



***2013-2014 Grand View University Catalog***



## **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](http://www.aacn.nche.edu)

### **Higher Learning**

Commission of the North Central Association of Colleges and Schools, 230 South LaSalle Street, Suite 7-500, Chicago, IL 60604-1411, 1-800-621-7440, Fax 1-312-263-7462, Web site [www.ncahlc.org](http://www.ncahlc.org)

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

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

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

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

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

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# ***Undergraduate Academic Calendar and Terms – 2013/2014***

## **Fall Semester and Trimester, 2013**

Thursday, August 22	Opening Faculty Meetings
Friday, August 23	Opening Faculty Meetings
Friday, August 23 – Sunday, August 25	New Student Days
Monday, August 26	Fall and Trimester Classes Begin
Monday, September 2	Labor Day; No Classes; University Offices Closed
Friday, October 11	Fall Break; No Classes
Wednesday, November 27 – Friday, November 29	Thanksgiving Vacation; No Classes; University Offices Closed Thursday and Friday
Friday, December 6	Fall Semester and Trimester Classes End
Monday, December 9 – Thursday, December 12	Fall Semester and Trimester Examinations
Tuesday, December 24 – Wednesday, December 25	University Offices Closed
Tuesday, December 31 – Wednesday, January 1	University Offices Closed

## **Fall Weekend, 2013**

Sept. 7, Sept. 21, Oct. 5, Oct. 19, Nov. 2, Nov. 16, Dec. 7	Track A classes meet
Sept. 14, Sept. 28, Oct. 12, Oct. 26, Nov. 9, Nov. 23, Dec. 14	Track B classes meet

## **Fall Accelerated Classes, 2013**

Monday, August 26, Saturday, October 19	Session I (No Classes September 3)
Monday, October 21 – December 14	Session II (No Classes November 27-29)

## **Spring Semester and Trimester, 2014**

Monday, January 6	Spring Semester and Trimester Classes Begin
Monday, January 20	Martin Luther King, Jr. Day; Classes held with add'l on-campus activities to honor Dr. King
Monday, March 17 – Friday, March 21	Spring Vacation; No Classes
Thursday, April 17	Spring Semester and Trimester Classes End
Friday, April 18	Good Friday; No Classes; University Offices Closed
Monday, April 21 – Thursday, April 24	Spring Semester and Trimester Examinations
Saturday, April 26	Baccalaureate and Commencement

## **Spring Weekend, 2014**

Jan. 11, Jan. 25, Feb. 8, Feb. 22, Mar. 8, Mar. 22, Apr. 5	Track A classes meet
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Jan. 18, Feb. 1, Feb. 15, Mar. 1, Mar. 15, Mar. 29, Apr. 12

Track B classes meet

### **Spring Accelerated Classes, 2014**

Monday, January 6 – Saturday, March 1

Session III

Monday, March 3 – Saturday, May 3

Session IV (No Classes March 17 – 21)

### **Evening Summer Trimester, 2014**

Monday, May 12

Summer Trimester Classes Begin

Monday, May 26

Memorial Day; No Classes; University Offices Closed

Friday, July 4

Independence Day; No Classes; University Offices Closed

Saturday, July 26

Summer Trimester Classes End

### **Weekend Summer Trimester, 2014**

May 10, May 24, June 7, June 21, July 5, July 19, Aug. 2

Track A classes meet

May 17, May 31, June 14, June 28, July 12, July 26, Aug. 9

Track B classes meet

### **Summer Accelerated Classes, 2014**

Monday, May 5 – Saturday, June 28

Session V (No Classes May 26)

Monday, June 30 – Saturday, August 16

Session VI (No Classes July 4; one additional class during the term for 8<sup>th</sup> week – see University Course Calendar when published)

### **May Term, 2014**

Monday, May 5

May Term Classes Begin

Monday, May 26

Memorial Day; No Classes; University Offices Closed

Friday, May 30

May Term Classes End

### **June Term, 2014**

Monday, June 2

June Term Classes Begin

Friday, June 27

June Term Classes End

### **July Term, 2014**

Monday, June 30

July Term Classes Begin

Friday, July 4

Independence Day; No Classes; University Offices Closed

Friday, July 25

July Term Classes End

## ***Graduate Academic Calendar and Terms - 2013/2014***

### **Fall Semester and Trimester, 2013**

Saturday, August 17

Classes held for new students

Monday, August 19

Fall semester classes begin

Friday, August 23

Classes held for new students

Monday, September 2

Labor Day; No Classes; University Offices Closed

Wednesday, November 27 – Friday, November 29

Thanksgiving Vacation; No Classes; University Offices Closed Thursday and Friday

Friday, December 13

Fall semester ends

Tuesday, December 24 – Wednesday, December 25

University Offices Closed

Tuesday, December 31 – Wednesday, January 1

University Offices Closed

### **Spring Semester and Trimester, 2014**

Monday, January 6

Spring semester classes begin

Monday, March 17 – Friday, March 21

Spring Vacation; No Classes

Friday, April 18

Good Friday; No Classes; University Offices Closed

Saturday, April 26

Baccalaureate and Commencement

Friday, May 2

Spring classes end

### **Summer Classes, 2014**

Monday, May 5

Summer classes begin

Friday, August 16

Summer classes end



## ***Undergraduate Academic Calendar and Terms – 2014/2015***

### **Fall Semester and Trimester, 2014**

Thursday, August 21	Opening Faculty Meetings
Friday, August 22	Opening Faculty Meetings
Friday, August 22 – Sunday, August 24	New Student Days
Monday, August 25	Fall and Trimester Classes Begin
Monday, September 1	Labor Day; No Classes; University Offices Closed
Friday, October 10	Fall Break; No Classes
Wednesday, November 26 – Friday, November 28	Thanksgiving Vacation; No Classes; University Offices Close at Noon on Wednesday; Offices Closed Thursday and Friday
Friday, December 5	Fall Semester and Trimester Classes End
Monday, December 8 – Thursday, December 11	Fall Semester and Trimester Examinations
Wednesday, December 24 – Thursday, December 25	University Offices Closed
Wednesday, December 31 – Thursday, January 1	University Offices Closed

### **Fall Weekend, 2014**

Sept. 6, Sept. 20, Oct. 4, Oct. 18, Nov. 1, Nov. 15, Dec. 6	Track A classes meet
Sept. 13, Sept. 27, Oct. 11, Oct. 25, Nov. 8, Nov. 22, Dec. 13	Track B classes meet

### **Fall Accelerated Classes, 2014**

Monday, August 25, Saturday, October 18	Session I (No Classes September 1)
Monday, October 20 – December 13	Session II (No Classes November 26-28)

