Art Methods for Secondary Schools	3
EDUC 308 OR EDUC 309	Education Practicum: Middle School (Grades 5, 6, 7, 8) OR Education Practicum: High School (Grades 9, 10, 11, 12)	2
ARTS 280 OR ARTS 366	Vector Graphics OR Digital Imaging	3
Studio Major: (12 hours in ONE of the following) Drawing: ARTS 201, 202, 331, 332 OR Graphic Design: ARTS 261, 265, 300, 361 OR Painting: ARTS 221, 222, 321, 322		12
Studio electives: 12 hours from four areas other than the studio major (must be a combination of six hours from 2D and six hours from 3D). 2-D <ul style="list-style-type: none"> • Drawing • Painting • Watercolor • Lettering • Graphics • Printmaking 3-D <ul style="list-style-type: none"> • Weaving • Fibers • 3-D design • Jewelry • Pottery 		12
PSYC 315	Psychology of Exceptional Children	3
EDUC 442 OR EDUC 443	Elementary Classroom Management OR Secondary Classroom Management	2
EDUC 420	Elementary Student Teaching	6
EDUC 425	Secondary Student Teaching	6

Music Education - Licensure to Teach Grades K-8 and 5-12 - Iowa Teaching Endorsements #144 and #145

In addition to the pre-education program, the major in Music Education has one pre-requisite for courses in the major (4 credits): FREN 101.

The graduation requirements beyond the pre-education program (18 credits) for Music Education majors are as follows:
(74 credit hours)

PSYC 315	Psychology of Exceptional Children	3
FREN 102	French II	4
MUSC 101	Performance Attendance: Majors are required to attend a minimum of 10 concerts/performances each semester	0
MUSC 131	Music Theory I	4
MUSC 132	Music Theory II	4
MUSC 231	Theory and History of 17 th and 18 th Century Music	4
MUSC 232	Theory and History of 19 th Century Music	4
MUSC 331	Theory and History of Medieval and Renaissance Music	4
MUSC 332	Theory and History of 20 th Century Music	4
MUSC 142	Music Methods: Elementary	3
EDUC 306 OR EDUC 307	Education Practicum: Primary Elementary (Grades Kindergarten, 1, 2, 3) OR Education Practicum: Intermediate Elementary (Grades 4, 5, 6)	2
MUSC 311	Instrumental Methods I	3
MUSC 312	Instrumental Methods II	3
EDUC 308 OR EDUC 309	Education Practicum: Middle School (Grades 5, 6, 7, 8) OR Education Practicum: High School (Grades 9, 10, 11, 12)	2

EDUC 442 OR EDUC 443	Elementary Classroom Management OR Secondary Classroom Management	2
MUSC 341	Conducting	3
MUSC 121 or other approved ensemble	Grand View Choir OR Kantorei OR Instrumental Ensemble OR Other Approved Ensemble: Majors are to be enrolled in ensemble every semester of residency and accumulate a minimum of six semesters	0
Applied Music Lessons		12
Piano Proficiency (prior to Junior status)		0
EDUC 420	Elementary Student Teaching	6
EDUC 425	Secondary Student Teaching	6
MUSC 450	Senior Recital	1

Physical Education- Licensure to Teach Grades K-8 and 5-12 - Iowa Teaching Endorsements #146 and #147

In addition to the pre-education program, the major in Physical Education has two prerequisites for courses in the major (7 credits): BIOL 101, HPED 188.

The graduation requirements beyond the pre-education program (18 credits) for Physical Education majors are as follows:
(85 credit hours)

EDUC 245	Educational Media	2
PSYC 315	Psychology of Exceptional Children	3
BIOL 157	Introduction to Human Anatomy and Physiology	5
HPED 189 OR HPED 381	First Aid and Safety OR Care and Prevention of Athletic Injuries	3
HPED 191	History and Principles of Physical Education	3
HPED 205	Lifetime Fitness and Wellness	3
HPED 213	Theories and Techniques of Teaching Team Sports	3
HPED 214	Theories and Techniques of Individual Sports	3

HPED 215	Concepts in Movement Education	3
HPED 304	Organization and Administration of Physical Education	3
HPED 335	Adapted Physical Education	3
EDUC 326	Physical Education and Health Methods in the Elementary School	3
EDUC 327	Elementary Physical Education/ Health Practicum	2
EDUC 328	Physical Education and Health Methods In the Secondary School	3
EDUC 329	Secondary Physical Education/ Health Practicum	2
EDUC 421	Content Area Reading	3
EDUC 442 OR EDUC 443	Elementary Classroom Management OR Secondary Classroom Management	2
HPED 371	Kinesiology	3
HPED 391	Exercise Physiology	3
EDUC 420	Elementary Student Teaching	6
EDUC 425	Secondary Student Teaching	6

Athletic Coach

Endorsement/Authorization K-12 - Iowa Teaching Endorsement #101 (12 credit hours)

Students majoring in Elementary, Secondary, Art, Music, or Physical Education may add a Coaching Endorsement to the initial teaching area. This endorsement is automatically renewed with license renewal and allows a person to coach all sports at any grade level.

The specific requirements are as follows:

HPED 330 OR HPED 321 OR HPED 322	Theory and Techniques of Coaching Interscholastic Athletics OR Basketball Skills and Coaching OR Baseball Skills and Coaching	2
HPED 371	Kinesiology	3
HPED 381	Care and Prevention of Athletic Injuries	3

PSYC 212	Human Development	4
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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 Grand View University Education Department.

Driver and Safety Education Endorsement 5-12 - Iowa Teaching Endorsement #118 (9 credit hours)

Students majoring in Elementary, Secondary, Art, Music, or Physical Education may add a Driver and Safety Education Endorsement to the initial teaching area. The specific course requirements are as follows:

EDUC 331	Traffic Safety and Accident Prevention	3
EDUC 332	Driver Education I	3
EDUC 333	Driver Education II	3

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 minimum grade point average of 3.0 in major and each endorsement, practica evaluations, faculty evaluations, departmental recommendations, and an interview), are evaluated before the student is accepted for student teaching.

Note: Elementary Education Majors earning the Pre-K/K (Early Childhood Education) endorsement will student teach for 18 weeks (six weeks at the Pre-K level, six weeks at the K level, and six weeks at the Intermediate level).

Elementary, Secondary, Art, Music, and Physical Education majors are assigned student teaching placements appropriate to licensure and endorsement requirements.

Students assigned to schools follow vacation and conference schedules of those schools and keep the same hours as their cooperating teacher.

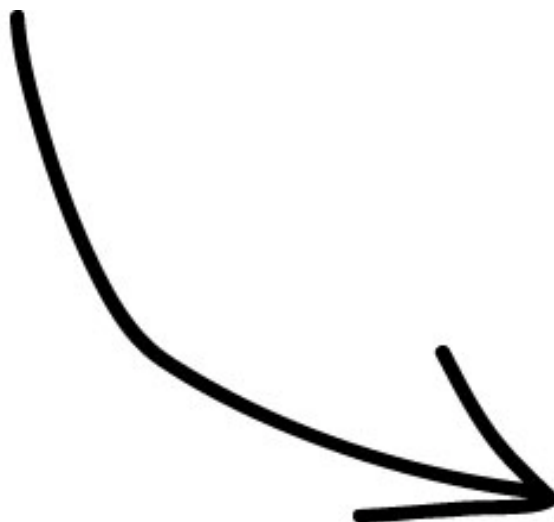
Transfer Students

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 Education 111 to establish a basis for judging their potential as a teacher. Other requirements also may be specified. Each student is evaluated on an individual basis. Transfer credit is evaluated by the university transcript evaluator 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 may be necessary, however, to take refresher work in specific courses in Education and Education support courses, especially 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.

Learning Outcomes



Grand View University is committed to competency based education and the assessment of student learning. That commitment is characterized by the identification of learning outcomes for both the General Education Core and each academic major that is offered by the University. A listing of those learning outcomes follows.

The General Education Core

TIER I

Goal: Proficiency in writing

Students who have successfully completed the course(s) for this goal will be able to:

1. Demonstrate an understanding of the process approach to writing.
2. Recognize and use conventional Standard American English (SAE)-usage, grammar, mechanics.
3. Carry out a library research project.

Goal: The skill to read and carry out critical analysis of literary texts

1. Recognize the elements of a variety of literary forms.
2. Identify commonly recurring themes in literature.
3. Develop critical essays which explain and/or defend personal interpretations.
4. Value literature for its power to delight as well as instruct.

Goal: Proficiency in communicating orally

1. Demonstrate an understanding of the academic content areas of intrapersonal, interpersonal, small group, and public communication
2. Demonstrate an understanding of holistic communication and its application to various disciplines.
3. Demonstrate increased comfort and self-confidence in intrapersonal, interpersonal, small group, and public communication settings.
4. Demonstrate awareness of "affective" issues in communication: self awareness, valuing, perception, and alienation and ingratiation.

Goal: Proficiency in mathematical reasoning and an ability to apply methods of quantification

1. Perform basic math skills.
2. Demonstrate quantitative and analytical reasoning skills.
3. Relate mathematics to other disciplines.
4. Demonstrate a working knowledge of the language of mathematics.

Goal: Growth in understanding and development of behaviors that foster mental and physical fitness

1. Define health/high-level wellness.
2. Identify components that are necessary to maintain and enhance a healthy lifestyle.
3. Recognize the major health risks connected with unhealthy lifestyles.
4. Construct effective strategies for facilitating desirable health behavior changes.

TIER II

Goal: An awareness of the aesthetic dimension of life by engaging in creative and artistic endeavors

Students who have successfully completed the course(s) for this goal will be able to:

1. Demonstrate knowledge of the components for analyzing a creative work.
2. Attend artistic performances, exhibits, or readings.
3. Perform/participate in a creative exercise.
4. Identify an aesthetic experience that they enjoy and take pleasure in, or that enriches their lives.

Goal: An understanding of the events, movements, and processes which have influenced the development of civilization and an ability to apply methods of historical analysis to contemporary institutions, practices, and issues.

1. Demonstrate an understanding of the major developments and personalities that have shaped the course of Western and world history.
2. Demonstrate an ability to interpret and integrate knowledge acquired from a variety of perspectives in order to explain an event or development.
3. Demonstrate an understanding of the extent to which life in the present has been shaped by historical events, movements, and processes.

Goal: Respect for international diversity by encountering the language, beliefs, or traditions of others

1. Demonstrate an understanding of the historical foundation of a given culture. (ECON, HIST, HUMN, NURS, or SOCS)
OR
Demonstrate an understanding of the syntax and grammar of a foreign language. (DNSH, FREN, GERM, GREK, or SPAN)
2. Demonstrate an appreciation for material and non-material culture groups.

Material	Non-Material
artifacts	customs
physical objects	beliefs
human beings	language
create and give meaning to rules, etc.	ideas
OR	
Demonstrate a familiarity with the basic vocabulary of a foreign language. (DNSH, FREN, GERM, GREK, or SPAN)	

3. Demonstrate an appreciation for the language and thought of another culture. (ECON, HIST, HUMN, NURS, or SOCS and DNSH, FREN, GERM, GREK, or SPAN)

Goal: An understanding of the diversity in human behavior by applying techniques of analysis to social processes

1. Differentiate between theories in human behavior and identify sources of support for those theories.
2. Demonstrate an understanding of key concepts, symbols, and terms in human behavior.
3. Demonstrate an appreciation for the basic research process and methods used to examine human behavior.
4. Demonstrate and understand social causality and the role of the individual in social processes.

Goal: An understanding of the history, process, and effects of science and an ability to apply methods of scientific inquiry

1. Demonstrate an ability to use a vocabulary base appropriate to the subject matter.
2. Demonstrate an ability to discuss and/or apply basic theories, laws, principles, and their historic development.
3. Demonstrate through writing/reading an understanding of an ability to apply methods of scientific inquiry.
4. Develop, understand, and/or demonstrate an appropriate writing style characteristic to science.

Goal: An understanding of the nature of ethical reasoning and an ability to articulate the values which inform their [students'] own behavior

1. Identify the components of ethical behavior.
2. Demonstrate an understanding of the language and principles of ethical decision making or reasoning.

3. Apply ethical reasoning in a vocational situation.
4. Apply ethical reasoning at the personal and social levels.

Goal: An understanding of the spiritual dimension of human existence by exploring religious texts, traditions, and beliefs

1. Demonstrate an understanding of differences and similarities among various religious traditions
2. Demonstrate an awareness of the role that religion plays in individual life and society.
3. Recognize the differences between popular religious notions and the academic study of religion.

TIER III

Goal: An ability to integrate, evaluate and apply knowledge from different academic and cultural perspectives with respect to fulfilling the community responsibilities of an educated person

Students who successfully complete the course for this goal will be able to:

1. Identify current controversial issues and summarize in writing the underlying cultural and knowledge-generating strategies that inform them.
2. Critically read and analyze texts that illustrate various cultural and intellectual approaches to understanding social issues from a variety of disciplinary perspectives.
3. Explore the usefulness of various knowledge-generating strategies for understanding social issues.
4. Assess their personal and academic preparation for assuming global community responsibility to a diverse society.
5. Demonstrate an ability to fulfill these community and global responsibilities.

Goals Throughout the General Education Core

Goal: Proficiency in writing

1. Write with clear and accurate expression; state arguments fully.
2. Demonstrate an ability to use appropriate diction or word choice and tone for a specific reading audience.
3. Demonstrate an ability to use the process approach to writing (pre-writing, rough draft, revised final draft).
4. Demonstrate an ability to use correct grammar and mechanics (Standard American English).

Goal: Critical thinking skills as evidenced by their [students'] ability to identify,

appreciate, and challenge underlying assumptions and to contemplate alternative perspectives

1. Demonstrate an ability to distinguish between a fact or an established statement (a theoretical statement generally accepted as true) and a hypothesis.
2. Identify and apply, for a particular discipline or community of discourse, a working knowledge of canons of evidence for that discipline.
3. Demonstrate an ability to analyze an argument and identify the basic assumptions on which that argument is based in order to determine if conclusions follow from the premises.

The Academic Major

Academic Majors

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.

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.

Students who major in **Art Education** will be able to:

1. Demonstrate an understanding of the central concepts, tools of inquiry and structure of the discipline(s) he or she teaches and create learning experiences that make these aspects of subject matter meaningful for students.
2. Demonstrate an understanding of how students learn and develop, and provide learning opportunities that support their intellectual, social, and personal development.
3. Demonstrate an understanding of how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.
4. Demonstrate an understanding of best practices in teaching and use a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
5. Demonstrate understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6. Use effective verbal, nonverbal, and media communication techniques, to foster active inquiry, collaboration, and interaction in the classroom.
7. Plan and prepare instruction based upon knowledge of subject matter, students, the community, curriculum goals, and state/national curriculum models.
8. Demonstrate understanding of the use of formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
9. Be a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks opportunities to grow professionally.
10. Foster relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Students who major in **Biochemistry** will be able to:

1. The student will demonstrate knowledge of chemistry and biochemistry theory through course work.
2. The student will demonstrate knowledge of chemical and biochemical techniques and practices through laboratory work.
3. The student will demonstrate an ability to express, verbally and in writing, scientific theories and observations in a clear and concise manner.
4. The student will demonstrate an ability to utilize appropriate laboratory techniques and chemical safety.

Students who major in **Biology** will be able to:

1. Develop a knowledge base in various biological fields that will prepare the student to utilize appropriate terminology 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 selection and use of standard laboratory equipment.

Students who major in **Biotechnology** will be able to:

1. Develop a knowledge base associated with the fundamental principles of biotechnology.
2. Become proficient in a laboratory skill set necessary to be employable in the biotechnology field.
3. Develop, gather, and interpret data associated with experimental design.
4. Appreciate the interactions of the many scientific disciplines in the field of biotechnology.
5. Become familiar with the ethical dilemmas associated with their work.

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.

Students who major in **Church Music** will be able to:

1. Demonstrate a strong understanding of the theoretical foundation of music and apply it.
2. Develop aural and sight-singing skills so that they use a seeing ear and hearing eye with ease.
3. Develop accomplished performance proficiency in their major applied area(s).
4. Demonstrate a functional foundation (at least) in piano skills.
5. Develop a full understanding of the history of music as an aesthetic discipline, the role of music in the development of civilization, and the mutual influence exerted by music and history upon one another.
6. Demonstrate a comfortable ability to rehearse and lead music performance organizations.
7. Demonstrate knowledge of the content of both the Old and New Testaments and apply critical methodology to them.
8. Demonstrate respect for the musical traditions of the church throughout the ages and show an understanding of their purpose.
9. Show understanding of the historic liturgy and its diversity of expressions.
10. Demonstrate an understanding of and critically evaluate philosophical and theological traditions, practices, and texts.
11. Demonstrate critical thinking skills in writing and speaking.

Students who major in **Computer Science** will be able to:

1. Recognize computing as an academic discipline as well as a profession.
2. Examine computing subject areas through their theory, abstraction, design, and social context.
3. Form a foundation in object-oriented programming from which other programming languages are easily mastered.
4. Demonstrate strong problem solving skills.
5. Exhibit awareness of the relationships between the technologies of

programming, machines, and networks, and the human concerns that motivate these technologies.

Students who major in **Criminal Justice** will be able to:

1. Demonstrate an understanding of the structure, administration, and role of the criminal justice system in American society and the place of "policing" in that society.
2. Identify some of the major social problems and recognize the nature and extent of crime and criminality in American society and alternative strategies for addressing those problems.
3. Describe some of the principal challenges which the law enforcement community faces including: familiarity with the rudiments of criminal investigation, the tools, and resources that are needed to meet those challenges.
4. Recognize and apply principles of ethical decision making in problem solving exercises and formulate a personal philosophy of criminal justice administration.
5. Undertake projects which give evidence of familiarity with the methods of social research including design, measurement, analysis, and the reporting of data.
6. Demonstrate appreciation for divergent cultures, attitudes, and values, including differing attitudes toward criminal justice and the law.

Students who major in **Digital Media Production** will be able to:

1. Exhibit appropriate knowledge and behaviors regarding the proper use and care for equipment (hardware and software) used in the communication industry.
2. Be knowledgeable about the laws, practices, and forces that influence communication media; and demonstrate professional and ethical attitudes and behaviors in all communications situations.
3. Practice good broadcasting skills through research, observation, writing, editing, production, and analysis; and demonstrate an ability to synthesize facts, situational elements, and observations to create a written, pictorial, or video/audio account of the situation or experience.
4. Demonstrate an attitude of flexibility, teamwork, and an ability to adapt and learn quickly in the communication industry.

5. Display professional oral communication skills for the broadcast field.

Students who major in **Elementary Education** will be able to:

1. Demonstrate an understanding of the central concepts, tools of inquiry and structure of the discipline(s) he or she teaches and create learning experiences that make these aspects of subject matter meaningful for students.
2. Demonstrate an understanding of how students learn and develop, and provide learning opportunities that support their intellectual, social, and personal development.
3. Demonstrate an understanding of how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.
4. Demonstrate an understanding of best practices in teaching and use a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
5. Demonstrate understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6. Use effective verbal, nonverbal, and media communication techniques, to foster active inquiry, collaboration, and interaction in the classroom.
7. Plan and prepare instruction based upon knowledge of subject matter, students, the community, curriculum goals, and state/national curriculum models.
8. Demonstrate understanding of the use of formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
9. Be a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks opportunities to grow professionally.
10. Foster relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Students who major in **English** will be able to:

1. Develop effective writing processes.

2. Compose clear and effective texts that demonstrate awareness of rhetorical situations and the conventions of Standard American English (SAE).
3. Analyze texts and articulate critical interpretations in response.

Students who major in **Graphic Design** will be able to:

1. Utilize basic elements of design and related vocabulary.
2. Combine text and image into visually sound communications.
3. Demonstrate proficiency with professional software in creating visual communications.
4. Analyze visual communications within the context of written and visual culture.
5. Demonstrate professional standards in project completion and presentation..

Students who major in **Graphic Journalism** will be able to:

1. Demonstrate computer proficiency in both word processing and graphic design software applications.
2. Exhibit specialized communication skills in writing and graphic design. Samples in both areas will demonstrate these skills.
3. Demonstrate an understanding of the interrelationship between journalism and graphic design.
4. Communicate well in an area of journalism that requires the direct relationship of skills of writing and graphic design.
5. Produce a professional portfolio of samples that combine talents from both writing and graphic design.

Students who major in **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.

Students who major in **History** will be able to:

1. Demonstrate knowledge of the overall history of European and American civilizations.
2. Demonstrate knowledge of the history of particular eras and settings, which may include segments of ancient, modern, contemporary, western, and non-western history.

3. Critically assess interpretations of historical events.
4. Conduct research in secondary and primary source materials.
5. Construct descriptions and explanations of the past, orally and in writing.
6. Develop and sustain interest in, and appreciation for, study of the past.

Students who major in **Human Services** will be able to:

1. Relate how different human services emerged through history and the various social forces that influence system development.
2. Demonstrate an understanding of the structure and dynamics of organizations, communities, and society as well as the nature of individuals and groups.
3. Demonstrate an understanding of identifiable human conditions including aging, delinquency, crime, poverty, mental illness, physical illness, chemical dependency and developmental disabilities.
4. Assess client needs and identify interventions that promote optimal functioning, growth and goal attainment.
5. Demonstrate knowledge and skills in information management.
6. Demonstrate knowledge, theory and skills in interventions, including intake interviewing, individual and group counseling, case management and resource coordination.
7. Demonstrate effective communication skills to create genuine and empathic helping relationships.
8. Demonstrate critical thinking for analysis, problem solving, synthesis, decision making, and predicting outcomes.
9. Demonstrate the knowledge, theory and skills of organizational management, supervision, and program evaluation.
10. Demonstrate the knowledge, theory and skills to incorporate human services values and attitudes to promote ethical and cultural competent practices.
11. Develop awareness of their own values, personalities, reaction patterns, interpersonal styles, biases and limitations.
12. Integrate and demonstrate the knowledge, theory and skills and professional behaviors of the degree program in an experiential learning process with direct client observation

and assessment along with supervised and independent client intervention.

Students who design an **Individualized Major** will be able to:

1. (Goals are established by the student and faculty advisor)

Students who major in **Journalism** will be able to:

1. Exhibit appropriate knowledge and behaviors regarding the proper use and care for equipment (hardware and software) used in the communication industry.
2. Be knowledgeable about the laws, practices, and forces that influence communication media; and demonstrate professional and ethical attitudes and behaviors in all communications situations.
3. Communicate well in writing by synthesizing facts, situational elements; practice good newswriting technique through research, observation, and analysis; and demonstrate competence in editing and public relations writing and skills.
4. Demonstrate an attitude of flexibility, teamwork, and an ability to adapt and learn quickly in the communication industry.

Students who major in **Liberal Arts** with a **General Studies Concentration** will be able to:

1. Demonstrate an awareness of the aesthetic dimension of human experience.
2. Demonstrate an understanding of the uses and limits of historical analysis.
3. Demonstrate an awareness of cultural diversity.
4. Demonstrate an awareness of sociological and psychological insights.
5. Demonstrate an understanding of the methods and principles of scientific reasoning.
6. Demonstrate an understanding of the spiritual dimension of human experience.
7. Demonstrate proficiency in writing.
8. Demonstrate proficiency in critical thinking.
9. Demonstrate an understanding of ethical reasoning.

Students who major in **Liberal Arts** with a **Sociology Concentration** 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.

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.

Students who major in **Mass Communication** will be able to:

1. Exhibit appropriate knowledge and behaviors regarding the proper use and care for equipment (hardware and software) used in the communication industry.
2. Be knowledgeable about the laws, practices, and forces that influence communication media; and demonstrate professional and ethical attitudes and behaviors in all communications situations.
3. Exhibit specialized communication skills in writing, broadcasting, photography, and public relations and samples that demonstrate these skills.
4. Practice good newsgathering skills by synthesizing facts, situational elements to create a written pictorial or audio/visual account of the situation or experience; and practice good skills in

editing, production, analysis, and public relations.

5. Demonstrate an attitude of flexibility, teamwork, and an ability to adapt and learn quickly in the communication industry.

Students who major in **Music** will be able to:

1. Demonstrate a strong understanding of the theoretical foundation of music and apply it.
2. Develop aural and sight-singing skills so that they use a seeing ear and hearing eye with ease.
3. Develop accomplished performance proficiency in their major applied areas.
4. Demonstrate a functional foundation in piano skills.
5. Develop a full understanding of the history of music as an aesthetic discipline, the role of music in the development of civilization, and the mutual influence exerted by music and history upon one another.
6. Demonstrate a comfortable ability to rehearse and lead music performance organizations.

Students who major in **Music Education** will be able to:

1. Demonstrate an understanding of the central concepts, tools of inquiry and structure of the discipline(s) he or she teaches and create learning experiences that make these aspects of subject matter meaningful for students.
2. Demonstrate an understanding of how students learn and develop, and provide learning opportunities that support their intellectual, social, and personal development.
3. Demonstrate an understanding of how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.
4. Demonstrate an understanding of best practices in teaching and use a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
5. Demonstrate understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6. Use effective verbal, nonverbal, and media communication techniques, to foster active inquiry, collaboration, and interaction in the classroom.

7. Plan and prepare instruction based upon knowledge of subject matter, students, the community, curriculum goals, and state/national curriculum models.
8. Demonstrate understanding of the use of formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
9. Be a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks opportunities to grow professionally.
10. Foster relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

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 care.
5. Empowering themselves and others to influence health care and society.

Students who major in **Organizational Studies** should be able to:

1. Demonstrate an understanding of and an ability to apply principle concepts in accounting, marketing, management, and finance.
2. Demonstrate an ability to work in organizations with a wide variety of people in different situations.
3. Demonstrate an ability to integrate knowledge and skills acquired from the applied vocational arena and from the liberal arts.

Students who major in **Paralegal Studies** will be able to:

1. Integrate Liberal arts education with professional legal training developing an appreciation for life-long learning.
2. Develop an understanding and appreciation for the complexities and workings of different organizational environments; allowing transferability of skills and expertise.
3. Advance their organizational, interpersonal, and communication skills.
4. Enhance legal studies and additional focus in Business and Human Resource

Management, Criminology, or Public Administration.

Students who major in **Physical Education** will be able to:

1. Demonstrate an understanding of the central concepts, tools of inquiry and structure of the discipline(s) he or she teaches and create learning experiences that make these aspects of subject matter meaningful for students.
2. Demonstrate an understanding of how students learn and develop, and provide learning opportunities that support their intellectual, social, and personal development.
3. Demonstrate an understanding of how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.
4. Demonstrate an understanding of best practices in teaching and use a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
5. Demonstrate understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6. Use effective verbal, nonverbal, and media communication techniques, to foster active inquiry, collaboration, and interaction in the classroom.
7. Plan and prepare instruction based upon knowledge of subject matter, students, the community, curriculum goals, and state/national curriculum models.
8. Demonstrate understanding of the use of formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
9. Be a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks opportunities to grow professionally.
10. Foster relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Students who major in **Political Studies** will be able to:

1. Read, comprehend and analyze primary and secondary sources of

information relating to the discipline of political science.

2. Demonstrate competence in the use of the scientific method and technical writing to solve problems.
3. Apply knowledge that is acquired in the classroom to real life situations.
4. Demonstrate an awareness of career and graduate school/professional options.

Students who major in **Psychology** will be able to:

1. Demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
2. Understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.
3. Respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.
4. Understand and apply psychological principles to personal, social, and organizational issues.
5. Weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a discipline.
6. Demonstrate information competence and the ability to use computers and other technology for many purposes.
7. Communicate effectively in a variety of formats.
8. Recognize, understand, and respect the complexity of sociocultural and international diversity.
9. Develop insight into their own and others' behavior and mental processes and apply effective strategies for self-management and self-improvement.
10. Emerge from the major with realistic ideas about how to implement their psychological knowledge, skills, and values in occupational pursuits in a variety of settings.

Students who major in **Religion** 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.

Students who major in **Secondary Education** will be able to:

1. Demonstrate an understanding of the central concepts, tools of inquiry and structure of the discipline(s) he or she teaches and create learning experiences that make these aspects of subject matter meaningful for students.
2. Demonstrate an understanding of how students learn and develop, and provide learning opportunities that support their intellectual, social, and personal development.
3. Demonstrate an understanding of how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.
4. Demonstrate an understanding of best practices in teaching and use a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
5. Demonstrate understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6. Use effective verbal, nonverbal, and media communication techniques, to foster active inquiry, collaboration, and interaction in the classroom.
7. Plan and prepare instruction based upon knowledge of subject matter, students, the community, curriculum goals, and state/national curriculum models.
8. Demonstrate understanding of the use of formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
9. Be a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks opportunities to grow professionally.
10. Foster relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Students who major in **Service 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 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 for a service based organization.

Students who major in **Spanish for Careers and Professionals** will be able to:

1. Communicate orally and in writing in Spanish with emphasis in a chosen field of interest such as Business, Healthcare, or Criminal Justice.
2. Use the conventions of grammar, punctuation, mechanics and usage appropriate to standard written and oral Spanish.
3. Analyze and interpret a range of Hispanic literature.
4. Demonstrate an understanding of Hispanic culture within and outside the borders of the United States.

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 sport s 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.

Students who major in **Theatre Arts** will be able to:

1. Demonstrate an understanding of the history of theatre and its impact on human culture.
2. Understand through participation/performance the functions of the various areas of theatre production: Acting, Scenic, Lighting and Costume Design, Direction, Make-up, and Script Analysis.
3. Understanding theatre as a medium of cultural, religious, and political communication.
4. Develop a lifetime commitment to the appreciation, support, and practice of the theatre arts.

Students who major in **Visual Arts** will be able to:

1. Utilize basic elements of design and related vocabulary.
2. Utilize logical and creative thinking to solve visual problems.
3. Demonstrate proficiency with a variety of art media.
4. Analyze works of art within the context of the history of art.
5. Demonstrate professional standards in project completion and presentation

The Academic Minor

Academic Minors

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.

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

1. Demonstrate an understanding of the basic principles of design which influence all visual art endeavors.
2. Demonstrate a hands-on skill level in basic drawing abilities.
3. Understand the historical evolution of art from ancient to modern.

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 terminology 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. Achieve proficiency in the use of basic laboratory instrumentation.

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

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

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

1. Recognize computing as an academic discipline as well as a profession.
2. Examine computing subject areas through their theory, abstraction, design, and social context.
3. Exhibit awareness of the relationships between the technologies of programming, machines, and networks, and the human concerns that motivate these technologies.

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

1. Develop effective writing processes.
2. Compose clear and effective texts that demonstrate awareness of rhetorical situations and the conventions of Standard American English (SAE).
3. Analyze Literary Texts and articulate critical interpretations in response.

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.

Students who complete an academic minor in **Foreign 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.

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.

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.

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

1. Demonstrate a working knowledge of the history of European and American civilizations, including particular eras, and settings (which may include segments of ancient and modern, western, and non-western, history).
2. Critically assess interpretations of historical events and gain an appreciation for the role of the past in shaping the present.
3. Conduct basic research in primary and secondary source materials and present that research capably in oral and written forms.

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.

Students who complete an academic minor in **Logos Honors** will be able to:

1. Demonstrate the ability to integrate knowledge pursued in different disciplines and assimilate that knowledge as part of personal growth.
2. Demonstrate the ability to synthesize new information using critical reading and thinking skills.
3. Develop a common frame of reference and common language of ideas and images central to the development of western culture.

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

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

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.

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

1. Exhibit appropriate knowledge and behaviors regarding the selection and use of equipment, including the hardware and software used in the communication industry.
2. Be knowledgeable about the laws, practices, and social forces that influence the mass communication industry, including a knowledge of the professional and ethical standards of the various branches of the industry.
3. Practice good writing skills, which means gathering information, synthesizing facts, editing final copy, and choosing the appropriate final printed format.
4. Demonstrate an attitude of flexibility and teamwork based upon an ability to learn quickly and adapt to changes in the communication industry.

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 hypotheses.
5. Synthesize mathematical knowledge by making connections between different areas of mathematics and between mathematics and other disciplines.

Students who complete an academic minor in **Music** 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.

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.

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

1. Exhibit appropriate knowledge about the selection of digital photography cameras, software, computers, and techniques that are used to produce high quality photographs.
2. Be knowledgeable about the law, practices, and ethics that inform the taking and using of photographs in our society.
3. Practice good photographic skills in the areas of subject lighting, digital camera expertise, and computer image processing.
4. Demonstrate an attitude of flexibility and teamwork based upon the ability to learn quickly and adapt to changes in the photographic field.

Students who complete an academic minor in **Political Studies** 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.

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.

Students who complete an academic minor in **Religion** 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.
4. Demonstrate critical thinking skills in writing and speaking.

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 techniques 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 of the "cause" of social behavior.

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

1. Demonstrate basic communication skills (listen, speak, read, and write) understanding of language and culture, and practical application in Spanish.
2. Demonstrate an understanding of the Latino community by participating in community service projects or by participating in a foreign travel program.
3. Demonstrate practical application of language and culture in social, academic, and business contexts.

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.

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

1. Understand through participation the functions of the various areas of theatre production.
2. Demonstrate an understanding of the cultural context of theatre.
3. Develop a lifetime commitment to the appreciation, support, and practice of the theatre arts.

Students who complete an academic minor in **Web Design** will be able to:

1. Demonstrate ability to create a Web site with links, graphics, tables.
2. Demonstrate ability to create a Web site with video components.
3. Demonstrate ability to create and edit graphics both photographic and drawn formats.
4. Demonstrate ability to create interactive content pieces using leading authoring software.

Students who complete an academic minor in **Women's Studies** will be able to:

1. Demonstrate an understanding of the challenges of our gendered society
2. Appreciate the need to seek out and promote gender equality.

The Certificate Program

Certificate Programs

Students who complete a certificate program in **Art Therapy** will be able to:

1. Demonstrate an understanding of symbolic communication and visual thinking related to various theories and methods of art therapy.
2. Demonstrate a comprehensive perspective on the history and theoretical approaches which contributed to the current art therapy paradigms.
3. Be able to discuss a thorough understanding of the professional and educational opportunities in the art therapy field.
4. Exhibit an extensive knowledge of the creative process as applied to diverse populations.
5. Demonstrate developed written and verbal communication skills for interacting with individuals or groups in an art-making process.

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

1. Demonstrate an understanding of both a theoretical as well as an applied perspective regarding the principles of entrepreneurship, identifying and assessing new business opportunities, developing a business plan, and growing and managing a business.

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.

Students who complete a certificate program in **In-House Communication** will be able to

1. Exhibit appropriate knowledge and behaviors in selecting and using the equipment and software to produce media which combines written and graphic elements.
2. Be knowledgeable about the laws, practices, and standards in the communication industry and to apply these to their work situation.
3. Practice good communication skills in gathering information, writing copy, and designing graphics in the production of written and graphic media.
4. Demonstrate an attitude of flexibility and teamwork based upon an ability to learn quickly and adapt to the changes in the communication industry and in various organization environments.

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.

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

1. Demonstrate an understanding of accounting and business concepts with emphasis on becoming a certified public accountant.
2. Demonstrate the ability to think critically in accounting and business problem solving and decision making.

Students who complete a certificate program in **Program Development & Evaluation** will be able to:

1. Develop research and evaluation skills to systematically identify the program goals in an agency and to ascertain support for these goals.
2. Students will explore models for program evaluation and the appropriate use of those models.
3. The student will learn the fundamental process of grant writing from development to the final product.
4. Professional presentation skills in presentation of program evaluation results will be developed.
5. The role of program evaluation and assessment in the public sector will be investigated.

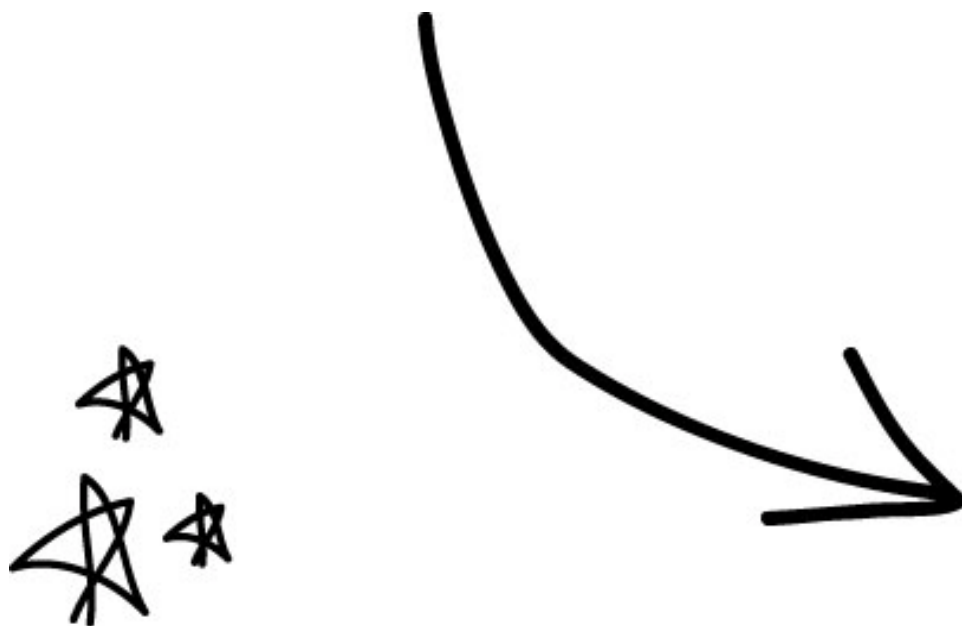
Students who complete a certificate program in **Real Estate** will be able to:

1. Demonstrate an understanding of an applied perspective regarding the principles of real estate, property management, real estate law, and fundamentals of real estate finance.