### **Spring Semester and Trimester, 2015**

Monday, January 5	Spring Semester and Trimester Classes Begin
Monday, January 19	Martin Luther King, Jr. Day; Classes held with add'l on-campus activities to honor Dr. King
Monday, March 16 – Friday, March 20	Spring Vacation; No Classes
Friday, April 3	Good Friday; No Classes; University Offices Closed
Friday, April 17	Spring Semester and Trimester Classes End
Monday, April 20 – Thursday, April 23	Spring Semester and Trimester Examinations
Saturday, April 25	Baccalaureate and Commencement

### **Spring Weekend, 2015**

Jan. 10, Jan. 24, Feb. 7, Feb. 21, Mar. 7, Mar. 21, Apr. 11  
Jan. 17, Jan. 31, Feb. 14, Feb. 28, Mar. 14, Mar. 28, Apr. 18

Track A classes meet  
Track B classes meet

### **Spring Accelerated Classes, 2015**

Monday, January 5 – Saturday, February 28  
Monday, March 2 – Saturday, May 2

Session III  
Session IV (No Classes March 16 – 20)

### **Evening Summer Trimester, 2015**

Monday, May 11  
Monday, May 25  
  
Friday, July 3  
  
Saturday, July 25

Summer Trimester Classes Begin  
Memorial Day; No Classes; University Offices  
Closed  
Independence Day (Observed); No Classes;  
University Offices Closed  
Summer Trimester Classes End

### **Weekend Summer Trimester, 2015**

May 9, May 23, June 6, June 20, July 11, July 25, Aug. 8  
May 16, May 30, June 13, June 27, July 18, Aug. 1, Aug. 15

Track A classes meet  
Track B classes meet

### **Summer Accelerated Classes, 2015**

Monday, May 4 – Saturday, June 27  
Monday, June 29 – Saturday, August 15

Session V (No Classes May 25)  
Session VI (No Classes July 4; one additional  
class during the term for 8<sup>th</sup> week – see  
University Course Calendar when published)

### **May Term, 2015**

Monday, May 4  
Monday, May 25  
  
Friday, May 29

May Term Classes Begin  
Memorial Day; No Classes; University Offices  
Closed  
May Term Classes End

### **June Term, 2015**

Monday, June 1  
Friday, June 26

June Term Classes Begin  
June Term Classes End

### **July Term, 2014**

Monday, June 29  
Friday, July 3  
  
Friday, July 24

July Term Classes Begin  
Independence Day (Observed); No Classes;  
University Offices Closed  
July Term Classes End

## ***Undergraduate Academic Calendar and Terms – 2015/2016***

### **Fall Semester and Trimester, 2015**

Thursday, August 20

Opening Faculty Meetings

Friday, August 21

Opening Faculty Meetings

Friday, August 21 – Sunday, August 23

New Student Days

Monday, August 24

Fall and Trimester Classes Begin

Monday, September 7

Labor Day; No Classes; University Offices Closed

Friday, October 9

Fall Break; No Classes

Wednesday, November 25 – Friday, November 27

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

Friday, December 4

Fall Semester and Trimester Classes End

Monday, December 7 – Thursday, December 10

Fall Semester and Trimester Examinations

Thursday, December 24 – Friday, December 25

University Offices Closed

Thursday, December 31 – Friday, January 1

University Offices Closed

### **Fall Weekend, 2015**

Sept. 5, Sept. 19, Oct. 3, Oct. 17, Oct. 31, Nov. 14, Dec. 5

Track A classes meet

Sept. 12, Sept. 26, Oct. 10, Oct. 24, Nov. 7, Nov. 21, Dec. 12

Track B classes meet

### **Fall Accelerated Classes, 2015**

Monday, August 24, Saturday, October 17

Session I (No Classes September 7)

Monday, October 19 – December 12

Session II (No Classes November 25-27)

### **Spring Semester and Trimester, 2016**

Monday, January 11

Spring Semester and Trimester Classes Begin

Monday, January 18

Martin Luther King, Jr. Day; Classes held with add'l on-campus activities to honor Dr. King

Monday, March 14 – Friday, March 18

Spring Vacation; No Classes

Friday, March 25

Good Friday; No Classes; University Offices Closed

Friday, April 22

Spring Semester and Trimester Classes End

Monday, April 25 – Thursday, April 28

Spring Semester and Trimester Examinations

Saturday, April 30

Baccalaureate and Commencement

### **Spring Weekend, 2016**

Jan. 16, Jan. 30, Feb. 13, Feb. 27, Mar. 12, Apr. 2, Apr. 16  
Jan. 23, Feb. 6, Feb. 20, Mar. 5, Mar. 19, Apr. 9, Apr. 23

Track A classes meet  
Track B classes meet

### **Spring Accelerated Classes, 2016**

Monday, January 11 – Saturday, March 5  
Monday, March 7 – Saturday, May 7

Session III  
Session IV (No Classes March 14 – 18)

### **Evening Summer Trimester, 2016**

Monday, May 16  
Monday, May 30

Summer Trimester Classes Begin  
Memorial Day; No Classes; University Offices  
Closed

Monday, July 4

Independence Day; No Classes; University  
Offices Closed

Saturday, July 30

Summer Trimester Classes End

### **Weekend Summer Trimester, 2016**

May 14, May 28, June 11, June 25, July 9, July 23, Aug. 6  
May 21, June 4, June 18, July 2, July 16, July 30, Aug. 13

Track A classes meet  
Track B classes meet

### **Summer Accelerated Classes, 2016**

Monday, May 9 – Saturday, July 2  
Tuesday, July 5 – Saturday, August 20

Session V (No Classes May 30)  
Session VI (No Classes July 4; one additional  
class during the term for 8<sup>th</sup> week – see  
University Course Calendar when published)

### **May Term, 2016**

Monday, May 9  
Monday, May 30

May Term Classes Begin  
Memorial Day; No Classes; University Offices  
Closed

Friday, June 3

May Term Classes End

### **June Term, 2016**

Monday, June 6  
Friday, July 1

June Term Classes Begin  
June Term Classes End

### **July Term, 2016**

Monday, July 4

Independence Day; No Classes; University  
Offices Closed

Tuesday, July 5

July Term Classes Begin

Friday, July 29

July Term Classes End

## ***University Mission***

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

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

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

## ***History, Facilities, and 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 the College added a new division offering preparation for nursing and allied health professions, and the nursing program became the first four-year degree offering. Baccalaureate accreditation in the summer of 1975 was a major event in the College's continuing development. Thereafter Grand View has expanded its offerings to 40 degree programs, and many 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. In 2008, with the launch of its inaugural master's program, Grand View became a University.

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

#### **Lutheran Higher Education**

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

Finlandia University  
Hancock, Michigan

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 University  
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

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

## **Church Relations**

To inform congregations about the mission of Grand View as a university 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 Iowa 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.

## **Facilities**

The beautiful 45-acre Grand View campus resides in northeast Des Moines in the Union Park neighborhood. The original 4-acre campus anchors the west campus which extends along Grandview Avenue, Boyd Street and Morton Avenue to East 14<sup>th</sup> Street. The "east" campus continues to East 16<sup>th</sup> Street, and is bordered on the north by East Hull Avenue, and on the south by East Sheridan Avenue.

In 1991, Grand View opened a satellite campus in Johnston at the Camp Dodge facility. Located in Freedom Hall, the satellite campus offers evening accelerated courses for working adults and members of the military. The College for Professional and Adult Learning offers classes here as well as on the main campus and other locations in the metro area.

Grand View's location in Des Moines, the capital city of Iowa, offers many advantages to students, especially internship opportunities with premier businesses and state, municipal, and social agencies. Des Moines offers exceptional facilities for the enjoyment of lectures, forums, concerts, museums, and other cultural opportunities.

## **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](http://www.admissions.grandview.edu).
2. Request that official transcripts be sent to the Admissions Office from all high schools attended. An official General Education Development (G.E.D.) Certificate may be used in the absence of a high school diploma.
3. 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](http://www.admissions.grandview.edu).
2. Request that official transcripts from all colleges or universities previously attended be sent to the Admissions Office. Transcripts must be sent regardless of whether credit was earned. Failure to submit all previous transcripts will be considered sufficient cause for denial or cancellation of admission.
3. Students who have completed fewer than 24 semester hours of college course work before applying to Grand View must provide an official high school transcript and ACT or SAT scores. Students who have NOT completed an associate's degree or higher from an accredited college or university must provide an official high school transcript.
4. To receive credit for coursework completed outside of the United States of America (U.S.A.), the student must have the transcript evaluated by a transcript evaluation agency in the U.S.A., at the student's expense. The evaluation must be completed on a course-by-course level. Evaluation by a transcript evaluation agency provides a guide for evaluating international course work; however, Grand View University retains the right to determine transferability of courses and degrees. Students may need to provide Grand View with additional information about coursework, if requested. To receive transfer credit for English composition, international students must take an equivalent course from an accredited institution in the United States or pass the Grand View Composition requirement. In some cases, transfer credit can be granted if the course work is transcribed by a college or university in the U.S.A. that sponsored the study abroad or semester at sea experience, but this situation will be evaluated on a case-by-case basis.

## International Application Procedure

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

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

enrollment is June 1 and for Spring enrollment is November 1.

## Transfer from an Accredited Institution

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

1. The educational quality of the learning experience,
2. The comparability of the nature, content, and level of the learning experience, and
3. 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 composition and quantitative reasoning courses (unless fulfilled by transfer coursework), Core Seminars II and III, and the required number of outcome iterations (number determined by class status on entry to the University; see General Education Core section of the catalog for further details). The student must have graduated from an accredited institution and earned a 2.00 cumulative grade point average on a 4.00 system based on work completed at all institutions attended, and have satisfied Grand View's Quantitative Reasoning and Composition course requirements. Students holding Associate in Arts degrees from accredited institutions based outside the United States are required to satisfy Grand View's Quantitative Reasoning and Composition course requirements. The maximum number of transfer credits accepted from junior/community colleges is 66 semester hours. All junior/community college transfer credit is considered lower division credit.

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

## Transfer with a Baccalaureate Degree

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

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

## Transfer from Vocational-Technical Schools

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

## Transfer from a Non-Accredited College

Grand View University may refuse to recognize credit from 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 Registrar's Office and the major department, courses may be counted toward the major. Additional coursework is considered elective. These elective credits count toward hours required for graduation but do not meet any specific degree requirements. The transferability of coursework follows the principles outlined in Transfer from an Accredited Institution.

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

## Readmission

Students may cease enrollment for one semester (excluding summers) without the need to apply for readmission to Grand View.

Students who cease enrollment or withdraw for more than one semester (excluding summers), who have been academically suspended, or who have graduated from Grand View and wish to continue

their studies must apply for readmission. An Application for Readmission may be obtained at [www.admissions.grandview.edu](http://www.admissions.grandview.edu). Students are responsible for submitting transcripts from any schools 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:

1. Cease course work at Grand View for a minimum of one fall or spring semester.
2. Complete college courses from an accredited institution of higher education other than Grand View. Must be able to demonstrate ability to be successful in college level course work.
3. Apply for readmission to Grand View University. An Application for Readmission may be obtained at [www.admissions.grandview.edu](http://www.admissions.grandview.edu). Submit current official transcripts from all institutions attended since leaving Grand View regardless of whether credit was earned.
4. Students must petition the 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 Admissions Office. Forms may be obtained from the Admissions Office 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

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

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

If the student is called to active duty 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 the Registrar's Office in order to complete the required documents.

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

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

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

the HEA, or other service member education benefits, will pay the amount in excess of the tuition and fee charges assessed for the current academic year in which the student left for Grand View.

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

## 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. College Level Reading may be required depending on a student's Reading ACT/SAT subscore. 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.

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.

## Senior Citizens

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

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

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

the course without earning credit for it), the student must declare at the time they register that they do not wish to take the course(s) for credit, and they may attend at no charge. This standing cannot be

changed at a later time. To receive this benefit, students must submit proof of age and a completed request form at the Registrar's Office.

## **Financial Information**

### **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.

### **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 a 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 Aramark Dining Services at 263-6179 for more information.

### **Student Health Insurance**

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

### **Transcripts**

Student transcripts are available 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. 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](http://www.grandview.edu) for an up-to-date listing of tuition and fees.

\*Full-time day is defined as a student taking 12 or more semester hour credits with at least one (1) day class. (Day class is defined as any class with a starting time 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](http://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](http://www.grandview.edu) for an up-to-date listing of tuition and fees.

### **Graduate Tuition**

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

## **Summer Session**

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

## **Military Tuition Rate**

Active status military personnel 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, 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 2<sup>nd</sup> 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, or deposited into a bank account specified by the student.

### Dropping Classes

Students have the first five days of each semester (add/drop period) to add and drop classes without financial penalty. 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. Students enrolled in both accelerated sessions within a semester\* will have their withdrawal calculations based upon complete attendance in the semester and not in the individual accelerated sessions. Please contact the Financial Aid Office or Business Office for more information regarding your withdrawal calculation.

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

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

### **Room and Board Refunds**

Written notification of a contract termination must be received by July 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 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](http://www.grandview.edu) for an up-to-date listing of tuition and fees.

### **Active Military Service Withdrawal**

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

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

If the student is called to active duty 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 the Registrar's Office in order to complete the required documents.

### **Financial Aid**

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

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

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

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

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

The assessment of financial assistance offered by Grand View University is based on financial need as reported by the Free Application for Federal Student Aid (FAFSA), and merit based on academic history of the student. Primary 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](http://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. For a complete listing of scholarships, grants, and other awards, please see the Financial Aid Handbook at [www.grandview.edu](http://www.grandview.edu).