Students who complete a certificate program in **Spanish Essentials** will be able to:

1. Demonstrate a basic understanding of the Spanish language.
2. Demonstrate essential skills and knowledge of the Latino culture.
3. Demonstrate practical application of language and culture in specific work related areas

Academic Majors, Minors, and Certificate Programs



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 technological advances appropriate to their field of study.

Academic Major: Integrating or Capstone Course

- Accounting: BSAD 450 Business Capstone Seminar
- Applied Mathematics: MATH 450 Senior Seminar
- Art Education: EDUC 420 Elementary Student Teaching and EDUC 425 Secondary Student Teaching
- Biochemistry: BIOL 450 Senior Seminar
- Biology: BIOL 450 Senior Seminar
- Biotechnology: BIOL 450 Senior Seminar
- Business Administration: BSAD 450 Business Capstone Seminar
- Church Music: MUSC 450 Senior Recital
- Computer Science: CPSC 452 Seminar in Computer Ethics and Professionalism
- Criminal Justice: PSYC 450 Senior Seminar
- Digital Media Production: COMM 470 Communication Career Seminar
- Elementary Education: EDUC 420 Elementary Student Teaching
- English: ENGL 485 English Capstone
- Graphic Design: ARTS 470 The Capstone Art Experience
- Graphic Journalism: ARTS 470 The Capstone Art Experience or COMM 470 Communication Career Seminar
- Health Promotion: HPED 450 Senior Seminar
- History: History 450 History Senior Seminar
- Human Services: PSYC/SOCS 450 Senior Seminar
- Individualized: Selected Departmental Seminars
- Journalism: COMM 470 Communication Career Seminar
- Liberal Arts: INTS 470 The Grand View Capstone: Knowledge in Social Context
- Management Information Systems: BSAD 451 MIS Capstone Seminar
- Mass Communication: COMM 470 Communication Career Seminar
- Music: MUSC 450 Senior Recital and Paper
- Music Education: MUSC 450 Senior Recital and Paper, EDUC 420 Elementary Student Teaching, and EDUC 425 Secondary Student Teaching.
- Nursing: NURS 450 Professionalism II OR NSGP 455 Professionalism II for RNS
- Organizational Studies: Selected Departmental Seminars OR INTS 470

The Grand View Capstone: Knowledge in Social Context

- Paralegal Studies: POLS 450 Interdisciplinary Seminar
- Physical Education: EDUC 420 Elementary Student Teaching and EDUC 425 Secondary Student Teaching
- Political Studies: POLS 450 Interdisciplinary Seminar
- Psychology: PSYC 450 Senior Seminar
- Religion: RELG 430 Topics in Religion
- Secondary Education: EDUC 425 Secondary Student Teaching
- Service Management: BSAD 452 Service Management Capstone Seminar
- Spanish for Careers and Professionals: SPAN 450 Senior Seminar
- Sport Management: BSAD 453 Sport Management Capstone Seminar
- Theatre Arts: THTR 461 Senior Seminar
- Visual Arts: ARTS 470 The Capstone Art Experience

The following baccalaureate degree majors are currently available at the University:

- Accounting
- Applied Mathematics
- Art Education
- Biochemistry
- Biology
- Biotechnology
- Business Administration
- Church Music
- Computer Science
- Criminal Justice
- Digital Media Production
- Elementary Education
- English
- General Studies (See Liberal Arts)
- Graphic Design
- Graphic Journalism
- Health Promotion
- History
- Human Services
- Individualized
- Journalism
- Liberal Arts
- Management Information Systems
- Mass Communication
- Music
- Music Education
- Nursing
- Organizational Studies
- Paralegal Studies
- Physical Education
- Political Studies
- Psychology
- Religion
- Secondary Education
- Service Management
- Sociology (See Liberal Arts)
- Spanish for Careers and Professionals

- Sport Management
- Theater Arts
- Visual Arts

Baccalaureate Degree Majors

Accounting

Degree Awarded: Bachelor of Arts

Requirements for the Major

65 semester credits including: ACCT 211, 212, 303, 304, 330 (or substitute 412 for 330), 381, 401, 411, 431; BSAD 145, 310, 311, 315, 340, 341, 352, 399, 450; ECON 315; ENGL 309; MATH 241 or BSAD 239.

Prerequisites for courses in the Major

MATH 116. ECON 101, 102. These prerequisites will not be included in the major GPA but must be taken for the major.

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.

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 every 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 you 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 Weekend-Evening College. The Accounting Department also offers two post-baccalaureate certificate programs. See the certificate section for more information.

Applied Mathematics

Degree Awarded: Bachelor of Arts

Requirements for the Major

41 semester credits including: MATH 231, 232, 261, 300, 331, 450; CPSC 155 or BSAD/CPSC 241; plus 18 credits from MATH 301, 322, 327, 335, 350, 351, 361, 399, 430; CPSC/MATH 340; PHYS 250. These courses will be counted in computing the 2.2 GPA required for this major. A student seeking Iowa Teaching Endorsement #143 is required to take MATH 301 and MATH 331 or 335.

A student in the Pre-Engineering program is required to take MATH 322, 350 and PHYS 250.

Prerequisites for courses in the Major

Placement in MATH 231.

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.

Art Education

Degree Awarded: Bachelor of Arts

Requirements for the Major

81 semester credits including:

Completion of these pre-education requirements with a minimum grade of B required for each: SPCH 101; EDUC 111, 145, 244, and 280; PSYC 212. 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 (minimum grade of B required); a math course, a science course, and PSYC 101 (each requiring a minimum grade of C).

Completion of PSYC 315; ARTS 280 or 366; ARTS 319; EDUC 306 or 307; ARTS 320; EDUC 308 or 309; EDUC 442 or 443; 9 hours of Art History selected from ARTS 231, 232, 340, 341 or 342; 12 hours of studio courses selected from ARTS 221, 222, 321, and 322 OR ARTS 201, 202, 331 and 332 OR ARTS 261, 265, 300 and 361; 6 hours of additional two-dimensional studio classes; 6 hours of additional three-dimensional studio classes; EDUC 420 and 425.

All of the courses above (except for those excluded as indicated in the pre-education requirements) and ARTS 101, 102, 103 and 104 listed below will be counted in computing the minimum 3.0 GPA required for this major.

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.

Prerequisites for courses in the Major

ARTS 101, 102, 103, 104

Students who are interested in Art Education (K-12) must earn a minimum 2.8 GPA in a prescribed liberal arts pre-education program, have a minimum 2.5 cumulative GPA, and successfully pass all three Praxis I tests (reading=171, writing=171, and mathematics=169) before they are formally admitted to the Teacher Education program of the University. (See also Pre-Education Program and Application for Admission to Teacher Education sections of the catalog).

Art Education majors (K-12) must earn a minimum 3.0 GPA in coursework required for the major (including ARTS prerequisites) and a minimum 2.5 GPA in all college work. No D grades are accepted for coursework required in the major, complementary endorsements, or prerequisites.

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.

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.

Biochemistry

Degree Awarded: Bachelor of Arts

Requirements for the Major

48-52 semester credits including: BIOL 360, 380, 415; CHEM 321, 322, 341, 351, 452, 453, 450, 499; PHYS 101 and 102 or 221 and 22; and one course from the following: BIOL 325, 335, 385, CHEM 399, MATH 232 and CPSC 241.

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

Prerequisite for courses in the Major

CHEM 111, 112; BIOL 101 and MATH 231 or 261.

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

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.

Biology

Degree Awarded: Bachelor of Arts

Requirements for the Major

42-45 semester credits including: BIOL 101, 102, 150, 450, and CHEM 112; two courses from the following, one of which must be a lab course: BIOL 209, 240, 225 or 256; a minimum of 17 hours from the following, 12 hours of which must be lab courses: BIOL 310, 315, 325, 335, 360, 380, 385, 392, 399, 410, 415, 420, 430, 444; and one course from the following: BIOL 157, CHEM 321 or 322, MATH 122 or 261, PHIL 325, PHYS 101 or 102.

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

Prerequisites for courses in the Major
CHEM 111 and MATH 121.

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

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.

Biotechnology

Degree Awarded: Bachelor of Arts

Requirements for the Major

47-48 semester hours including: BIOL 101, 102, 225, 360, 380, 385, 401, 415, 450, CHEM 321 and MATH 261. Students also choose two of the following: BIOL 325, 335, 399.

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

Prerequisite for courses in the Major
CHEM 111 and 112, and MATH 121.

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

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.

Business Administration

Degree Awarded: Bachelor of Arts
Requirements for the Major

48 semester credits including: ACCT 212; BSAD 310, 311, 315, 340, 352, 399, 450; ECON 102; ENGL 309; MATH 241 or BSAD 239. Students must also complete a 15 hour concentration from the following choices:

Agricultural Business Concentration

15 hours of transfer credit in approved agricultural business coursework.

Finance Concentration

BSAD 420, 422 and three courses from the following: ACCT 411, BSAD 341, 350, 378, 418, 426, ECON 315 or 415.

Human Resource Concentration

BSAD 375, 377, 407, 408, 410;

Management Concentration

BSAD 375, 410 and three courses from the following: BSAD 316, 362, 365, 405, 425, 430 (as approved), 432, 452, 453, or ECON 320;

Marketing Concentration

BSAD 351, 423, POLS 350 and two courses from the following: BSAD 320, 325, 430 (as approved), 416, 452.

Real Estate Concentration

BSAD 360, 378, 402, 422, 426.

Prerequisites for courses in the Major

ACCT 211; BSAD 145; 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.

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.

Church Music

Degree Awarded: Bachelor of Arts
Requirements for the Major

45-47 semester credits including MUSC 101 (All Church Music Majors are required to attend a minimum of 10 concerts/performance each semester), 121, 221 or 122, or other approved ensemble (Music majors are to be enrolled in ensemble every semester of residency and accumulate a minimum of six semesters), 131, 132, 231, 331, 332, 341, 399, 450, Piano proficiency (prior to Junior status), RELG 330; 6 credits from RELG 310, 315, 322; 3 credits from PHIL 205, 305, 312.

Students majoring in Church Music must achieve a grade of C or better in all the required courses in the major in order to graduate.

Prerequisites for courses in the Major

RELG 201, 202. Strongly recommended: MUSC 232.

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

The major in Church Music integrates the study of Music and Religion with the intention of preparing students to serve as church musicians. Coursework is drawn from both the Religion and Music Departments in order to provide foundations in both fields and thereby create a framework for effective decision-making, communication with clergy partners, and performance skills. Students majoring in Music must achieve a grade of C or better in all the required courses in the major in order to graduate.

Computer Science

Degree Awarded: Bachelor of Arts
Requirements for the Major

44-46 semester credits including all core courses and the courses for at least one concentration. **Core Courses:** 20 semester credits required: BSAD/CPSC 241, 242, 330; CPSC 320, 399, 452; and MATH 241 or 261.

Computer Information Systems Concentration

24 semester credits including CPSC 315, 361; CPSC/BSAD 323, 381, 421; CPSC/MATH 212; ACCT 211 or ECON 101; two 200 level or higher Computer Science, upper division Accounting, or upper division Business Administration courses (one must be upper division).

Numerical Computing Concentration

24–26 semester credits including CPSC 310, 350, 360; CPSC/MATH 340; MATH 231, 331; and (I) one upper division computer science course and MATH 232; OR (II) two 200 level or higher Computer Science Courses (one must be upper division) OR (III) MATH 232 and one upper division mathematics course.

Software Development Concentration

24 semester credits including CPSC 360, 361, 363; CPSC/BSAD 323, 381; ENGL 303 or ENGL 309; two 200 level or higher Computer Science courses (one must be upper division).

These courses will be counted in computing the 2.5 GPA required for this major.

Prerequisites for courses in the Major

MATH 121, 140.

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

The major in Computer Science is designed for students with interests in the discipline of computing and its applications. Through the core courses, the major provides a solid foundation of computer science concepts within a liberal arts context. The various concentrations allow students to focus on areas of interest. The Numerical Computing Concentration is a more traditional computer science program with a strong mathematical emphasis. Students choosing this concentration will be best prepared for a variety of computing careers or graduate study. The Software Development Concentration is for those wishing to focus more on careers in software engineering, programming, and systems analysis. The Computer Information Systems Concentration is for students interested in methods, concepts, and practical applications of information systems in the workplace. Students in all three concentrations complete an internship and take the seminar in Computing Ethics and Professionalism, providing a balance of practical experience and development of an appropriate perspective regarding the role of this dynamic discipline in society.

Criminal Justice

Degree Awarded: Bachelor of Arts

Grand View University offers students two concentrations to develop a program of study

leading to a Bachelor of Arts in Criminal Justice.

The 2+2 Concentration

Requirements for the Major

45 semester credits including: 30 hours of transfer credit in criminal justice, political science, and sociology from the Des Moines Area Community College and a minimum of 15 additional, upper division hours from Grand View University. Transfer hours from DMACC include: CRJ 100, 119, 132 (or POLS 340 at Grand View), 107, 932 (or SOCS 399 at Grand View); POL 171 (or POLS 315 at Grand View); SOC 240 (or SOCS 318 at Grand View); and nine elective credits (selected from DMACC's CRJ 130, 137, 109, 229, 222, 136, 141, 147, 204, 248, or 101). Courses required at Grand View include: PSYC 320; PSYC/SOCS 310; SOCS 315, 450; SOCS/POLS 350.

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

Prerequisites for courses in the Major

CPSC 101; MATH 241 or PSYC 239; POLS 110; PSYC 101; SOCS 101.

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

The major in Criminal Justice is one of the 2 + 2 programs offered by Grand View University in collaboration with the Des Moines Area Community College.

The Grand View University Criminology Concentration

A second option is available for students who are not transferring credits from DMACC.

Requirements for the Major:

45 semester credits including: POLS 110, 315, 340; PSYC 101, 320; PSYC/SOCS 310; SOCS 101, 315, 318, 450; SOCS/POLS 350; six or more credits from SOCS 330 through 337 and/or selective SOCS 430 Topics in Criminology Series; a three credit supervised Independent Study (PSYC or SOCS 392); and a three credit hour Internship (SOCS 399). The internship may be waived for students who are employed in a criminal justice position approved by Grand View University.

Prerequisites for courses in the Major

CPSC 101; MATH 241 or PSYC 239.

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

Both concentrations in the Criminal Justice major offered by Grand View University are designed to provide students an understanding of both the criminal justice system in America as well as some of the principal psychological, social, and moral issues that are of concern to those who work in this field. Graduates are employed by law

enforcement, corrections, and juvenile justice organizations.

Digital Media Production

Degree Awarded: Bachelor of Arts

Requirements for the Major

45 semester credits including: ARTS/COMM 263, COMM 121, 129, 151, 222, 270, 312, 323, 324, 329, 404, 405, 420, 421, 431, 470, two additional Broadcast production courses chosen from 129 or 329. All Digital Media Production majors must attain a 2.2 GPA or better in the courses which comprise their academic major. Students majoring in Digital Media Production must achieve a grade of C or better in all the required courses in order to graduate.

Prerequisite for courses in the Major

COMM 110, 119. Recommended electives: COMM 131, 355, 399

The major in Digital Media Production provides extensive hands-on experience in all aspects of audio and video production, combining theoretical and practical work in radio, television, video, and Web. Students prepare for careers in broadcasting, sportscasting, music production, and corporate communication by using the state of the art equipment that is available on campus.

They write, direct, and produce material for KDPS 88.1 FM radio, KGVC 94.1 FM, GVTV (on Mediacom Cable channel 16) and GrandViewTV.com. They produce music videos, documentaries, creative Web pieces and commercials, as well as intern at an area radio or TV station, production studio, or corporate communication facility.

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 English 101 before taking any courses in the major. If an English 101 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" 110 and 151 before taking any 300-400 level courses. Additionally, Broadcast and Mass Communication majors need to pass with at least a "C" 121 and 222 before taking any 300-400 level classes; Journalism majors need to pass 131 with a "C" before taking any 300-400 level classes. These restrictions can only be waived by a majority vote of the Communication Department faculty.
4. Reporting should be taken by the students' third semester, preferably in the freshman year.
5. Students must earn a "C" or higher on all classes in their major checklist. In some cases the students have the option of choosing one of two classes on the major checklist. Once that choice has been made, there is no longer an option. The students must receive a "C" or higher in that specific class or retake it.
6. 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 that 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 grade during the second attempt, it will count as the second failed attempt to pass the course unless overturned by departmental review.
7. After completing any one of the following: 110, 131, 151, 121 and 222, students' records may be reviewed by departmental faculty. Following that review, some students may be required to meet the departmental faculty for a review of their status in the major. After such a review, students may be counseled into another major if the evidence warrants. This generally will occur after the sophomore year, or if transfer students, upon the completion of the courses listed. 100-level classes are taken during the freshman year, 200-level classes are taken during the sophomore year, 300-level classes are taken during the junior year, and 400-level classes are taken during the senior year.

Elementary Education (K-6)

Degree Awarded: Bachelor of Arts

Requirements for the Major

64-65 semester credits plus 24-29 credits for one required complementary endorsement including:

Completion of these pre-education requirements with a minimum grade of B required for each: SPCH 101; EDUC 111, 145, 243, and 280; PSYC 212. 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 (minimum grade of B required); MATH 111, a science course, and PSYC 101 (each requiring a minimum grade of C).

Completion of EDUC 245; two of the following: ARTS 142, EDUC 184, MUSC 142; PSYC 315; EDUC 306, 307, 442, 324, and 325; ENG 217; EDUC 312; MATH 145; EDUC 313, 314, and 420.

All of the courses listed above (except for those excluded as indicated in the pre-education requirements) and those courses required for the chosen complementary endorsement will be counted in computing the minimum 3.0 GPA required for this major.

Elementary Education majors must complete at least ONE endorsement in addition to the initial Elementary Education K-8 Endorsement, unless they are pursuing the K-12 Art Education, K-12 Music Education, or K-12 Physical Education endorsements.

The following complementary endorsements are available: English/Language Arts (27 credits), Health (25-27 credits), Instructional Strategist I: Mild and Moderate (25 credits), Mathematics (26-27 credits), PreKindergarten/Kindergarten--Early Childhood Education (25 credits), Reading (28-29 credits), Science--Basic (24 credits), Social Studies (24 credits), and Spanish (27 credits). (See the Teacher Education & Licensure section of the catalog for the required courses for each endorsement.)

Completion of Praxis II with satisfactory passing score (Test 0011=151 OR Test 0014=142)

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.

Prerequisites for courses in the Major

ARTS 100 (core requirement); a second science course (biological or physical science, whichever was not completed as a pre-education requirement. One must be a lab class.).

These courses will not be counted in computing the GPA for the major, unless required for the content major or complementary endorsements sought.

Students who are interested in Elementary Education must earn a minimum 2.8 GPA in a prescribed liberal arts pre-education program, have a minimum 2.5 cumulative GPA, and successfully pass all three Praxis I tests (reading=171, writing=171, and mathematics=169) before they are formally admitted to the Teacher Education program of the University. (See also Pre-Education Program and Application for Admission to Teacher Education sections of the catalog).

Elementary Education majors (K-6) must earn a minimum 3.0 GPA in coursework required for the major, each complementary endorsement pursued, and a minimum 2.5 GPA in all college work. No D grades are accepted for coursework required in the major, complementary endorsements, or prerequisites.

Successful completion of these requirements, the coursework for at least one complementary K-8 endorsement, a passing score on Praxis II (Test 0011=151 or Test 0014=142), 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.

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.

English

Degree Awarded: Bachelor of Arts

Requirements for the Major

45 semester credits including ENGL 221, 231, 232, 241, 242, 251, 301, 311, 460, 485 and 15 additional semester hours in at least one of the following areas of concentration:

Literature ENGL 305, 320, 352; ENGL 351 or 353; ENGL 318 or 328, OR

Writing ENGL 202, 205, 302, 480; ENGL 303 or 309, OR

Teaching ENGL 202, 217, 305; ENGL 318 or 328; EDUC 347; five credit hours of EDUC 425. Students in the teaching emphasis must be accepted into the Education Program; students can substitute five hours of EDUC 425 for English 485.

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

Prerequisites for courses in the Major

ENGL 101, 111, 150; one year of a single college foreign language or two years of a single high school foreign language. High School foreign language will not satisfy the International Diversity Core requirement.

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

English majors appreciate the power of words. They enjoy great literature and honing their writing skills. Our majors have the opportunity to select a concentration in literature, teaching or writing with faculty who bring passion and knowledge to the learning experience.

In this world of information overload, the communication skills one gains from a degree in English are critical. English majors from Grand View find careers in:

- communication
- electronic media
- public relations
- technical writing
- publication
- human resources
- learning and development training
- grant proposal writing
- copy writing and editing
- advertising
- government
- non-profits.

Many of our graduates pursue further education in:

- law
- creative writing
- library science
- educational leadership
- rhetoric and composition
- literature
- student affairs
- English as a Second Language.

General Studies

See Liberal Arts

Graphic Design

Degree Awarded: Bachelor of Arts

Requirements for the Major

42 semester credits including: Six hours of art history selected from ARTS 231, 232, 340, 341, 342, 431; ARTS 261, 265, 300, 361, 401, 411, 412, 470; 12 additional hours of Arts electives; and successful portfolio review during the sophomore year or by request of the faculty. All entering transfer students must submit a portfolio for review. Additional coursework may be required for entry into the program.

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

Prerequisites for courses in the Major

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

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

Students majoring in Graphic Design must achieve a grade of C or better in all the required courses for the major in order to

graduate. Students are strongly encouraged to register for ARTS 399, internship.

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.

Graphic Journalism

Degree Awarded: Bachelor of Arts

Requirements for the Major

45 semester credits including: COMM 121, 159, 319, 349, 352 or 423, 359, 425, and 431 (18 hours); ARTS 103, ARTS/COMM 263, ARTS 265, 280, 300, 361, 366, 401 (24 hours); students will choose COMM 470 (2 hours) or ARTS 470 (3 hours). A GPA will include all these courses and a 2.2 is required for this degree.

Prerequisites for courses in the Major

COMM 119, 151.

Students majoring in Graphic Journalism must achieve a grade of C or better in all the required courses for the major in order to graduate. Students are strongly encouraged to register for ARTS 399, internship.

A major in Graphic Journalism is a combination of the traditional skills needed to write and design materials in an aesthetic and communicative manner. The primary objective of this degree is to prepare students to work in areas of business and communication where a combination of writing and graphic skills are needed. A strong communication emphasis with a liberal arts background is the basis for a degree in this discipline.

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 English 101 before taking any courses in the major. If an English 101 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" 110 and 151 before taking any 300-400 level courses. Additionally, Broadcast and Mass Communication majors need to pass with at least a "C" 121 and 222 before taking any 300-400 level classes; Journalism majors need to pass 131 with a "C" before taking any 300-400 level classes. These restrictions can only be waived by a majority vote of the Communication Department faculty.
4. Reporting should be taken by the students' third semester, preferably in the freshmen year.
5. Students must earn a "C" or higher on all classes in their major checklist. In some cases the students have the option of choosing one of two classes on the major checklist. Once that choice has been made, there is no longer an option. The students must receive a "C" or higher in that specific class or retake it.
6. 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 that 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 grade during the second attempt, it will count as the second failed attempt to pass the course unless overturned by departmental review.
7. After completing any one of the following: 110, 131, 151, 121 and 222, students' records may be reviewed by departmental faculty. Following that review, some students may be required to meet the departmental faculty for a review of their status in the major. After such a review, students may be counseled into another major if the evidence warrants. This generally will occur after the sophomore year, or if transfer students, upon the completion of the courses listed.
8. 100-level classes are taken during the freshman year, 200-level classes are taken during the sophomore year, 300-level classes are taken during the junior year, and 400-level classes are taken during the senior year.

Health Promotion

Degree Awarded: Bachelor of Arts

Requirements for the Major

The major consists of a Health Promotion curriculum core plus the selection of an emphasis in Wellness Management or Fitness Management. Students may select both concentrations if they wish to complete additional studies.

Health Promotion core

25 semester hours which include the following courses: BSAD 315; COMM 355; HPED 188, 256, 276, 345, 399, 440, 450.

The Wellness Management Concentration

20 semester hours which include the following courses: BSAD 310; BSAD/SOCS 410; ENGL 205 or 309; HPED 410; PSYC 212; and 4 hours from the following electives: HPED 391, 425; NURS 110; PHIL 325; PSYC 250, 373, 378.

The Fitness Management Concentration

20 semester hours which include the following courses: BIOL 140 or 240, 157; HPED 247, 371, 189 or 381, 391; and 2 hours from the following electives: HPED 425; NURS 110; PSYC 250, 373, 378.

The courses in the Health Promotion core and the Wellness Management concentration or Fitness Management concentration will be counted in computing the 2.2 GPA required for this major. Students majoring in Health Promotion must achieve a grade of C or higher in all the required found within the Health Promotion major in order to graduate.

Prerequisites for courses in the Major

BIOL 101; HPED 205; PSYC 101 (Wellness Management concentration only); BIOL 101; HPED 205 (Fitness Management concentration only)

The prerequisite courses will not be counted in computing the GPA for the major. Students must achieve a grade of C or higher in their prerequisite courses for the major.

Additional Suggested Electives

The Wellness Management Suggested Electives to be used to fulfill the additional hours toward 124 needed for the undergraduate degree include: BIOL 140, 157, 256; BSAD 212; ECON 101; HPED 189, 247, 430; BSAD 217; MATH 241; POLS 315; PSYC 350.

The Fitness Management Suggested Electives to be used to fulfill the additional hours toward 124 needed for the undergraduate degree include: BIOL 256; BSAD 316; CHEM 107; BSAD 217, HPED 410, 430; PHIL 325; PSYC 212; SOCS 321.

Health Promotion is the science and art of helping people change their lifestyle to move toward a state of optimal health (American

Journal of Health Promotion). This major has been designed to offer a distinctive opportunity for students to influence the health, lifestyle, and productivity of individuals/group systems (organizations).

The multidisciplinary curriculum provides theory and practice necessary for preparation of the fitness/wellness professional in Health Promotion. This major will prepare students to effectively plan, implement, and evaluate health promotion.

The Wellness Management concentration will focus on health promotion within communities, organizations, and worksites striving to impact and effect a cultural change. The Fitness Management concentration will focus on the health enhancement of the individual.

Some of the distinctive qualities found within this major are:

1. the mind, body, and spirit component woven throughout the curriculum
2. hands on experiences involving students in various learning environments
3. opportunities to work with individuals and organizations in health enhancement
4. a practicum designed to integrate the classroom knowledge with a service component that addresses the self, the University, and the community
5. supervised internships available in a variety of settings
6. focus on effective behavior change theory and application.

Some of the career opportunities include positions in: corporate wellness programs, health/fitness centers, federal/state agencies, non-profit organizations, YMCA/YWCA, college/university settings, school districts, and churches. Graduates in this field often assume positions of wellness program directors, corporate wellness coordinators, fitness/wellness specialists, health promotion planners, fitness instructors, health educators, personal trainers, wellness consultants, and wellness coaches.

History

Degree Awarded: Bachelor of Arts

Requirements for the Major

40 semester credits including: HIST 101, 102, 121, 122, 150, 450; 6 credits US History from HIST 250, 329, 330, 340, 345, 346, 348, 349, 360, 390, 399; 6 credits European from HIST 322, 323, 324, 326, 327, 359; 6 credits non-US, non-European from HIST 314, 315, 331, 332, 333, 334, 335, 336, 337; and 6 additional hours of history.

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

Students must receive a C or better in all courses in the major.

Prerequisites for courses in the Major:

None.

Computer proficiency requirement: LIBL 200

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.

Human Services

Degree Awarded: Bachelor of Arts

Requirements for the Major

47 semester credits including: PSYC 212, 277, 315, 320, 325, 327, 399 (6), 450; PSYC/SOCS 210, 310; SOCS 315; PSYC/SOCS 361 or 362; plus 6 hours from 2 of the 3 options, below:

Option 1: Family & Community Services

SOCS 321, PSYC/SOCS 322, 372, PSYC 363.

Option 2: Evidence based interventions in mental retardation, developmental and mental health populations

PSYC 352, 353, 410.

Option 3: Program evaluation and assessment

PSYC/BSAD/POLS 239, PSYC 385, POLS 315, ENGL 440/441/442.

These courses will be counted in computing the 2.2 GPA required for the major. Students must receive a C or better in courses in the major.

Prerequisites for courses in the Major

PSYC 101; SOCS 101.

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

The major in Human Services is aimed toward developing students' knowledge and skills in working with people in helping settings. Students take courses to establish a diverse and well-grounded background in human behavior, challenges in development and living, and in the delivery of services in

the Human Services field. In addition to the general requirements for the major, students specialize in at least one of the following:

- Family and Community Services (Option 1)
- Evidence based interventions in mental retardation, developmental, and mental health populations (Option 2)
- Program evaluation and assessment (Option 3)

Students complete 6 hours of supervised internship with Human Services agencies. The aim of the major is to prepare graduates for employment in public and private agencies and organizations which provide human services and/or preparation for graduate work.

Individualized

Degree Awarded: Bachelor of Arts
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 these courses will be counted in computing the 2.2 GPA required for this major.

Prerequisites for courses in the Major

None.

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.

Journalism

Degree Awarded: Bachelor of Arts

Requirements for the Major

44 semester credits including: COMM 121, 129, 131, 151, 319, ARTS/COMM 263, four hours minimum of COMM 159 or 359, COMM 349, 352, 355, 399 or an upper division communication elective, 404, 423, 425, 450, 470.

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

Prerequisites for courses in the Major

COMM 110, 119.

Students majoring in Journalism must achieve a grade of C or better in all the required courses in order to graduate.

The major in Journalism provides writing, editing, and layout experience from beginning to advanced levels. Students prepare for careers on news-papers, in-house publications, or in public relations. Students get hands-on experience by writing for the weekly student newspaper, the Grand Views, and through internships at local newspapers, hospitals, and businesses. Desktop publishing also is taught in some of the major courses.

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 English 101 before taking any courses in the major. If an English 101 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" 110 and 151 before taking any 300-400 level courses. Additionally, Broadcast and Mass Communication majors need to pass

with at least a "C" 121 and 222 before taking any 300-400 level classes; Journalism majors need to pass 131 with a "C" before taking any 300-400 level classes. These restrictions can only be waived by a majority vote of the Communication Department faculty.

4. Reporting should be taken by the students' third semester, preferably in the freshmen year.
5. Students must earn a "C" or higher on all classes in their major checklist. In some cases the students have the option of choosing one of two classes on the major checklist. Once that choice has been made, there is no longer an option. The students must receive a "C" or higher in that specific class or retake it.
6. 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 that 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 grade during the second attempt, it will count as the second failed attempt to pass the course unless overturned by departmental review.
7. After completing any one of the following: 110, 131, 151, 121 and 222, students' records may be reviewed by departmental faculty. Following that review, some students may be required to meet the departmental faculty for a review of their status in the major. After such a review, students may be counseled into another major if the evidence warrants. This generally will occur after the sophomore year, or if transfer students, upon the completion of the courses listed.
8. 100-level classes are taken during the freshman year, 200-level classes are taken during the sophomore year, 300-level classes are taken during the junior year, and 400-level classes are taken during the senior year.

Liberal Arts

Degree Awarded: Bachelor of Arts

Requirements for the Major

42 semester credits including a common core of 12 credits and 30 additional credit hours in one of two concentrations: General Studies or Sociology. Credit hours for the common core include:

HIST 101, 102 or HUMN 101, 102;
HIST/SOCS 399 or HIST/SOCS 392; INTS 470.

Prerequisites for courses in the Major

None.

Credit hours for concentrations include:

General Studies Concentration

(30 semester credits)

9-12 semester hours from each of the following three categories: The Nature of Knowledge, Cultural Heritage, and Human Diversity. Courses in the Nature of Knowledge category include mathematics, natural science, religion, and philosophy; the Cultural Heritage category includes literature, foreign language, speech, and fine arts courses; the Human Diversity category includes economics, history, sociology, political science, and psychology courses. A total of at least 24 upper division hours must be earned in this major. Courses taken as part of the Basic Skills component of the General Education core may not be counted toward the hours required for the major. All courses taken for the major will be counted in computing the 2.2 GPA required for the major.

Sociology Concentration

(30 semester credits)

SOCS 101, 215, 315, 318; SOCS/PSYC 310, plus 15 semester hours chosen from the following: SOCS 321, 341, 344, 430; SOCS/POLS 350 and other upper division sociology courses approved by the department chair.

The General Studies program 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 option of choosing from the concentrations of the Liberal Arts major. All students are expected to consult with their faculty advisors in developing their programs of study.

Management Information Systems

Degree Awarded: Bachelor of Arts

Requirements for the Major

48 semester credits including an 18 credit Business core, a 15 credit MIS core, and a Business Analyst or an Information Technology Concentration.

Requirements for the Business Core include: BSAD 311 or 352, 315 or BSAD/CPSC 325, 340, 399, 410; ENGL 309.

Requirements for the MIS Core include: BSAD/CPSC 323, 381, 421, BSAD 365, 451.

Business Analyst Concentration includes:

BSAD/CPSC 241, BSAD 384, 436, 437, additional semester of programming language.

Information Technology Concentration includes:

9 hours programming, of which 3 hours are object oriented programming; 6 hours approved technology courses.

Prerequisites for courses in the Major:

ACCT 211, 212; BSAD 145; MATH 241 or BSAD 239.

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 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.

Mass Communication

Degree Awarded: Bachelor of Arts

Requirements for the Major

45 semester credits including: COMM 121, 129, four hours of Communication lab (COMM 139, 159, 319, 329, 339, 359), 131, 151, 222, ARTS/COMM 263, COMM 270, 312, 352 or 423, 355, 399 or upper division elective, 404, 431, 470, and any second photography elective (COMM 231, 332, 333).

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

Prerequisites for courses in the Major:

COMM 110, 119.

Students majoring in Mass Communication must achieve a grade of C or better in all the required courses in order to graduate.

The major in Mass Communication is more general than those of Journalism or Broadcast but combines basics from those areas. Students choose the Mass Communication major for careers in corporate communication, public relations, or with smaller newspapers or broadcast stations where they need many general skills and fewer advanced skills.

Mass Communication with Concentrations

44 semester credits including: COMM 121, 131, 151, 222, ARTS/COMM 263, COMM 355, 404, 431, 470. Choose from one of the following concentrations:

Public Relations

COMM 349, 352, 425, 455, 3 hours of Journalism Lab (COMM 159, 319, 359), 3 hours from BSAD 315, 320, COMM 405.

Photography

COMM 231, 332, 333, 6 hours of Creative Photo (COMM 335, 336, 337, or 338), 3 lab hours (COMM 139, 339, 159, or 359).

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

Prerequisites for courses in the Major:

COMM 110, 119

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 English 101 before taking any courses in the major. If an English 101 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" 110 and 151 before taking any 300-400 level courses. Additionally, Broadcast and Mass Communication majors need to pass with at least a "C" 121 and 222 before taking any 300-400 level classes; Journalism majors need to pass 131 with a "C" before taking any 300-400 level classes. These restrictions can only be waived by a majority vote of the Communication Department faculty.
4. Reporting should be taken by the students' third semester, preferably in the freshmen year.
5. Students must earn a "C" or higher on all classes in their major checklist. In some cases the students have the option of choosing one of two classes on the major checklist. Once that choice has been made, there is no longer an option. The students must receive a "C" or higher in that specific class or retake it.
6. 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 that 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 grade during the second attempt, it will count as the second failed attempt to pass the course unless overturned by departmental review.

7. After completing any one of the following: 110, 131, 151, 121 and 222, students' records may be reviewed by departmental faculty. Following that review, some students may be required to meet the departmental faculty for a review of their status in the major. After such a review, students may be counseled into another major if the evidence warrants. This generally will occur after the sophomore year, or if transfer students, upon the completion of the courses listed.
8. 100-level classes are taken during the freshman year, 200-level classes are taken during the sophomore year, 300-level classes are taken during the junior year, and 400-level classes are taken during the senior year.

Music

Degree Awarded: Bachelor of Arts
Requirements for the Major

45 semester credits including: FREN 102 (or approved substitute); MUSC 101 (Music majors are required to attend a minimum of 10 concerts/performances each semester), 121, 221, 122, or other approved ensemble (Music majors are to be enrolled in ensemble every semester of residency and accumulate a minimum of six semesters), 131, 132, 231, 232, 331, 332, 341, 12 credit hours in a single applied area, 399, 450 and piano proficiency (prior to junior status).

Prerequisites for the Major

FREN 101 (or approved substitute)

Strongly recommended: HIST 101 and 102; MUSC 105.

Students majoring in Music must achieve a grade of C or better in all the required courses in the major in order to graduate.

The major in Music integrates the study of the historical and theoretical foundations of music and music performance with critical thinking and writing, in order to provide a broad foundation in music. This degree prepares students for a variety of music-related careers.

Music Education

Degree Awarded: Bachelor of Arts
Requirements for the Major
92 semester credits including:

Completion of these pre-education requirements with a minimum grade of B required for each: SPCH 101; EDUC 111, 145, 244, and 280; PSYC 212. 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 (minimum grade of B required); a math course, a science course, and PSYC 101 (each requiring a minimum grade of C).