## 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. 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 may choose to apply their paycheck toward their tuition balance. Checks are issued in the Business Office on the 10<sup>th</sup> of each month, or students may elect to have their paycheck deposited directly into their bank account. Enrollment forms for Direct Deposit are available in 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.

## **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 semester/payment period. Students should contact the Financial Aid Office with questions regarding the intent and/or interpretation of these standards.

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

Students must 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 67% of their attempted credit hours will be granted one warning period in which to increase their percentage of credit hours earned. Failure to achieve this standard at any point following the warning period will result in the loss of

financial aid eligibility until the student has earned 67% of the attempted credit hours.

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

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

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

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

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

Courses with a 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.

### **Warning Periods**

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

## Transfer Students

Transfer credits that are accepted at Grand View University are counted toward the total attempted credits in determining Duration of Eligibility. Beginning in fall 2004, transfer GPA will not be used in determining satisfactory academic progress compliance for credits transferred to Grand View University.

## 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.

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

- A failed course may be repeated as many times as needed until passed
- A previously passed course may only be repeated once
  - This includes even those courses where a higher grade is required for the major (e.g., minimum of C for nursing major courses, etc.)
  - This does not include courses designated as repeatable (e.g., ensembles, music lessons, communications labs, etc.) as these are not restricted nor limited (unless designated otherwise) and, therefore, a student may repeat these courses as often as needed
- If a student finally passes a failed course with a passing grade, he/she may repeat the course one more time to try and achieve a higher grade

## Non-credit Coursework

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

## Re-establishing Eligibility

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

## Appeal Process

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

A student's appeal must include the following:

- A completed Financial Aid Appeal Form found on the Financial Aid website under forms for 2013-2014 or in the Financial Aid Office.
- An Academic Plan must be developed with your advisor. The Academic Plan form can be found on the Financial Aid website under the Financial Aid Forms link or in our office.

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

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

## Consortium Agreements

Grand View University allows qualified students to take courses at other institutions while receiving financial aid from Grand View in rare instances. Students must be enrolled in coursework at Grand View during the term for which they request a consortium agreement. The classes must not be offered at Grand View in the time frame that the students need to graduate or would hinder their progress toward graduation. The approved classes must transfer back to Grand View, and they must meet the students' graduation requirements. Forms are available in the Financial Aid Office and must be completed with the student's academic advisor and have the provost's approval. Courses taken by consortium agreement do not interrupt nor count toward the last 30 hours at Grand View University requirements.

## **Other Financial Matters**

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

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

## 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.

### 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 with exploring their career interests, planning, developing and entering careers. Personal advising, career discovery and occupational materials are available to assist students at various stages of career development and in preparation for further graduate or professional study.

The Career Center's services are designed to assist students to prepare for and engage in a successful job search. Students and alumni have access to Grand View's online job board and may apply for full and part-time positions that employers post. A job board with on-campus work study positions is also available to students. Seniors will be particularly interested in job search preparation workshops, business etiquette and networking events, along with resume and cover letter critiquing.

Other ways the Career Center supports student job seekers is by offering mock interviews and by facilitating Interview Day opportunities through the Iowa College Recruiting Network for graduating seniors. A representative sample of those

employers involved in Interview Day includes: The Principal Financial Group, State Farm Insurance, Pella Corporation, Ernst & Young, Wells Fargo and Allied Insurance.

Internships are an integral component of the academic program at Grand View. Students are strongly encouraged to be planning their internships during their junior year. Many internship opportunities can be found by visiting myView and selecting the Career Center link.

### Food Services

Grand View Dining offers several convenient options at any one of our three restaurant locations and coffee house 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 Mongolian Grill and Noodle Bowl menu Monday through Friday for lunch, and Monday and Wednesday for dinner.

Stacks Deli is centrally located in the Student Center. Stacks features made-to-order subs, panini's, wraps and 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.

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



come in and enjoy the relaxing atmosphere with good conversation and study tables.

Residential students have a choice of meal plans as part of their room and board agreements, while non-residential students have the option of selecting a plan. Students living in the residence halls can choose from the Block 155, Block 125, Block 100 or Block 45 meal plan. Commuter students can purchase any plan or the commuter meal plan.

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

## **Student Health Services**

Student Health Services at Grand View University provide a variety of health care services to the University community. Located in the Johnson Wellness Center, Campus Health is open Monday through Friday from 9:15 a.m. – 3 p.m. during the academic year. Student Health Services is staffed by a nurse practitioner from Unity Point Health.

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

## **International Students**

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

The Student Life staff is available to assist with housing, personal adjustment counseling, and other concerns. All international students are required to have health insurance prior to registering for classes.

## **Parking**

Students wishing to park motor vehicles in University student parking lots must register their vehicles. 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 student's 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.

## **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 800 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 the Block 125.

The Langrock Suites and Hull Suites are sophomore/junior level housing units that provide second and third year students with more autonomy than the traditional residence halls but still enables them to be part of a larger community. The Langrock Suites and Hull Suites are designed as two bedroom, one bathroom units with a common living space. The bedrooms each house two or three residents. Students get to experience both the smaller, four person communities and the larger, building communities within the Langrock Suites and Hull Suites.

The L and Hull Apartments house upper division students who live in two, four, five, or six person units. Each fully furnished apartment has a full kitchen with all the amenities of home. A common living area and one or two bathrooms are located within each unit. Each resident gets their own bedroom. Due to the fully furnished kitchen areas, residents in the apartment buildings 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 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 Associate Director of Student Success: Academic Support and Disability Services, in the Academic and Career Center. This director 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 will work with the qualified individual to finalize in a timely manner the most appropriate, readily achievable, and satisfactory accommodations.

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

## **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](http://www.grandview.edu). Specific expectations of students are explained in this publication.

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

### **Code of Student Conduct Sanctions**

Specific actions and/or behaviors which constitute violations of the Code of Student Conduct and will subject a student to disciplinary sanctions include, but are not limited to:

1. 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 (verbal and written), violence, and computer usage, and those rules and regulations duly established and promulgated by other University departments (e.g., Residence Life, Dining Services, Campus 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 that causes or presents a substantial risk of injury, serious mental distress, or personal humiliation to any individual. It is not a defense to the violation that the person abused provided explicit or implied consent. Apathy or

acquiescence in the presence of physical abuse are not neutral acts; they are violations of this section.

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 is any intentional, knowing, or reckless action, request, or creation of circumstances that:
  - a. Endangers the health or safety of any individual;
  - b. Causes or presents a substantial risk of physical injury, serious mental distress, or personal humiliation to any individual; and/or
  - c. Involves the destruction or removal of public or private property in connection with initiation or admission into, or continued membership in, any group affiliated with the University, including but not limited to, any student, campus, fraternal, academic, honorary, athletic, or military organization.