Completion of PSYC 315; FREN 102 (or approved substitute); MUSC 101 (Performance Attendance: All Music Education majors are required to attend a minimum of 10 concerts/performances each semester.); MUSC 131, 132, 231, 232, 331, and 332; MUSC 142; EDUC 306 or 307; MUSC 311, 312; EDUC 308 or 309; EDUC 442 or 443; MUSC 341; MUSC 121 (Grand View Choir or Kantorei or Instrumental Ensemble or Other Approved Ensemble: All Music Education majors are required to be enrolled in ensemble every semester of residency and accumulate a minimum of six semesters.); 12 credit hours in a single applied area, Piano Proficiency (prior to junior status); EDUC 420 and 425; MUSC 450.

All of the courses 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.

Any request for a change in the sequence of curriculum for the Music Education major must be submitted to the Education and Music Department chairs for consideration by the faculty of both departments.

Prerequisites for the Major

FREN 101 (or approved substitute).
Recommended: HIST 101, 102; MUSC 105.

Students who are interested in Music Education (K-12) must earn a minimum 2.8 GPA in a prescribed liberal arts pre-education program, have a minimum 2.5 cumulative GPA, and successfully pass all three Praxis I tests (reading=171, writing=171, and mathematics=169) before they are formally admitted to the Teacher Education program of the University. (See also Pre-Education Program and Application for Admission to Teacher Education sections of the catalog).

Music Education majors (K-12) must earn a minimum 3.0 GPA in coursework required for the major and a minimum 2.5 GPA in all college work. No D grades are accepted for coursework required in the major, complementary endorsements, or prerequisites.

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.

A major in Music 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.

Nursing

Degree Earned: Bachelor of Science in Nursing

Requirements for the Major

PreRN Licensure

1. 85 semester credits including: NURS 110, 202, 215, 216, 230, 301, 302, 330, 331, 332, 333, 417, 450; BIOL 140, 157, 256; CHEM 107; MATH 341; PSYC 101, 212, 320; SOCS 101.

LPN Students

2. LPNs will meet the same requirements listed above with one exception: the LPN with an active LPN license in Iowa may receive credit for either NURS 330 OR NURS 331.

RN Students

3. 25 semester credits including: MATH 341 or equivalent coursework in statistics; NURS 110; NSGP 315, 316, 361, 432, 455.

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

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.

Accreditation

The Grand View University Nursing program is approved by the Iowa Board of Nursing and accredited by the Commission on Collegiate Nursing Education (CCNE), One Dupont Circle, NW, Suite 530, Washington D.C. 20036-1120

Admission to the Major

Applicants for admission to the Nursing major must have completed a minimum of three required courses: ENGL 101, BIOL 157, and PSYC 101. Students may satisfy these requirements by successfully completing the three required courses or by passing advanced

placement examinations, or evaluation of previous coursework. Students applying to the nursing major who have successfully completed INTS 120 and 121 may apply those credits toward meeting the requirements of ENGL 101 and SOCS 101.

Students must have a minimum cumulative GPA of 2.75 on at least 12 Grand View credits, or if no Grand View credits, they must have a cumulative GPA of 2.75 on all transfer credits, to be admitted to Nursing. Students must maintain a cumulative grade point average of 2.75 to register for all nursing courses except Nursing 110.

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 evaluator in conjunction with the Division of Nursing Curriculum Committee.

At the completion of requirements for graduation, preRN licensure students are eligible for licensure by examination as 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 two steps

1. admission to Grand View University and
2. admission to the Nursing Major program. Admission forms are available from the Grand View University web site at www.grandview.edu or from the Division of Nursing.

Admission with advanced standing for baccalaureate nursing students from other baccalaureate NLN or CCNE accredited nursing programs are considered on an individual basis.

The Nursing Division admits students to the Nursing major twice a year. For the fall term, applications are due February 1. For the spring term, applications are due October 1. The application must be complete, including the following:

- Admitted to Grand View University.
- All transcripts from other colleges evaluated by GV for transfer credit.

- Application form completed for the Nursing program.
- Results of preadmission assessments with scores of at least 70% in each required test.

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 the last 30 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 a NURS number except NURS 110 must be completed in a period of six years.

Students must maintain a cumulative grade point average of 2.75 to register for all nursing courses except Nursing 110. Students must achieve at least a C in all nursing major courses. Students must have a minimum 2.75 major GPA and minimum 2.75 cumulative GPA to graduate.

Expenses

A variety of expenses will be incurred in addition to course supplies, tuition and lab fees. These will include such things as: sphygmomanometer, stethoscope, required 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 and other required nursing experiences.

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 with the exception of NURS 110, or whose cumulative GPA falls below 2.75 for three consecutive semesters will be dismissed from the Nursing program.

RN Students

Grand View offers a baccalaureate degree (RN to BSN) for registered nurses. In this program, registered nurses take most of their classes in eight week sessions, one day/evening per week. Students admitted to this program can earn credits and/or demonstrate competency through validation of experiential learning; CLEP or DANTES testing, passing a departmental examination, or enrolling in specific classes. Grand View University participates in the Iowa

Articulation Plan which awards credit for nursing knowledge, competency, and skills in the RN curriculums of Associate Degree and Diploma in Nursing programs. Transfer of credits follows the guidelines of the options of the Iowa Articulation Plan.

Admission to the RN to BSN Program

Requirements: RN active license in Iowa, proof of liability insurance, cumulative GPA of 2.2, and MATH 341 or equivalent course work in statistics.

Admission involves three steps:

1. Admission to Grand View University and
2. Admission to the Nursing Major
3. Admission forms can be downloaded from the Grand View University Web site at www.grandview.edu or obtained from the Division of Nursing at 515-263-2850.

Progression/Graduation Requirements

Progression and graduation are the same as pre-licensure students, including achieving at least a C in all nursing major courses and maintaining a cumulative GPA of 2.75 to register for all nursing courses except Nursing 110. Students must have a minimum 2.75 major GPA and minimum 2.75 cumulative GPA to graduate.

Expenses for RN to BSN Degree

In addition to tuition, course supplies, and lab fees, the following expenses will be incurred: NSA or INA membership, INA Convention fees, liability insurance and criminal background check. Students must provide their own course supplies and transportation to clinical sites and other clinical experiences.

Nursing Student Handbooks

Additional policies and procedures regarding the nursing program can be found in Nursing Student Handbooks available on-line at www.grandview.edu.

Continuing Education

The Division of Nursing has been approved by the Iowa Board of Nursing to offer nursing continuing education programs. The Division 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, Division of Nursing or the Iowa Board of Nursing.

Organizational Studies

Degree Awarded: Bachelor of Arts

Requirements for the Major

45 semester credits from three concentrations: Organization and management (minimum 12 credit hours/maximum 18 credit hours in Accounting and Business), Human Relations and Diversity (minimum 12 credit hours/maximum 18 credit hours in History, Psychology, Sociology, Economics, Political Science) and Technical Skills (minimum 12 credit hours/maximum 16 credit hours). A total of at least 24 upper division hours must be earned in the major. Students are required to complete a capstone course for the Organizational Studies major. For the Organizational Studies degree without a concentration, the requirement may be satisfied by taking any of the departmental senior seminars for which the students have obtained the consent of the course instructor, by completing a supervised independent study, or by enrolling in INTS 470. All of these courses will be counted in computing the 2.2 GPA required for the major.

Prerequisites for courses in the Major

Specified for the individual courses. 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.

Concentrations: In the core of courses identified above, students who major in Organizational Studies have the option of earning concentrations in Business, Criminology, and Organizational Leadership. A concentration indicates a focused area of study. Additional elective offerings related to the concentration are strongly recommended. It is also strongly recommended that an internship be included in the student's program.

Business Concentration:

Course offerings are designed to provide business foundation combined with interpersonal understanding in a broad social context for students who bring existing applied skills in their profession to their educational career.

Required courses including:

ACCT 211, BSAD 310, 315, ECON 101 or 102, INTS 470, and six to nine credits in accounting and business, suggested courses ACCT 212, BSAD 145, 316, 340, and 375. Also a minimum of 12/maximum of 18 in history,

sociology, psychology, economics, and political science, suggested courses including: EDUC 280, PSYC 378, SOCS 344, and SOCS/BSAD 410. Also, the major requires a minimum 12 hours/maximum 16 hours in technical skills.

Criminology Concentration:

This concentration is designed for professionals who have already completed applied courses in the field whose career goal is to broaden their understanding of the criminal justice system as well as the broader social, ethical, and psychological issues related to this career.

Required courses including:

INTS 470 and a minimum of 12/maximum of 18 credits from the following courses, BSAD 310, POLS 315 and 340, and SOCS 315, 318, 350, and 344. Also a minimum of 12/maximum of 18 credits from the following courses, PSYC 277, 320 and 378, SOCS 215, 310, 331, 332, 333, 335, and 337, PSYC/SOCS 362. Also the major requires a minimum 12 hours/maximum 16 hours in technical skills.

Organizational Leadership Concentration:

These courses focus on the essential skills that support organizational leadership and are for students who want the foundation skills in business essential for assuming leadership roles in an organization but want career focus on interpersonal skills and the social context rather than a mathematical analytical focus.

Required courses including:

BSAD 202, 310, and INTS 470 and six to 12 credits in accounting and business, suggested courses: ACCT 211, 212, BSAD 315, 316, 340, and 375. Also a minimum of 12/maximum of 18 credit hours from history, sociology, psychology, economics, and political science, suggested courses including: EDUC 280, PSYC 378, SOCS 344, and SOCS/BSAD 410. Also, the major requires a minimum 12 hours/maximum 16 hours in technical skills.

Paralegal Studies

Degree Awarded: Bachelor of Arts

Requirements for the Major

33 semester credits including a common core of 15 credits and 18 additional credit hours in one of three concentrations: Business and Human Resource Management, Public Administration, or Criminology. Credit hours for the common core include: BSAD 202; BSAD/POLS/SOCS 399; POLS 450; ENGL 309, and POLS 315.

Business and Human Resource Management Concentration

18 semester credits including: ACCT 211; BSAD 310, 375, and select nine credit hours from BSAD 377, 407, 408, 430 (as approved).

Criminology Concentration

18 semester credits including: POLS 340; SOCS 310, 318 and select nine credit hours from SOCS 315, 331, 332, 333, 334, 335, 336, 337, or 430.

Public Administration Concentration

18 semester credits including: ECON 101, 102; POLS 120, 340, 405 and select three hours of upper division credits from BSAD or POLS or PSYC/SOCS 362.

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.

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, Criminology, or Public Administration. 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.

Physical Education

Degree Awarded: Bachelor of Arts

Requirements for the Major

85 semester credits including:
Completion of these pre-education requirements with a minimum grade of B required for each: SPCH 101; EDUC 111, 145, 244, and 280; PSYC 212. 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 (minimum grade of B required); a math course, a science course, and PSYC 101 (each requiring a minimum grade of C).

Completion of EDUC 245; PSYC 315; BIOL 157; HPED 189 or 381; HPED 191, 205, 213, 214, 215, 304, and 335; EDUC 326, 327, 328, 329, 421, and 442 or 443; HPED 371 and 391; EDUC 420 and 425.

All of the courses 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.

Any request for a change in the sequence of curriculum for the Physical Education major must be submitted to the Education Department chair for consideration by the Education department faculty.

Prerequisites for courses in the Major:

BIOL 101; HPED 188

Students who are interested in Physical Education (K-12) must earn a minimum 2.8 GPA in a prescribed liberal arts pre-education program, have a minimum 2.5 cumulative GPA, and successfully pass all three Praxis I tests (reading=171, writing=171, and mathematics=169) before they are formally admitted to the Teacher Education program of the University. (See also Pre-Education Program and Application for Admission to Teacher Education sections of the catalog).

Physical Education majors (K-12) must earn a minimum 3.0 GPA in coursework required for the major and a minimum 2.5 GPA in all college work. No D grades are accepted for coursework required in the major, complementary endorsements, or prerequisites.

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.

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.

Political Studies

Degree Awarded: Bachelor of Arts

Requirements for the Major

41 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 students must take the following courses: CPSC 101; ECON 101; MATH 241 or POLS/PSYC/BSAD 239; POLS 120, 150, 370, 399, 450; POLS/SOCS 350; SOCS 344; plus 15 additional hours for one of the following concentrations:

Public Administration Concentration:

BSAD 310; BSAD/SOCS 410; ECON 102; POLS 315, 405

Pre-Law Concentration:

BSAD 340; ENGL 303 or 309, POLS 340, 341; SOCS/PSYC 310. Additional recommended electives include: ACCT 211;

ECON 315, 415; HIST 101, 102, 121, 122, 315, 330, 340; MATH 121; POLS 215; PSYC 373, 378, 385; SOCS 210, 315, 318, 341.

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

Prerequisites for courses in the Major

MATH Proficiency; POLS 110; SOCS 101.

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

The Interdisciplinary major in Political Studies 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.

Psychology

Degree Awarded: Bachelor of Arts

Requirements for the Major

44 semester credits including: PSYC 105, 212, 320, 325, 326, 327, 350, 411, 440, 441, 450; PSYC/SOCS 310; MATH 241 or PSYC/POLS/BSAD 239.

Electives in the Major

Students must choose six credits from any Psychology course 300 level or higher.

These courses will be counted in computing the 2.2 GPA required for this major. Students majoring in Psychology must achieve a grade of C or better in ALL the required courses in order to graduate.

Prerequisites for courses in the Major

ENGL 101; Core Math class; PSYC 101.

The major in Psychology provides an in-depth inquiry into the discipline in preparation for graduate school or a career in the field of Psychology. The major includes basic courses in theory, research methods, and technical writing, along with study in specialized areas of counseling, cognition, learning, and abnormal behavior. Students are encouraged to work closely with their academic advisor who has information on graduate school and employment possibilities.

Religion

Degree Awarded: Bachelor of Arts

Requirements for the Major

36 semester credits including: RELG 105, 106, 201, 202, 399; nine credits selected from RELG 310, 315, 322, 330, 335; three credits selected from RELG 392 or 430; and nine credits selected from PHIL 205, 210, 311, and 312.

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

Prerequisites for courses in the Major

None.

The major in Religion is designed to provide students with a broad-based curriculum introducing them to important methodologies in the academic study of religion, to significant texts in the various religious traditions, and to the history of theological and religious reflection.

The Grand View Religion and Philosophy Departments minister with the Evangelical Lutheran Church in America by offering a major in Religion by preparing students wishing to enter seminary, by providing course work 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.

Secondary Education (5-12)

Degree Awarded: Bachelor of Arts

Requirements for the Major

51 semester credits plus 30-55 credits for one required initial content endorsement including:

Completion of these pre-education requirements with a minimum grade of B required for each: SPCH 101; EDUC 111, 145, 243, and 280; PSYC 212. 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 (minimum grade of B required); a math course, a science course, and PSYC 101 (each requiring a minimum grade of C).

Completion of EDUC 245; PSYC 315; EDUC 308, 310, 309, and 341; one content methods course from the following: 346, 347, 348, 349, 351, 352, or 354; EDUC 443, 421, and 425.

Completion of all required coursework for any ONE of the following initial endorsement areas: Biology (32-35 credits), All Business (36 credits), English (36 credits), Family and Consumer Sciences (36 credits), General Science (35-36 credits), Mathematics (32 credits), Social Sciences (30-33 credits), or All Social Sciences (55 credits). (See the Teacher Education & Licensure section of the catalog for the required courses for each initial endorsement.)

All courses listed above (except for those excluded as indicated in the pre-education requirements) and those required for the initial endorsement area will be counted in computing the minimum 3.0 GPA required for this major.

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.

Students who are interested in Secondary Education (5-12) must earn a minimum 2.8 GPA in a prescribed liberal arts pre-education program, have a minimum 2.5 cumulative GPA, and successfully pass all three Praxis I tests (reading=171, writing=171, and mathematics=169) before they are formally admitted to the Teacher Education program of the University. (See also Pre-Education Program and Application for Admission to Teacher Education sections of the catalog).

Secondary Education majors (5-12) must earn a minimum 3.0 GPA in coursework required for the major, a minimum 3.0 GPA in the initial endorsement area, and a minimum 2.5 GPA in all college work. No D grades are accepted for coursework required in the major, the initial Endorsement area, any complementary endorsements, or prerequisites.

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.

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.

Service Management

Degree Awarded: Bachelor of Arts

Requirements for the Major

36 semester credits including: ACCT 211, 212; BSAD 145, 310, 315, 340, 399, 452; ECON 101 or 102; ENGL 309 and six semester credits chosen from BSAD 311, 316, 320, 325, 341, 350, 352, 365, 375, 377, 405, 407, 408, 410, 420, 425. A minimum of 18 upper division hours must be earned in the major.

Prerequisites for courses in the Major

Completion of a Service Industry B.A., B.S., A.A., A.S., or A.A.S., or other appropriate degree program's requirements (or in process). These courses will not be counted in computing the GPA for the major.

The major in Service Management combines industry and service industry knowledge with a liberal arts curriculum. This major enables students to integrate studies that they have already completed into a baccalaureate degree major, enhancing their business knowledge. This program is

designed to prepare graduates for positions in service industries.

Sociology

The Liberal Studies major with a concentration in sociology is designed to foster an understanding of group behaviors and the social context from which much of human behavior emerges. Students have the opportunity to enroll in a wide selection of courses within the discipline of sociology including internship opportunities in community agencies, self-directed independent studies, and foreign study programs. See the course requirements of the Liberal Arts - Sociology major.

Spanish for Careers and Professionals

Degree Awarded: Bachelor of Arts

Requirements for the Major

45-46 semester credits including: SPAN 101, 102, 201, 202, 203, 310, 320, 412, 450 plus 14-15 credits selected from one of the following concentrations:

Business Administration:

SPAN 105, 215 or 430 (International Study), 399 and 6 credits from BSAD 202 or 310 or 315.

Criminal Justice Concentration:

SPAN 106, 215 or 430 (International Study), 399 and 6 credits from PSYC/SOCS 310 or CRJ 100 (DMACC Intro to Criminal Justice) or SOCS 318.

Health Care Concentration:

SPAN 107, 215 or 430 (International Study), 399 and 5-6 credits from HPED 188 or 205 or 276; or NURS 110 or 216 (for Nursing majors only); or PHIL 325 or PSYC 250.

Prerequisites for courses in the Major

CPSC 101 or equivalent.

Strongly Recommended: HIST 332, 333, 337; SPAN 311, 321.

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.

Sport Management

Degree Awarded: Bachelor of Arts

Requirements for the Major

48 semester credits including: ACCT 211, 212; BSAD 315, 340, 343, 371, 399, 416, 453; 6 credits selected from BSAD 316, 320, 365, 375, 405; COMM/HPED 270 or COMM 355; ENGL 309; BSAD 217; HPED 304; PSYC 380.

Prerequisites for courses in the Major:

BSAD 145; ECON 102; MATH 116; MATH 241 or BSAD 239.

The Sport Management program is designed to introduce students 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.

Theatre Arts

Degree Awarded: Bachelor of Arts

Requirements for the Major

45 semester credits are required including: THTR 104, 110 (3 semesters, 1 credit each semester), 202, 220, 222, 306, 332, 380, 440 and 461; and 15 semester credits chosen from: ENGL 305, 350; THTR 210, 224, 304, 318, 320, 399, or 430.

Prerequisites for courses in the Major

None.

The major in Theatre Arts is intended to be an interdisciplinary approach to theatrical training. Because theatre is a collaborative art form, students majoring in Theatre Arts receive a solid base of theatrical knowledge from the Theatre Arts courses. Students also can tailor their degree by selecting courses from the list of electives to suit their goals. The primary objective of this degree is to prepare students for their lives after college, whether that is working professionally or continuing on to graduate school. All majors are expected to take part in the productions staged in the Viking Theatre, and students have the opportunity to take on major roles in those productions throughout the year.

Visual Arts

Degree Awarded: Bachelor of Arts

Requirements for the Major

42 semester credits including: 12 credits of art history from ARTS 231, 232, 340, 341, 342, 431, 450; successful portfolio review during the sophomore year or by request of the faculty and any 18 hour combination of painting or drawing courses (ARTS 201, 202, 221, 222, 321, 322, 331, 332, 392, 421, 422, 430) and six hours of Art electives.

Prerequisites for courses in the Major

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

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

Students majoring in Visual Arts must achieve a grade of C or better in all the required courses in 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 course work may be required for entry into the program. These courses will be counted in computing the 2.2 GPA required for this major.

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

Baccalaureate Degree Minors

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.

Baccalaureate degree minors are available in:

- Accounting
- Art
- Biology
- Chemistry
- Computer Science
- English
- Family Studies
- Foreign Languages
- General Business
- Global Studies
- History
- Information and Technology Management
- Logos Honors Program
- Management
- Marketing
- Mass Communication
- Mathematics
- Music

- Philosophy
- Photography
- Political Studies
- Psychology
- Religion
- Sociology
- Spanish
- Sport Management
- Theatre
- Web Design
- Women's Studies

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

Accounting

Requirements for the Minor

20 semester credits including: ACCT 211, 212, 303, 304, 381, and three additional hours of upper division accounting courses. Students who minor in Accounting must achieve a 2.2 GPA in these courses.

Art

Requirements for the Minor

18 semester credits including: ARTS 101, 102, 103, 104; six additional hours of any Art courses at or above the 200 level. Students minoring in art must achieve a C or better in all courses in the minor.

Biology

Requirements for the Minor

22-24 semester credits including: BIOL 101, 102; CHEM 112; and three courses, with at least two being upper level (300-400 level) courses, and two are required to be laboratory courses selected from BIOL 209, 225, 240, 256, 310, 315, 325, 335, 360, 380, 385, 410, 415, 420, 444. Prerequisites for the Biology Minor are MATH 121 and CHEM 111. Students who minor in Biology must achieve a 2.2 GPA in those courses.

Chemistry

Requirements for the Minor

21-22 semester credits including: CHEM 111, 112, 321, and two additional courses selected from CHEM 322, 341, 351. MATH 121 is a prerequisite or corequisite for CHEM 111.

Computer Science

Requirements for the Minor

18 semester credits including: BSAD/CPSC 241, 242; CPSC 320, and nine additional hours from 300-400 level Computer Science courses. MATH/CPSC 140 or equivalent is a prerequisite for CPSC 241. BSAD/CPSC 241 is a prerequisite for BSAD/CPSC 242.

English

Requirements for the Minor

18 semester credits above English 111 including at least nine hours from ENGL 202, 231, 232, 241, 242, 301, and 303

Family Studies

Requirements for the Minor

20-21 semester credits including: PSYC 212, 315; PSYC/SOCS 322, 372; SOCS 321, 361, 392 (2 or 3 credit hours).

Foreign Languages

Requirements for the Minor

18 semester credits in any foreign language including Danish, French, Greek, or Spanish.

General Business

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.

Global Studies

Requirements for the Minor

23 semester credit hours including ECON 320, 415; POLS 370; six credits upper-level non-US History; and either FREN 101 and FREN 102, SPAN 101 and SPAN 102, OR two approved semesters in another language.

History

Requirements for the Minor

24 semester credits including HIST 101, 102, 121, 122, and 12 additional hours in History (at least two courses in U.S. History and two courses in History other than U.S.).

Information and Technology

Management

Requirements for the Minor

21 semester credits including: ACCT 212, BSAD 202, 381; BSAD/CPSC 241, 242, 421; BSAD/CPSC 323 or 325 or BSAD 365. Business Administration or Accounting majors may substitute an elective for BSAD 202. Nine of the 21 credits must be upper division hours. Students may substitute two semesters of one other language for BSAD/CPSC 241, 242 as long as one semester is object-oriented.

Logos

Requirements for the Minor:

20 semester credits including: INTS 120, 121, 220, and 221.

Management

Requirements for the Minor (may not be earned by Business Administration or Accounting Majors):

18 semester credits including: ACCT 211; BSAD 145, 310 and three courses from the following: ACCT 212, BSAD 311, 316, 340, 362, 365, 375, 405, 410, 425, 432, 452, 453; ECON 320.

Marketing

Requirements for the Minor

18 semester credits including: BSAD 202, 315, 351, and three courses from the following: BSAD 320, 325, 416, 423, 430, 452; COMM 355, and POLS 350.

Mass Communication

Requirements for the Minor

23 semester credits including: COMM 110, 121, 131, 151, 222, one upper and one lower division communication lab, and two communication electives. Students minoring in Mass Communication must achieve a grade of C or better in all courses in the minor.

Mathematics

Requirements for the Minor

20 semester hours including: MATH 231, 261, 300, 331 and at least one of the following: CPSC 155 or CPSC/BSAD 241; placement in MATH 231; and one additional mathematics course of 300 level or higher. MATH/CPSC 140 is a prerequisite for CPSC 155 and BSAD/CPSC 241.

Music

Requirements for the Minor

24 semester credits including: MUSC 131, 132, 331, 332, four hours in performing ensembles, and eight hours of applied music including four hours of piano or satisfactory performance on the piano proficiency exam. Completion of the minor also includes a recital or equivalent in the student's primary field. Students minoring in Music must achieve a grade of C or better in all courses in the minor.

Philosophy

Requirements for the Minor

18 semester credits including: PHIL 205, 210, 311, 312; and six additional hours selected from PHIL 300, 305, 325, 430.

Photography

Requirements for the Minor

18 semester credits including: COMM 131, 139, 159, 231; and 10 additional hours selected from COMM 332, 333, 335, 336, 337, 338, 430, 431, 450. Student minoring in Photography

must achieve a grade of C or better in all courses in the minor.

Political Studies

Requirements for the Minor

18 semester credits including: POLS 110, 120, 315, 340, and six additional hours in Political Science, three of which must be at the 300-400 level. Students who minor in Political Studies must achieve a 2.2 GPA in these courses.

Psychology

Requirements for the Minor

18 semester credits including: PSYC 101, 212, and 11 hours of Psychology electives (nine of these hours must be upper division credits). Students minoring in Psychology must achieve a grade of C or better in all courses in the minor.

Religion

Requirements for the Minor

18 semester credits including: RELG 105, 106, 201, 202, and six additional upper division hours in Religion.

Sociology

Requirements for the Minor

21 semester credits including: SOCS 101, 315; SOCS/PSYC 310; MATH 241; three additional hours from other upper or lower division offerings in Sociology; six additional hours of upper division offerings in Sociology. Independent studies, practica, and cooperative education listings may not be considered for the minor in Sociology.

Spanish

Requirements for the Minor

22 semester credits including: SPAN 101, 102, 201, 202, and 6 additional hours in Spanish as approved by the Department Chair.

Sport Management

Requirements for the Minor

18 semester credits including:
6 credits from BSAD 316, 343, 371, 416;
COMM/HPED 270 or COMM 355; BSAD 217;
HPED 304; PSYC 380.

Theatre

Requirements for the Minor

18 semester credits including: THTR 102, 104, 110, 202; eleven hours of additional courses in Theatre Arts at the 200 level or above.

Web Design

Requirements for the Minor

18 semester credits including: ARTS 261, 366, 411, 412, 414, COMM 121. Students who minor in Web Design must achieve a C or better in all courses in the minor.

Women's Studies

Requirements for the Minor:

18 semester credits including: INTS 250; and the remaining 15 credits selected from any of the following: ENGL 328; HIST 359 or 360; INTS 392 or 399; 430 Special Topics courses focusing on women's issues offered in various departments; no more than 3 credits selected from PSYC 322, 326, 361, 365, 372; and no more than 3 credits selected from PSYC 252 or 378, or SOCS 333, 363, 364, 365.

Associate Degree Major

General Studies

Requirements for the Major

Students seeking an Associate in Arts degree in General Studies should work with an academic advisor in order to outline a program of courses consistent with their background and future plans.

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 no fewer than 6 semester credits at Grand View University. Students may earn a certificate in another field/area of study other than their major or minor.

The University offers certificate programs in:

- Art Therapy
- Entrepreneurship
- Human Resource Management
- In-House Communication
- Post-Baccalaureate Certificate in Accounting
- Post-Baccalaureate Certificate in Management in Accounting
- Program Development & Evaluation
- Real Estate
- Spanish Essentials

Art Therapy

Requirements for the Certificate

18 semester credits including: ARTS 100, 351, 352, 353, 399; PSYC 101. Art majors seeking this certification may substitute ARTS 101, 102, 103 or 104 for ARTS 100.

The Art Therapy course sequence introduces undergraduate students to the field of art therapy and prepares them for advanced study in this new discipline of mental health. Course work includes an introduction class, theory and methods, practical experience, and study of the creative process.

Students in art take more art as required by their major. However, psychology, human services, nursing, and education students find this program of special interest. The Art Therapy program provides the basic art therapy classes that allow students holding the certificate from Grand View University to work in the community with direct supervision from a Registered Art Therapist.

Entrepreneurship

Requirements for the Certificate

15 semester credits including: ACCT 211, 212; BSAD 202, 315, either BSAD 325 or BSAD 405.

The Entrepreneurship Certificate is for anyone wishing to learn how to take an idea or concept and develop it into a successful venture.

Human Resource Management

Requirements for the Certificate

12 semester credits including: BSAD 375, 377, 407, 408.

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.

In-House Communication

Requirements for the Certificate

9 semester credits including: COMM 119, 319, 355, 425 and 430.

This certificate is designed to give a hands-on learning experience for persons in internal communication departments. Elements of desktop publishing, public relations writing, and multi-media presentations are included.

Prerequisites for the Certificate

COMM 151, 349.

Post-Baccalaureate Certificate in Accounting

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, plus a minimum of 21 credits* in business related courses (economics, statistics, any business course).

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.

Post-Baccalaureate Certificate in Management in Accounting

Requirements for the Certificate

Bachelor's degree in Accounting and 24 semester credits including: ACCT 330, 412; BSAD 350; BSAD/SOCS 410 or 432; 3 credits upper division BSAD elective. ECON 315; BSAD 365, 381; minimum of 150 credit hours upon completion.

This certificate program is designed for the individual with a bachelor's degree in accounting who chooses to meet the Iowa requirements to obtain a CPA certificate. After the year 2000, an individual can sit for the exam in Iowa after receiving a B.A. degree, but he/she will need to obtain 150 semester hours before the certificate will be issued.

Program Development & Evaluation

Requirements for the Certificate

15 semester hours including: ENGL 440, 441, 442; MATH 241; PSYC 350, 399 or 499; PSYC 385, 440 or 450; POLS 315.

This certificate is designed to certify the skills necessary for the assessment and development of programs in the social services sector as well as educational, administrative and non-profit sectors. The courses included reflect the skills necessary for agency development, assessment and grant writing. Professional presentation skills will be a component of this certificate.

Real Estate

Requirements for the Certificate

15 semester hours including: ACCT 211; BSAD 360, and three courses from the following: BSAD 362, 378, 402, 418, 426.

The Real Estate Certificate is for students seeking preparation for careers in real estate and related fields, or wishing to prepare academically for various forms of certification.

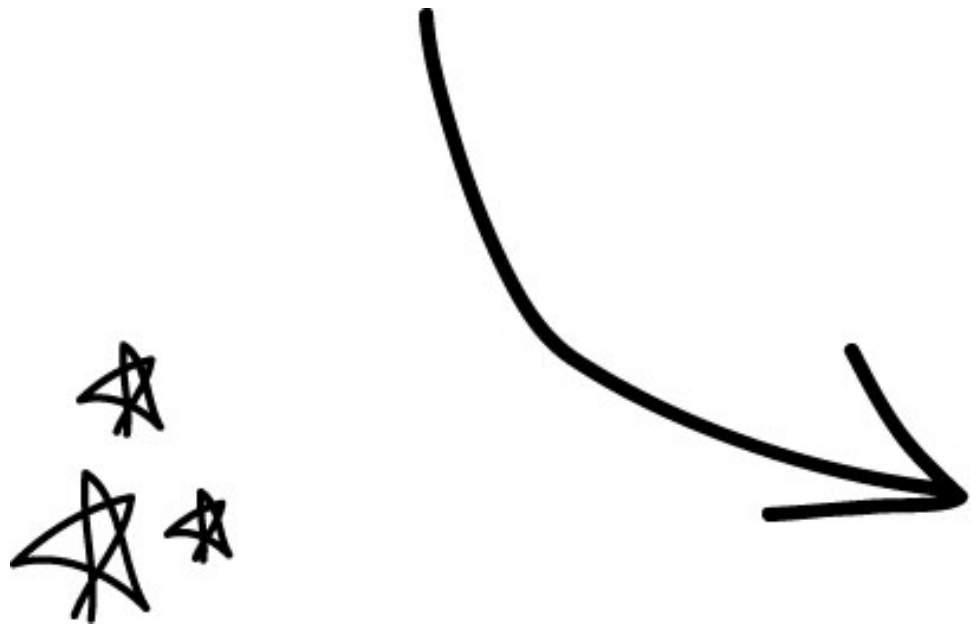
Spanish Essentials

Requirements for the Certificate

9 semester credits selected from: SPAN 105, 107, 203, and 204.

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.

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.

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. 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. 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. 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. 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. 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. 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 are 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).

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.

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.

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.

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.

ACCT 330

Governmental and 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.

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. Prerequisite: ACCT 212 or consent of instructor.

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 non-profit accounting. Prerequisite: ACCT 304.

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. Prerequisite: ACCT 211.

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.

ACCT 431

Auditing Theory

3 credits

This course covers the audit process, audit standards, ethics, internal controls, audit evidence, and application of statistics in sampling. Prerequisite: ACCT 304.

ARTS 100

Introduction to Studio Visual Arts

3 credits

This course offers hands-on experiences in a variety of art media for students who are not art majors. Projects include basic design, drawing, painting, and sculpture, all accompanied by lectures, demonstrations, and slide presentations. This course gives an appreciation of the basic principles of design and use of art materials.

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 103, 104

Principles of Design I, II

3 credits per semester

This is an introduction to the principles of design. Students have experiences in the imaginative use of art elements. Emphasis is given on design in two dimensions.

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.

ARTS 111

Ceramics Handbuilding and Glazing

3 credits

This course concentrates on further development of handbuilding abilities and techniques. Emphasis is on exploration and experimentation with techniques, clay bodies, firing temperatures, and the utilization of glazes to their fullest potential. Offered at off-campus facility.

ARTS 112

Ceramic Throwing and Glazing

3 credits

This course is directed at developing the ability to form pottery on a potter's wheel. All aspects of throwing are presented through lectures, demonstrations, and required projects. Prerequisite: ARTS 110. Offered at off-campus facility.

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.

ARTS 201, 202

Drawing Problems I, II

3 credits per semester

Students explore a responsive approach to drawing. Creative approaches to visual problem solving are explored with a variety of media. Prerequisite: ARTS 102 or consent of instructor.

ARTS 211, 212

3-D Design I, II (Sculpture)

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.

ARTS 221, 222

Painting Techniques I, II

3 credits per semester

This course is an introduction to painting techniques, theories, and a development of expression and exploration. Prerequisites: Art 102 and 104; or consent of instructor.

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.

ARTS 260

Introduction to Printmaking

3 credits

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.

ARTS 261

Typography

3 credits

This course is a study of typography as the primary building block in graphic design. Students are schooled in the formal proportions of typographic design as well as the functional aspects of visual communications.

ARTS 263

Communication for the Web

3 credits

This class teaches students the fundamental principles of good design (color, balance and contrast) and basic editing skills using different media to tell the story on the Web. RapidWeaver, Photoshop, InDesign, Acrobat, and other programs on the Macintosh will be used to complete and upload the end product, a Web site.

ARTS 265

Business of Graphic Design

3 credits

This course is designed to give students an overview of the field of graphic design. Aspects of aesthetics, composition and technology are explored. The course includes a series of applied problems as well as client relations.

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.

ARTS 280

Vector Graphics

3 credits

Students learn how to draw vector artwork and complex graphic designs for use in books, brochures, multimedia presentations, or on the Web. Students should be able to critique their work using computer graphics terminology in a classroom setting.

ARTS 300

Beginning Graphic Design

3 credits

The integration of type and image in a variety of typographic formats is the foundation of this class. Emphasis is on one color solutions using type, line art and half tones. Prerequisite: Art 265 or consent of instructor.

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.

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 EDUC 308 or 309. Prerequisite: ARTS 319

ARTS 321, 322

Intermediate Painting I, II

3 credits per semester

Emphasis is on the human figure, experimental painting techniques, the transformation of form, and a personal visual expression. Students explore a variety of media. Prerequisite: ARTS 222 or consent of instructor.

ARTS 331, 332

Life Drawing I, II

3 credits per semester

A study of the human figure in drawing from live models and other sources. Emphasis is on both accuracy of form and personal visual experience. Prerequisite: ARTS 102 or consent of instructor.

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 technology on design is emphasized. Prerequisite: ARTS 231, 232, or consent of instructor.

ARTS 341

Nineteenth Century Art History

3 credits

This course explores major styles and developments in the art of Europe and North America from the Neoclassical period through Post-Impressionism. Prerequisite: ARTS 232 or consent of instructor.

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.

ARTS 351

Introduction to Art Therapy

3 credits

Art Therapy combines the disciplines of psychology and art to achieve a unique form of intervention in the emotional development of self. It offers direct access to the subconscious through the use of visual symbols. This course consists of lectures, discussions, student presentations, readings, and individual/group art therapy experiences in class.

ARTS 352

Theory and Methods of Art Therapy

3 credits

This course expands the students' awareness of the creative process as it applies to therapeutic intervention. Students study theories and techniques of art therapy through assignments in class, textbook readings, library research, and presentations. Students have the opportunity to further assess emotional needs through group art activities and critiques. Prerequisite: ARTS 351.

ARTS 353

Fieldwork Seminar I: Art Therapy with a Community Group

3 credits

In the Fieldwork Seminar I: Art Therapy with a Community Group, students explore, discuss, and evaluate art therapy techniques/methods used with a community population. These students plan and work with the community group one hour weekly throughout the semester and discuss their observations with the instructor. Students make several short presentations, from their observations, to the Theories and Methods class during the semester. A Case Study from the field work experience is presented at the end of the course. Prerequisites: ARTS 351 and 352; or consent of instructor.

ARTS 355, 356

Watercolor Painting Techniques I, II

3 credits per semester

Students explore various watercolor techniques, ranging from traditional approaches to the use of mixed media.

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 260.

ARTS 361

Intermediate Graphic Design

3 credits

The integration of type and image in a variety of typographic formats is the foundation of this class. Emphasis is on flat color solutions using type, line art and half tones. Prerequisite: Art 300 or consent of instructor.

ARTS 366
Digital Imaging
3 credits

Adobe Photoshop® is the industry standard photo-editing software on the market. While this course is strongly slanted toward design-related details and functions, it also explores the real-world realities that apply to the everyday use of Photoshop®. Color correction and color adjustment are stressed in various projects as well as issues of proper output for printing.

ARTS 367
Page Layout
3 credits

This class provides students with the concepts and skills to use Adobe InDesign® effectively. InDesign® is the industry standard desktop publishing and page layout program that allows students to create designs in print and on the Web. Students get hands-on practice working with basic through advanced techniques to get the most out of their experience. Various topics will be covered such as type controls, graphic file management, layers, style sheets, master pages, and document setup to name a few.

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.

ARTS 401
Advanced Graphic Design
3 credits

The course explores advanced graphic design problems in four color process. Students synthesize market research with aesthetic considerations to solve visual problems, in creating visual solutions appropriate to several media. Prerequisite: ARTS 361.

ARTS 411
Web Design
3 credits

Students learn how to design and upload html pages to the Internet using Adobe Fireworks® and Dreamweaver®. This class teaches students principles of good design (color, balance and contrast) using different applications to communicate the end product on the Web. The course includes the examination of relevant digital technologies

and software applications including web page composition, digital animation, and digital illustration. Prerequisites: ARTS 366.

ARTS 412
Basic Flash
3 credits

Adobe Flash Professional® software is the most advanced authoring environment for rich, interactive content creation. This course introduces the students to creating interactive websites, rich media advertisements, and engaging presentations. Classes cover using the drawing and color tools, mastering the essentials of animation, and working with type, graphics and sound. This is an introductory course, no prior knowledge of Adobe Flash® is necessary. Prerequisites: ARTS 366.

ARTS 414
Advanced Web Design
3 credits

Students learn about the three types of Web design: fixed-width, elastic and fluid. This course blends design principles with technical craft to propel students' web skills to the next level. Students participate in hands-on Website design, starting with concept development, navigation mapping, and workflow. Students in advanced web design are expected to use their Dreamweaver, Flash, Fireworks, Photoshop, InDesign and Illustrator skills to design polished professional sites that work. Prerequisites: ARTS 411 and ARTS 412.

ARTS 421, 422
Advanced Painting I, II
3 credits per semester

Students explore contemporary views of painting styles with an emphasis on independent research in areas of preference and need. Students examine visual themes and tactics that they may wish to consider both as tests of skill and as a means of self-expression. Prerequisite: ARTS 322 or consent of instructor.

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.

ARTS 450
Senior Seminar
3 credits

Senior Seminar is a course that deals with the theoretical and practical applications of being a visual artist. Not only are students required to think and write about their own artwork within contemporary context, they hone their skills as entrepreneurs in trying to exhibit their works in galleries and juried shows. Prerequisite: Junior Status.

ARTS 465
Honors Magazine I
2 credits

Students are expected to enroll in both semesters of this course where they will write, design and produce a full-color magazine with the larger Grand View University community as their audience. In the first semester, students develop an awareness of the magazine industry and trends in editorial and design. They will develop an editorial philosophy, design philosophy and marketing plan as well as establish a budget and timetable for production. Prerequisite: consent of instructor.

ARTS 466
Honors Magazine II
2 credits

Students are expected to enroll in both semesters of this course (see ARTS/COMM 465). In the second semester, students will see their plan through the magazine. They will edit stories, select appropriate artwork and design papers and go through the pin-up process. They will work with the printer in production and then market the magazine on campus, around the larger Grand View community, and online. Prerequisite: consent of instructor.

ARTS 470
The Capstone Art Experience
3 credits

This course provides senior students the opportunity to demonstrate their ability to synthesize knowledge, skills, and attitudes acquired through their arts education. This is a capstone course in which students utilize their education as they prepare for the transition to the world of work or post-graduate study. Prerequisite: Graphic Design major: ARTS 401; Visual Arts major: 18 semester hours of drawing and painting credits.

BIOL 100

Introductory Biology

4 credits

This course is designed exclusively for those students whose major field of study is outside the area of science. Topics covered include cell structure and physiology, basic chemical processes of life including respiration and photosynthesis, human inheritance, and human physiological function. A laboratory experience correlates with lecture topics. This course does not substitute for BIOL 101.

Lecture: 3 hours per week.

Laboratory: 2 one 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.

Lecture: 3 hours per week.

Laboratory: 2 one and one-half hours per week.

BIOL 102

General Biology II

4 credits

This second semester course begins with a unit on evolution which provides the background for a survey of the Protista, Fungi, Plants, and Animals. The remainder of the semester concentrates on anatomy, circulation, breathing, muscles, nerves, immune system, and the endocrine system. When possible, laboratory experiences correlate with these topics.

Lecture: 3 hours per week.

Laboratory: 2 one and one-half hours per week.

BIOL 140

Nutrition for Everyday Living

3 credits

This course is designed for non-science major students. The principles of nutrition are presented from both a basic science and practical standpoint. Topics covered include how food affects us, the benefits and dangers of certain foods, the nutrient classes and their importance to health. The relationship

between good food habits and good health is strongly emphasized.

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.

BIOL 157

Introduction to Human Anatomy and Physiology

5 credits

This course explores the important structural and functional relationships of the human body. It includes how the body is organized, a detailed study of organs and systems, and how the various systems act in concert to produce and maintain homeostasis. Topics included are: an introduction, membrane transport, tissues, integumentary system, skeletal system, muscular system, nervous system, endocrine system, lymphatic/immune system, cardiovascular system, respiratory system, digestive system, urinary system, and reproductive systems. Prerequisite: BIOL 101 with a grade of C or better.

Lecture: 3 hours per week.

Laboratory: 4 hours per week.

BIOL 209

Environmental Science

3 credits

This is a course to provide the ecological background necessary to enable the citizen to take an intelligent stand on the environmental problems facing the world today. Topics included are ecology, energy, human populations, pollution, and land use. Prerequisite: BIOL 101 with a grade of C or better.

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. Prerequisite: BIOL 101 with a grade of C or better.

Lecture: 3 hours per week.

Laboratory: 1 three-hour period per week.

BIOL 240

Nutrition

3 credits

The principles of nutrition are presented from both a biochemical and physiological standpoint, including the social, cultural, psychological, and economic influences on food habits, behavior, and disease. Emphasis is placed on the role of nutrition in the development and prevention of disease. Prerequisites: BIOL 101 and CHEM 107 or equivalent with grades of C or better.

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 better.

Lecture: 3 hours 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: Biology 101 or a comparable course with a grade of C or better.

BIOL 315

Comparative Vertebrate Anatomy

4 credits

This course provides an intensive, comparative study of the organ systems of selected vertebrate types, with emphasis on probable lines of structural development and phylogeny. Prerequisites: Biology 101 and 102 with grades of C or better.

Lecture: 3 hours per week.

Laboratory: 2 two-hour periods per week.

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 better and BIOL 225.

Lecture: 3 hours per week.

Laboratory: 1 three-hour period per week.

BIOL 335**Mammalian Physiology****4 credits**

This is a study of normal mammalian 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 102 and CHEM 112 with grades of C or better.

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 population genetics. Laboratory exercises introduce students to *Drosophila*, corn, yeast, and bacteria as model organisms and to the molecular techniques of DNA analysis and PCR. Prerequisite: BIOL 101 with a grade of C or better.

Lecture: 3 hours per week.

Laboratory: 2 two-hour periods per week.

BIOL 380**Cell Biology****4 credits**

This course covers cell and organelle structure, metabolism, nuclear-cytoplasmic traffic, protein transport, mitochondrial and chloroplast functions, cytoskeleton, cell signaling, cell cycle control, and cancer. Laboratory exercises introduce students to enzyme kinetics, protein purification, plant tissue culture, ultracentrifugation, and

fluorescence microscopy. Prerequisites: BIOL 101 with a grade of C or better.

Lecture: 3 hours per week.

Laboratory: 1 three-hour period per week.

BIOL 385**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: BIOL 101 with a grade of C or better.

BIOL 401**Methods in Biotechnology****3 credits**

In this course, students will learn the techniques of food fermentation, PCR, electrophoresis, ELISA, protein purification and DNA fingerprinting, 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. This course will also allow students to develop data collection, data processing and problem-solving skills necessary for job success in the biotechnology field. Prerequisite: C or better in BIOL 385 or consent of instructor.

Lecture: 1 hour per week.

Laboratory: 3 hours per week.

BIOL 410**Histology****4 credits**

Through study of the microscopic anatomy of selected cells, tissues, and organ systems students appreciate how structure is related to function. Therefore, this course complements the study of both gross anatomy and physiology. Where appropriate, pathological states are compared to a normal state. A laboratory experience involving slide work and tissue preparation correlates with lecture topics. Prerequisites: Biology 101 with a grade of C or better; BIOL 102.

Lecture: 3 hours per week.

Laboratory: 2 two-hour periods per week.

BIOL 415**Molecular Biology****4 credits**

This course covers methods in molecular biology, transcription and translation in prokaryotes and eukaryotes, post-transcriptional events, DNA replication, recombination, and transposition and genomics. Laboratory exercises utilize yeast to demonstrate mutagenesis, analysis of mutations, PCR-mediated targeted gene cloning, and DNA analysis including Southern blots and DNA sequencing in a semester-long project in gene therapy. Prerequisite: C or better in BIOL 360 or equivalent; or consent of instructor.

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.

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: Biology 101 with a grade of C or better; BIOL 256.

BIOL 450**Senior Seminar****2 credits**

This course represents the capstone course for all Biology majors. Students prepare a research paper and oral presentation on a clearly defined topic. These works require the critical evaluation of scientific literature and writings that are consistent with scientific work. Prerequisite: Senior status or consent of instructor.

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.

BSAD 152

Introduction to Personal Finance

3 credits

This course introduces students to the fundamentals of personal finance. The course covers income, budgeting and cash-flow management, credit use, planned borrowing, taxes, and asset accumulation, including retirement and other major expenditures. Prerequisite: demonstration of math proficiency.

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.

BSAD 212

Business Calculus

3 credits

Quantitative methods for treating problems arising in management, economic sciences, related areas; introduction to differential and integral calculus, systems of linear equations and matrix operations. Prerequisite: MATH 116 or consent of instructor.

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.

BSAD 239

Statistics for Social Sciences

3 credits

An introduction to the scientific method in the use of statistical techniques and statistical software that are applicable to those majors in the social sciences. Topics include: descriptive statistics and graphic display of data, elementary probability, history of the discipline, linear regression and correlation, statistical inference, estimation and hypothesis testing, analysis of variance, non-parametric distributions, choice of proper statistical technique in applications, introduction to use of SPSS and Excel statistical techniques. 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. This course will not meet the Math Proficiency requirement at GVC. Prerequisite: Completion of Tier I Math Proficiency requirement.

BSAD 241

Introduction to Object-Oriented Programming

3 credits

This course is an introduction to computer programming using an object-oriented programming language. Topics include data types, expressions, control structures, subprograms, strings, streams and file I/O, arrays, recursion, and some sorting and searching algorithms.

BSAD 242

Object-Oriented Programming with Data Structures

3 credits

This course provides further instruction in object-oriented programming started in BSAD/CPSC 241. Topics include the use of classes, recursion, vectors, trees, graphs and other data structures and elements of programming and software design. Prerequisite: BSAD/CPSC 241 and MATH/CPSC 140; or consent of instructor.

BSAD 310

Principles of Management

3 credits

This course is an introduction to the principles of management of organizations. It combines the management process approach, the systems approach, and the behavioral approach. Each of the management functions is discussed from the standpoint of how they interrelate to the job of the manager in the workplace. Prerequisite: Sophomore status or consent of instructor.

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. Prerequisite: MATH 116 or equivalent; and MATH 241 or BSAD/POLS/PSYC 239; or consent of instructor.

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.

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: HPED/BSAD 217 or 310; or consent of instructor.

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.

BSAD 323

Networking and Telecommunication

3 credits

This course examines the principles and methods of data communication, information theory, distributed processing systems, network protocols and security, standards, network management, and general computer interfacing. Prerequisite: BSAD/CPSC 241.

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.

BSAD 330

Advanced Object-Oriented Programming with Advanced Data Structures

3 credits

This course provides additional instruction in programming and problems solving using and object-oriented programming language. Topics include expressions, control structures, subprograms, problem solving and subprogram design, arrays, designing with classes, streams I/O and text processing, recursion, and trees, graphs, and other data structures. Prerequisite: CPSC/BSAD 241

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.

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.

BSAD 343

Sports Law

3 credits

This course is designed to provide a framework of the laws which impact the sports and recreation business. Course contents include: an overview of amateur athletics; contract law and negotiations; tort and other liability for sporting injury or damage; Title IX and sex discrimination; trademark and copyright law; agent relations; drug testing; anti-trust law and tax laws. Prerequisite: BSAD 340 or consent of instructor.

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.

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.

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. Prerequisite: ACCT 211 or consent of instructor.

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.

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.

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.

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.

BSAD 375

Human Resource Management

3 credits

The course is a survey of human resource management topics and current issues in the context of a knowledge-based, service-oriented global setting and their application in both profit and nonprofit organizations. 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.

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.

BSAD 378

Real Estate Finance 3 credits

Analysis of how real estate financial institutions and markets have evolved; discussion of financial tools, options, and constraints for the residential and commercial markets. Prerequisite: Business Administration 360 or 352 or consent of instructor.

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. Prerequisites: BSAD/CPSC 242.

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.

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 formal presentation at the internship site or in class. Prerequisites: Junior status or consent of instructor.

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 BSAD 360 or consent of instructor.

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.

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.

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: Business Administration 375 or 340 or consent of instructor.

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 ethical dilemmas. Use of authority, understanding individual and group needs, and motivation within the organization are analyzed. Prerequisites: BSAD 310 or 365, or SOCS 101 or PSYC 101.

BSAD 416

Sports 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 sports entities, effectiveness of promotional strategies, and strategic marketing decisions to maximize revenue and loyalty over the long term. Prerequisite: BSAD 315.

BSAD 418

Real Estate Appraisal and Valuation 3 credits

Appraisal theory applied to both the residential and commercial sector. Includes property inspection and analysis, sales comparison approach, valuing site, cost approach, and income capitalization.

Prerequisite: BSAD 360 or consent of instructor.

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.

BSAD 421

Relational Database

3 credits

Concepts and structures used in database design are presented. The course covers techniques of indexing, file organization, and database management with emphasis on network, hierarchical, and relational models. Concepts of query processing, optimization, and manipulation are introduced. Prerequisite: BSAD/CPSC 241.

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

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.

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.

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 378 or consent of instructor.

BSAD 432

Business Ethics and Professional Behavior

3 credits

This course distinguishes between legal, moral, and ethical imperatives in business and societal institutions, building on the students' values, which are examined critically as a point of departure for the development of the course. Ethical responsibility and professional behavior are considered against the backdrop of legal requirements, societal mores, and personal integrity. Prerequisites: Sophomore level or consent of Instructor.

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 BSAD/CPSC 330 or semester of object-oriented programming coursework.

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 or equivalent, BSAD 384.

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. Prerequisite: ENGL 309, BSAD 352 and senior status.

BSAD 451

MIS Capstone Seminar

3 credits

This is a senior seminar which is the capstone of the Management Information Systems 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. Prerequisites: BSAD 310 or 315, or consent of instructor.

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. Prerequisites: BSAD 310 and 315 or consent of instructor.

BSAD 453

Sport Management Capstone Seminar

3 credits

This is a senior capstone seminar for students studying sports management. The main goal of this course is to provide students with opportunities to analyze external and internal environments faced by sports organizations, identify strategic problems and decisions faced by managers of a variety of sports organizations, and learn how to formulate and implement strategies in these organizations. Prerequisite: BSAD 315 and 371.

CHEM 103

Chemistry for the Nonscientist

4 credits

This course provides a basic approach to the fundamentals of general, inorganic, organic, and biochemistry for the nonscientist. A survey of selected aspects of chemistry with emphasis on the importance of chemistry in everyday life and the chemistry behind current public issues and debates are included. No previous chemistry experience is assumed.

Lecture: 3 hours per week.

Laboratory: 3 hours per week

CHEM 107

Fundamentals of Organic and Biochemistry

4 credits

A survey course based on selected topics of interest to nursing students from organic chemistry and biochemistry. The structure and nomenclature of organic molecules, the nature and pertinent reactions 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. Prerequisites: One year of high school chemistry or CHEM103, and one year of high school algebra, or their equivalents.

Lecture: 3 hours per week.

Laboratory and discussion: 3 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 the solution of representative problems. The laboratory introduces good laboratory practices,

quantitative and qualitative measurements, and demonstrates selected principles from lecture. Prerequisites: One year high school chemistry or one semester of college chemistry and completion of or concurrent enrollment in MATH 121.

Lecture: 3 hours per week.

Laboratory: 3 hours per week.

CHEM 112

General Chemistry II

4 credits

This course is a study of equilibria, colligative properties, electrochemistry, thermodynamics, and radioactivity. In the closing weeks, previously learned general principles are applied to the descriptive chemistry of selected families of elements. The laboratory emphasis is on identification of cations in unknowns. Prerequisite: C or better in CHEM 111 or equivalent.

Lecture: 3 hours per week.

Laboratory: 3 hours per week.

CHEM 321

Organic Chemistry I

5 credits

Students receive an introduction to the study of carbon compounds. Emphasis is on the chemistry of hydrocarbons, with functional groups and reaction mechanisms used as unifying principles. The laboratory emphasizes isolation, purification, and identification of organic substances with some laboratory sessions used to demonstrate and test principles developed in lecture. Prerequisite: C or better in CHEM 112 or equivalent.

Lecture: 3 hours per week.

Laboratory: 2 three-hour periods per week.

CHEM 322

Organic Chemistry II

5 credits

This course is a continuation of the study of carbon compounds. Reaction mechanisms are used as unifying principles in the study of alcohols, amines, alkyl halides, ketones, aldehydes, acids, and related compounds. Methods of forming carbon-carbon bonds and polyfunctional compounds (including carbohydrates and amino acids) are introduced. The laboratory emphasizes standard preparations of functional groups, multistep syntheses, and identification of unknowns by chemical, spectral, and chromatographic means. Prerequisite: C or better in CHEM 321.

Lecture: 3 hours per week.

Laboratory: 2 three-hour periods per week.

CHEM 341

Quantitative Analysis

4 credits

This is an introduction to analytical chemistry. The theory and practice of gravimetric, volumetric, complexametric, spectrophotometric, and electrometric methods of analysis are covered. Prerequisite: C or better in CHEM 112 or equivalent.

Lecture: 2 hours per week.

Laboratory: 2 three-hour periods per week.

CHEM 351

Biochemistry

4 credits

This course is a study of the principles of chemistry applied to biological systems. The chemistry of carbohydrates, proteins, nucleic acids, lipids, and vitamins is introduced. Then the following processes are discussed, with emphasis on chemical mechanisms involved and regulation of the processes: glycogenolysis, glycogen synthesis, glycolysis and gluconeogenesis, citric acid cycle and oxidative phosphorylation, fatty acid synthesis and degradation, protein synthesis, and nucleic acid synthesis. Prerequisite: C or better in CHEM 321.

CHEM 450

Senior Seminar

1 credit

This course represents the capstone course for Chemistry majors. Emphasis is placed on further development of skills in the areas of written and oral communication, problem solving, and research. Students, with the help of an instructor, choose a topic (typically on the research they have done). On their chosen topic, students prepare a research paper and give an oral presentation to chemistry faculty and other chemistry students. Prerequisites: Senior status

CHEM 452

Advanced Biochemistry

2 credits

The course will focus on advanced concepts of metabolism, stressing the regulation and interdependency of pathways. In addition to deepening specific understanding of catabolic and anabolic pathways and developing the ability to analyze and predict metabolic effects, this course will contain a significant amount of literature review to develop analytical skills in evaluating published research and to promote oral and written communication of scientific information. Prerequisites: CHEM 351

CHEM 453

Biochemical Techniques

1 credit

This laboratory course, which may accompany Advanced Biochemistry (CHEM 452), offers experience in the purification, identification, and analysis of biological macromolecules: proteins, carbohydrates, lipids, and nucleic acids. One three hour lab per week. Prerequisites: CHEM 351

COMM 110**Mass Communication
3 credits**

This is a study of the history, functions, opportunities, and influences of mass media in contemporary society. The survey examines print, broadcast, film, advertising, social media and theory.

COMM 119**Beginning Desktop Publishing
1 credit**

Students learn the basics of desktop publishing. The course takes students through several computer programs which enable them to produce brochures and newsletters.

COMM 121**Digital Video and Audio
3 credits**

This is an introduction to video and audio for remote and studio productions. Camera operation, lighting, microphone use, and digital video and audio editing are covered. Coursework includes the basics of working as part of a studio team and posting videos to the Internet.

COMM 129**Broadcast Production
1 credit**

Students produce and create material to be broadcast on KDPS (88.1 FM), KGVC (94.1 FM), www.KDPSradio.com, and GVTV (cable channel 16 and www.GrandView.TV.com). Supervised assignments include radio/TV news, sportscasts, promotions, public service announcements, and music announcing. This course may be repeated before taking COMM 329.

COMM 131**Basic Digital Photography
3 credits**

This is a beginning course in photography with 10 to 12 practical assignments. Course methods include lectures, video tapes, and demonstrations. The course covers the use of digital and film cameras, photo composition, flash, action, groups, window-light portraits, and simple illustration photography. The University provides lab space and computers. Students must provide a digital camera.

COMM 139**Photography Laboratory
1 credit**

Students take photographs for University publications or for other practical uses on or off campus. This is also a chance for students to explore aspects of photography independently outside of the classroom experience by visiting with working photographers, studying the work of others in the field, and attending photo-related events on and off campus. Prerequisite: COMM 131. Repeatable.

COMM 151**Reporting
3 credits**

Reporting techniques and problems are studied. The course concentrates upon developing successful methods of covering the news and writing for newspapers. Emphasis is on writing for accuracy and for deadlines.

COMM 159**Journalism Laboratory
1 credit**

Students work on the student-run university newspaper, the Grand Views. The course allows students to do the practical work of writing, editing, design and photography both in print and online. Prerequisite: COMM 151 or consent of instructor. Repeatable.

COMM 222**Radio Station Operation
3 credits**

Script format and delivery for radio news and advertising are covered. Students study preparation and delivery of broadcast material in a variety of formats, practice radio-music announcing, and receive an introduction to ad-lib delivery.

COMM 231**Basic Color Photography
3 credits**

Using the digital color image, students will explore camera and lens functions, composition rules, and Photoshop actions. Students will become acquainted with intermediate camera techniques. Aspects of light such as quality, low light conditions, natural light situations and flash techniques will be discussed. The course will look at the ways good composition can strengthen an image and what constitutes a great photograph. Student must provide a digital single lens reflex or sophisticated point and shoot digital camera. The University provides

lab space and computers. Prerequisite: COMM 131.

COMM 263**Communication for the Web
3 credits**

This class teaches students the fundamental principles of good design (color, balance and contrast) and basic editing skills using different media to tell the story on the Web. RapidWeaver, Photoshop, InDesign, Acrobat, and other programs on the Macintosh will be used to complete and upload the end product, a Web site.

COMM 270**Sports and Media
3 credits**

A comprehensive review of the history of media coverage of professional and college athletics. Areas of study include: the impact of media on sporting events; media sports careers; and sports writing, photography, advertising, radio, TV, and movies.

COMM 312**TV in Society
3 credits**

This lecture/discussion course looks at the ways television influences various activities and populations in society. Major topics include children and television, sports broadcasting, television and violence, soap operas, MTV, and portrayals of minorities and women on television. Students complete an experiential paper on a related class topic. Prerequisite: Junior status or consent of instructor.

COMM 319**Advanced Desktop Projects
1 credit**

Students independently produce computer-generated brochures or newsletters for on or off-campus offices or businesses. Prerequisite: COMM 119 and junior status. Repeatable.

COMM 323**Video Producing and Directing
3 credits**

Students produce and direct studio and field video projects. Classwork includes scriptwriting, shooting and editing. Music videos, online Webisodes and mini-movies are created and edited on the Final Cut Pro editing system. Prerequisites: COMM 121, 222, and junior status.

COMM 324**Radio Production and Announcing
3 credits**

For the advanced student announcer who is interested in a career in broadcasting, this course includes broadcast newswriting, sportscasting, and using the advanced digital audio equipment for multi-track productions. Creative use of radio computers includes advanced editing, vocal manipulation, and commercial production techniques. Some class material may air on college stations FM88.1 and KGVC or on the university webcasts of music and sporting events. Prerequisite: COMM 121 and 222.

COMM 329

Advanced Broadcast Production

1 or 2 credits

Students produce and create advanced material to be broadcast on KDPS (88.1 FM), KGVC (94.1 FM), www.KDPSradio.com, and GVTV (cable channel 16 and www.GrandViewTV.com). Supervised assignments include professional-quality television talk shows, sportscasts, newscasts, weekly reports and music announcing. Some assignments will be coordinated with the campus newspaper editors and reporters, with video and audio posted online. Prerequisite: COMM 121, 129 and 222; or consent of instructor and junior status. Repeatable.

COMM 332

Photography for Publication

3 credits

This is a practical course in photojournalism principles and techniques. The class includes guest speakers, lectures and videos. Students need to have a digital single lens reflex or sophisticated point and shoot digital camera. Topics cover sports and sports feature photos, news and feature photos, photo illustrations, picture stories, reproducing photos in publications, and ethical issues in photojournalism. Students will be required to have pictures published in local print and online media and will produce a portfolio of their work. In addition, students are expected to use Photoshop to manipulate and produce computer photo images. The University provides lab space and computers. Prerequisite: COMM 131 and junior status.

COMM 333

Studio Photography

1 to 3 credits

This is an advanced course in color studio techniques with 4 to 12 practical assignments. Often, a shorter version of this class is offered as a Creative Photo class. Course methods may include lectures, video tapes, studio demonstrations, field trips, and guest speakers. Assignments may include portrait lighting, small product photography, food, location, and fashion photography. Also covered are topics such as working with clients, models, and editors; publication rights and pricing; model releases; and ethical considerations in photography. Students need a digital camera with manual settings and a hot shoe or pc socket. Studio and computer lab space are provided by the University. Prerequisites: COMM 131 and 231, and junior status.

COMM 335, 336, 337, 338

Creative Photo Classes

2 credits each

Creative Photo Classes are 10-week sessions, with one offered each semester. 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. Infrequently, a more practical class may be offered such as Documentary or Studio Photography. Students do three or four assignments and need their own camera. Usually the classes are taught by adjunct faculty who are experts in certain techniques of creative photo processes. Students may take these classes repeatedly for elective credit. Prerequisite: Communication 131 and junior status. Repeatable.

COMM 339

Advanced Photography Laboratory

2 credits

This course involves work on Grand View publications or other practical assignments on or off campus or they may monitor photo lab processes. Prerequisite: COMM 131 and junior status. Repeatable.

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 119, 151, and junior status.

COMM 352

Feature Writing

3 credits

This is a writing course involving the study of feature-length news articles and editorials. Students are expected to study the various forms of these styles to understand how these differ from reporting. Each student prepares several feature stories of differing types and subjects, from entertaining stories to researched in-depth articles. Students also learn about blogging and other online writing. Prerequisite: COMM 151 and junior status; or consent of instructor.

COMM 355

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. Prerequisite: Junior status or consent of instructor.

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.

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. Repeatable.

COMM 404

Communication Law

3 credits

This course is a study of authority and structure of law and regulations as applied to mass communications. The students cover interpretation of constitutional freedoms as they are applied to newspaper, broadcasting, photography and the Internet. FCC regulations affecting radio, TV, and cable communications are discussed. Prerequisites: COMM 110 and senior status; or consent of instructor.

COMM 405

Media Advertising

3 credits

Students study the use of media advertising, its historical context, and how to produce campaign advertising incorporating print, broadcast, specialty and social media to meet a client's objectives. Emphasis is given to all steps in the campaign including the execution of the advertising plan and client presentation. Prerequisites: COMM 121, 222, and COMM/ARTS 263.

COMM 420

Creative Video

3 credits

Students study and produce creative applications of video for a variety of objectives and audiences including Web and new media, entertainment venues, and corporate information and promotional use. Attention is given to creative design and execution, program analysis and preparation of a program proposal. Prerequisites: COMM 121 and COMM/ARTS 263.

COMM 421

Electronic Field Production

3 credits

Newscasts, sportscasts and public affairs talk shows are produced and written by students. Topics covered include professional scriptwriting, on-air performance, conducting research and journalistic ethics. Students also produce documentaries, news packages and stand-ups which could air on GVTV. Prerequisites: COMM 121, 222, and junior status.

COMM 422

Principles of TV Directing

3 credits

Studio and in-field television direction are covered, with emphasis on three-camera production, remote directing situations, set lighting, producing skills, and technical direction. Pre-broadcast and actual broadcast problems are discussed. Formats include news, talk, demonstrations, sports, commercial, music, and variety. Prerequisites:

COMM 121, 222, 323, and junior or senior status.

COMM 423

Advanced Reporting

3 credits

Advanced Reporting helps students to further refine the skills, responsibilities, business relationships, and ethical considerations of writing for publication. Students gain an awareness of professional standards, research skills, source development, and advanced interviewing techniques. They also have good reporting skills reinforced and enriched by fulfilling assignments for various types of publications both print and online. Prerequisites: COMM 151 and senior status.

COMM 425

Newsletter and Copy Editing

3 credits

Students study small publication design and copy editing. Students use computer skills and journalism knowledge to compose, edit, design, and produce print and on-line newsletters. Prerequisites: COMM 119, 151, and 349.

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.

COMM 431

Multimedia for the Web

3 credits

Students integrate photography, graphics, writing, audio and video narration to produce Web-based projects for client use or for campus media outlets. Prerequisite: Senior status or consent of instructor.

COMM 450

Interdisciplinary Seminar

3 credits

This course is an interdisciplinary study of a particular theme or issue relevant to the communication industry. The theme of each course varies according to the interests and expertise of the instructor assigned. Each colloquium requires research within the journals of the communication industry and a culminating thesis or series of reports prepared by each participant. Prerequisites:

COMM 110 and senior status; or consent of instructor. Repeatable.

COMM 455

Public Relations Campaigns

3 credits

This lecture and practical course delves more intensively into various aspects of public relations, including writing, campaigns, publicity, event planning, crisis communication, and working with social media and other online communication. The students are expected to put into action the broad subjects learned in introductory public relations. Prerequisite: COMM 355 and senior status.

COMM 465

Honors Magazine I

2 credits

Students are expected to enroll in both semesters of this course where they will write, design and produce a full-color magazine with the larger Grand View community as their audience. In the first semester, students develop an awareness of the magazine industry and trends in editorial and design. They will develop an editorial philosophy, design philosophy and marketing plan as well as establish a budget and timetable for production. Prerequisite: consent of instructor.

COMM 466

Honors Magazine II

2 credits

Students are expected to enroll in both semesters of this course (see ARTS/COMM 465). In the second semester, students will see their plan through the magazine. They will edit stories, select appropriate artwork and design papers and go through the pin-up process. They will work with the printer in production and then market the magazine on campus, around the larger Grand View community, and online. Prerequisite: consent of instructor.

COMM 470

Communication Career Seminar

2 credits

COMM 470 is a senior-level, capstone course that seeks to assist students with employment readiness and portfolio or resume tape preparedness. In addition to assisting students to define professional goals, the course introduces them to job seeking strategies and interviewing techniques. Students also create a professional portfolio or resume tape of their work that is indicative of their academic preparation for careers in the

mass communication industry. Prerequisite: Senior status.

CPSC 101

Computer Proficiency

1 credit

This course provides the necessary background for novice computer users to be successful in their college coursework. Computer terminology is introduced. Hands-on experience with word processing and spreadsheet software is provided, and Internet usage is covered. Students who feel they are proficient may test out of this course. Pass/fail only.

CPSC 140

Introduction to Discrete Structures

3 credits

This course is an introduction to set theory, logic, integers, combinatorics, and functions for today's computer scientists. Prerequisite: MATH 110.

CPSC 155

Programming Using Visual Basic

3 credits

An introduction to programming in Visual BASIC. Primary emphasis is given to problem solving and the design and implementation of algorithms using Visual BASIC. Enrollment is open to both majors and non-majors. Prerequisite: MATH 111 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. Basic computer competency is assumed.

CPSC 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. Prerequisite: MATH 121.

CPSC 241

Introduction to Object-Oriented

Programming

3 credits

This course is an introduction to computer programming using an object-oriented programming language. Topics include data types, expressions, control structures, subprograms, strings, streams and file I/O, arrays, recursion, and some sorting and searching algorithms.

CPSC 242

Object-Oriented Programming with Data

Structures

3 credits

This course provides further instruction on object-oriented programming started in BSAD/CPSC 241. Topics include the use of classes, recursion, vectors, trees, graphs and other data structures and elements of programming and software design. Prerequisite: CPSC/BSAD 241 and MATH/CPSC 140, or consent of instructor.

CPSC 245

C# Programming

3 credits

This course gives an introduction to syntax of the C# programming language, including types, methods, arrays, collections, flow control operators, structs, classes, and namespaces. The students learn to write programs in the language. Prerequisite: CPSC/BSAD 241 or equivalent; or consent of instructor.

CPSC 310

Language Proficiency Laboratory: FORTRAN

1 credit

Provides students a working knowledge of FORTRAN. Prerequisite: CPSC/BSAD 241.

CPSC 315

Computer Programming in Cobol

3 credits

Instruction provides students a working knowledge of COBOL. Topics include records, files and mass storage devices, programming techniques for table handling, sorting, generation of reports from files, and maintenance of sequential and random access files. Prerequisite: CPSC/BSAD 241.

CPSC 320

Computer Organization

3 credits

This course covers topics in number representation and arithmetic, computer architecture, addressing techniques, hardware level input/output, and assembly and machine language programming by focusing on a specific machine. Prerequisite: MATH 121 and CPSC/BSAD 242.

CPSC 323

Networking and Telecommunication

3 credits

This course examines the principles and methods of data communication, information theory, distributed processing systems, network protocols and security, standards, network management, and general computer interfacing. Prerequisite: CPSC/BSAD 241.

CPSC 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.

CPSC 330

Advanced Object-Oriented Programming with Advanced Data Structures

3 credits

This course provides additional instruction in programming and problem solving using an object-oriented programming language. Topics include expressions, control structures, subprograms, problem solving and subprogram design, arrays, designing with classes, streams I/O and text processing, recursion, and trees, graphs and other data structures. Prerequisite: CPSC/BSAD-241.

CPSC 340

Discrete Computational Structures

3 credits

Topics include propositional logic, set theory, graph theory, combinatorial analysis, Boolean Algebra, and finite automata. Applications are discussed. Prerequisites: CPSC 241 and MATH 300.

CPSC 350

Design and Analysis of Algorithm 3 credits

Topics consist of computability, analysis of algorithms including computing time and space requirements, and efficient algorithm design techniques. Searching and sorting, graph processing, string matching, and arithmetic algorithms are studied.

Prerequisite: CPSC 340.

CPSC 360

Principles of Programming Languages 3 credits

The implementation of programming language structures in several high-level languages is examined. Introduction to formal specification of programming languages also is studied. Prerequisite: MATH 121 and CPSC/BSAD 242.

CPSC 361

Fundamentals of Operating Systems 3 credits

The topics to be studied regarding operating systems are: how they work, their characteristics, which features are available to the general programmer, available resource management concentration, and interface support for hardware and software.

Prerequisite: MATH 121 and CPSC/BSAD 242.

CPSC 363

Object-Oriented Software Development 3 credits

Object oriented programming and problem solving skills are discussed. Topics include broad coverage of language syntax, programming practice, and programming problems appropriate for the systems and technical programmer. Prerequisite: CPSC/BSAD 330 or consent of instructor.

CPSC 365

Computer Graphics Principles 3 credits

This course introduces students to the fundamental techniques for graphic output in two and three dimensions, including transformations, perspective, projections, hidden-line and hidden-surface removal, and animation. Prerequisite: CPSC/MATH 340; MATH 331 or consent of instructor.

CPSC 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.

Prerequisites: BSAD/CPSC 242

CPSC 421

Relational Databases 3 credits

Concepts and structures used in database design are presented. The course covers techniques of indexing, file organization, and database management with emphasis on network, hierarchical, and relational models. Concepts of query processing, optimization, and manipulation are introduced.

Prerequisite: CPSC/BSAD 241.

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 CPSC 430 may be applied to the major. Repeatable.

CPSC 452

Seminar in Computer Ethics and Professionalism 2 credits

This capstone course for Computer Science majors provides students the opportunity to demonstrate an ability to synthesize knowledge, skills, and attitudes acquired through their course work. Students are exposed to the history of the discipline from a social point, and to various frameworks from which ethical and professional decisions must be made. Students develop abilities to make such decisions through case studies and scenarios. Students are provided with information on self-assessment, career transition, and employment opportunities. Prerequisite: Senior status.