It is not a defense to the violation of this section that the hazing participant provided explicit or implied consent. Apathy or acquiescence in the presence of hazing are not neutral acts; they are violations of this section.

Hazing does not include sanctioned athletic events or similar contests or competitions.

7. Unauthorized Audio/Video. Any actual or attempted use of electronic or other devices to make an audio or video record of any person without prior knowledge or consent, when such a recording is likely to cause injury or distress to the subject of the audio or video record. Unauthorized photographs or video of a person in a locker room, restroom, or bedroom are examples of conduct which violates this rule.
8. 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.
9. 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.

10. Theft, vandalism, damage, destruction or unauthorized use of property at the University or a member of the University community, such as faculty, staff, students, contractors, or visitors.
11. Unauthorized posting/placing of notices, posters, signs, fliers or using other materials for posting (for example, but not limited to, sidewalk chalk or spray paint).
12. Weapon possession or use. Grand View has zero tolerance for weapons on campus except when expressly authorized by the University. Possession or use of firearms (or look-alikes), explosives, other weapons, dangerous chemicals or compounds or other dangerous objects 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.)
13. Arson, creation of a fire hazard, or possession or use, without proper authorization, of inflammable materials or hazardous substances on University property.
14. 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.
15. 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.
16. 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 or others to a University official when requested to do so. The preferred form of identification shall be a current, valid Grand View University identification card.
17. 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.
18. 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.
19. Malicious damage to or malicious misuse of University property, or the property of any person where such property is located on the University campus.
20. Parading or marching on streets, roadways, or property of the University without the advance approval of the Vice President of Student Affairs or designee, and the Director of Buildings and Grounds or designee.
21. Misuse of or assisting another to misuse, another person's identity, password, identification number, University identification card or any other means of identification.
22. 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.
23. 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).
24. Aiding and abetting, or inciting another person in committing an act that violates the Code of Student Conduct.

## 25. Falsely reporting a violation of the Student Code of Conduct.

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

### Student Complaints

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

### Student Grievances

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

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

**To appeal decisions regarding admission, progression, or graduation in the nursing program** (Office of the 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 the extenuating circumstances, as well as how the student plans to improve his/her academic status in future semester. Any supporting documentation the student can provide, such as plan of study as well as letters from professors, advisors, etc., is helpful. If a student is suspended for having too many credit hours without earning a B.A., a copy of his or her petition to graduate or similar documentation is requested.

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

**To appeal decisions regarding intercollegiate athletics** (Office of the Director of Athletics). Appeals for reexamination of a decision by a Coach must be submitted in writing to the Director of Athletics, which will then be reviewed by a committee consisting of the Director of Athletics, Athletic Success Coordinator, and one other

member of the Athletic Department not otherwise included in the appeal.

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

## **New Student 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.

## **Alumni Relations Office**

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

By working with Grand View's National Alumni Council, the Office sponsors numerous annual programs and events. These include: Homecoming, commencement activities such as the senior picnic lunch, 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
- 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](mailto:alumni@grandview.edu) or call (515) 263-2957. Additional information is also available on the home page of Grand View's website at [www.grandview.edu](http://www.grandview.edu).



## **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. Full-time students are those enrolled in 12 semester hours of credit or more during any regular term (fall, spring or summer) as well as the two sessions that comprise fall, spring or summer semesters for students enrolled in the College for Professional and Adult Learning accelerated classes. Those enrolled for fewer than 12 hours but at least 6 hours are considered half-time students. Those enrolled in less than 6 hours are less than half-time.

Students may not register for more than 18 semester hours unless special permission is granted by the registrar and the advisor. An additional fee will be charged for a class load

totaling more than 18 semester hours. Please go to [www.grandview.edu](http://www.grandview.edu) for an up-to-date listing of tuition and fees.

#### **Changes in Registration**

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

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

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

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

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

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

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

Students may withdraw from the University and receive a W for each course if withdrawal occurs before the end of the first 60% of the semester. A failing grade will be recorded for all courses if the University withdrawal is made after the first 60% of

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

### **3. Late Withdrawal**

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

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

### **4. Excessive Withdrawal**

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

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

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

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

If the student is called to active duty 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 the Registrar's Office in order to complete the required documents.

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

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

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

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

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

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



withdrawal deadline, the earned grade for the course will be determined including zero credit for the incomplete course work after the date of dismissal.

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

## **Transfer to Other Institutions**

The fact that Grand View University is an accredited member of the 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 students received a low grade.

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

## **Educational Records Policy**

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

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

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

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

welfare, juvenile justice, military service, and migrant student records systems.

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

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

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

## 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 the 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 an 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 their 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 Associate Director of Student Success: Academic Advising and Enrichment.

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 Associate Director of Student Success: Academic Advising and Enrichment.

## 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 student, will decide the amount of time allowed to complete the course requirements. Students receiving an Incomplete during the Spring Semester or during one of the summer terms must finish all specified course work before the end of the following Fall Semester. Students receiving an incomplete during the Fall Semester must complete all specified course work before the end of the following Spring Semester. This completion period may be extended if special circumstances exist. Requests to extend the completion period beyond one additional semester must be made by the instructor and approved by the college dean. The temporary symbol I is noted on a student's transcript when an incomplete is granted. This symbol is removed from the student's transcript and replaced with the appropriate grade for the course if the requirements are completed within the designated time period. If the requirements are not completed during the designated time period, the I symbol is automatically replaced with a grade of F.

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

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

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

- Each credit hour of A = 4 grade points
- Each credit hour of B = 3 grade points
- Each credit hour of C = 2 grade points
- Each credit hour of D = 1 grade point
- 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.

### Grade Change

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

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

instructor must provide a written justification with appropriate documentation and receive the approval of the college dean. Upon receipt of the completed grade change form, the registrar will change the student's permanent record.

It is the student's responsibility to initiate the procedure for a grade change. Grade change forms are available at the Registrar's Office. Students should verify grade changes by going to myView, or 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 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 online or in the Registrar's Office.

## Prerequisites

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

## Repeating Failed Courses

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

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

## Repeating Passed Courses

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

1. The grade received for each course retaken will appear on the transcript, and the new grade will be used for computing the cumulative grade point average. However, all course titles,

credits attempted, and grades earned will be listed on the transcript, along with a notation that a course was retaken.

2. No additional credit toward graduation may be received for retaking a previously passed course.
3. Fees must be paid for all courses retaken.
4. Students must properly register to retake a course during registration or pre-registration.
5. If the earlier course or the retaken course is at another institution, it is the student's responsibility to request that the registrar replace the earlier grade with the new grade.
6. Students should refer to the departmental rules listed with the major requirements, as some departments limit the number of times a course may be repeated.

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

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

## Repeatable Courses

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

## Variable Credit Courses

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

## Audited Courses

Students who desire to enroll in courses but not receive grades for their participation have the opportunity to audit. Audited courses are denoted

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

### **Veterans Satisfactory Progress**

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

### **Student Eligibility**

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

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

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 the 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 the appointment.