DNSH 101, 102

Beginning Danish I, II 4 credits per semester

Elements of grammar and pronunciation, oral and written exercises, and study of Danish culture through reading of easy Danish prose and conversation are included in this course.

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.

ECON 102

Principles of Micro Economics 3 credits

Topics covered include theories of the firm in U.S. economy; types and roles of industrial competition; role of labor unions; effect of anti-trust regulations; the role of developing nations in the global economy in the 21st century.

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.

ECON 320

International Trade 3 credits

Topics include: Theories of international trade, tariffs and non-tariff trade barriers; arguments for free trade versus protectionism, role of money, balance of payments, foreign exchange rates and their determination, and regional economic alliances. Prerequisites: ECON 101 or consent of instructor.

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.

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.

EDUC 145

Engaging All Learners

3 credits

The course covers the latest research on how children and adolescents learn and its implications for teachers. Students will learn how to apply various learning theories and activities in the planning and creation of differentiated instruction to meet the needs of all learners, including gifted and talented, at-risk, English Language Learners, and special education. Content will include, but is not limited to: theories of learning, motivation, emotional intelligence, and multiple intelligences; Bloom's Revised Taxonomy of Learning Objectives; lesson plan development including objectives and assessments; and basic principles of classroom management. Prerequisite: PSYC 101, may be taken concurrently with EDUC 111.

EDUC 184

Methods of Elementary Physical Education

1 credit

This one hour methods course in elementary school physical education includes (1) lecture, examination, and outside readings, (2) student observation of elementary physical education classes, (3) practicum experience, (4) material on the latest research in teaching physical education in the elementary school, and (5) course, unit, and daily lesson planning. Prerequisite: EDUC 111.

EDUC 242

Introduction to Instructional Strategist I:

Mild and Moderate

3 credits

This is a K-12 introductory course exploring the etiologies, behavioral characteristics, and learning needs of mildly/moderately disabled children in Instructional Strategist I programs. History, current trends and organizations, multidisciplinary staffing teams, the Individual Education Plan (I.E.P.), educational alternatives, management and instructional techniques and implications of federal and state statutes as they relate to the mildly/moderately disabled child and adolescent as defined by the Individuals with Disabilities Education Act (I.D.E.A.) are covered. Prerequisite: PSYC 315.

EDUC 243

Instructional Planning and Assessment

3 credits

This course is the entry point course for admission into the Education program for all pre-education students except Art, Music and Physical Education majors. Transfer credit is not accepted for this course. Students will be oriented to Grand View's lesson planning format for use in methods, practicums, and student teaching. Orientation to Chalk and Wire, Grand View Education Department's chosen electronic data collection tool for tracking students' achievement of teacher education program standards as required by the Iowa Department of 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. This course also focuses on the role of assessment in K-12 classroom teaching. 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. On completion of this course, students will understand the differences between sound and unsound assessment practices. Prerequisite: EDUC 111; EDUC 145 may be taken prior to or concurrently with EDUC 243.

EDUC 244

Planning and Assessment for Art, Music, and Physical Education

2 credits

This course will serve as the entry point course for admission into the Education program for all pre-education students majoring in Art, Music, and Physical Education. Transfer credit is not accepted for this course. Students will be oriented to Grand View's lesson planning format for use in methods, practicums, and student teaching. Orientation to Chalk and Wire e-portfolio system, Grand View Education Department's chosen electronic data collection tool for tracking education students' achievements of the teacher education program standards as required by the Iowa Department of 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. This course also focuses on the role of assessment in K-12 classroom teaching. 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. On the completion of this course, students will understand the differences between sound and unsound assessment practices. Prerequisite: EDUC 111; EDUC 145 may be taken prior to or concurrently with EDUC 244.

EDUC 245

Educational Media

2 credits

This course provides a theoretical basis for the thoughtful application of technology in the classroom, the design of effective visual materials, and competence in the use of media equipment and materials. Particular emphasis is placed on the uses of computers in education, including instructional software, the Internet, presentation software, and hypermedia.

EDUC 280

Human Relations Training

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. Prerequisite: EDUC 111; EDUC 145 may be taken prior to or concurrently with EDUC 280.

EDUC 281

Sewing Technology 3 credits

This course provides students with a basic foundation in the identification, selection, and care of fabrics and in the use of sewing equipment and technology. The focus of the course is project-based learning with an emphasis on entrepreneurship opportunities through home sewing. Projects illustrate how reading, math, and science competencies can be integrated into the family and consumer sciences classroom and applied in a practical way by 5-12 students.

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 302

Education Practicum: Pre-Kindergarten 2 credits

This Early Childhood Education practicum is required for students seeking to complete the Pre-kindergarten/Kindergarten Teaching Endorsement. Students are placed in a local pre-kindergarten classroom to observe and to experiment with teaching materials and methods. Guidance for pre-kindergarten children 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 a pre-kindergarten classroom. 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. Prerequisites: EDUC 306 or 307; concurrent enrollment in EDUC 330.

EDUC 303

Education Practicum: Kindergarten 2 credits

This Early Childhood Education practicum is required for students seeking to complete the Pre-kindergarten/Kindergarten Teaching Endorsement. Students are placed in a local kindergarten classroom to observe and to experiment with teaching materials and methods. Guidance for kindergarten children 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 a kindergarten classroom. 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. Prerequisites: EDUC 306 or 307; concurrent enrollment in EDUC 335.

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.

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: 6 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 307.

Prerequisites: PSYC 212; completion of or concurrent enrollment in one of the methods courses.

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: 6 hours per week arranged on a regular basis in a primary-grade classroom. This assignment is made in consultation with the education faculty. Can not be taken concurrently with EDUC 306. Prerequisites: PSYC 212; completion of or concurrent enrollment in one of the methods courses.

EDUC 308

Education Practicum: Middle School (Grades 5, 6, 7, 8) 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: 6 hours per week arranged on a regular basis in a middle school classroom. This assignment is made in consultation with the education faculty. Prerequisites: Concurrent enrollment in EDUC 310. May not be taken concurrently with Education 309.

EDUC 309

Education Practicum: High School (Grades 9, 10, 11, 12) 2 credits

This educational practicum is required for Secondary Education majors. Students are placed in a local high school classroom to observe and to experiment with teaching materials and methods. Guidance for high school adolescents 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 a high school classroom. This assignment is made in

consultation with the education faculty. Prerequisites: PSYC 212; concurrent enrollment in EDUC 341. May not be taken concurrently with EDUC 308.

EDUC 310

Middle School Methods

2 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. Prerequisites: Admission into the teacher education program, EDUC 245 or concurrent enrollment, and concurrent enrollment in EDUC 308.

EDUC 312

Teaching of Elementary Science

2 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: Junior status; EDUC 243 or 244, and 245; concurrent enrollment in EDUC 306 or 307; PSYC 212.

EDUC 313

Teaching of Elementary Mathematics

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: Junior status; EDUC 243 or 244, and 245; concurrent enrollment in EDUC 306 or 307; MATH 145; PSYC 212.

EDUC 314

Teaching of Elementary Social Studies

3 credits

This course focuses on the study of social issues and social studies 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 issues of social studies, identify and apply effective 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: Junior status; EDUC 243 or 244, and 245; concurrent enrollment in EDUC 306 or 307; PSYC 212.

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.

EDUC 324

Teaching Reading in the Primary Grades (K-2)

3 credits

This class covers the principles and methods of emergent, progressing, and transitional reading in the guided reading context. The course focuses on phonics, phonemic awareness, the alphabetic principle, fluency, and assessments for K-2 classrooms. This course will be taken concurrently with the primary education practicum, EDUC 306. 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; EDUC 245 or concurrent enrollment; EDUC 306 or concurrent enrollment.

EDUC 325

Teaching Literacy in the Intermediate and Middle Grades (3-8)

3 credits

This class covers the principles and methods of teaching reading, literature, writing, and vocabulary development in grades 3-8 classrooms. This course will focus on discussion techniques, vocabulary building activities, the 6+1 Traits of Writing, and assessments to guide teaching reading and writing in a workshop format. Students will develop lesson plans and build a unit which blends the elements of literacy. Prerequisites: admission into the Teacher Education program; EDUC 245 or concurrent enrollment; EDUC 324 for elementary education majors; concurrent enrollment in ENGL-217 recommended.

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. Prerequisite: Admission to Teacher Education.

EDUC 327

Elementary Physical Education/Health Practicum: K-8

2 credits

This educational practicum is required for Physical Education majors. Students are placed in a local elementary 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: 6 hours per week arranged on a regular basis in a local elementary physical education and health classroom. This assignment is made in consultation with the education faculty. To be taken concurrently with EDUC 326. Prerequisites: Admission to Teacher Education; BIOL 157; HPED 188, 191, 205, 213, 214 and 215.

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. Prerequisite: Admission to Teacher Education.

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: 6 hours per week arranged on a regular basis in a local secondary physical education and health classroom. This assignment is made in consultation with the education faculty. To be taken concurrently with EDUC 328. Prerequisites: admission to Teacher Education; BIOL 157; HPED 188, 205, 213, 214 and 215.

EDUC 330

Curriculum and Methods for Teaching Pre-Kindergarten

3 credits

This course provides an emphasis on effective curriculum frameworks for pre-kindergarten children. The focus is on developmentally appropriate practices, developmental continuum objectives for ages 3 to 5, teaching strategies, and guidance. The course requirements include reading, research, on-site observations, and lesson presentations in the on-campus classroom and EDUC 302. Upon completion of this course, students are able to identify and apply effective teaching strategies, plan appropriate lessons, and teach pre-kindergarten children. The class meets weekly, providing opportunities for students to observe and experiment with teaching methods and materials in pre-kindergarten

settings. Prerequisites: Junior status; EDUC 243 or 244, 245, and 306 or 307; concurrent enrollment in EDUC 302; PSYC 212.

EDUC 331

Traffic Safety and Accident Prevention

3 credits

This class is designed for students who are seeking teacher licensure in Driver and Safety Education and for individuals who wish to be approved to provide instruction in commercial driving schools in the state of Iowa. Classroom instruction addresses traffic safety and accident prevention issues. Students also visit selected accident sites and car repair facilities in the Des Moines area.

EDUC 332

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. Prerequisite: Junior or senior status.

EDUC 333

Driver Education II

3 credits

Students in this course spend time in the classroom as well as 12 supervised hours in the car helping beginning student drivers develop skills and attitudes that support safe and responsible driving. This course is given on a pass/fail basis. Students who earn a grade of C or better receive three semester hours of credit. Students who fail to earn a grade of C or better do not receive credit. Prerequisites: EDUC 332 or consent of instructor.

EDUC 335

Curriculum and Methods for Teaching Kindergarten

3 credits

This course focuses on developmentally appropriate practices which promote the kindergarten child's development. Different perspectives of kindergarten practices are considered. Teaching and assessment strategies, growth and development in early childhood, and the needs of young children and their families are emphasized. Students consider characteristics of kindergarten children as they plan and present appropriate lessons in the on-campus class and in EDUC 303. Upon completion of this course, students are able to identify and apply effective teaching and assessment strategies, plan appropriate lessons, and teach kindergarten

children. The course requirements include reading, research, class observation, and lesson planning and presentations. The class meets weekly providing opportunities for students to reflect, discuss, observe, and experiment with teaching methods and materials in kindergarten settings.

Prerequisites: Junior status; EDUC 243 or 244, 245, and 306 or 307; concurrent enrollment in EDUC 303; PSYC 212.

EDUC 341

Methods of Secondary Education

2 credits

This course provides students with an introduction to the methods and materials for teaching middle school and high school curricula. Students learn theories of classroom management and instructional strategies and begin to develop their own teaching styles and philosophies. To gain practice in evaluating subject matter and devising teaching plans consistent with present educational research in their particular discipline, students are required to enroll concurrently in EDUC 309 and in ONE of the following courses: EDUC 346, 347, 348, 349, 351, 352, 353. Prerequisites: Junior status; EDUC 243 or 244, and 245; concurrent enrollment in EDUC 309 and a particular secondary content teaching methods course.

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. Prerequisites: PSYC 315, EDUC 242, 306 or 307 AND concurrent enrollment in EDUC 361.

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. Prerequisites: PSYC 315 and EDUC 242, 308 or 309 AND concurrent enrollment in EDUC 362.

EDUC 346**Secondary Business/Economics Teaching Methods****2 credits**

This course provides students the opportunity to work with an experienced 5-12 business/economics teacher in a local school. The students learn methods and materials unique to 5-12 business/economics teaching, prepare lesson plans, and gain instructional practice by teaching lessons in the classroom. This assignment is made in consultation with the education faculty. Prerequisites: Concurrent enrollment in EDUC 309 and 341.

EDUC 347**Sec English/Reading Teaching Methods****2 credits**

This course provides students the opportunity to work with an experienced 5-12 English/reading teacher in a local school. The students learn methods and materials unique to 5-12 English/reading teaching, prepare lesson plans, and gain instructional practice by teaching lessons in the classroom. This assignment is made in consultation with the education faculty. Prerequisites: Concurrent enrollment in EDUC 309 and 341.

EDUC 348**Secondary Science Teaching Methods****2 credits**

This course focuses on the nature of science and a constructivist view of how people learn science. 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. The class meets on campus while concurrently providing an opportunity to observe and experiment with science teaching methods and materials in secondary school settings. Prerequisites: Concurrent enrollment in EDUC 309 and 341.

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 by teaching lessons in the classroom. This assignment is made in consultation with the education faculty. Prerequisites: Concurrent enrollment in EDUC 309 and 341.

EDUC 350**Language Acquisition and Learning****3 credits**

This course is designed to prepare educators and allied professionals to guide young children adolescents through the process of language acquisition. The stages of language development from birth through adolescence are covered. Influences on language learning are explored and ways to support children and adolescents of varying language backgrounds are identified. Classroom activities provide synthesis of knowledge and practical application of learning. Prerequisites: PSYC 212, and junior status.

EDUC 351**Secondary Social Science Teaching Methods****2 credits**

This course provides students the opportunity to work with an experienced 5-12 social science teacher in a local school. The students learn methods and materials unique to 5-12 social science teaching, prepare lesson plans, and gain instructional practice by teaching lessons in the classroom. This assignment is made in consultation with the education faculty. Prerequisites: Concurrent enrollment in EDUC 309 and 341.

EDUC 352**Secondary Journalism Teaching Methods****2 credits**

This course provides students opportunity to work with an experienced 5-12 journalism teacher in a local school. The students learn methods and materials unique to 5-12 journalism teaching, prepare lesson plans, and gain instructional practice by teaching lessons in the classroom. This assignment is made in consultation with the education faculty. Prerequisites: Concurrent enrollment in EDUC 309 and 341.

EDUC 354**Secondary Methods in Family and Consumer Sciences/Health****2 credits**

This course provides students the opportunity to work with an experienced 5-12 Family and Consumer Sciences/Health teacher in a local school. The students learn methods and materials unique to 5-12 Family and Consumer Sciences teaching, prepare lesson plans, and gain instructional practice by teaching lessons in a classroom. This assignment is made in consultation with the education faculty. Prerequisites: Concurrent enrollment in EDUC 309 and 341.

EDUC 355**Writing Across Curriculum****3 credits**

This course includes writing theory and application in teaching settings, elementary through secondary. Students experience the writing process for their own writing development and learn to manage and use the writing process across the curriculum as a tool for learning in the school setting. Prerequisites: Admission to the Teacher Education Program.

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. Prerequisite: EDUC 242.

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: 9 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. Prerequisites: EDUC 306 or 307; concurrent enrollment in EDUC 343.

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: 9 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. Prerequisites: EDUC 308 or 309; concurrent enrollment in EDUC 344.

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. Prerequisite: PSYC 315.

EDUC 420

Elementary Student Teaching

6 or 12 credits

This is 16 weeks of supervised unpaid, full-time teaching in an elementary school for all elementary school student teachers, EXCEPT for those seeking the PreK/K (Early Childhood Education) endorsement. Those seeking the PreK/K endorsement are required to complete student teaching in three settings: PreK, K, and Intermediate. Therefore, elementary education majors at Grand View seeking the PreK/K endorsement are required to complete an additional two weeks of student teaching to accommodate six weeks at the PreK level, six weeks at the K level, and six weeks at the Intermediate level. This 18 weeks of student teaching can be successfully completed by extending the regular Fall or Spring semester by two weeks without any additional tuition charge.

EDUC 421

Content Area Reading

3 credits

This course is intended for prospective and current teachers desiring to incorporate strategies for reading to learn into their content area. Vocabulary, writing, comprehension, and study skills are discussed and applied to actual content area textbooks. This class applies toward partial fulfillment of the K-6 or 7-12 Iowa State Department of Education reading endorsements.

EDUC 425

Secondary Student Teaching

12 credits

This is 16 weeks of supervised unpaid, full-time teaching in a secondary school. 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.

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. Repeatable.

EDUC 431

Corrective and Remedial Reading

3 credits

This course focuses on the development of diagnostic teaching strategies for the identification, assessment, correction, and remediation of classroom reading problems in elementary and secondary schools. It satisfies the corrective and remedial reading component of the Iowa Department of Education requirements for K-8 and 5-12 Reading Teaching Endorsements and K-8 and 5-12 Instructional Strategist I Teaching Endorsements. Prerequisites: EDUC 324 and EDUC 325 for elementary education majors. EDUC 421 for secondary education majors.

EDUC 435

Organization and Administration of Programs for Young Children

2 credits

This course covers skills and competencies for effectively administering a sound early childhood education program for children based on their age and background. The philosophical orientation, services to be provided, guidelines for the establishment, organizational structure, and administrative

responsibilities for developmentally appropriate day-care, pre-kindergarten, and kindergarten programs, as well as assessment of program needs are discussed. Prerequisites: EDUC 330, 335 and 363.

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. Prerequisites: Education 243 or 244, 242, 343 or 344, 361 or 362, and 431.

EDUC 441

Teaching Individualized Reading

3 credits

This course is designed for prospective and current teachers wishing to complete the requirements for the Iowa State Department of Education K-8 or 5-12 reading endorsement. The focus of this class is to reinforce the methods for tutoring individual students who are not proficient in reading. Students will practice various assessments and inventories to diagnose reading problems and gather personal data to help guide instruction. Students will create Individual Reading Plans (I.R.P.) from assessments, set goals for students to be tutored, and practice multiple reading strategies to model in tutoring sessions. Students will track data from tutoring sessions and present a case study showing the I.R.P., remediation efforts, and gains achieved from the tutoring sessions. Prerequisites: EDUC 431. Concurrent enrollment in EDUC 444 or 445.

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.

EDUC 443

Secondary Classroom Management

2 credits

This course is designed to cover secondary (grades 7-12) 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 308 or 309, or concurrent enrollment.

EDUC 444

Education Practicum: Reading Lab (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 reading lab to observe and to experiment with teaching materials and methods. Specific reading 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 reading lab. 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. Prerequisites: EDUC 306 or 307, and EDUC 324, 325, and 431. Take concurrently with EDUC 441.

EDUC 445

Education Practicum: Reading Lab (5-12)

2 credits

This educational practicum is required for students seeking the 5-12 Reading Teaching Endorsement. Students are placed in a high school reading lab to observe and to experiment with teaching materials and methods. Specific reading 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 reading lab. 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. Prerequisites: EDUC 308 or 309, and EDUC 324, 325, and 431. Take concurrently with EDUC 441.

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.

Prerequisites: EDUC 242, 343 or 344, 361 or 362, and 440.

EDUC 530

Special Topics

1 to 4 credits

This graduate course offers special topics within the field of education. Content and emphasis vary based on needs of teachers and school districts. Consult current schedule for specific topics. Repeatable.

ENGL 100

Elements of English

3 credits

This course is designed to help students polish their basic writing skills. Students gain practice in the writing process and in editing their prose to conform with the conventions of Standard American English. The class prepares students for ENGL 101 and cannot be used to satisfy the graduation requirement for proficiency in writing.

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 correct use of Standard American English and its 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. Students demonstrate proficiency through a portfolio.

ENGL 111

Interpretation of Literature

3 credits

Students receive an introduction to the basic elements of fiction, poetry, and drama in order to understand and appreciate the relationship between literature and life. Coursework explores the techniques used in each genre in order to understand the basic theoretical approaches to literature, to acquire the vocabulary associated with literary criticism, and to write essays and/or journal responses to analyze and evaluate literature.

Prerequisite: ENGL 101 or consent of instructor.

ENGL 150

English Seminar for Careers

1 credit

Required for English majors. This course introduces students to career possibilities. Students assess their attitudes toward potential areas of employment through investigation of the duties and responsibilities of professionals in the discipline.

ENGL 202

Introduction to Creative Writing

3 credits

This course teaches the writing of short fiction, non-fiction, and poetry. Students are 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. Prerequisites: ENGL 101.

ENGL 205

Introduction to Technical Writing

3 credits

In ENGL 205 students learn about primary influences on the writing of technical documents: audience, context, and purpose. Other topics include information design, page layout, visual rhetoric, and usability. Prerequisite: ENGL 101.

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. Prerequisite: ENGL 110 or 111.

ENGL 221

Introduction to Linguistics

3 credits

Linguistics introduces students to the foundational areas of language study. The course also explains theories in language acquisition and the function of the brain in communication. Offered all springs. Prerequisite: ENGL 101.

ENGL 231

Survey of American Literature I 3 credits

This survey course covers American literature, precolonial to mid-19th century with a concentration on the Romantic era. Major figures include Poe, Emerson, Thoreau, Hawthorne, and Whitman. Prerequisites: ENGL 111 or consent of instructor; concurrent enrollment in ENGL 251.

ENGL 232

Survey of American Literature II 3 credits

Representative writers of the period 1865 to present are studied. Major figures include Twain, Dickinson, Frost, Hemingway, Faulkner, and O'Connor. Prerequisites: ENGL 111 or consent of instructor.

ENGL 241

Survey of British Literature I 3 credits

This course takes a historical approach to the study of poetry and prose of selected British writers from the Old English period through the pre-Romantic times. Prerequisite: ENGL 111 or consent of instructor; concurrent enrollment with ENGL 251.

ENGL 242

Survey of British Literature II 3 credits

This course is the study of selected British writers of the 19th and 20th centuries, including works by representative novelists. Prerequisite: ENGL 111 or consent of instructor.

ENGL 251

Writing for English Studies 3 credits

This course will introduce students to the foundations of English studies. They will explore multiple critical approaches and learn how to use secondary sources in their own writing. Taken concurrently with one of the required survey courses, this class will provide students with the critical thinking and writing skills they need to succeed as English Majors. Prerequisites: ENGL 111.

ENGL 301

Literacy Studies 3 credits

This writing course focuses on literacy studies, and its implications for reading and writing as broadly understood concepts. This course is an attempt to make literacy a lively topic of interest and debate, while developing a working understanding of literacy. Offered

all springs. Prerequisites: ENGL 251 or consent of instructor.

ENGL 302

Advanced Creative Writing 3 credits

This creative writing course offers students the opportunity to develop a personal writing style and process and to polish their critique and revision techniques. Participation in workshops and submission of poetry, fiction, and critiques are required. Prerequisite: ENGL 202 or consent of instructor.

ENGL 303

Advanced Technical Writing 3 credits

In Advanced Technical Writing, students build on basic technical writing skills introduced in ENGL 205 while becoming familiar with standard workplace composing software. Prerequisites: ENGL 205 or consent of instructor.

ENGL 305

Shakespeare 3 credits

Selected tragedies, comedies, histories, and sonnets are studied. Renaissance institutions, beliefs and values, and historical events are studied in the context of these works. Students select a play for a research project. Prerequisite: ENGL 110 or 111.

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. Prerequisite: ENGL 101.

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. Must be enrolled concurrently with ENGL 232 or 242 or completion of ENGL 231 or 241. Prerequisites: ENGL 111 or consent of instructor.

ENGL 318

Global Literature 3 credits

Students receive instruction in the cultural elements found in fiction, poetry, and drama in order to better understand and appreciate global literature. The emphasis is on reading literature from a variety of countries to gain an understanding of cultural and historical approaches, to acquire vocabulary associated with literary criticism, and to write journal entries and one project analyzing and evaluating culture and literature. Prerequisite: ENGL 111. Repeatable.

ENGL 320

Contemporary Literature 3 credits

Students will engage in the critical study of contemporary literature through texts which display a diversity of voices, thematic concerns, and literary techniques. Readings will include ground-breaking works from a multiplicity of authors after 1968. Prerequisite: ENGL 111.

ENGL 328

Women's Literature 3 credits

Students engage in a critical study of women authors of fiction, drama, poetry, and autobiography. Cultural evaluation is emphasized, as well as regional, ethnic, racial, and gender specific influences. Readings may be historical or contemporary. Prerequisite: ENGL 111.

ENGL 351

Film As Literature 3 credits

Students engage in critical analysis of film by employing elements of literary theory. Films of various genres, time periods, and cultural standpoints are studied through the lens of literary elements, including setting, theme, conflict, characterization, and style. Prerequisite: ENGL 111.

ENGL 352

Major Author(s) 3 credits

This seminar course will provide intensive study of selected texts by and about influential author(s). This will provide students with an in-depth analysis of an author's major works, secondary critical texts, and life. Students will develop original critical analyses of the author(s) under consideration. Prerequisites: ENGL 111.

ENGL 353

Literary Genre: Form, Style, and Purpose 3 credits

This class will ask how genre shapes both the writing and reading of literary works. In addition to the traditional categories of poetry, fiction, and drama, it may also include subgenres and new electronic modes. Prerequisites: ENGL 111.

ENGL 410

Writing Center Tutor Training 1 credit

Students receive an introduction to the strategies and ideals behind writing center pedagogy. In conjunction with work experience in the Grand View Writing Center, students process and develop their own philosophy of tutoring. Tutors in the Writing Center may take this course up to three times for credit. Prerequisite: Employment as a Writing Center tutor. Repeatable.

ENGL 420

Issues in Tutoring Writing 1 credit

This course examines the theoretical and practical components of Writing Center work. It also introduces students to aspects of Writing Center administration, particularly the task of marketing and assessing Writing Center effectiveness. Prerequisites: ENGL 410, and consent of the instructor.

ENGL 430

Topics in Literature 1 to 3 credits

This course is a study of representative literature focusing on a specific topic. Content and emphasis vary and may be regional, ethnic, or thematic, or may be centered on a particular writer. Prerequisite: ENGL 110 or 111; or consent of instructor. Repeatable.

ENGL 440

Scientific Research Writing 1 credit

This writing course prepares students for both graduate school research writing in the Sciences and research writing necessary for obtaining social services grants. Students study and practice a closely documented form of APA style research writing. Prerequisites: ENGL 101 and junior status.

ENGL 441

Grant Application Writing 1 credit

This course introduces students to the highly valued writing skills of requesting grant funding. Students study and practice the major stylistic requirements of this genre and

identify valuable resources for this writing. Prerequisites: ENGL 101 and junior status.

ENGL 442

Presentation of Program Results 1 credit

The majority of grant funding agencies require recipients to publish or otherwise make public the results of the program funded. This course reviews and provides practice in traditional methods for meeting this requirement. Prerequisites: ENGL 441 and junior status.

ENGL 460

Style and Editing 3 credits

This course offers students an opportunity to explore how language works and how texts are crafted through the use of figures, tropes, and other literary devices, including grammar and syntax. Prerequisites: Senior Status.

ENGL 470

Postgraduate Planning 1 credit

The aim of this course is to help English majors plan for life after graduation. It includes investigating job opportunities, researching graduate school programs, applying to graduate school, building portfolios, constructing resumes and cover letters, and preparing for interviews. Prerequisite: Junior status or consent of instructor.

ENGL 480

Writing and Service Learning 3 credits

This class will familiarize students with the multiple ways of thinking about service learning projects. It will at the same time offer them tools to imagine their writing in public spaces.

ENGL 485

English Capstone 3 credits

Within this seminar, senior students will explore – through reflection and research – the place of English graduates in society. Students will design their own large-scale research project. A comprehensive portfolio will help students understand their evolution of learning within their track. Prerequisites: Senior status or consent of instructor.

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.

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.

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 encountered in GREK 252: Greek of the Ancient Mideast II. Strongly recommended for all pre-seminary students.

GREK 252

Greek of Ancient Mideast II 3 credits

This course continues the introduction of grammar and basic vocabulary of GREK 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. Prerequisite: GREK 251 or consent of instructor.

HIST 101

Survey of Western Civilization to 1660 3 credits

This course offers a survey of the history of civilization from its earliest beginnings in Mesopotamia and Egypt through the development of Western civilization in Europe and the impact of that civilization throughout the world. Political, economic, social, and religious institutions, as well as intellectual and aesthetic developments are considered.

HIST 102

Survey of Western Civilization From 1660 to the Present

3 credits

This course is a continuation of History 101 from 1660 to the present. It presents the development of democracy in the Western world, the age of Empire and Imperialism, and the effects of the World Wars on the 20th century.

HIST 121

History of the United States to 1877

3 credits

Students study the political, economic, and social development of the United States during the Colonial and Revolutionary Periods, Constitutional Convention and Federalistic organization, Jeffersonian Republicanism, sectional struggle over slavery, westward expansion, the Civil War, and Reconstruction.

HIST 122

History of the United States From 1877 to the Present

3 credits

This course is a study of the political, economic, and social development of the United States during the following periods: The Development of the Far West, Industrialization, Growth of United States as a World Power, World War I, Prosperity and Depression, World War II, and aftermath.

HIST 150

Introduction of History Seminar

1 credit

This course, required for all history majors, is an introduction to the essentials of the field. It explains the nature and purposes of history as a discipline and prepares students to seek employment in history-related fields.

HIST 250

Historiography

3 credits

An upper-division seminar that surveys classical and modern historiography. Students are introduced to the major works, historians, and intellectual trends in global historiography from the Greek historians to contemporary postmodern theorists. Recommended for History majors, especially those planning to pursue graduate studies. Prerequisites: English Proficiency.

HIST 314

Era of Global Wars (1914-1945)

3 credits

Students examine the era of the two World Wars of the first half of the 20th century. Special focus is placed upon the origin of the wars, the course and final determination of the conflicts, and the consequences of each with special emphasis placed upon the diplomatic and economic factors involved in the two wars and the intermediary period. Prerequisite: Completion of the English Proficiency requirement.

HIST 315

The World Since 1945

3 credits

This course examines the political, economic and social consequences of the significant events in world history since 1945. Special emphasis is placed upon the consequences of World War II, the Cold War, decolonization, implications of post-war economic development and the spread of democracy. Prerequisite: Completion of the English Proficiency requirement.

HIST 322

European Intellectual and Cultural History

3 credits

An examination of intellectual developments in European culture and society since the Renaissance and their impact on history. The birth and death of modernity in society will be examined through an interdisciplinary lens of science, philosophy, religion, fine arts, and history. Prerequisites: English Proficiency.

HIST 323

Modern France

3 credits

This course examines the French Revolution of 1789, the rise and fall of Napoleon, the revolution of 1848, the Paris Commune of 1871, issues confronting French republicanism, French imperialism, and the role of France in the two World Wars. In the postwar era, decolonization and European integration also are considered in their impact on contemporary French society. Prerequisite: Completion of the English Proficiency requirement.

HIST 324

History of Modern Russia

3 credits

A survey of modern Russian history with emphasis on the 20th century to the present, considering political, economic, social, and intellectual developments. Prerequisite:

Completion of the English Proficiency requirement.

HIST 326

History of Modern Britain

3 credits

A survey of the principal political, social, economic, and cultural developments in Great Britain since the Glorious Revolution. Prerequisite: Completion of the English Proficiency requirement.

HIST 327

Modern Germany

3 credits

This course examines the formation of the German nation-state in the 19th century, and follows the political, economic, and cultural developments in German history to the 21st century. Special emphasis is placed on the era after 1871, with consideration of German imperialism, World War I, the rise of Nazism, World War II, the Holocaust, the Cold War, and the role of Germany in today's European Community. Prerequisite: Completion of the English Proficiency requirement.

HIST 329

Recent U.S. History: 1890-1945

3 credits

This course is a survey of U.S. history from 1890 to 1945. Topics include the emergence of the United States as the world's preeminent industrial nation; the growth of huge metropolitan regions; the social impact of new waves of immigration; the political movement known as "progressivism"; American involvement of World War I; mass entertainment and cultural tensions in the 1920s; the stock market crash and the Great Depression; and the impact of World War II upon American society. Prerequisite: Completion of the English Proficiency requirement.

HIST 330

Contemporary U.S. History: 1945-Present

3 credits

A survey of U.S. history since 1945. Topics include the emergence of a consumer-driven, mass-production economy; the Cold War and its social impact; economic growth in the 1950s and 1960s; resurgence of the Civil Rights movement; the antiwar movement and the counterculture; domestic and foreign policies of the Presidents from Harry Truman to George W. Bush; impeachment of President Clinton; the 2000 Election; current population trends; corporate scandals since the 1990s; terrorism and the War in Iraq. Prerequisite: Completion of the English Proficiency requirement.

HIST 331

Modern East Asia

3 credits

This course surveys the major events of East Asian history from the mid-19th century to the present, concentrating upon China and Japan, with some consideration of their neighbors Korea and Vietnam. It will also analyze the historical interactions of China, Japan, and the United States, to increase understanding of how these nations have affected each other and the impact they will have upon the world in the 21st century. Prerequisite: completion of English Proficiency requirement.

HIST 332

Modern Latin America

3 credits

A survey of Latin American history from the Spanish and Portuguese conquests of Central and South America to the present. Major topics include: Spanish and Portuguese conquests of Latin America and the independence movements, Latin American-United States relations, the primacy of the ABC (Argentina/Brazil/Chile) nations in South America, the special position of Mexico, the role of the caudillo, the quest for democracy, economic development, and industrialization. Prerequisite: Completion of the English Proficiency requirement.

HIST 333

South American History

3 credits

This course surveys the history of the various nations of South America from the period immediately preceding European contact through the present day. Themes addressed in this course include: colonialism and its legacies; slavery and race; Brazil's culture and development (contrasted with the rest of the continent); indigenous peoples and cultures; nationalism and revolution; militarism; the environment; and difficulties of economic modernization. Prerequisite: Completion of the English Proficiency requirement.

HIST 334

Modern Middle East

3 credits

This course addresses developments in the Middle East beginning with the development of Islam and the significance of the Islamic empires, the Ottoman and Safavid Empires, European involvement in Middle Eastern affairs, the foundation of Israel, Arabic nationalism, the role of religious fundamentalism, and recent events.

Prerequisite: Completion of the English Proficiency requirement.

HIST 335

History of the British Empire

3 credits

A study of the British Empire in the 19th and 20th centuries with emphases on imperial government, nationalism, the impact of war, the collapse of empire, the formation of commonwealth, and the roles of gender, culture, and race. Prerequisites: English Proficiency.

HIST 336

History of Modern Africa

3 credits

A study of Africa since the early 19th century with concentration on indigenous societies, European imperialism, and the rise of New Africa after independence. Emphases will include imperialism, nationalism, African socialism, ethnic rivalry, culture, sustainability, AIDS, and international intervention. Prerequisites: English Proficiency.

HIST 337

History of Mexico

3 credits

This course is a survey of Mexican history from the period of European contact to the present day (though some pre-contact material is covered as background). The political, cultural, social, and economic history of Mexico is examined through the study of topics including (but not limited to) colonialism and its legacies, nationalism and state formation, neocolonialism and economic modernization, revolutionary movements, and the place of Mexico in the international community. Prerequisite: Completion of the English Proficiency requirement.

HIST 340

Iowa History

2 or 3 credits

This course offers a survey of the principal developments and historical forces which shaped and presently constitute the state of Iowa. Economic, social, demographic, and political factors are emphasized. Prerequisite: Completion of the English Proficiency requirement.

HIST 345

Colonial America

3 credits

This course is an examination of the period of European colonization in the Americas, with particular focus upon North America and the British colonies which eventually became the independent United States. A comparative approach is employed to contrast the English colonies with other nations' colonial empires and their development. Also considered are such themes as: American indigenous peoples and cultures, the African influences on American colonies, the colonies as part of a larger "Atlantic World," economic development and relationships of trade, the importance of religion, the impact of intercolonial warfare, and the growing distinctiveness of colonial American politics and culture. Prerequisite: Completion of the English Proficiency requirement.

HIST 346

The Age of the American Revolution, 1763-1815

3 credits

This course is an intensive survey of the period between 1763-1815, with particular emphasis on the origins and process of the American Revolution and the subsequent constitutional development of the United States. Themes covered include: The after-effects of the Seven Years' War, the fragmentation of Britain's colonial empire, independence and the course of the Revolutionary War; the difficulties of nation-building, early American society, culture, and economics, the impact of race and slavery, and the War of 1812 and its aftermath. Prerequisite: Completion of the English Proficiency requirement.

HIST 348

The Early American Republic, 1815-1848

3 credits

An intensive survey of United States history during the early national era, covering political, soci-cultural, and economic developments. Topics covered include: the effects of "Jacksonian Democracy" on American political culture; the market revolution and rise of capitalist economics; race, slavery, and Indian Removal; territorial expansion; religious revival and social reform movements. Prerequisite: completion of English Proficiency requirement.

HIST 349

The Civil War and Reconstruction 3 credits

This course is an intensive survey of U.S. history from 1848 to 1877, covering the origins and course of the Civil War and the subsequent efforts at Reconstruction. Particular attention is given to such topics as; race, slavery, and sectionalism, the aftermath of war with Mexico and the sectional crisis; secession and the onset of war; the military course of the Civil War; the Union and Confederate home fronts; the social and cultural implications of the war; the war's conclusion and its immediate legacies; the political and social struggles over Reconstruction; the role of African Americans in the war and reconstruction years; the impeachment of Andrew Johnson; and the incomplete resolution of Reconstruction and its legacies. Prerequisite: Completion of the English Proficiency requirement.

HIST 359

History of Women in 20th Century Western World 3 credits

This course examines how the history of the 20th century was particularly shaped by women. It examines how total war, suffrage, feminism, and the culture of female domesticity were reflected in the lives of women. A wider view of human society, which encompasses how modern Western gender roles have influenced and been influenced by non-Western societies, is also considered. Prerequisite: Completion of the English Proficiency requirement.

HIST 360

History of Women in the Professions 3 credits

A survey of women's struggle to participate fully in the learned disciplines and in public life, focusing on Europe and the United States in the 19th and 20th centuries. Organization of the course is topical as well as chronological. Prerequisite: Completion of the English Proficiency requirement.

HIST 390

Public History 3 credits

This project-based seminar course will introduce students to the theory, methods and practice of public history in a variety of professional venues through presentations from the instructor and public history professionals. Students will develop contacts in the profession through projects on historic preservation, historical biography, museum

exhibit analysis and archival research. Prerequisite: completion of English proficiency or consent of instructor.

HIST 399

Internship- History 3 credits

This course will require students to obtain an internship with a local historical organization, such as the State Historical Society. Junior or senior students will spend 25 hours per credit working in a governmental or private historical institution learning and applying methods of historical research and/or archival method. This will be both an academic and applications experience for students. Students will be required to read related professional materials and submit regular reflective reports detailing their learning experience. A final e-portfolio essay will be required which details a student's academic and experiential learning. Repeatable.

HIST 450

History Senior Seminar 3 credits

This course, required for all history majors, explores the foundations of the discipline through attention to philosophy of history, historical methodology, and historiography. Prerequisite: HIST 150, 12 hours of upper-division history courses, and senior status or consent of instructor.

HPED 144

Tennis and Volleyball 1 credit

HPED 145

Tennis and Bowling 1 credit

HPED 146

Volleyball and Badminton 1 credit

HPED 147

Bowling and Badminton 1 credit

HPED 148

Volleyball and Golf 1 credit

HPED 149

Bowling and Golf 1 credit

HPED 150

Physical Fitness 1 credit

HPED 151

Lifetime Jogging and Fitness 1 credit

HPED 153

Flag Football and Basketball 1 credit

HPED 156

Bicycling and Bowling 1 credit

HPED 171

Aerobic Exercise 2 credits

Aerobic exercise is a physical fitness and movement program that offers complete and effective conditioning. This course is designed to help students understand and develop aerobic/cardiovascular levels of fitness. Emphasis is placed on attitudinal changes promoting healthy lifestyles and lifelong fitness through exercise.

HPED 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.

HPED 189

First Aid and Safety- Responding to Emergencies 3 credits

The purpose of this course is to provide students with the knowledge and skill necessary to help sustain life, reduce pain, minimize the consequences of an injury/sudden illness in an emergency situation. Students are trained 1) to recognize emergencies, 2) to make appropriate decisions regarding critical/emergency first aid care, and 3) to act upon those decisions. Current methods and theories involved in giving immediate and temporary care are

emphasized. Prevention of injuries/illness, with a focus on personal safety, also is studied. American Red Cross certifications: Responding to Emergencies and CPR may be obtained.

HPED 191

History and Principles of Physical Education 3 credits

This is a course which considers the historical and educational aspects of physical education and its principles and theory.

HPED 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.

HPED 205

Lifetime Fitness and Wellness 3 credits

This course reflects the whole person philosophy of addressing the physical, psychological/emotional, social, intellectual, and spiritual needs of the individual (mind, body, and spirit). 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. Some topics include: cardiovascular endurance/fitness, muscular strength/flexibility, nutrition, body composition, stress management, personal environment/relationship, motivation for change, spirituality.

HPED 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.

HPED 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.

HPED 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. Prerequisite: HPED 191.

HPED 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: HPED 205; HPED 276 strongly suggested.

HPED 256

Wellness/Physical Fitness Assessment 1 credit

This course introduces students to various instruments, activities, and health risk appraisals that explore wellness, physical fitness, risk factors, and behavioral change motivation. Students gain knowledge in the use of assessments and apply these skills to large group and individual settings. Students are able to describe surveys that assess the various dimensions of wellness and perform and interpret physical fitness activities. Prerequisite: HPED 205.

HPED 270

Sports and Media 3 credits

A comprehensive review of the history of media coverage of professional and college athletics. Areas of study include: the impact of media on sporting events; media sports careers; and sports writing, photography, advertising, radio, TV, and movies.

HPED 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.

HPED 304

Organization and Administration of Physical Education 3 credits

The role of the teacher and administrator are examined in relationship to the school system and society. Types of programs, liability, facilities, and equipment are studied.

HPED 310

Methods of Conducting Intramurals 2 credits

The course is a study of intramurals and their value in the physical education and athletic programs. Laboratory experience with the University intramural program is included.

HPED 321

Basketball Skills and Coaching 2 credits

This course focuses on the various components of basketball as well as current coaching techniques and philosophies.

HPED 322

Baseball Skills and Coaching 2 credits

This course is a study of the various components of baseball. Current coaching techniques and philosophies are analyzed.

HPED 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: HPED 191 strongly suggested.

HPED 331

Techniques of Officiating 2 credits

This course emphasizes the rules and techniques of officiating interschool athletic events. Three major areas include: football, basketball (men and women), and volleyball.

Laboratory experience is provided through Grand Views intramural program.

HPED 335

Adapted 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 individuals needs and skills. Prerequisite: PSYC 315.

HPED 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: HPED 276.

HPED 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 101. BIOL 157 strongly recommended.

HPED 381

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. Prerequisites: BIOL 101; HPED 189 recommended.

HPED 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. Prerequisite: BIOL 101 and HPED 188; HPED 371 strongly suggested.

HPED 399

Internship

3 credits

The internship in 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. Prerequisites: Senior status; HPED 276, 345 or consent of instructor; HPED 440 or consent of instructor. Repeatable.

HPED 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: HPED 276 and 345 or consent of instructor.

HPED 425

7 Habits Highly Effective People

3 credits

This course is a holistic, integrated approach to personal and interpersonal effectiveness. It is designed to lay a strong foundation and provides insight into sense of purpose and meaning in one's personal and professional life. The course is based on the best-selling book by Dr. Stephen R. Covey and is taught at Grand View by a licensed Franklin Covey facilitator. Sense of direction, life balance, setting priorities, change, and accomplishing goals are addressed. Franklin Covey organizational instructional materials must be purchased in addition to the textbook for this class. Prerequisite: Junior or senior status or consent of instructor.

HPED 440

Health Promotion Practicum: Mind, Body, Spirit

3 credits

This course is designed to deepen students' spiritual awareness and acknowledge the mind, body, spirit connection as it relates to health promotion. Students gain insight into faith, sources of inner strength, and discovery and expression of one's unique gifts. Students are involved in providing learning experiences within the Wellness Center, campus ministry, and the larger Grand View community. Prerequisites: HPED 276, 256, 345 and senior status.

HPED 450

Senior Seminar

3 credits

This senior seminar is a capstone experience of the 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 Health Promotion 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. Prerequisite: HPED 276, HPED 345 and Senior status.

HUMN 101, 102

Introduction to the Humanities I, II

3 credits per semester

This course uses an interdisciplinary approach to the Ages of Civilization. Included are historical surveys of each era and a study of each epoch through its arts, from the Paleolithic period to the present day.

HUMN 270

Exploring African Cultures

3 credits

African Cultures focuses on sub-Saharan Africa from pre-colonial times to the present. It addresses such topics as archaeology, tribalism, colonialism, liberation, religion, the economy, and the political scene, and it shows how these are demonstrated in traditional and contemporary art forms and in literature. Creative components in art and literature are part of this course.

INTS 101

New Student Seminar

1 credit

This course is a seminar exploring the intellectual expectations inherent in a liberal arts education. Through reading, discussion, and group activities, students reflect on and seek to articulate the meaning, use, and value of their education. They also identify their own strengths and challenges as learners. INTS 101 is required for all full-time incoming freshmen, and for full-time transfer students with fewer than 20 credit hours.

INTS 102

Strategies for Academic Success

3 credits

This course engages students in developing individualized personal paths to their success at Grand View University. The focus of learning is based on four core student needs: active involvement in learning, social integration into the university community, finding personal meaning in the university experience, and personal validation of success. Learning activities equip students with knowledge, skills, and attitudes to empower them to achieve their goals for academic success. Students are required to take this course in their second semester if they are on academic probation after the first semester, second semester on provisional admission status, or grade of F in INTS 101.

INTS 120

The Self: Our Own and Others

5 credits

The course involves the analysis of major primary texts in psychology, philosophy, and literature in order to understand, compare, evaluate, and analyze different ideas and theories concerning the self, personal identity, and relationships. Texts are from William James, V. Woolf, Sophocles, Descartes, Buber, and others. Prerequisite: Admission to Logos.

INTS 121

Nature and Human Nature

5 credits

The second course in the Logos Core sequence examines through reading of primary texts (Aristotle, Darwin, Swift, Plato and others) different views of human nature. Classical, Romantic, and Scientific- Modern theories are placed side by side in an effort to compare, analyze, and evaluate. Prerequisite: INTS 120.

INTS 220

Society: Order and Freedom

5 credits

Eminent thinkers are read for comparative views of the tension in society between the mechanisms of behavioral control and the striving for individual freedom. Students attempt to analyze and understand the sources and consequences of conflict between the individual and society, and the means of harmonizing the goals of order and individual freedom. Readings include works by Hobbes and Freud. Prerequisite: INTS 121.

INTS 221

God, Death, and Transcendence

5 credits

This course functions as the Logos capstone by focusing on the so-called limit questions of human existence: What are the boundaries of my being and what might I hope for, given the existence of these boundaries? Through reading Tillich, the Gospel of John, Kierkegaard, O'Connor, Shakespeare, and others, students are confronted with the question of God and the question of ultimate purpose in human existence. Prerequisite: INTS 220.

INTS 250

Introduction to 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 and sex, the diversity of women's life experiences, and the connection of women's studies and feminism. Prerequisite: ENGL 101 or instructor approval.

INTS 470

The Grand View Capstone: Knowledge in

Social Context

3 credits

How do we know who we are and how our thoughts and feelings are formed? Students in this class examine the way in which knowledge is formed and how everyday experiences influence the making of an individual. Throughout this course, students and the professor engage in conversation about readings and viewings, reflect on experiences in everyday life, and come to understand the relationship between the self and community.

LIBL 100

College Level Reading

3 credits

This course is designed to sharpen students' reading and comprehension skills. Students form an understanding of reading as a process and develop strategies for reading and engaging actively with a variety of academic texts. While developing active reading skills, students also work to improve their study skills.

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 better receive one semester hour of credit but no grade. Students who fail to earn a grade of C or better do not receive credit. Prerequisite: Consent of the Dean of CPAL or consent of advisor.

LIBL 105

Speed Reading

1 credit

This course includes exercises and controlled practice designed to improve reading rate and comprehension. Students use reading purpose and text organization for the development of rapid reading techniques and reading flexibility.

LIBL 200

Computer and Information Literacy

3 credits

This course teaches students how to identify topics for research, access and evaluate resources for research, and use them appropriately and ethically in their projects. In addition to the research skills, this course also teaches students how to effectively use computer hardware and software to create better projects for their courses. The combination of these skills helps foster a sense of lifelong learning in the student.

LIBL 300-306

Directed Off-Campus Learning Experience

3 credits

This course is a collaborative learning experience directed by a Grand View faculty member. Ordinarily offered during the May Term, this experience is intended to provide students with an opportunity to integrate experiential with more structured forms of learning. These experiences may occur in a local, national, or international setting. No more than two directed experiential learning projects (a maximum of six semester hours) may be used to satisfy the requirements of Grand View's General Education Core. Repeatable.

MATH 100

Basic Math

1 credit

This course covers the fundamentals of arithmetic skills necessary in daily life and builds a foundation for success in college. The course includes: operations of arithmetic with real numbers, percent, ratio, proportion, working with variable expressions, and solving equations.

MATH 110

Introduction to Algebra

3 credits

This course is designed for the student who does not have one year of high school algebra and for the student needing a review of elementary algebra. Topics included are natural numbers, integers, linear equations, polynomials, and radicals. This course does not fulfill the liberal arts requirement for the Natural Sciences division, and the course does not fulfill the math proficiency requirement for the B.A. or B.S.N.

MATH 111

Intermediate Algebra

3 credits

Review sets, integers, algebraic expressions and operations, polynomials, rational expressions, and ratios and proportions. Emphasize roots, radicals and complex numbers; linear equations and graphing; systems of linear equations and inequalities; and functions. Prerequisite: A satisfactory score on the Mathematics Placement Test or MATH 110 with a grade of C or better.

MATH 114

Survey of Mathematics with Applications

3 credits

This is a survey course for students in majors not requiring a typical algebra sequence. It is NOT a more elementary course than Math 111. Topics include sets, logic measurement, functions and graphing, probability and statistics, and financial mathematics. Prerequisite: A satisfactory score on the Mathematics Placement Test or Mathematics 110 with a grade of C or better.

MATH 116

Finite Mathematics

3 credits

Topics include elementary functions, counting, probability, set theory, matrices, linear programming, logic, mathematics of finance, systems of equations, and linear inequalities. Games theory, decision making, and Markov chains also could be included. Applications to such diverse fields as business, economics, life sciences, and social sciences are covered. Prerequisite: Satisfactory completion of three years of high school math including two years of high school algebra, or MATH 111 with a C or better, or MATH 110 with a B or better, or a satisfactory score on the Mathematics Placement Test.

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. Prerequisites: Two years of high school algebra and a satisfactory score on the Mathematics Placement Test, or MATH 111 with a C or better.

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 complex numbers. Prerequisites: Two years of high school algebra and a satisfactory score on the Mathematics Placement Test, or MATH 111 with a C or better.

MATH 140

Introduction to Discrete Structures

3 credits

This course is an introduction to set theory, logic, integers, combinatorics, and functions for today's computer scientists. Prerequisite: MATH 110.

MATH 145

Mathematics for the Elementary Teacher

3 credits

Topics include sets, logic, numeration systems and whole numbers, integers, number theory, rational and irrational numbers, probability, geometry, and measurement. Prerequisite: MATH 111 or a satisfactory score on the Mathematics Placement Test.

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. Prerequisite: MATH 121.

MATH 231, 232

Calculus with Analytic Geometry 1, 2

5 credits per semester

Topics to be covered include: the derivative and antiderivative, applications of the derivative; trigonometric, exponential and logarithmic functions and their derivatives; integration, evaluation of integrals, applications of integrals; L'Hopital's rule; polar coordinates; infinite series; vectors; an introduction to partial derivatives; and multiple integration. Prerequisites: MATH 121 and MATH 122; or consent of instructor.

MATH 241

Principles of Statistics

3 credits

Topics include standard techniques of data analysis, linear correlation and regression, probability theory, distributions, confidence intervals, and hypothesis testing.

Prerequisites: MATH 111 or 116 with a grade of C or better, or a satisfactory score on the Mathematics Placement Test.

MATH 245

Concepts from Geometry for Grades K-6

3 credits

The topics to be covered are: Introductory Geometry, Constructions, Congruence, Similarity, Motion Geometry, Tessellations, Measurement, Concepts of Measurement, and Coordinate Geometry. Use is made of available software packages. Prerequisite: MATH 145.

MATH 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. Prerequisite: MATH 121.

MATH 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. Prerequisite: MATH 231.

MATH 301

Modern Geometries

3 credits

Foundations and axiomatic development of elementary Euclidean and non-Euclidean geometries are studied. Prerequisite: MATH 300.

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.

MATH 327

Multivariable Calculus

3 credits

Topics to be covered include geometry in space, vectors, the derivative in n-space, the integral in n-space, and vector calculus. Prerequisite: MATH 232.

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 231.

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.

MATH 340

Discrete Computational Structures

3 credits

Topics included are propositional logic, set theory, graph theory, and combinatorial analysis, Boolean algebra, and finite automata. Applications are discussed. Prerequisites: MATH 300 and either CPSC 241 or CPSC 155.

MATH 341

Biostatistics

3 credits

This course will introduce and detail the basic and intermediate statistical concepts that are essential for health professionals. It emphasizes the principles of descriptive and inferential statistical applications, the use of statistics on health related studies, problem solving and interpretation of results. This course includes but is not limited to the following topics: basic statistical terminology needed to effectively communicate with and understand your statistical colleagues, the statistical essentials required to initiate a research investigation, research questions in statistical terms, sample size considerations to insure accuracy of conclusions in clinical trials

to determine treatment efficacy, discussion of statistical techniques to compare experimental approaches or treatment efficacy, association studies including correlation and regression analysis with clinical applications, survival analysis and discussion of techniques in bioequivalence and biotherapeutic studies, and gaining information from multiple studies by meta-analysis. Prerequisite: MATH 111. (Note: Nursing students must take this course during the semester before taking NURS 450.)

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.

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.

MATH 361

Topics in Probability and Stats

3 credits

This course introduces students to probability models and multivariate statistical techniques for data analysis. Exact topics covers vary somewhat according to the interest of the students enrolled. Prerequisites: MATH 232 and 261, or consent of instructor.

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. Repeatable.

MATH 450

Senior Seminar

1 credit

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 the help of 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. Prerequisites: Senior status.

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.

MUSC 104

Introduction to Music

3 credits

This is an introductory-level music course consisting of the study of musical language. Topics covered include basic conventions of notation, written and aural recognition of rhythmic and melodic patterns, and beginning harmony. Some instruction is computer assisted. This course may be taken alone, or it may serve as a precursor to Music Theory I. No formal training in music is required.

MUSC 105

Music Appreciation

3 credits

This course is designed to 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, texture, and form. Listening and analysis then are applied to keystone pieces in Western art music. No formal training is required.

MUSC 106

Music in Society

3 credits

This course is designed to introduce students to the myriad ways in which music impacts the daily life of Des Moines. Students meet professional and semi-professional musicians, attend open rehearsals and concerts, and discuss musical experiences. (No formal training in music is required.)

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.

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.

MUSC 122

Instrumental 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.

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, ear training, sight-singing, and harmony. Some instruction is computer assisted. Placement by examination or MUSC 104.

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. Prerequisite: MUSC 131.

MUSC 142

Music Methods: Elementary

2 to 3 credits

This methods course, open to majors in elementary education as well as in music education, presents a variety of techniques

and materials suitable for teaching and assessing music in the elementary school. Music education students enrolled in this class study the most commonly used teaching methods and evaluation criteria in elementary music education, while elementary education majors explore ways in which music can be incorporated into the classroom setting to enhance learning there. Instruction for all students explores strategies for building vocabulary and increasing reading and writing skills through music, including using texted music, studying musical vocabulary, and considering biographical summaries of various composers. (Music education students must take this course concurrently with EDUC 306 or 307.)

MUSC 153, 353

Voice

1 credit

The course includes the study of voice production with literature chosen to fit the student's needs and development. Repeatable.

MUSC 155, 355

Percussion

1 credit

This course includes the study of percussion instruments and the development of percussion techniques with literature chosen at the student's level of proficiency. Repeatable.

MUSC 161, 361

Piano

1 credit

This course includes studies for the development of technique and literature chosen at the student's level of proficiency. Repeatable.

MUSC 162, 362

Organ

1 credit

This course includes studies for the development of technique and literature chosen at the student's level of proficiency. Prerequisite: Consent of instructor. Repeatable.

Brass and Woodwind Instruments

1 credit

The first two years of work on brass and woodwind instruments include work in proper tone production, breath control, and technical studies appropriate to each instrument. Literature includes representative etudes, technical studies, and shorter solo pieces. Each is repeatable for additional credit. Specific course offerings are listed below:

- 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

String Instruments 1 credit The first two years include scales and studies to improve both left hand and bow techniques along with a sequential study of the string repertoire beginning at and proceeding according to the student's level and ability. Each is repeatable for additional credit. Specific course offerings are:

- 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 Grand View events including Julefest and Spring Tour. Repeatable.

MUSC 231

Theory and History of 17th and 18th 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. Prerequisite: MUSC 132.

MUSC 232

Theory and History of 19th 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. Prerequisite: MUSC 132.

MUSC 311

Instrumental Methods I

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. Prerequisite: MUSC 131. Music Education Majors must take this course concurrently with EDUC 308 or 309.

MUSC 312

Instrumental Methods II

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. Prerequisite: MUSC 131. Music Education Majors must take this course concurrently with EDUC 308 or 309.

MUSC 325

Composition

2 credits

Students compose various exercises and pieces of music applying the knowledge gained in music theory of the fundamentals, principles, and techniques of musical design and structure. Repeatable. Prerequisites: MUSC 131 and 132.

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.

MUSC 332

Theory and History of 20th 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. Prerequisite MUSC 132.

MUSC 341

Conducting

3 credits

This course covers the principles and techniques involved in the art of conducting vocal and instrumental ensembles. Various methods of rehearsing choral ensembles and strategies for teaching and evaluation at the middle school and high school levels are addressed in the course of developing conducting techniques. 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. Prerequisites: MUSC 131; to be taken concurrently with MUSC 121.

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. Pre-requisites: MUSC 131, 132, 231, 232, 331, 332, 341, at least six semesters of applied study and permission of applied music instructor.

NSGP 315

Caring Relationships

3 credits

This course values the lived experiences of RNs and seeks to enhance their knowledge and understanding of caring as the essence of nursing. The RN students discover caring relationships within the context of nursing situations. In addition, RN students come to know and understand complementary therapies and express them in caring relationships. The students explore research

concepts as a foundation to support evidence-based practice. Prerequisites: MATH 341 or equivalent coursework in statistics. Current licensure as an RN in Iowa.

NSGP 316

Professionalism I for RNs

4 credits

In this course RN students come to know and understand caring relationships with society. Dynamic interaction between the RN students and nursing leaders within nursing situations create new perspectives on leadership and management. The students apply knowledge of research concepts to come to new understandings of the relationship between the research process and evidence-based practice. Prerequisites: NSGP 315. Current licensure as an RN in Iowa.

NSGP 361

Assessment of Well-Being for RNs

3 credits

Emphasis in this course is placed on a comprehensive assessment of well-being throughout the life span. Students perform assessments of well-being in a variety of nursing situations where caring relationships can be developed. Based on previous clinical experiences, a student may wish to test out of this course through completion of a departmental proficiency examination. Prerequisite: current licensure as an RN in Iowa.

NSGP 432

Nursing Situations in the Community

5 credits

In this course RN students come to new understandings and knowledge through critical inquiry of the lived experiences occurring with nursing situations encountered in a variety of community settings. Central to this course is the RN student entering into caring relationships with the intent of nurturing the well-being of diverse groups in the community across the life span. Clinical experiences will focus on the students' use of evidence-based practice to promote population-based advocacy and care. Prerequisites: NSGP 316 and 361. Current licensure as an RN in Iowa.

NSGP 455

Professionalism II for RNs

5 or 6 credits

In this capstone course, RN students enter into caring relationships with society. Opportunities are provided through lived experiences in nursing situations that allow students to be directly involved in social responsibility. As RN students explore

nursing research and policy grounded in evidence-based practice, they further incorporate professionalism into their way of being. Students who take this course for 6 credits will complete additional course work. Prerequisites: NSGP 432. Current licensure as an RN in Iowa. NSGP 455 must be taken in the last semester of nursing course work.

NURS 110

Nurturing Well-Being

2 credits

In this course, students come to know and understand personal well-being through exposure to holistic wellness concepts, demonstrated through self reflection and lived experiences. Central to this course is the student's ability to value nurturing of self and improved well-being.

NURS 202

Pharmacology in Clinical Situations

3 credits

This course introduces the essentials of clinical pharmacology, including nursing implications. Students are prepared to apply knowledge in clinical settings with diverse client populations and to interact with the interprofessional team. Prerequisites: CHEM 107, Math proficiency (MATH 111, 116, departmental exam, or higher level math course), NURS 215 and 216. NURS 202 may be taken concurrently with NURS 230.

NURS 215

Caring

3 credits

In this course students come to know and understand caring as the essence and foundation of nursing. Students develop caring relationships within the context of nursing situations. In addition, students are introduced to ways of knowing and the caring theorists with application of these principles in their clinical sessions. Prerequisites: Admission to the Nursing major. Must be taken in the first semester of nursing coursework after admission to the major. NURS 215 may be taken concurrently with NURS 216.

NURS 216

Professionalism I

3 credits

In this course, students come to know and understand caring relationships with society. Students begin to value social responsibility and incorporate professionalism into their way of being. Students are involved in professional activities. Prerequisites: Admission to the Nursing major. NURS 216 may be taken concurrently with NURS 215.

NURS 230

Pathophysiology

4 credits

This course equips students with knowledge of common disorders of specific body systems over the lifespan of the individual. Emphasis is given to specific disorders of the cardiovascular, endocrine, gastrointestinal, integument, musculoskeletal, neurological, pulmonary, renal, and reproductive systems. Learning activities engage students in critical inquiry about the integration of adaptive processes among body systems to maintain a state of health. Relevant environmental, socio-cultural, legal, political, and ethical issues and research methodologies will be discussed. Prerequisites: NURS 215 and NURS 216. May be taken concurrently with NURS 202.

NURS 240

Introduction to Healing Touch

2 credits

In this course the student comes to know and understand the human energy system and the related caring responses of healing touch. Emphasis is placed on promoting harmony and balance and right relationship energetically, creating prevention of disease and healing of body-mind-spirit. Prerequisite: BIOL 157 or permission of instructor.

NURS 301

Assessment of Well-Being

4 credits

This course focuses on comprehensive assessment of well-being throughout the lifespan. Students perform assessments of well-being in a variety of nursing situations where caring relationships can be developed. Prerequisites: PSYC 212 and NURS 230. NURS 301 may be taken concurrently with NURS 302.

NURS 302

Caring Responses

5 credits

In this course students come to know and understand technical and complementary therapies and express them as caring responses. Emphasis is on clinical reasoning skills in nursing situations. Prerequisites: BIOL 256, NURS 202, NURS 230. NURS 302 may be taken concurrently with NURS 301.

NURS 330

Nursing Situations with Families and Children within Families in the Institution

5 credits

In this course students come to new understandings and knowledge through

critical inquiry of the lived experiences occurring within nursing situations encountered in institutional settings. Central to this course is the students entering into caring relationships with the intent of nurturing the well-being of children and families from diverse backgrounds.

Prerequisites: BIOL 140, NURS 301 and 302. NURS 330 may be taken concurrently with NURS 331.

NURS 331

Nursing Situations with Adults within Families in the Institution

5 credits

In this course students come to new understandings and knowledge through critical inquiry of the lived experiences occurring within nursing situations encountered in institutional settings. Central to the students' learning is establishing caring relationships with the intent of nurturing the well-being of adults and families from diverse backgrounds. Prerequisites: BIOL 140, NURS 301 and 302. NURS 331 may be taken concurrently with NURS 330.

NURS 332

Nursing Situations with Families and Children within Families in the Community

In this course students come to new understanding and knowledge through critical inquiry of the lived experiences occurring within nursing situations encountered in a variety of settings. Central to this course is the students entering into caring relationships with the intent of nurturing the well-being of children, families with diverse populations, and communities with diverse backgrounds. Prerequisites: SOCS 101, NURS 330 and 331. NURS 332 may be taken concurrently with NURS 333.

NURS 333

Nursing Situations with Adults within Families in the Community

5 credits

In this course students come to know and understand long-term caring relationships with clients from a variety of vulnerable populations. These include individuals/aggregates living with chronic mental and/or physical illnesses, in a variety of community settings. Prerequisites: PSYC 320, SOCS 101, NURS 330 and 331. NURS 333 may be taken concurrently with NURS 332.

NURS 398

Public Hospital Management

2 credits

This course is designed to engage students in experiences connected to a public hospital. Specifically, students engage in interactions with various departments of the hospital. This course ultimately gives students a wide lens view of policy-making in public hospitals. The ultimate goal of the course is to develop a project that will benefit the hospital. Prerequisites: NURS 301 and 302, or consent of the instructor.

NURS 401

Computers and NCLEX-RN

1 credit

Learning activities engage students in using critical inquiry to enhance their nursing knowledge as part of their preparation for NCLEX-RN. The course equips students with test-taking skills, test-anxiety management strategies, and computer testing experiences. Students will take standardized exit exams in this course to meet the requirement for NURS 417. Prerequisite: students must be in their final semester of nursing coursework.

NURS 417

Leadership: A Commitment to Society

5 credits

Students come to new understandings and knowledge through critical inquiry of the lived experiences occurring within nursing situations encountered in multiple client care settings. Central to this course is the dynamic interconnectedness of students entering into caring relationships with groups of clients and the development of leadership and management perspectives in preparation for transition to practice. Students construct their own learning opportunities by knowing and understanding the unique caring of a nursing situation. The students draw upon past lived experiences and discover new meanings. In addition to meeting course requirements, students must meet the stated national benchmark on the standardized exit exam. Prerequisites: NURS 332 and 333. NURS 417 must be taken in the last semester of nursing coursework.

NURS 450

Professionalism II

4 credits

In this capstone course, students enter into caring relationships with society. Opportunities are provided through lived experiences in nursing situations that allow students to be directly involved in social responsibility. As students explore nursing research and policy grounded in evidence-based practice, they further incorporate professionalism into their way of being. Prerequisite: MATH 341. NURS 450 must be

taken in the last semester of nursing course work.

PHIL 205

Introduction to Philosophy

3 credits

This course is an introduction to the goals and methods of philosophy, involving the nature of philosophic reflection, the origins of philosophic inquiry, and the role of reasoning in human life. Readings, both classical and contemporary, in such areas as ethics, political philosophy, philosophy of religion, and philosophy of art are the basis for discussions on the nature of moral goodness, the achievement of justice in society, the existence of God, and other vital issues.

PHIL 210

Introduction to Ethics

3 credits

This course seeks an introduction to ethical theory and the application of that theory to select contemporary issues. Deontological, Utilitarian, Divine Will, and Virtue theories are examined.

PHIL 260

History/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. Prerequisite: A minimum of one semester of a laboratory science course.

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.

PHIL 305

Philosophy of 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.

PHIL 311

Ancient and Medieval Western Philosophy 3 credits

A survey of major thinkers, philosophic schools, and movements from Pre-Socratics to Ockam. Particular attention is given to the fundamental ideas which established the Western philosophical tradition in Plato, Aristotle, St. Augustine, and St. Thomas Aquinas.

PHIL 312

Modern Western Philosophy 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 in Descartes and Hobbes and then traces the development of rationalism, empiricism, and idealism to Nietzsche. Particular attention is paid to Locke, Hume, Spinoza, Kant, Hegel, and Schopenhauer. Both discussion and lecture are employed and efforts are made to focus on those ideas, problems, and arguments which are the most influential and which are of continued relevance.

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.

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. Repeatable.

PHSC 101

Physical Science 4 credits

This is a liberal arts science course designed for non-science majors. The nature and philosophy of science are discussed as well as relevant topics in astronomy, geology, chemistry, physics, and meteorology. This course meets six hours per week and includes a laboratory component. Prerequisites: Math Proficiency. No previous science courses are required.

PHSC 201

Contemporary Issues in Science 3 credits

This course 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 as well as selected classic examples of scientific thought.

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. Prerequisite: A minimum of one semester of a laboratory science course.

PHYS 101, 102

Introduction to Physics I, II 4 credits per semester

This is an elementary course in college physics for students who are not majoring in the physical sciences or engineering. Topics included are basic mechanics, heat, sound, light, magnetism, electricity, and nuclear physics. No previous physics course is required. This course meets six hours per week and includes a laboratory component. Prerequisites: MATH 121; MATH 122 or High School Trigonometry and consent of instructor.

PHYS 160

Engineering Problems with Computational Laboratory 3 credits

This course provides students with an introduction to engineering problem solving. Topics covered in the course may include formats and protocols for solving and presenting solutions, graphing and curve fitting, flowcharting, the use of computer programming in the solution of engineering

problems, and an introduction to engineering statistics and economics. This course satisfies one of the requirements for an engineering degree at Iowa State University. Prerequisite: Math Proficiency.

PHYS 221, 222

General Physics I, II 5 credits per semester

This course is designed for science and engineering majors. The topics included are mechanics, heat, electricity, magnetism, light, and sound. Students in this course need mathematical ability at the calculus level. The course meets six hours per week and includes a laboratory component. Prerequisite: Credit for or concurrent enrollment in Mathematics 231 or the equivalent.

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 221).

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; foreign policy.

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.

POLS 150

Political Studies Seminar 1 credit

This course is required for all Political Studies majors. The course introduces students to various aspects of the discipline of political studies and to professionals working in various public sector fields. Through the development of a portfolio, classroom discussion, and meeting with people from the discipline, students assess their attitudes toward potential areas of employment in the public sector and their ability to be successful in a chosen profession.

POLS 212
Political Parties
3 credits

The origin and nature of our political parties; their influence on national, state, and local politics are studied. Prerequisite: Sophomore status or consent of instructor.

POLS 215
The Presidency
3 credits

Analysis of the presidency as a focal point of political power in the American constitutional system is the basis of this course. Major emphasis is given to the various roles played by the president. Prerequisite: Sophomore status or consent of instructor.

POLS 239
Statistics for Social Sciences
3 credits

An introduction to the scientific method in the use of statistical techniques and statistical software that are applicable to those majors in the social sciences. Topics include: descriptive statistics and graphic display of data, elementary probability, history of the discipline, linear regression and correlation, statistical inference, estimation and hypothesis testing, analysis of variance, non-parametric distributions, choice of proper statistical technique in applications, introduction to use of SPSS and Excel statistical techniques. 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. This course will not meet the Math Proficiency requirement at GVC. Prerequisite: Completion of Tier I Math Proficiency requirement.

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. Prerequisite: POLS 110 or consent of instructor.

POLS 340
American Constitutional Law and Development I
3 credits

This course consists of the study of American constitutional law with emphasis on the American founding, the distribution of powers among the branches of government, and civil liberties. Prerequisite: POLS 110 or consent of instructor.

POLS 341
American Constitutional Law and Development II
3 credits

This course is designed to be a logical extension of POLS 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. Prerequisite: POLS 340 or consent of instructor.

POLS 350
Research Methods for the Social Sciences
3 credits

Methods of social research including design, measurement, analysis of data, and reporting of social data are covered. Emphasis is placed on the application of the scientific method to the analysis of social-behavioral phenomena. Prerequisites: 12 credit hours in the Social Sciences including either PSYC 101 or SOCS 101; MATH 261 or 241. See also PSYC 350 and SOCS 350.

POLS 370
International Relations
3 credits

Students study the operations of the nation-state system, effect of new nations upon traditional patterns of relationship, international politics, international law, international organization. Prerequisite: POLS 110. Sophomore status or consent of instructor.

POLS 405
Public Finance and Policy
3 credits

This is a general course on public budgeting designed for upper division students contemplating a career in public management. The course surveys the current state of the art among all levels of government in the United States. The course emphasizes methods by which financial decisions are reached within a system and ways in which different types of information are used in budgetary decision making. Topics discussed include theoretical and practical tools of public finance and how these tools are used to analyze public policy in the United States. Specific policy areas discussed include health care, social insurance, education, environment, income assistance policies, and tax policies. The financial interactions among levels of government are also discussed. Prerequisite: POLS 315.

POLS 450
Senior Seminar
3 credits

This seminar is required for all Political Studies 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. Prerequisite: Senior status or consent of instructor.

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.

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.

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. Prerequisite: SOCS 101 or PSYC 101; or consent of instructor.

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.

PSYC 239

Statistics for Social Sciences

3 credits

An introduction to the scientific method in the use of statistical techniques and statistical software that are applicable to those majors in the social sciences. Topics include: descriptive statistics and graphic display of data, elementary probability, history of the discipline, linear regression and correlation, statistical inference, estimation and hypothesis testing, analysis of variance, non-parametric distributions, choice of proper statistical technique in applications, introduction to use of SPSS and Excel statistical techniques. 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. This course will not meet the Math Proficiency requirement at GVC. Prerequisite: Completion of Tier I Math Proficiency requirement.

PSYC 252

Sex and Gender

1 credit

This course introduces students to the sex-different and gender-related behaviors of men and women. Focusing on both the biological (brain) and sociological (gender roles) influences, students gain a greater understanding/appreciation of the self and the opposite sex in terms of communication, relationships, and social expectations.

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.

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 individuals 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.

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 mental retardation, giftedness, visual, auditory, speech and physical defects; behavioral problems; and learning disabilities. Etiology, behavioral manifestations, special education programs, and legal requirements also are studied. Prerequisite: PSYC 101.

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. Prerequisite: PSYC 101.

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.

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.

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.

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. Prerequisites: PSYC 325.

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. Prerequisites: 12 credit hours in Psychology including PSYC 101; MATH 241, and junior status; or consent of instructor.

PSYC 352

Evidence-Based MR/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.

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.

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.

PSYC 362

Forensic 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 psychology and assists students in practical understanding of the legal process of trial, testimony, and jury selection. Prerequisite: PSYC 101.

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.

PSYC 365

Psychology and Religion

3 credits

This course is intended to examine both the early approaches psychologists took to the study of religion and the recent research-based investigations of religious beliefs and behaviors. The course reviews the seminal contributions of James, Freud, Jung, and Allport to the field, as well as the measurement of religious variables and the connections between religious factors and other behaviors (e.g., the relationship between faith and altruistic acts). Particular attention is given to the intersection of religion and mental health, including the question of what constitutes mature faith. The role of spirituality in counseling also is addressed. Prerequisite: PSYC 101 and junior status.