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

### **Class Attendance**

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 the 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 the semester will be administratively dropped from all of their classes for the semester; however, it is the personal responsibility of the student to complete the appropriate admission deferment or withdrawal process.

### **Academic Recognition**

#### **Dean's and President's Lists**

Following the end of fall and spring semesters, the provost and vice president for academic affairs

publishes a list of those students who have successfully completed a minimum of 12 graded semester hours of credit, have earned no grade lower than a C during the semester, and have achieved an overall semester grade point average of 3.50.

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

Any course in which a grade of P 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.

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

### **University Honor Society**

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

### **Graduation Honors**

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

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

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

## **Penalties for Grade Point Deficiencies**

### **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.

## **Academic Responsibility/Academic Honesty Policy**

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

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



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

### **Academic Dishonesty Defined**

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

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

Typical infractions: The following list, though not exhaustive, attempts to describe typical infractions of the code of honesty, some of these being more serious than others:

1. Purchase, sale theft (attempted theft), or unauthorized receipt of examinations or assigned papers.
2. Plagiarism: any theft of ideas or of whole passages, sentences or words and phrases from any other source without proper documentation giving credit.
3. Any tampering with examinations, papers, grading reports, transcripts, or similar documents related to academic work.
4. Any use of another person as proxy or substitute performer in examinations or paper writing.
5. Any use in an examination of notes, texts, or equipment not specifically sanctioned by the instructor.
6. Any copying of another student's test paper or assignment.
7. Any kind of collaboration not specifically authorized by instructor on a test, paper, or assignment.
8. Destruction of, theft of, or other tampering with another student's work.
9. Invention, falsification or alteration of data in which a student dishonesty purports to be recording actual studies, finding, and measurements.

10. Any unethical and/or unauthorized use of computer.

11. Misrepresenting time spent in a clinical or field experience, internship, or other experiential learning setting.

### **Procedure**

Any instance of academic dishonesty requires action involving both the student and the faculty member directly involved and the submission of an Academic Dishonesty Report to the Provost and Vice President for Academic Affairs. If the faculty member is unsure how to proceed, she/he may consult with the Student Academic Life Committee at any point in the process.

Upon determining that a student is guilty of academic dishonesty, the faculty member should meet with the student. Depending upon the nature and the degree of seriousness of the initial infraction, the instructor can impose a range of sanctions, including the following:

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

After imposing a sanction, the instructor must notify the Provost and Vice President for Academic Affairs of the incident, in writing, using the Academic Dishonesty Report Form.

If it is the student's first incident of academic dishonesty, she/he will receive a letter from the Provost and Vice President about the incident, the University's expectations regarding academic integrity, and future possible consequences if the student commits another act of academic dishonesty during their enrollment at Grand View. Copies of the letter will be sent to the student's academic advisor.

If it is determined that the student is being reported for a second incident of academic dishonesty, the student minimally will fail the course and be placed on academic dishonesty probation. The student should expect a letter from the Provost and Vice President for Academic Affairs about the incident. This letter will inform the student of her/his failing grade and placement on probation. Copies of the letter will be sent to the student's academic advisor, the instructor, and the registrar.

If the student is reported for a third incident of academic dishonesty, the student will be suspended from the University and the suspension for academic dishonesty will be noted on the student's transcript. The student should expect a letter from the Provost and Vice President for Academic Affairs about the incident. This letter will inform the student of her/his suspension. Copies of the letter will be sent to the student's academic advisor, the instructor, and the registrar.

Students suspended for Academic Dishonesty must follow the same procedures for readmission as those listed for students who have been academically suspended.

### **Appeal Process**

In the event the student is dissatisfied with a decision, she/he may appeal the decision to the Student Academic Life Committee. The appeal process must be initiated within 15 days following notification of the decision. Appeals must be submitted in writing to the chairperson of the Student Academic Life Committee.

### **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.

## **Academic Success**

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 Associate Director of Student Success: Academic Support and Disability Services. This director 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 Associate Director of Student Success: Academic Support and Disability Services 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 Associate Director of Student Success: Academic Support and Disability Services, 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 director 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.

## 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 plan to complete their requirements for graduation by August may petition the registrar, in writing, to participate in the commencement ceremony. This petition must include a plan to earn the remaining credit hours throughout the summer terms which follow the April commencement ceremony.

Any changes made to a graduation 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 2.20 GPA in required courses for the minor.

### **Graduation Requirements for a Baccalaureate Degree**

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

1. Successful completion of all requirements for the General Education Core.
2. Successful completion of all requirements for at least one academic major (see listings of requirements for each academic major offered by the University).
3. Successful completion of at least 124 hours of academic work. Note: limit of 4 semester hours credit in physical education activity courses.
4. Achievement of a cumulative grade point average of 2.00 with a minimum of 2.20 in the academic major. Education students must achieve a minimum 2.50 cumulative GPA and a minimum 3.00 GPA in the Education major and each endorsement. Students who do not maintain these standards will not be recommended to the State of Iowa Department of Education for licensure. Nursing students must achieve a minimum cumulative GPA of 3.00.
5. Successful completion of at least 30 hours of upper division work (300- and 400-level courses at the originating institution, if transfer credit).
6. Completion of 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 Organizational 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. Study abroad programs approved by the Director of International Studies will not interrupt the last 30 semester hours of work at Grand View University.
7. Acquisition of a minimum of 24 hours in the major area of which at least 12 must be upper division and 9 taken in residence.
8. Satisfactory completion of any tests or assessments (at no cost to the student) required of senior students as part of the Institutional Research Program at Grand View University.
9. Attendance at commencement unless excused by the registrar.

## **Alternative Credit and Collaborative Programs**

Grand View University recognizes that learning occurs outside of the classroom. Several opportunities are available for students to meet graduation requirements through alternative means.

### **Experiential Learning**

Grand View University recognizes three opportunities for the conversion of experiential learning into college credit:

- Successful preparation and evaluation of experiential learning portfolios,
- Successful completion of Grand View University Departmental Examinations,
- Successful completion of selected tests from the College Level Examination Program (CLEP) or DSST tests (formerly DANTES Subject Standardized Tests).

Credit received through Experiential Learning does not satisfy residency requirements of degree programs at Grand View University. No more than 32 semester hours of credit by CLEP, DSST, industry exams, departmental examination, and/or experiential portfolio assessment at Grand View University can be granted. Grand View University does not accept transfer experiential credit.

### **Experiential Learning Portfolio Option**

Many adult learners have engaged in educational activities outside the formal classroom which have resulted in the acquisition of new knowledge, skills, and attitudes. This experiential learning or prior learning may qualify for college credit. Not all such learning, however, can be so converted. College credit may be given only if learning meets the following criteria:

- It lends itself to definition and assessment,
- It is at the college level in difficulty,
- It can be documented,
- It does not duplicate learning for which previous college credit has been given.