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. Prerequisite: SOCS 101 or PSYC 101.

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 378

Interpersonal Effectiveness

1 credit

This course is designed to provide a workshop experience for students that helps them to improve their assertiveness and effectiveness in interpersonal relationships. Students participate in role-play and group activities designed to improve their skills in interpersonal interactions, with emphasis upon relationships and workplace settings. Prerequisite: SOCS 101 or PSYC 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.

PSYC 385

Program Evaluation

3 credits

Examines and evaluates evaluation models. Describes various methodologies in program evaluation. Highlights important evaluation findings and various strategies for public presentation. Prerequisite: junior standing or consent of instructor.

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 degree-seeking students only. Prerequisite: PSYC 327 or consent of instructor. Repeatable.

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.

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.

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. Repeatable.

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. Prerequisites: MATH 241, PSYC 350; senior status or consent of instructor.

PSYC 441

History and Systems of Psychology 3 credits

A study of the systematic principles of psychology from its roots in philosophy,

physics and physiology to the contemporary issues of conflict between practitioners and research. This course explores both the original writings from historical works as well as reading contemporary research articles. Students develop both an objective and a subjective understanding of the discipline. Prerequisites: PSYC 101; junior or senior status.

PSYC 450

Senior Seminar 3 credits

This seminar is required for Human Services, Criminal Justice, and Psychology majors. The course is designed to allow students an opportunity to pull together information, concepts, insights, and skills learned through their interdisciplinary approach to education. This course provides students an opportunity to develop confidence by allowing them to lead and to participate in meaningful discussion with other senior students and faculty. Prerequisites: PSYC 325, 327, and senior status; or consent of instructor.

RELG 105

Living Religions of the World 3 credits

This course surveys the major religious traditions of Hinduism, Buddhism, Taoism, Shinto, Judaism, Christianity, and Islam. The course emphasizes how these religions influence human experience and culture.

RELG 106

Dynamics of Christian Faith and Life 3 credits

This course explores the teachings of the Christian faith and how these teachings bear upon concerns of contemporary society.

RELG 201

Introduction to the Literature of the Old Testament 3 credits

This course is intended to give a general overview of the literature of the Old Testament. The student is introduced to the major methods, themes, issues, problems, and questions encountered in the study of Old Testament narratives, poetry, and prophetic materials. Special emphasis is given to Israel's self-interpretation of its own history in light of pressing social, economic, cultural, and religious forces.

RELG 202

Introduction to the Literature of the New Testament 3 credits

This course is intended to survey the literature of the New Testament: Gospels; Letters of Paul; Pastoral Epistles, and Apocalyptic Literature. Students are introduced to the major interpretative methods of New Testament study while exploring the social, economic, cultural, and religious forces operating on the early Church and the message contained in the New Testament documents.

RELG 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 encountered in RELG/GREK 252: Greek of the Ancient Mideast II. Strongly recommended for all pre-seminary students.

RELG 252

Greek of Ancient Mideast II 3 credits

This course continues the introduction of grammar and basic vocabulary of RELG/GREK 251 by providing ample opportunity to read and translate texts from the Septuagint, the New Testament, the works of Plato, Aristotle, Plutarch, and others. Strongly recommended for all pre-seminary students. Prerequisite: RELG/GREK 251 or consent of instructor.

RELG 310

History of Theology and Church Until the Reformation 3 credits

This course is an introductory survey of important theological and ecclesiastical developments in Western Christendom 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 Patristic and Scholastic theologians.

RELG 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 in Reformation theology. The relationship of this new theology to the older traditions of Augustinianism, Thomism, and the late medieval nominalism is examined in some detail.

RELG 322

Modern Religious Thought

3 credits

This course introduces students to important theological methods and thinkers in the twentieth century. Special emphasis is given to Barth, Bultmann, and Tillich.

RELG 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. Both musical and visual artistic expressions are studied.

RELG 335

Poverty, Racism, Power: Making Decisions in a Multi-Cultural World

3 credits

This course introduces students to the varieties of ethical decision making processes within the Judeo-Christian tradition and explores the relationship between these norms and the cultural, social, economic, and philosophical norms governing decision making in our world. Students have the opportunity to explore such social issues as race and gender relations, power and politics, the environment, jobs and vocations, and issues of war and peace.

RELG 399

Internship Religion

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 degree-seeking students. Prerequisite: Second semester junior status or beyond. Repeatable.

RELG 430

Special Topics

1 to 4 credits

Designed to provide opportunity for more in-depth study of some area of religion 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 religion course. Repeatable.

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.

SOCS 105

Cross-Cultural Perception and Communication

3 credits

This course is a study of the culture of foreign countries in relation to that of our own. It is designed to provide awareness, understanding, and tolerance of different points of view and styles of life.

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. Prerequisite: SOCS 101 or PSYC 101; or consent of instructor.

SOCS 215

Race and Ethnic Relations

3 credits

The 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. The course includes a survey of hate groups. Prerequisite: SOCS 101.

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 individuals 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.

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. Prerequisite: SOCS 101.

SOCS 318

Criminology

3 credits

Topics include the concepts of crime and criminals; cause of criminal behavior; theories of punishment, correction, and rehabilitation of criminals in society; procedures in the apprehension, arrest, trial, and disposition of the criminal; and a study of penal institutions. Community speakers are guests. Prerequisite: SOCS 101 or consent of instructor.

SOCS 321

Aging in Contemporary America

3 credits

This course examines sociological problems of aging and the social implications of a large aged population. Specific areas surveyed include sociological implications of biological and physiological aging; health care and institutionalization; living environments; work, retirement, and leisure; economics and

political aspects; kin-family networks and social relationships; widowhood and death, dying, and bereavement. It also surveys the major theories and methodology of social gerontology. Prerequisites: 12 hours of social science coursework.

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.

SOCS 325

Indians of North America 2 to 3 credits

A study of the history, culture, and contemporary social issues of select Indian tribes/nations in North America. The course emphasizes the Indian interpretation of their history, religion, and social interaction with the non-Indian population. Prerequisite: Sophomore status or consent of instructor.

SOCS 330

Strange and Deviant Groups 2 to 3 credits

After an introduction of what is and who defines the terms strange and deviant, the course surveys major alternative subcultures in American society. Beginning with some major subcultures and Utopian communities of the nineteenth century, the course covers such contemporary groups as the Moonies, Scientology, Jim Jones and the People's Temple, Waco, Heaven's Gate, Satanism, Wicca, various hate groups, radical militia movement, and controversial musical groups. Prerequisite: Sophomore status.

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 and three additional hours in sociology.

SOCS 332

Gangs 1 credit

This course explores the behaviors of juvenile gangs with a special emphasis on criminal behavior. The course also examines gang intervention and delinquency control programs. Prerequisites: SOCS 101 and three additional hours in sociology.

SOCS 333

Women and Crime 1 credit

This course provides students the opportunity to explore the complex relationships that exist between gender and criminal behavior. There is an emphasis on studying crimes that particularly impact on women. The issue of female offenders also is addressed. Prerequisites: SOCS 101 and three additional hours in sociology.

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 and three additional hours in sociology.

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 and three additional hours in sociology.

SOCS 336

The Sociology of the Weird and Bizarre 1 credit

This course provides a tour of various exotic sociological phenomena that are a part of the contemporary American cultural scene. There is a particular focus on examining the role of the mass media in generating and spreading belief and participation in the weird and bizarre. Prerequisites: SOCS 101 and three additional hours in sociology.

SOCS 337

Crime Scene Investigation 1 credit

This course provides students with an introduction to the principles and methods by which police attempt to investigate crime scenes. Prerequisites: SOCS 101 and three additional hours in sociology.

SOCS 341

Cultural Anthropology 3 credits

This course focuses on the patterns of life of a society. It emphasizes comparative study of culture as the key to understanding human behavior in different societies. Aspects of culture such as family life, kinship relations, social organization, language, political and economic activities, religious beliefs, and culture change are examined through a global cross-cultural perspective seeking useful generalizations and commonalities in order to arrive at an unbiased understanding of human diversity. Prerequisite: SOCS 101 or consent of instructor.

SOCS 344

Small Group Dynamics 3 credits

This course is concerned with the study of small groups, their behavior patterns and problems. It is designed to be useful for and serve a diverse audience, ranging from those working with small informal groups in helping professions to those decision-makers in large bureaucratic organizations. Specific areas covered are mobilizing group resources, decision-making, member satisfaction, group cohesion, community leadership and power, social control, status relations and reward allocation, group task analysis, and performance. Prerequisite: SOCS 101 or PSYC 101.

SOCS 350

Research Methods for the Social Sciences 3 credits

Methods of social research including design, measurement, analysis of data, and reporting of social data are covered. Emphasis is placed on the application of scientific method to the analysis of social-behavioral phenomena. Prerequisites: 12 credits hours in the Social Sciences including either PSYC 101 or SOCS 101; MATH 241 or 261.

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.

SOCS 362

Forensic 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 psychology and assists students in practical understanding of the legal process of trial, testimony, and jury selection. Prerequisite: SOCS 101.

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.

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.

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.

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. Prerequisite: SOCS 101 or SOCS 101.

SOCS 380

Topics in Nonviolence

3 credits

This course is designed to equip students to understand the roles of individual and group differences in selected issues in violence and nonviolence. The students engage in a series of individualized assignments designed both to promote an academic understanding of violence and nonviolence and to enhance personal awareness of and connection to these issues. The course stresses the role of the students in educating others on the issue of nonviolence. Instructional procedures include: small group discussion, individual facilitation, group planning sessions, brochure development, reading, and analysis of research articles. May be repeated.

SOCS 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. Prerequisites: Site must be selected and paperwork must be completed within the first month of the semester the internship occurs. Repeatable.

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, PSYC 101, BSAD 310 or BSAD 365.

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 450

Senior Seminar

3 credits

This seminar is required for Human Services and Criminal Justice majors. The course is designed to allow students an opportunity to pull together information, concepts, insights, and skills learned through their interdisciplinary approach to education. This course provides students an opportunity to develop confidence by allowing them to lead and to participate in meaningful discussion with other senior students and faculty. Prerequisites: Senior status or consent of instructor.

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.

SPAN 105

Spanish for Business

3 credits

Introduction to basic business terminology: banking, management, marketing, and employment. Emphasis is on communication skills. Grammar review as needed. Individual projects focus on special interests: computers, accounting, agriculture, technical writing, and work related forms.

SPAN 106

Spanish for Law Enforcement

3 credits

This course is designed to develop speaking and listening skills and to promote a deeper understanding of the Hispanic population in the state of Iowa. The utmost concern is to provide a foundation in the Spanish language that not only leads to a strong repertoire for communicating with Spanish-speaking individuals, but also leads to the provision of officer safety.

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.

SPAN 129

Broadcasting Laboratory: Spanish

1 credit

Students have supervised assignments in areas of radio or TV news, promotions, public service announcements, program creation, and production. Students participate in weekly productions, to be reviewed by the class and possibly aired on campus radio station FM88 or cable Channel 47. This course may be repeated before taking COMM 329. Prerequisite: COMM 121 for TV; or consent of instructor. Repeatable.

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. Prerequisites: Two years of high school Spanish or SPAN 101 and 102.

SPAN 203

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. Taught in English.

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 215

Service Learning in the Latino Community

3 credits

A service learning course in which students relate academic topics to service they do in Latino community organization. Students meet once per week for a 2 1/2 hour seminar and work 45 hours in the community over the semester. The class consists of discussions (such as intercultural communication, racism, white privilege, bilingual education and immigration), guest speakers, role plays, videos, and visits to the community. Prerequisite: SPAN 101.

SPAN 222

Radio Station Operation- Spanish

3 credits

Script format and delivery for radio news and advertising are covered. Students study preparation and delivery of broadcast material in a variety of formats, practice radio-music announcing, and receive an introduction to ad-lib delivery. See also COMM 222.

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. Prerequisite: SPAN 202 or consent of instructor.

SPAN 311

Hispanic Literature II

3 credits

Students study Hispanic literature in order to understand and appreciate the relationship between literature and life within the Hispanic world. Emphasis is placed on the literary importance of major movements coexistent with and affecting the literature of the Hispanic world after the 19th century. Prerequisite: SPAN 310 or consent of instructor.

SPAN 320

Advanced Spanish Grammar

3 credits

Students in this course study grammar nuances, advanced composition, idiomatic expressions, and vocabulary. Instructional materials encourage class discussion. Assignments are designed to review all major grammar points with emphasis on critical

thinking, writing, and speaking. This course strives to present a novel perspective on grammar as a communicative tool, not as a monolithic set of rules to be memorized. Conducted for the most part in Spanish. Prerequisite: SPAN 202 or consent of instructor.

SPAN 321

Advanced Spanish Composition and Communication

3 credits

Advanced composition gives students opportunities to write for a number of academic purposes. Students write informal and formal papers in this course with feedback designed to help them understand the differences in both the language and the cultural. Students also practice oral communication skills by undertaking the study of the Spanish sound system (phonology) and then progress to intensive guided practice speaking Spanish with the goal of improving learners' accents and speaking fluidity. Prerequisite: SPAN 320 or consent of instructor.

SPAN 329

Advanced Broadcast Lab Spanish

1 or 2 credits

This is a supervised practicum with television students gaining experience in crew work and producing either an EEP/ENG program or an in-studio program, and radio students gaining experience producing radio news, promotional announcements, public service announcements, and specialty programs for campus radio FM88. Prerequisite: COMM 129 or consent of instructor and junior status. Repeatable. Also see COMM 329.

SPAN 399

Internship Spanish

1 to 6 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 degree-seeking students. Prerequisite: Consent of instructor.

SPAN 412

Spanish Translation for Professionals

3 credits

This course is designed to teach the process of translating ideas from Spanish to English and English to Spanish in written form. The course includes the following materials: written translation of articles in various fields, basic theory of translation, new vocabulary, idioms, and advanced verb tenses and grammar. 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. Repeatable. Prerequisite: Consent of instructor.

SPAN 450

Spanish Senior Seminar

3 credits

This capstone course for Spanish Careers and Professionals provides students the opportunity to demonstrate an ability to integrate knowledge, skills, language proficiency, cultural awareness, and attitudes acquired through their educational experiences. This course provides students an opportunity to demonstrate confidence by allowing them to lead and to participate in meaningful discussion with other senior students, faculty, staff, and participate in mock interviews with Latino leaders in the community. Assessment includes portfolio, reflective papers, and group discussion in Spanish. Prerequisite: SPAN 320.

SPCH 101

Introduction to Speech Communication

3 credits

An introduction to the theory and practice of intrapersonal, interpersonal, small group, and public communication is offered. Activities include value clarification, simulations, discussions, decision-making, and presentational speaking.

THTR 102

Theatre Appreciation

3 credits

Students receive an introduction to all aspects of theatre as they explore literature, history, and traditions as well as contemporary directions. This course is hands-on, pragmatic, and includes acting, directing, design, writing, and technical aspects of theatre.

THTR 104

Acting I

3 credits

This is a practical studio course designed to provide hands-on experiences for majors and non-majors alike. Activities include acting exercises, basic physical and vocal warm-up exercises, character analysis and development, text analysis, and performance of both monologue and group acting scenes. Emphasis is on developing the ability to live truthfully within imaginary circumstances.

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.

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.

THTR 210

Theatrical Make-Up

3 credits

The course includes a theoretical and practical study of the design and application of stage make-up. Specific attention is given to the corrective, age, fantasy, likeness, and three-dimensional make-ups. Purchase of make-up kit is required.

THTR 220

Theatre Literature

3 credits

This course introduces students to the major theatrical periods through the literature written by the most notable playwrights of the time. Special attention is paid to how these plays fit into the period in which they were written, and how they are currently viewed and produced.

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.

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.

THTR 304

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. Prerequisite: SPCH 104 or consent of instructor.

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: SPCH 202 or consent of instructor. Repeatable.

THTR 309

Teaching Speech and Theatre

3 credits

This course is a study of Speech and Theatre Education. Major areas of study include curriculum development and articulation, presentational methods, administration and supervision of public school speech, theatre, and forensics programs, synthesis of resource materials, and a survey of graduate speech and theatre education. Prerequisite: SPCH 101.

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. Prerequisite: SPCH 104 or consent of instructor.

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.

THTR 332

Theatre History

3 credits

The class is designed, to help the major and non-major alike understand the importance of theatre as a reflection of the social, political, and religious movements in various European, American, and Asian societies.

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.

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: Consent of instructor.

Repeatable.

THTR 440

Theatre Studio

3 credits

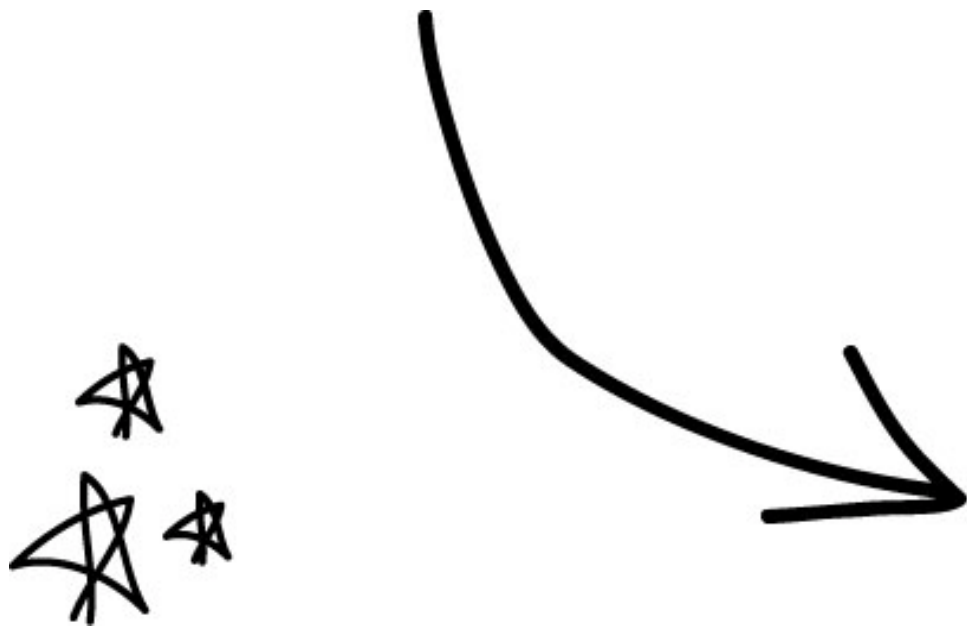
This course is an advanced study of the principles and practice of directing, acting and design. Students apply knowledge and techniques learned in previous theatre courses to the development of both class projects and a realized production. Focus is on the production process and team communication. Prerequisites: THTR 304, 380 and 306.

THTR 461

Senior Seminar in Speech and Theatre Arts

3 credits

This is a capstone, culminating course for seniors with a major in Theatre Arts. Areas of study include career exploration, resume preparation, interviewing, auditions, and a major project related to the students' areas of interest. Prerequisite: Junior or Senior status.



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Des Moines

Burrows, Gregory J.

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National By-Products
Des Moines

Coffin, Mary C.

Executive Vice President, Loan Servicing
Wells Fargo Home Mortgage
Des Moines

Crowell, Eric T.

President and Chief Executive Officer
Central Iowa Health Systems
Des Moines

DeWaay, Robert S.

DeWaay Business and Banking
Des Moines

Do, Bao Jake

President
ABC Virtual Communications
West Des Moines

Elings, Virgil B.

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Digital Instruments
Solvang Properties, LLC
Solvang, CA

Grantham, Vada

Chief Executive Officer
T.L. Grantham & Associates
Des Moines

Harman, Brett E.

Des Moines

Harrison, Scott M.

President and CEO
Lifespace Communities, Inc.
Des Moines

Henderson, Nick

Chief Operating Officer
Holmes Murphy & Associates
West Des Moines

Henning, Kent L. (ex officio)

President
Grand View University
Des Moines

Hollingsworth, Laura

President and Publisher
The Des Moines Register
Des Moines

Hurd, Richard

Hurd Real Estate Services, Inc.
West Des Moines

Jury, Carey G.

Senior Vice President (retired)
The Principal Financial Group
Des Moines

Laracuente, José

President
DMI Computer Technologies/AgVision
Ankeny

Olson, Marilyn (advisory)

Assistant Director for Colleges and Universities
Evangelical Lutheran Church in America
Chicago, IL

Palmer, Gary

President and CEO
Prairie Meadows Racetrack & Casino
Altoona

Rasmussen, Sandra K.

Director
The Rasmussen Group/Jensen Construction Co.
Des Moines

Taylor, Dawn

Community Leader

Des Moines

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Mrs. Clark's Foods
Des Moines

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Business Consultant, President
Carver & Associates, Inc.
Urbandale

Cedarholm, H. Eugene

Pastor (Retired)
Newton

Ehm, Phillip D.

Senior Vice President (Retired)
Iowa Public Service & Iowa Power and Light
Bella Vista, AR

Gibson, Thomas R.

Chief Executive Officer (Retired)
Farm Bureau Financial Services
West Des Moines

Gregory, Solveig E.

Piano Teacher and Church Organist
Bethlehem Lutheran Church
Cedar Falls

Hartsook, Larry D.

Vice President for Finance (Retired)
Meredith Corporation
Des Moines

Hess, Michael N.

Pastor
Sacred Heart Church
West Des Moines

Hudson, J. Robert

Senior Vice President (Retired)
The Des Moines Register and Tribune Company
Des Moines

Hutchison, Theodore M.

Vice Chairman (Retired)
The Principal Financial Group
Woodward

Jacobson, Richard O.

Chairman of the Board
Jacobson Companies
Des Moines

Johnson, Charles S.

Chairman, President and Chief Executive Officer (Retired)
Pioneer Hi-Bred International, Inc.
Las Vegas

Krumm, Timothy J.

Attorney
Meardon, Sueppel & Downer, P.L.C.
Iowa City

Larson, Robert E.

Vice Chair of the Board (Retired)
The Principal Financial Group
Urbandale

Luhrs, James E.

Chief Executive Officer (Retired)
Equitable of Iowa

Des Moines

Richards, Elton P.

Senior Pastor (Retired)
St. John's Lutheran Church
Wyomissing, PA

Rigler, John P.

President and Chief Executive Officer
Security State Bank
New Hampton

Ringgenberg, Clayton L.

Director (Retired)
University of Iowa Institute of Public Affairs
Iowa City

President's Council

Date following name indicate first year on University staff.

Bamford, Carol M. 2003

B.A., M.A., Drake University.
Vice President for Marketing and Communications

Barger, Debbie M. 1999

B.A., University of Northern Iowa; Further Study: Iowa State University, University of Northern Iowa.
Vice President for Enrollment Management

Burma, William H. 2000

B.S., University of Iowa; M.Ed., Colorado State University.
Vice President for Advancement

Casey, Lucas J. 2008

B.A., University of Northern Iowa, M.P.A., Drake University.
Executive Assistant to the President

Henning, Kent L. 2000

B.A., Wartburg College; M.B.A., Duke University.
President

Prescott, Jay B. 2005

B.S.E. Westmar College; M.S.E., Ed.D., Drake University.
Vice President for Student Affairs

Stivers, Mary Elizabeth 2008

B.S., Morehead State University; M.S., Ph.D., University of Tennessee, Knoxville.
Provost and Vice President for Academic Affairs

Voigts, Adam J. 2010

B.A., University of Northern Iowa; M.B.A., University of Iowa Tippie College of Business. Vice President for Administration and Finance

Wheeldon, Timothy T. 2003

B.A., Simpson College. Vice President for Information Services and CIO

Faculty and Emeriti

Faculty

Henning, Kent L. 2000

B.A., Wartburg College; M.B.A., Duke University. President

Stivers, Mary Elizabeth 2008

B.S., Morehead State University; M.S., Ph.D., University of Tennessee, Knoxville.
Provost and Vice President for Academic Affairs

Avendaño, Felicitas 2008

B.S./M.S., Universidad Nacional de Mar del Plata, Argentina, Ph.D., Michigan State University, Assistant Professor of Biology

Baba-Singhri, Ahmadu 2005

B.Sc., Ohio State University; M.A., University of Toledo; Ph.D., Wayne State University. Associate Professor of Sociology

Bason, Karen A. 1972

A.A., Grand View College; B.S., M.S., Drake University. Professor of Health and Physical Education

Bennett, Lucas. 2008

B.A., Central College; M.S., University of Iowa; Ph.D., University of Iowa. Assistant Professor of Mathematics.

Berg, Carrie 2008

B.S., DVM, Iowa State University. Associate Professor of Biology.

Brindle, Sharon L. 2008

B.S., Iowa State University; M.S., Drake University. Assistant Professor of Education.

Brooke, Paul C. 1996

B.S., M.A., Iowa State University; Ph.D., University of Nebraska-Lincoln. Professor of English

Call, Joshua 2009

B.S., Morningside College; M.A., Ph.D., University of Nebraska-Lincoln. Assistant Professor of English

Cason, Debra 2004

B.S.N., Grand View College; M.S.N., University of Northern Colorado; Certified Clinical Nurse Specialist. Assistant Professor of Nursing

Clougherty, Karen M. 2000

B.B.A., M.B.A., University of Wisconsin-Whitewater; J.D., University of Wisconsin Law School. Associate Professor of Business Administration

Cunningham, Guy E. 2000

B.A., Birmingham Southern College; M.Ed., University of Alabama at Birmingham; Ph.D., Auburn University; Further Study: University of New Hampshire. Professor of Psychology

Degen, Greta 2003

B.S.N., Grand View College; M.S.N., Drake University; Ph.D., Iowa State University. Assistant Professor of Nursing

Deibert, Ammertte C. 1988

B.S., Black Hills State University; M.S., A.B.D., Iowa State University; Further Study: Iowa State University, University of Wyoming. Professor of Sociology

Doering, Barbara E. 2005

B.S.N., Drake University; M.S.N., University of Phoenix. Associate Professor of Nursing

Doidge, Diane L. 1980

B.S., M.A., Drake University; Ph.D., Iowa State University. Professor of Biology

Duffy, Kathryn Pohlmann 1995

B.A., Wartburg College; M.M., Kansas State University; Ph.D., The University of Chicago; Further Study: Harvard University. Professor of Music and Director of Choral Activities

Dusek, Florence 1997

B.S., Bowling Green State University; M.S., Case Western Reserve University; MPH, Des Moines University. Assistant Professor of Biology

Eckardt, Chris 2008

BSN, Grand View College; MSN, Nebraska Methodist College. Assistant Professor of Nursing

Emley, Robert R. 2009

B.A., Central College; M.S., Drake University; Ph.D., Iowa State University. Assistant Professor of Psychology.

Emmerich, Susan 2000

B.S.N., University of Texas at Austin; M.S.N./P.N.P., University of Nebraska Medical Center at Omaha. Assistant Professor of Nursing

Espey, Linda H. 2006

B.S., University of Iowa; M.S.Ed., Ed.S., Ed.D. Drake University. Associate Professor of Education

Fleagle, Cynthia L. 2000

B.A., Grand View College; M.A.T., Drake University. Assistant Professor of Art and Design

Franzen, Debra B. 1981

B.S.N., M.S.N., University of Nebraska; Ph.D., Iowa State University. Head of Division of Nursing and Professor of Nursing

Gannon, Kevin M. 2004

B.A., James Madison University; M.A., University of Illinois at Urbana-Champaign; Ph.D., University of South Carolina; Further Study: Harvard University. Associate Professor of History

Gaul, Beth Bates, RNC 1985

B.S.N., University of Iowa; M.S., University of Arizona; Ph.D., Iowa State University. Professor of Nursing

Getty, Amy C. 2002

B.A., Marycrest College; M.A., Northern Arizona University; Ph.D., Marquette University. Head of Division of Humanities and Professor of English

Getzler, Avilah 2007

B.A., Oberlin College; Ph.D. University of California at Berkeley. Assistant Professor of English

Hanson, James 1993

- B.A., Luther College; M.S., University of Wisconsin-Stout; Ph.D., Iowa State University; Further Study: Luther-Northwestern Theological Seminary. Head of Division of Social Sciences and Professor of Psychology
- Hartzler, Julie E. 2008**
B.S., M.S., Iowa State University. Assistant Professor of Mathematics
- Hazan, Idit 2004**
B.Sc., Technion Israel Institute of Technology; Ph.D., University of California, Irvine. Associate Professor of Biology
- Hollensbe, Ronda L., C.P.A. 1986**
B.S., Iowa State University; B.S.B.A., University of North Dakota; M.B.A., Drake University; Certified Management Accountant, Professor of Accounting
- Homard, Catherine M. 2004**
B.S.N., College of St. Benedict; M.S., Drake University. Assistant Professor of Nursing
- Hoshaw, Brenda L. 1992**
B.S.N., Grand View College; M.S.N., Drake University; APRN, American Nurses Credentialing Center; L.M.T., Body Wisdom Institute. Assistant Professor of Nursing
- Hudgens, Carolyn M. 1981**
B.S.N., P.N.P., M.A., University of Iowa. Associate Professor of Nursing
- Jones, Kenneth Sundet 2003**
B.A., Augustana College; M.Div., Ph.D., Luther Seminary; Further Study: Goethe Institut (Germany). Professor of Philosophy and Religion
- Jones, Mary 2002**
B.F.A., University of Illinois/Urbana; M.F.A., Indiana University/Bloomington. Professor of Art and Design
- Judge, Therese M. 2004**
B.A., Truman State University; M.A., Ph.D., Iowa State University; Further Study: University of Guadalajara; University of Costa Rica. Associate Professor of English
- Kaven, Dennis E. 1970**
B.F.A., M.F.A., Certificate in Art Education, Drake University. Professor of Art and Design
- Kearney, Sean 1997**
B.F.A., University of Nebraska at Kearney; M.F.A., University of South Dakota. Professor of Speech and Theatre Arts
- Kim, Hok 2002**
B.S., M.S., Ph.D., North Carolina State University. Professor of Mathematics
- Kimpel, Lucina M. 2000**
B.S.N., Drake University; M.S.N., University of Iowa; Ph.D., Iowa State University. Assistant Professor of Nursing
- Lang, Rebecca H. 2000**
B.S., University of Iowa; M.A., University of Northern Iowa; Ed.S., Ed.D., Drake University. Professor of Health and Physical Education
- Larson, Kristin 2007**
B.F.A., Southern Oregon University; M.F.A., University of Montana. Associate Professor of Speech and Theatre Arts
- Leytham, Sheryl A. 2002**
B.A., University of Iowa; M.A., California State University; Ph.D., Saint Louis University. Associate Professor of Psychology
- Liang, Mo 2000**
B.S., Chengdu, Sichuan, P.R. of China; M.S., Ph.D., University of Manitoba. Professor of Computer Science
- Loch, Sergio 1993**
M.S., Ph.D., University of Wisconsin - Milwaukee; Further Study: University of Minnesota. Professor of Mathematics and Computer Science
- Logan, Jean E. 1983**
B.S.N., Grand View College; M.A., University of Iowa; Ph.D., Iowa State University. Professor of Nursing
- Lonneman, Pamela D. 2009**
B.A., Grand View College; M.S., Drake University; Further Study: Walden University. Assistant Professor of Education
- Mattes, Mark 1995**
A.A., Waldorf College; B.A., St. Olaf College; M.Div., Luther Seminary; Ph.D., The University of Chicago; Further Study: Harvard University, Goethe Institut (Germany), Trinity Lutheran College. Professor of Religion and Philosophy
- McDonnell, Rebecca Clark 1983**
B.S., Illinois State University; M.A., University of Iowa. Professor of Communication
- Merchant, Amethyst G. 2006**
B.S., Georgia College and State University; M.S., Virginia Polytechnic Institute and State University; Ph.D., University of Florida. Assistant Professor of Biology
- Miller, James Michael 1985**
B.A., University of Iowa; M.S., Iowa State University; Further Study: Iowa State University. Professor of Business Administration
- Myers, Judith L. 2003**
B.S.N., Avila College; M.S.N., Saint Louis University. Assistant Professor of Nursing
- Pauling, Carolyn D. 1999**
B.S.N., South Dakota State University; M.S.N., Drake University; Ph.D. Candidate, Touro University International. Associate Professor of Nursing
- Peterson, A. Kathleen 1980**
A.A., Mt. Hood Community College; B.A., Central Washington University; M.A., North American Baptist Seminary; Ph.D., Iowa State University; Further Study: Drake University, University of Iowa, Sonoma State University, Harvard University. Professor of Psychology
- Peterson, Thomas J. 2004**
B.A., St. John's University; M.S., Western Illinois University; Ph.D., Iowa State University. Associate Professor of Psychology
- Plowman, Matthew 2009**
B.A., Dana College; M.A., University of Nebraska-Omaha; Ph.D. University of Nebraska-Lincoln. Associate Professor of History
- Rider, Paul 1995**
B.S., University of Iowa; M.S., Ph.D., University of Minnesota. Head of Division of Natural Sciences and Professor of Physics
- Rinke, Patricia A. 2002**
B.A., University of Northern Iowa; M.A., J.D., University of Iowa. Professor of Business Administration
- Roth, Marcia 2004**
B.S.N., Mount Mercy College; M.S., Drake University. Assistant Professor of Nursing
- Ruby, Kaylene Baker 1981**
B.S., Northern Montana College; M.S., Iowa State University. Professor of Communication
- Ruse, Michelle E. 2002**
B.A., University of Northern Iowa; M.S., Washington State University. Assistant Professor of Computer Science
- Ryther, Josh 2007**
B.A., Grand View College; M.F.A., Kansas State University. Associate Professor of Art & Design
- Salazar, Laura A. 2002**
B.S., Loras College; Ph.D., Iowa State University. Professor of Chemistry
- Siebert, Mark W. 2004**
B.A., Bethel College; M.S., University of Kansas. Assistant Professor of Communication
- Snyder, Steven C. 1991**
B.A., Grand View College; M.A., Iowa State University; Further Study: Northern Illinois University. Professor of Humanities
- Thomas, Evan A. 1987**
B.S., Chicago State University; M.A., Ph.D., University of Iowa. Professor of History
- Timm, Chad W.**
B.A., Simpson College; M.A., Ph.D., Iowa State University. Assistant Professor of Education
- Tinder, Aaron E. 2004**
B.A., Simpson College; M.F.A., Northern Illinois University. Associate Professor of Art and Design
- Tumpek-Kjellmark, Katharina 2003**
B.A., University of Alaska at Fairbanks; M.A., Ph.D., Cornell University. Professor of History
- Tungesvik, Janelle A. 2008**
B.S.N., University of Iowa College of Nursing; M.S.N., Regis University,

Rueckert- Hartman College of Health Professions.
 Assistant Professor of Nursing
Turner, Coralie L. 2000
 B.A., M.A., University of Northern Iowa.
 Assistant Professor of Modern Languages
Ward, Kari 2003
 B.S.N., Drake University; M.S.N., Case Western Reserve University; Further Study: Frontier School of Midwifery (Certificate).
 Assistant Professor of Nursing
Wells, Douglas 2009
 B.A., M.C.L., Drake University. Assistant Professor of Communication
White, Robin Trimble 1998
 B.A., Fairmont State College; M.S., West Virginia University; Ph.D., Iowa State University. Professor of Education
Whyte, James A. 1988
 B.A., University of Nebraska; M.A., Ph.D., Iowa State University. Professor of Sociology
Wiig, Douglas M. 1976
 B.A., M.A., University of Nebraska-Omaha; Further Study: University of Missouri-Columbia. Professor of Political Science
Winzenburg, Stephen M. 1989
 B.A., University of South Dakota; M.A., University of Minnesota; Further Study: Iowa State University, University of Sarasota. Professor of Communication
Yarushkin, Dmitry A. 2003
 B.A., Grand View College; M.A., St. Petersburg State University - St. Petersburg, Russia; M.B.A., University of Wisconsin, Eau Claire; Further Study: Princeton University. Assistant Professor of Business Administration
Zama, Alec I. 2005
 B.S., Certificate, The Agricultural Training Institute, Chisinau, Republic of Moldova; M.B.A., University of Arkansas-Fayetteville. Assistant Professor of Business Administration/Economics
Zea, Corbin J. 2005
 B.S., Sioux Falls College; M.S., University of Oklahoma; Ph.D., Iowa State University. Associate Professor of Chemistry

Academic Staff

Hintzsche, Diane E. 1999
 B.S., M.S., Iowa State University.
 Mathematics Resource Specialist
Mohr, Donna 2001
 B.S.Ed., Northern Illinois University.
 Mathematics Resource Specialist
Selser, Erma 1994
 B.S., Knox College; M.S., Western Illinois University. Lab Assistant in Biology

The instructional services provided by the full-time members of the Grand View University faculty are augmented each term by a number of part-time faculty

appointments. These appointments enable the university to benefit further from the rich resources of our community and to enhance both the number and variety of learning experiences that it provides.

Emeriti: Administration

Burn, Barbara L. 1958-1994
 B.A., Hamline University; M.A., George Peabody College of Teachers; Further Study: Emory University, University of Iowa.
 Director of the Library
Langrock, Karl F. 1972-1988
 B.A., University of Northern Iowa; M.A., University of Iowa; M.Div., Lutheran School of Theology at Chicago. President Emeritus
Taylor, Ronald L. 1990-2008
 B.Ed., University of Miami; M.A., Marquette University; Ph.D., Case Western Reserve University; Further Study : Catholic University of America, Harvard University, Kansas State University, Syracuse University, Texas Technical University.
 Provost and Vice President for Academic Affairs.