Students must have at least 12 semester hours of classroom credit from Grand View University before the experiential learning portfolio credits will be

reflected on the transcript. All submissions for credit must be made prior to the completion of the last 6 hours of classroom credit.

Students must pay a portfolio evaluation fee to the Business Office and register for a one-credit class on portfolio preparation.

### **Departmental Credit by Examination**

Currently enrolled students may, at the discretion of the department, receive credit after successfully completing a course content examination. Credit cannot be earned by examination if it duplicates credit earned previously (grade of D or 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 form available on myView or from an academic advisor. Departmental Credit by Examination is \$30.00 per examination.

### **CLEP and DSST**

The University is a participant in College Level Examination Program (CLEP) and DSST tests (formerly DANTES Subject Standardized Tests). 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 Associate Director of Student Success: Academic Support and Disability Services. To see a listing of CLEP and DSST tests and their Grand View course equivalents, please go to [www.grandview.edu](http://www.grandview.edu).

## Advanced Placement

Entering students who have participated in Advanced Placement Programs of the College Entrance Examinations Board while in high school may receive college credit if they attain scores of three or 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>. All equivalents will be listed as non-coursework, so they will meet requirements but not count toward GPA. Some exams are not directly equivalent to courses offered at Grand View but can be applied to core or elective requirements. To see a listing of AP exams and their Grand View course equivalents, please go to [www.grandview.edu](http://www.grandview.edu).

## 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

### Cross-Enrollment Program

In 1975 the Des Moines Area Consortium for Higher Education implemented a Cross-Enrollment Program, extending the course offerings available to students attending Grand View, Drake University, and Des Moines Area Community College. Under this program, full-time day students at Grand View may enroll for one course offered at Drake 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.

### Air Force ROTC

The Department of Aerospace Studies at Iowa State University administers the Air Force Reserve Officers Training Corps (AFROTC) 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 Department 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.

## **Des Moines Art Center**

Grand View University has entered into a cooperative program with the Des Moines Art Center whereby students may enroll for art courses taught at the Des Moines Art Center and receive credit from Grand View. Interested students should contact the Registrar's Office.

## **Cooperative Education Program**

Under the Cooperative Education Program, students earn University credit under specified conditions while working as employees or volunteers in jobs either related to the students' major fields or those which will enable them to investigate prospective careers. Students may earn up to three credit hours in this program. Grading is on a pass/fail basis.

## **Internships**

Because of its location in Des Moines, the largest city in Iowa, Grand View is able to provide meaningful internships for its students.

The Internship is an integral component of career development efforts at the University. It is an academic experience in a career-related work setting supervised jointly by the University and an associated employer. The Internship at Grand View is the application of classroom experience to the work setting. Students should see their advisors 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 Registrar and the instructor. Students may earn up to a maximum of eight semester credits for independent study work. No more than four credits may be awarded for a single project.

## **Summer Session**

Summer Session day classes are organized into three terms, May Term, June Term, and July Term, with classes usually meeting Monday through Friday. Students may take a maximum of six courses, two per term, through the Summer day Sessions. New students admitted to the University for Fall semester may wish to begin their work during Summer Session. Students may use the Summer Session to accelerate, enrich, or improve their educational programs. Summer schedules are available on-line. Additional summer course schedules are offered through the College for Professional and Adult Learning for qualified students.

## General Education Core

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

### Core Foundations

#### Core Seminars

Students are required to take all three Core Seminars, which may not be transferred in. First Year Seminar is required for all full time freshmen as well as transfer students with less than 20 credits.

#### LIBA 110/111

##### First Year Seminar

##### 3 + 1 credits

This 3+1 credit class takes an interdisciplinary approach to a course-specific theme while allowing students to explore personal development, intellectual growth, and what it means to have a liberal arts education. The First Year Seminar is designed to introduce students to the standards of academic rigor while providing them with the knowledge to make informed decisions in their transition to college. Students will compose a variety of projects that demonstrate critical inquiry and information literacy skills.

Students will:

1. Generate a body of work that engages critical inquiry, information literacy, and written communication in an academically rigorous manner.
2. Discover their strengths, interests, and passions through participating in class and campus activities to discern their vocation.
3. Develop the skills and understanding to support critical, self-directed learning and to utilize campus resources for academic and personal success.
4. Examine who they are as whole persons and how that impacts their potential as learners and responsible citizens.

#### LIBA 300

##### Core Seminar II

##### 3 credits

In this course, students will be challenged to reflect on issues of difference, bias, and perspective through an immersion project within a local or global community. Students participate in immersion projects, which are off-campus educational opportunities at selected sites that pertain to the planned learning and serve a need. Students will encounter diverse communities and in the process engage questions about life commitment and purpose as they prepare to transition from college to lives of work and service.

Students will:

1. Engage diverse perspectives to gain a more complex understanding of the human experience.
2. Accept that their own views are not inherently privileged and learn to value understanding the view of others.
3. Understand how identity and beliefs are shaped by social forces.
4. Interact with a diverse array of views that foster understanding and self-awareness.



**LIBA 450****Core Seminar III****3 credits**

Core Seminar III builds on the fundamental questions addressed in the earlier two seminars, “Who Am I?” and “Who am I in relationship to others?” Students will read and respond to material exploring how each of us is called to connect our gifts, passions, and abilities to serving needs in the world. Assignments and discussions will highlight what it means to live out our vocations ethically in many dimensions of life. Core Seminar III is a process-oriented experience rather than a content-driven course. Students will pose and answer for themselves questions about their academic preparation, vocational discernment and ethical commitment. They will reflect on past experiences and articulate a statement of vocation as they prepare to begin their post-university life.

Students will:

1. Reflect upon engagement with others in acts of work and service.
2. Assess their development of the skills and knowledge needed to fulfill in an ethical way a life of service to others.
3. Discern how their planned path meets needs in the world and articulate a vision for fulfilling their life's goals.

**Composition Requirement**

*Take 3 semester credits from:*

- ENGL 101, First Year Composition, 3 credits

Students who have successfully completed this course 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.

All students, including those transferring to Grand View, students holding an Associate of Arts degree from an accredited institution of higher education, and international students must satisfy this

requirement by earning a grade of C or better in ENGL 101 or in a course equivalent to ENGL 101.

Freshman students who earn a grade of D in ENGL 101 or in a course equivalent to ENGL 101 will not have satisfied the Composition requirement. They must retake 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.

Transfer students who earn a grade of D in ENGL 101 or in a course equivalent to ENGL 101 will have the option of retaking ENGL 101, or completing a portfolio through the English Department.