Emeriti: Faculty

Akermark, Ralph E. 1964-2001
 B.A., Gustavus Adolphus College; M.Div., Lutheran School of Theology at Chicago; Further Study: University of Iowa, Western Illinois University. Professor of History
Bolitho, Norma J. 1970-2007
 A.B., Wheaton College of Illinois; M.A.T., University of Chicago; M.A., Drake University; Further Study: Iowa State University, University of Chicago, Mainz (Germany), Mexico City (Mexico). Professor of English
Butler, Francine 1980-2008
 B.A., Barnard College; M.S., Rutgers University; Further Study: Iowa State University, New York University, Drake University, University of Wisconsin.
 Professor of Economics.
Dawley, Kathryn 1981-2000
 B.S.N., M.A., University of Iowa. Associate Professor of Nursing
Engler, James A. 1967-2001
 B.F.A., University of Nebraska at Omaha; M.F.A., Drake University. Professor of Art

Doidge, Lee 1968-2008
 B.S., Iowa State University; M.A., University of Northern Iowa; Further Study; Drake University. Professor of Biology.
Gertenrich, John C., Jr. 1961-1966, 1970-1998
 A.A., Waldorf College; B.A., Concordia College, Moorhead; M.A., State University of South Dakota; Further Study: Marquette University. Professor of Mathematics

Goodwin, Judith A. 1981-2008
 B.A., D.A., Drake University; Further Study: University of Iowa, Universidad de San Carlos. Professor of English
Huisman, Etta 1989-2008
 B.A., Central College; M.A., University of Iowa; Ed.D., University of Tulsa. Professor of Psychology
Hvistendahl, Marion 1968-1989
 B.S., M.S., South Dakota State University; Further Study: Iowa State University.
 Professor of English
Jensen, Erna C. 1966-2001
 B.S., University of Nebraska at Kearney; M.A., University of Northern Iowa; Further Study: University of Northern Colorado.
 Professor of Mathematics
Jessen, Marvin P. 1951-1988
 A.A., Grand View College; B.A., M.A., Ph.D., University of Minnesota; Further Study: University of Oregon. Professor of Biology
Kachel, Douglas W. 1970-2004
 University of Tampa; B.A., Marshall University; M.S., University of Oklahoma; Ph.D., Iowa State University. Professor of Sociology
Nelson, Solveig 1981-2008
 B.A., Augustana College; M.A., D.A., Drake University; Further Study: Drake University, University of Mississippi, Ahmadu Bello University (Nigeria), University of Dar es Salaam (Tanzania), University of Ibadan (Nigeria). Professor of English
Pfeiffer, Joanne M., C.S., ARNP 1977-1984, 1991-1998
 B.S.N., M.Ed., Marquette University; Further Study: Iowa State University, University of California, University of Iowa. Associate Professor of Nursing
Quass, LaVerne C. 1976-2002
 B.A., Luther College; M.S., Ph.D., University of Wisconsin. Professor of Chemistry
Reinboth, JoAnn L. 1983-2001
 B.S.N., Grand View College; M.A., University of Iowa; Further Study: University of Iowa. Associate Professor of Nursing
Rider, Thomas J. 1960-2000
 B.A., M.A., Drake University; M.S., Iowa State University; Ph.D., University of Iowa; Further Study: Drake University. Professor of Education

Sawtell, Jay C. 1963-1994
 B.A., Drake University; Further Study: Drake University, Iowa State University.
 Professor of Foreign Languages
Schaefer, William J. 1980-2009
 B.S., Minot State University; M.S., Ed.D., Indiana University. Professor of Communication
Schaeffer, Dana White 1975-1999

A.A., Grand View College; B.F.A., M.A.T., Drake University; Further Study: Iowa State University; University of Ibadan (Nigeria), Ahmadu Bello University (Nigeria), University of Dar es Salaam (Tanzania). Professor of Art

Simpson, Richard M. 1965-1997

B.S., Hamline University; M.A., Drake University; Further Study: Iowa State University. Professor of Physics

Speed, Robert M. 1952-1996.

B.M.E., M.M.E., Drake University; Further Study: Brasenose College (University of Oxford), Columbia University; Temple University, University of London, University of Michigan. Professor of Humanities

Stone, Mary Pat 1964-2002

B.A., M.A., University of South Dakota; Further Study: University of Minnesota, University of Missouri, University of Oxford (Oxford, England). Associate Professor of Speech and Theatre Arts

Strasser, Elizabeth H. 1958-1973

B.A., M.A., Drake University; Further Study: St. Lawrence University, Wabash College. Professor of Biology

Thayer, Janet M., RNC 1978-2006

B.S.N., M.S.N., University of Minnesota; Further Study: Drake University, Iowa State University. Associate Professor of Nursing

Van Roekel, Arlan W., CPA 1988-2006

B.S., University of South Dakota; M.B.A., University of Iowa. Professor of Accounting

Yates, Joyce E. 1968-1994

B.A., University of Iowa; M.A., University of Missouri-Kansas City; Ph.D., Walden University; Further Study: Drake University, University of Iowa. Professor of English

Zinger, Don H. 1957-1990

A.B., Augustana College (Illinois); M.Div., S.T.M., Lutheran School of Theology at Chicago; Further Study: Iowa Methodist Medical Center (Clinical Pastoral Education), Southern Illinois University, University of Iowa. Professor of Philosophy and Religion

Support Staff

Anderson, Karen T. 2001

B.S., Iowa State University; M.B.A., Drake University. Dean, College for Professional and Adult Learning

Avise, Mary 2008

A.A., Grand View College; B.S., University of Iowa; Further Studies: Drake University. Secretary

Bahls, Carol 2005

B.S., Iowa State University. Executive Administrative Assistant to the President

Bantz, Julie A. 2001

B.A., Iowa State University. Controller

Baron-Hanson, Rachel S. 2002

B.A., Luther College; M.S., Iowa State University. Transcript Analyst

Bassett, Kendra 2008

Des Moines Area Community College. Accounts Payable Specialist

Bauer, Jason 2008

B.A., University of Iowa; M.A., Viterbo University. Associate Vice President for Student Affairs

Berlin, Eddie W. 2009

University of Northern Iowa. Assistant Football Coach

Blanchard, Susan J. 2005

B.A., University of Northern Iowa; M.Ed., Springfield College. Admissions Counselor

Bontrager, Bonita K. 2009

A.A., Flathead Valley Community College; B.S., University of Montana Western. Director of Residential Life

Brent, Cathy M. 1977

B.S.N., Iowa Wesleyan College; M.A., University of Iowa. Director of Academic Advising

Broadston, Gary G. 2009

B.S., Iowa State University; M.A., Drake University. Biology Laboratory Assistant

Brown, Molly A. 2003

B.A., Graceland College; M.S.S., U.S. Sports Academy. Director of Athletic Media and Game Management

Brown, Peg 1999

A.A., Des Moines Area Community College. Database Specialist, Admissions Office

Brubaker, Dana 2008

B.A., Wartburg; M.Ed., Iowa State University. Assistant Registrar

Bruck, Rebecca 2009

B.S., Iowa State University. Campus Services Assistant Manager

Butler, Kim I. 1981

Grand View College; B.A., Drake University. Director of Buildings and Grounds

Campbell, Felicia 2009

B.S., M.P.A., Drake University. Assistant Director of Financial Aid

Carter, Tina 2008

A.A., North Iowa Area Community College; B.A., Southern Methodist University; M. Ed., Iowa State University. Women's Volleyball Coach

Cathcart, Mindy 2010

A.A., Southwestern Community College; B.S., Wayne State College. Wellness Director

Chibnall, Dan 2006

B.A., Knox College; M.L.S., University of Missouri-Columbia. Information Services and Instructional Design Librarian

Clemenson, Sara 2007

B.A., Baldwin-Wallace College. Systems Analyst

Conn, Geoffrey S. 2009

B.A., Iowa State University. Radio Station Supervisor

Cox, Charlene 2009

B.A., Augustana College; M.Div., Luther Seminary; MST, the Lutheran Theological Seminary at Gettysburg. Campus Pastor

Cox, Lindsey 2009

Grand View University. Financial Aid Coordinator

Culmer, William C. 2002

B.A., University of Colorado. Maintenance Assistant

Daniel, Keith M. 2006

B.A., Grand View College. Desktop and Multimedia Administrator

Daniel, Kelly A. 2002

B.A., Grand View College. Manager of Graphic Design

Dickinson, Angie L. 2004

B.A., M.A.E., University of Northern Iowa. Financial Aid Systems Analyst

Donahue, Mary 2005

A.A., Des Moines Area Community College; B.A., Drake University; Further Study: Des Moines University. Executive Administrative Assistant

Du Bois, Dwight 2006

B.A., Newberry College; M.Div., Lutheran Theological Seminary; STM, Lutheran Theological Southern Seminary. Director of the Center for Renewal

Dunne, Michele A. 2005

B.S., University of Iowa; M.P.A., Drake University. Director of Financial Aid

Eaton, Laura L. 2003

Grand View College. Accounts Receivable/Collection Coordinator

Ekstrum, Michelle. 2007

B.A., Grand View College. Web Content Manager

Elbert, Chad 2010

B.A. Simpson College. Assistant Football Coach

Evans, Sage 2006

B.A., Grand View College. Advancement Database and Records Manager

Fedler, Wendy 2008

B.A., Mount Mercy College; M.A.E., University of Northern Iowa. Assistant Director of Academic Advising

Foshe, Kimber 2009

B.A., M.S., Drake University. Academic Advisor

Friesleben, Kelly. 2008

B.M., Iowa State University; M.A., Saint Mary's University. Director of Johnston Campus

Froah, Nicole L. 2009

A.A., Marshalltown Community College. Administrative Coordinator

Gannon, Deborah K. 2004

- B.A., College of Wooster; M.A., University of South Carolina. Registrar
- Gillman, Mary 2008**
A.A., Bradford Junior College; B.S., Union College; M.S., University of Hartford. ESL Tutor
- Gioffredi, Gary, II 2010**
B.A., Grand View College. Head Men's and Women's Bowling Coach
- Hainline, Josie 2009**
B.A., Grand View College. Accountant
- Hall, Carol P. 1992**
A.A., Des Moines Area Community College. Executive Secretary to the Provost and Vice President for Academic Affairs
- Hay, M. Louise 1996**
B.A., Coe College; M.S., Drake University; Ed.D., Valdosta State University. Instructional Applications Coordinator
- Heithner, Kathryn F. 2002**
A.A., Ellsworth Community College; B.A., University of Northern Iowa. Admissions Counselor
- Henn, Peggy 2008**
Indiana University. Admissions Assistant
- Horner, Jeff 2010**
B.A., University of Iowa. Assistant Basketball Coach
- Horton, Stacie S. 2002**
B.A., Grand View College; Further Study: University of Iowa. Competitive Dance Team Coach
- Howard, Rebecca W. 1981**
Manager Campus Services
- Iburg, Heather 2008**
B.A., Grand View College. Assistant Director of Alumni Relations
- Jackson, Jodie L. 2001**
Grand View College. Administrative Assistant
- Jensen, Jane M. 2004**
B.A., Upper Iowa University. Secretary for the Fine Arts Department
- Johnson Schaefer, Diane K. 1982**
A.A., B.A., Grand View College. Director of Admissions
- Johnson, Kristine K. 2005**
A.A., American Institute of Business. Admissions Database Manager
- Jones, John P. 2009**
A.B.A., AIB College of Business; B.A., Upper Iowa University. Loan Coordinator
- Kaster, Shelley 2008**
A.A., Redlands Community College; B.A., Graceland University. Perkins Loan/Collection Coordinator
- Kelleher, Kay K. 2005**
Grand View College. Financial Aid Coordinator
- Kluver, Erica L. 2005**
B.A., Northwestern College. Human Resources Manager
- Knudsen, Luanne J. 1979**
B.A., Grand View College. Assistant Director of Transfer Admissions
- Lande, Sue. 2008**
A.A., Waldorf College. Career Counselor.
- Lee, Ruth M. 1989**
Acquisitions Assistant for the Library
- Link, Eric P. 2001**
B.A., Grand View College. LAN Administrator
- Litwiler, Kristy 2006**
B.A., Grand View College. Assistant Controller
- Lively, Michele 2010**
B.S., Nebraska Wesleyan University; M.O.M., University of Phoenix. Administrative Coordinator
- Luce, Autumn E. 2004**
B.A., Grand View College. Transfer Admissions Counselor
- Luedtke, Jason G. 2004**
B.A., Simpson College. Systems Analyst/Database Administrator
- MacKinnon, Linda 2007**
Minneapolis Area Vocational Technical Institute. Secretary
- Mathews, Thomas 2004**
B.A., Drake University. Chemistry Lab Assistant
- McCullough, Margaret R. 1986**
B.A., University of Michigan; Further Study: University of Michigan. Director of Grants and Advancement Research
- McDowell, Molly K. 2004**
University of Wisconsin-LaCrosse. Human Resources Administrator
- McIllece, Kathleen 2009**
B.S., Nebraska Wesleyan University. Housing Director
- Milloy, Pamela M. 2004**
B.L.S., M.S., Iowa State University. Director, Center for Excellence in Teaching & Learning
- Mills, Lisa M. 2008**
Mail Room Assistant
- Miranda, Tina 2007**
A.A., Indian Hills Community College; B.A. Iowa Wesleyan College. Admissions Counselor
- Mitchell, Nick 2008**
B.A. Wartburg College. Head Wrestling Coach
- Mitchell, Rachelle 2008**
B.A., University of Northern Iowa. Manager, Events & Publicity
- Mithelman, Jack L. 2005**
B.A., Wartburg College; M.Div., Luther Northwestern Theology Seminary. College Pastor/Director of Church Relations
- Monner, Jerry L. 2004**
B.A., Iowa Wesleyan College; M.A., Loras College. Head Men's and Women's Track & Cross Country Coach
- Muller, Sheri A. 2003**
B.A., M.A., University of Iowa. Associate Librarian and Archivist
- Norris, Michael 2009**
B.A., Simpson College; M.B.A., Drake University. Director of Graduate Studies
- Olson, Neil T. 1996**
B.A. Grand View College. LAN Administrator
- Otto, Laura 2005**
B.A., Dordt College. Executive Secretary
- Owens, Kristine 2008**
B.A., M.A., Ed.D., University of Northern Iowa; Further Study: Drake University. Director of Academic Enrichment & Disability Coordinator
- Patterson, Brian 2008**
B.A., Grand View College. Associate Vice President for Advancement & Alumni Relations
- Patterson, Chelsey M. 2009**
B.S., University of Iowa. Administrative Assistant
- Piedras, Alex H. 2005**
B.A., Grand View College. Further study Drake University. Director, Multicultural and Community Outreach
- Pierce, Jacquie 2007**
B.S. Iowa State University. Secretary
- Place, Russell 2009**
B.A., Simpson College. Graduate Assistant Hall Director
- Plummer, Troy A. 1995**
B.A., Simpson College; M.S., Western Illinois University. Athletic Director
- Prange, Michelle 2008**
B.A., Grand View College. Athletic Success Coordinator
- Pries, Heidi. 2006**
B.A. Grand View College; MAE, University of Northern Iowa. Director of Student Involvement & New Student Programs
- Quick, Sandy 2007**
Data Specialist
- Rees, Pamela D. 1984**
A.A., Grand View College; B.A., Drake University; M.L.S., University of Iowa. Director of the Library
- Reid, Blair C. 1985**
B.A., State University of New York at Brockport; Further Study: University of Northern Iowa. Head Men's Soccer Coach and Wellness Center Equipment Manager
- Roberson, Seth A. 2005**
B.A., Wartburg College. Viking Strength and Conditioning Program Coordinator and Assistant Track & Field and Cross Country Coach
- Roberts, Sheri A. 2003**
Executive Secretary Degree, Hamilton Business College. Patron Services Assistant

Roney, Brenda 2007

A.S., Des Moines Area Community College;
B.S., Iowa State University. Administrative
Assistant for Academic Success, Advising &
Career Center

Sanchez, Adam 2009

B.A., Wartburg; M.A., University of
Northern Iowa; M.A., Drake University.
Assistant Men's Basketball Coach and
Assistant Sports Information Director

Sanneh, Yusupha B. 2002

B.A., Grand View University. Maintenance
Assistant

Schaefer, Denis D. 1998

B.A., Loras College; M.A., University of
Akron. Head Men's Basketball Coach

Schmidt, Heather 2008

B.A., Wartburg College, M.S., Minnesota
State University. Director of Annual Giving

Schneider, Mallory 2008

B.L.S., Iowa State University. Assistant
Bookstore Manager, Course Materials

Schornack, Kent 2006

B.A., Central College; M.S.W., University of
Iowa; M.B.C., Colorado Christian College.
Director of Leadership & Counseling

Scott, Jodi K. 1988

Systems Analyst

Shaeffer, Jessica M. 2008

A.A.S., Des Moines Area Community
College; B.S., Iowa State University.
Assistant Bookstore Manager, Operations &
Merchandise

Shupp, Michael 2008

B.S., Iowa State University. Director,
Bookstore and Campus Services

Sibley, Lacie 2007

A.A., Des Moines Area Community College;
B.A., Grand View College. Marketing
Specialist

Smith, Garey G. 2000

A.A., Marshalltown Community College;
B.S., M.S., Northwest Missouri State
University. Head Women's Basketball Coach

Sponheim, Carrie 2007

B.S. Iowa State University. Admissions
Counselor

Spooner, Gregory 2007

Iowa State University. Facilities Project
Manager

Stanton, Janet 2008

B.G.S., East Tennessee State University.
Library Serials Assistant

Stearns, Susie 2006

B.S., M.B.A., Bellevue University. Director of
the Career Center

Steele, Luke. 2008

B.A.T., University of Northern Iowa;
M.H.H.P., Oklahoma State University.
Head Athletic Trainer

Steenhoek, Jean A. 1983

Administrative Assistant for the Nursing
Division

Sterbick, Peter 2008

B.A., Simpson College; M.Ed., Washington
State University. Assistant Football Coach

Stoimirov, Ventsislav M. 1998

B.A., Graceland College; M.B.A., Iowa State
University; Further Study: National Sports
Academy, Sofia, Bulgaria. Head Women's
Soccer Coach

Strachota, Ellen M. 1978

B.S.N., Marquette University; M.A.,
University of Iowa; Ph.D., Iowa State
University. Associate Vice President for
Academic Affairs

Tedell, Megan 2008

B.A., M.A., University of Iowa. Access and
Instruction Librarian

Thompson, Carly 2008

A.A., Muscatine Community College; B.A.
Grand View College. Transfer Admissions
Counselor

Tiffany, Carl 1985

Assistant Director of Buildings and Grounds

Travis, Susan 2007

A.A., St. Louis Community College; B.A.,
Eastern Illinois University. Secretary for the
Nursing Division

Van Gorp, Kelly L. 1999

B.S.N., Grand View College. Center for
Learning Coordinator

Van Winkle, Jessica 2010

B.S., M.B.A., Iowa State University.
Enrollment Counselor

Van Blaricum, Shannon 2008

B.A., Grand View College. Data Specialist

Weber, Phillip. 2008

Painter

White, Veronica. 2006

B.A., Grand View College. Accountant.

Wiley, Daniel 1995

Maintenance Assistant

Wilson, Gayle 2010

Chemeketa Community College.
Accounting Assistant

Winkel, Christopher J. 2003

B.A., Upper Iowa University. Head Men's
and Women's Golf Coach

Winterboer, Missy 2008

B.A., Simpson College. Human Resources
Generalist

Woodley, Michael. 2007

B.A., University of Northern Iowa; M.S.,
Winona State University. Head Football
Coach

Woodley, Joe 2007

B.S., Iowa State University. Assistant
Football Coach

Wyckoff, Debra L. 1992

Secretary for the Natural Sciences Division

Yacinich, Lewis 2002

B.A., Grand View College. Head Softball
Coach

Yacinich, Lou 1971-76 1981

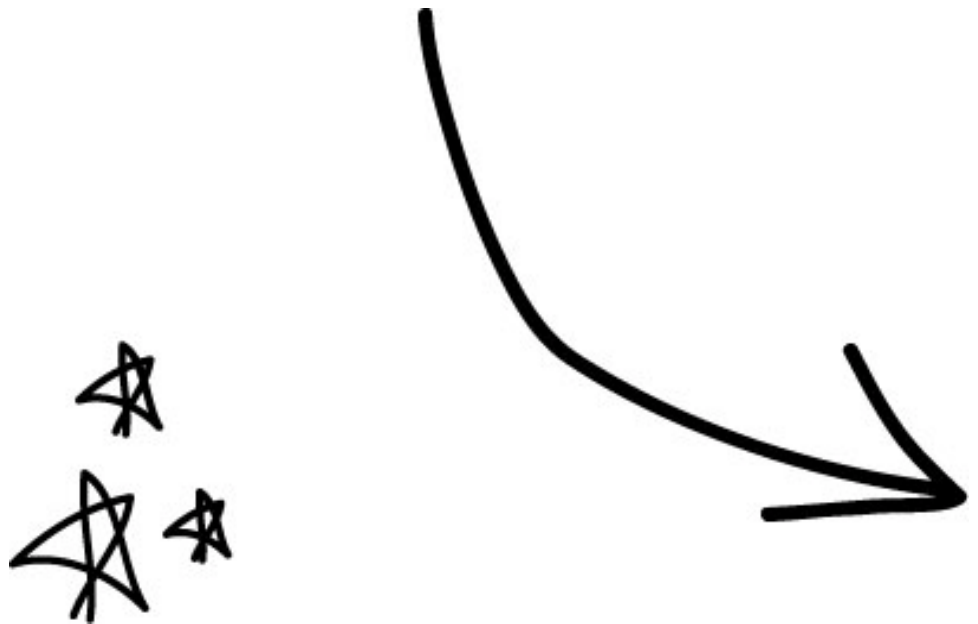
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Academic Calendar and Terms – 2010/2011

Fall Semester and Trimester, 2010		Track A Weekend Fall 2010	Track B Weekend Fall 2010
Thursday, August 26	Opening Faculty Meetings	Sept. 11	Sept. 18
Friday, August 27	Opening Faculty Meetings	Sept. 25	Oct. 2
Friday, August 27 - Sunday, August 29	New Student Days	Oct. 9	Oct. 16
Monday, August 30	Fall and Trimester Classes Begin	Oct. 23	Oct. 30
Monday, September 6	Labor Day; No Classes; University Offices Closed	Nov. 6	Nov. 13
Saturday, September 25	Homecoming	Nov. 20	Dec. 4
Friday, October 15	Fall Break; No Classes	Dec. 11	Dec. 18
Wed., November 24 - Friday, Nov. 26	Thanksgiving Vacation; No Classes		
Friday, December 10	Fall Semester and Trimester Classes End		
Monday, December 13 - Thursday, December 16	Fall Semester and Trimester Examinations		
Friday, December 24 – Monday, December 27	University Offices Closed		
Friday, December 31 – Monday, January 3	University Offices Closed		

Fall Accelerated Classes, 2010			
Monday, August 30 - Saturday, October 23	Session I (No Classes September 6)		
Monday, October 25 - Saturday, December 18	Session II (No Classes Nov. 24-26)		

Spring Semester and Trimester, 2011		Track A Weekend Spring 2011	Track B Weekend Spring 2011
Monday, January 10	Spring Semester and Trimester; Classes Begin	Jan. 15	Jan. 22
Monday, January 17	Martin Luther King Day; No Classes	Jan. 29	Feb. 5
Monday, March 14 - Friday, March 18	Spring Vacation; No Classes	Feb. 12	Feb. 19
Thursday, April 21	Spring Semester and Trimester Classes End	Feb. 26	March 5
Friday, April 22	Good Friday; No Classes; University Offices Closed	March 12	March 26
Monday, April 25 - Thursday, April 28	Spring Semester and Trimester Examinations	April 2	April 9
Saturday, April 30	Baccalaureate and Commencement	April 16	April 23

Spring Accelerated Classes, 2011		
Monday, January 10 - Saturday, March 5	Session III (No classes January 17)	
Monday, March 7 - Saturday, May 7	Session IV (No classes March 14-18)	

Weekend/Evening Summer Trimester, 2011		Track A Weekend Trimester 2011	Track B Weekend Trimester 2011
Monday, May 16	Summer Trimester Classes Begin	May 7	May 14
Monday, May 30	Memorial Day; No Classes; University Offices Closed	May 21	May 28
Saturday, July 30	Summer Trimester Classes End	June 4	June 11
		June 18	June 25
		July 2	July 9
		July 16	July 23
		July 30	Aug. 6

Summer Accelerated Classes, 2011		
Monday, May 9 - Saturday, July 2	Session V (No Classes May 30)	
Tuesday, July 5 Saturday, August 20	Session VI (No Classes July 4; one additional class term for 8th week)	
May Term, 2011		
Monday, May 2	May Term Classes Begin (5 week)	
Monday, May 9	May Term Classes Begin (4 week)	
Monday, May 30	Memorial Day, No Classes, Offices Closed	
Friday, June 3	May Term Classes End	
June Term, 2011		
Monday, June 6	June Term Classes Begin	
Friday, July 1	June Term Classes End	
July Term, 2011		
Monday, July 4	Independence Day; No Classes, Offices Closed	
Monday, July 5	July Term Classes Begin	
Friday, July 29	July Term Classes End	

Academic Calendar and Terms – 2011/2012

Fall Semester and Trimester, 2011		Track A Weekend Fall 2011	Track B Weekend Fall 2011
Thursday, August 25	Opening Faculty Meetings	Sept. 10	Sept. 17
Friday, August 26	Opening Faculty Meetings	Sept. 24	Oct. 1
Friday, August 26 - Sunday, August 28	New Student Days	Oct. 8	Oct. 15
Monday, August 29	Fall and Trimester Classes Begin	Oct. 22	Oct. 29
Monday, September 5	Labor Day; No Classes; University Offices Closed	Nov. 5	Nov. 12
Friday, October 14	Fall Break; No Classes	Nov. 19	Dec. 3
Wed., November 23 - Friday, November 25	Thanksgiving Vacation; No Classes	Dec. 10	Dec. 17
Friday, December 9	Fall Semester and Trimester Classes End		

Monday, December 12 - Thursday, December 15	Fall Semester and Trimester Examinations		
Friday, December 23 – Monday, December 26	University Offices Closed		
Friday, December 30 – Monday, January 2	University Offices Closed		

Fall Accelerated Classes, 2011			
Monday, August 29 - Saturday, October 22	Session I (No Classes September 5)		
Monday, October 24 - Saturday, December 17	Session II (No Classes Nov. 23-25)		

Spring Semester and Trimester, 2012		Track A Weekend Spring 2012	Track B Weekend Spring 2012
		Jan. 14	Jan. 21
Monday, January 9	Spring Semester and Trimester Classes Begin	Jan. 28	Feb. 4
Monday, January 16	Martin Luther King Day; No Classes	Feb. 11	Feb. 18
Monday, March 19 - Friday, March 23	Spring Vacation; No Classes	Feb. 25	March 3
Friday, April 6	Good Friday; University Offices Closed	March 10	March 17
Friday, April 20	Spring Semester and Trimester Classes End	March 31	Apr. 7
Monday, April 23 - Thursday, April 26	Spring Semester and Trimester Examinations	Apr. 14	Apr. 21
Saturday, April 28	Baccalaureate and Commencement		

Spring Accelerated Classes, 2012		
Monday, January 9 - Saturday, March 3	Session III (No classes January 16)	
Monday, March 5 - Saturday, May 5	Session IV (No classes March 19-23)	

Weekend/Evening Summer Trimester, 2012		Track A Weekend Trimester 2012	Track B Weekend Trimester 2012
Monday, May 14	Summer Trimester Classes Begin	May 5	May 12
Monday, May 28	Memorial Day; No Classes; University Offices Closed	May 19	May 26
Wednesday, July 4	Independence Day; No Classes; University Offices Closed	June 2	June 9
Saturday, July 28	Summer Trimester Classes End	June 16	June 23
		June 30	July 7
		July 14	July 21
		July 28	Aug. 4

Summer Accelerated Classes, 2012		

Monday, May 7 - Saturday, June 30	Session V (No Classes May 28)	
Monday, July 2 - Saturday, August 18	Session VI (No Classes July 4; one additional class during the term for 8th week- see University Course Calendar when published)	
May Term, 2012		
Monday, May 7	May Term Classes Begin	
Monday, May 28	Memorial Day, No Classes, University Offices Closed	
Friday, June 1	May Term Classes End	
June Term, 2012		
Monday, June 4	June Term Classes Begin	
Friday, June 29	June Term Classes End	
July Term, 2012		
Monday, July 2	July Term Classes Begin	
Wednesday, July 4	Independence Day; No Classes, University Offices Closed	
Friday, July 27	July Term Classes End	

Academic Calendar and Terms – 2012/2013

Fall Semester and Trimester, 2012		Track A Weekend Fall 2012	Track B Weekend Fall 2012
Thursday, August 23	Opening Faculty Meetings	Sept. 8	Sept. 15
Friday, August 24	Opening Faculty Meetings	Sept. 22	Sept. 29
Friday, August 24 - Sunday, August 26	New Student Days	Oct. 6	Oct. 13
Monday, August 27	Fall and Trimester Classes Begin	Oct. 20	Oct. 27
Monday, September 3	Labor Day; No Classes; University Offices Closed	Nov. 3	Nov. 10
Friday, October 12	Fall Break; No Classes	Nov. 17	Dec. 1
Wednesday, November 21 - Friday, Nov. 23	Thanksgiving Vacation; No Classes; University Offices Closed Thursday and Friday	Dec. 8	Dec. 15
Friday, December 7	Fall Semester and Trimester Classes End		
Monday, December 10 - Thursday, December 13	Fall Semester and Trimester Examinations		
Monday, December 24 – Tuesday, December 25	University Offices Closed		
Monday, December 31 – Tuesday, January 1	University Offices Closed		

Fall Accelerated Classes, 2012		
Monday, August 27 - Saturday, October 20	Session I (No Classes September 3)	
Monday, October 22 - Saturday, December 15	Session II (No Classes November 21-23)	

Spring Semester and Trimester, 2013		Track A Weekend Spring 2013	Track B Weekend Spring 2013
Monday, January 7	Spring Semester and Trimester; Classes Begin	Jan. 12	Jan. 19
Monday, January 21	Martin Luther King Day; No Classes	Jan. 26	Feb. 2
Monday, March 18 - Friday, March 22	Spring Vacation; No Classes	Feb. 9	Feb. 16
Friday, March 29	Good Friday; No Classes; University Offices Closed	Feb. 23	March 2
Friday, April 19	Spring Semester and Trimester Classes End	March 9	March 16
Monday, April 22 - Thursday, April 25	Spring Semester and Trimester Examinations	March 30	Apr. 6
Saturday, April 27	Baccalaureate and Commencement	Apr. 13	Apr. 20

Spring Accelerated Classes, 2013		
Monday, January 7 - Saturday, March 2	Session III (No classes January 21)	
Monday, March 4 - Saturday, May 4	Session IV (No classes March 18-22)	

Weekend/Evening Summer Trimester, 2013		Track A Weekend Trimester 2013	Track B Weekend Trimester 2013
Monday, May 13	Summer Trimester Classes Begin	May 4	May 11
Monday, May 27	Memorial Day; No Classes; University Offices Closed	May 18	May 25
Thursday, July 4	Independence Day; No Classes; University Offices Closed	June 1	June 8
Saturday, July 27	Summer Trimester Classes End	June 15	June 22
		June 29	July 6
		July 13	July 20
		July 27	Aug. 3

Summer Accelerated Classes, 2013		
Monday, May 6 - Saturday, June 29	Session V (No Classes May 27)	
Monday, July 1 - Saturday, August 17	Session VI (No Classes July 4; one additional class during the term for 8th week- see University Course Calendar when published)	
May Term, 2013		
Monday, May 6	May Term Classes Begin	
Friday, May 31	May Term Classes End	
June Term, 2013		
Monday, June 3	June Term Classes Begin	
Friday, June 28	June Term Classes End	
July Term, 2013		

Monday, July 1	July Term Classes Begin	
Thursday, July 4	Independence Day, No Classes, University Offices Closed	
Friday, July 26	July Term Classes End	

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Directory

All correspondence should be addressed to:

Grand View University
1200 Grandview Avenue
Des Moines, IA 50316-1599

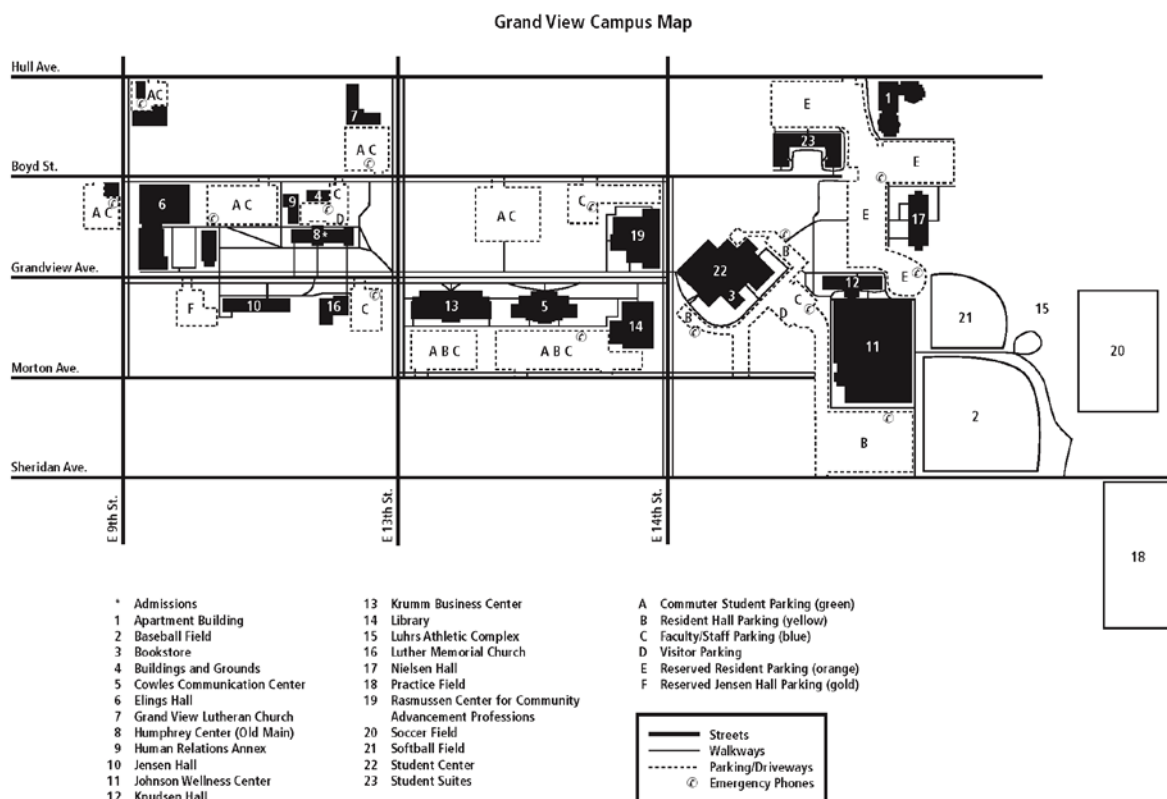
General Grand View University telephone numbers are:

(515) 263-2800
Iowa Toll Free (800) 444-6083

Grand View University's Web site is: www.grandview.edu

Function	University Official	Telephone Number
Academic Advising	Ms. Cathy Brent	(515) 263-2860
Academic Programs	Dr. Mary Elizabeth Stivers	(515) 263-2805
Academic Success	Dr. Kristine Owens	(515) 263-2971
Admissions	Ms. Diane Schaefer Johnson	(515) 263-2810
Alumni Relations	Ms. Heather Iburg	(515) 263-2957
Archivist	Ms. Sheri Muller	(515) 263-6199
Athletics	Mr. Troy Plummer	(515) 263-2813
Bookstore	Mr. Michael Shupp	(515) 263-6136
Buildings and Grounds	Ms. Kim Butler	(515) 263-2841
Business Office	Ms. Julie A. Bantz	(515) 263-2847
Campus Pastor/ Church Relations	Rev. Jack Mithelman Rev. Charlene Cox	(515) 263-6004 (515) 263-2889
Career Planning	Ms. Susie Stearns	(515) 263-2955
University Advancement	Mr. William H. Burma	(515) 263-2975
College for Professional and Adult Learning	Ms. Karen Anderson	(515) 263-2912
University Publications	Ms. Kelly Daniel	(515) 263-6010
Computer Lab	Ms. Louise Hay	(515) 263-2858
Financial Aid	Ms. Michele Dunne	(515) 263-2820
Gifts and Bequests	Mr. Brian Patterson	(515) 263-2829
Information Services	Mr. Tim Wheeldon	(515) 263-6152
International Study	Dr. Ellen Strachota	(515) 263-2848
Library	Ms. Pamela Rees	(515) 263-6098
Marketing and Communications	Ms. Carol Bamford	(515) 263-6129
Personal Counseling	Mr. Kent Schornack	(515) 263-2986
President	Mr. Kent L. Henning	(515) 263-2802
Registrar/ Records	Ms. Deborah K. Gannon	(515) 263-6020
Residence Life and Housing	Ms. Bonita Bontrager	(515) 263-2886
Security		(515) 263-6001
Student Activities	Mr. Jason Bauer	(515) 263-2887
Student Life	Dr. Jay Prescott	(515) 263-2890
Teacher Licensure	Dr. Robin Trimble White	(515) 263-2845
Transfer Credit	Ms. Rachel Baron-Hanson	(515) 263-2982
Wellness Center	Ms. Mindy Cathcart	(515) 263-6114

Maps



Grand View Johnston Campus (at Camp Dodge) Map and Driving Directions