**Quantitative Reasoning Requirement**

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

- BSAD/POLS/PSYC 239, Statistics for the Social Sciences, 3 credits
- MATH 115, Quantitative Reasoning for Today's Citizen, 3 credits
- MATH 116, Finite Mathematics, 3 credits
- MATH 121, College Algebra, 3 credits
- MATH 145, Mathematics for the Elementary Teacher, 3 credits
- MATH 231, Calculus with Analytic Geometry I, 5 credits
- MATH 241, Principles of Statistics, 3 credits
- MATH 341, Biostatistics, 3 credits

Students who have successfully completed this requirement will demonstrate:

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

(in terms of what evidence is used and how it is formatted, presented, and contextualized).

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

Some students will need to complete college preparatory quantitative coursework (MATH 100, 110, or 111) prior to enrolling in a Quantitative Reasoning course. Full time students are strongly encouraged to successfully complete their college preparatory coursework prior to the first semester of their second year at Grand View University. Failure to do so will result in compulsory enrollment in the appropriate college preparatory course in subsequent semesters until mandatory completion of their core quantitative reasoning course by their fifth semester.

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

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

## Core Domains

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

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

## Understanding and Appreciation of the Fine Arts

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

- ARTS 100, Multicultural Artforms, 3 credits
- COMM 131, Basic Digital Photography, 3 credits
- ENGL 111\*, Interpretation of Literature, 3 credits
- ENGL 202\*, Creative Writing, 3 credits
- HUMN 201, Humanities III, 3 credits
- MUSC 104, Fundamentals of Music, 3 credits
- MUSC 105, Music Appreciation, 3 credits
- MUSC 121, Grand View Choir, (Credit for one course in the domain to be earned after 6 semesters of participation)
- MUSC 122, Grand View Band, (Credit for one course in the domain to be earned after 6 semesters of participation)
- THEO 330, Worship and the Arts, 3 credits
- THTR 101, Acting for Everyone, 3 credits
- THTR 121, New Plays: New Perspectives, 3 credits

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

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

## Understanding the Natural World

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

- BIOL 100, How Life Works, 4 credits
- BIOL 101, General Biology I, 4 credits
- BIOL 140, Nutrition for Everyday Life, 3 credits
- BIOL 209, Environmental Science, 3 credits

- CHEM 103\*, Introduction to Chemistry, 4 credits
- CHEM 107\*, Fundamentals of Organic and Biochemistry, 4 credits
- CHEM 111\*, General Chemistry I, 4 credits
- ENGL 233\*, Environmental Literature, 3 credits
- PHSC 101\*, Physical Science, 4 credits
- PHSC 201, Contemporary Issues in Science, 3 credits

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

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

### Questions of Faith and Meaning

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

- ENGL/HIST 212\*, Good and Evil, 3 credits
- HIST 103, The Ancient World, 3 credits
- HIST 104, The Medieval World, 3 credits
- HUMN 102, Introduction to Humanities II, 3 credits
- INTS 221\*, LOGOS IV: God, Death and Transcendence, 4 credits
- PHIL 205, Introduction to Philosophy, 3 credits
- PHIL 210, Introduction to Ethics, 3 credits
- PHIL/PHSC 260\*, History and Philosophy of Science, 3 credits
- PHIL 311, Ancient and Medieval Philosophers, 3 credits
- PHIL 312, Modern Philosophers, 3 credits

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

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

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

### Understanding Society and Human Behavior

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

- ARTS/ENGL 330\*, Visual Culture and Rhetoric, 3 credits
- BSAD 152\*, Personal Finance, 3 credits
- COMM 312\*, TV in Society, 3 credits
- CPSC 210, Human Computer Interaction, 3 credits
- ENGL 252, Academic Writing, 3 credits
- ENGL 318\*, Diverse Voices, 3 credits
- GEOG 105, Human Geography, 3 credits
- HIST 105, The West in the Modern World, 3 credits
- HIST 111, Colonial America, 3 credits
- HIST 112, The U.S.: Republic to Empire, 1789-1898, 3 credits

- HIST 113, The American Century: U.S. History Since 1898, 3 credits
- HIST 160, History Proseminar, 3 credits
- HPED 205, Lifetime Fitness and Wellness, 3 credits
- HUMN 101, Introduction to Humanities I, 3 credits
- INTS 121\*, LOGOS II: Nature and Human Nature, 3 credits
- MLAN 211, Global Perspectives, 3 credits
- MUSC 107, Musics of the World, 3 credits
- PHIL 305, Human Nature, 3 credits
- POLS 110, National Government, 3 credits
- POLS 322\*, Public Policy, 3 credits
- POLS 370\*, International Politics, 3 credits
- PSYC 101, General Psychology, 3 credits
- SOCS 101, Introduction to Sociology, 3 credits
- SOCS 105, Cross Cultural Perspectives, 3 credits
- SOCS/PSYC 346, Sustainability, 3 credits
- SPAN 312, Hispanic Culture and Civilization, 3 credits
- SPCH 103, Making Connections, 3 credits
- THEO 105, World Religions in Societies and Cultures, 3 credits
- THEO 335, Poverty, Racism and Power

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

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

## Essential Competencies

In all of their classes taken at Grand View, students will be challenged to develop their skills in mastering the seven General Education Core objectives: Critical Inquiry (CI), Information Literacy (IL), Written Communication (W), Oral Communication (O), Quantitative Communication

(Q), Global Awareness (GA), and Vocation (V). Applications or “iterations” of each of these will appear throughout the curriculum, in the Core Seminars, Domains of Inquiry classes, and classes within the student’s major.

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

- 0-27 credits upon admission = 4 instances required of each iteration
- 28-59 credits upon admission = 3 instances required of each iteration
- 60-89 credits upon admission = 2 instances required of each iteration
- 90 or more credits upon admission = 1 instance required of each iteration.

All full time freshmen will be required to complete 4 instances of each iteration, no matter how many credits they bring in with them.

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

The criteria for the individual Core objectives are as follows:

### Critical Inquiry

The course must provide students with practice in applying disciplinary approaches and evidentiary standards for the purpose of investigating, researching, assessing and generating knowledge.

- Assessment: Identifies primary issues and associated complexities
- Analysis: Develops a question or problem and investigates the issues, sources, and evidence
- Synthesis: Integrates perspectives and information into a solution or argument
- Application: Utilizes synthesized solution or argument to respond to the original question or problem

### Information Literacy

The course must provide students with multiple experiences in analyzing questions, theses, or problems and collecting and evaluation related

information for the purpose of producing evidence-based responses.

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

## Written Communication

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

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

## Oral Communication

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

- Purpose: Communicates the central idea with clarity and in an appropriate manner, making the talk's purpose clear to the audience
- Organization: Organizes oral and visual material in an appropriate pattern
- Supporting material: Provides appropriate supporting material (electronic and non-electronic, visual, audio, textual, etc.) citing sources as necessary

- Language: Chooses appropriate, effective, and vivid language, syntax, and pronunciation
- Verbal delivery: Employs vocal variety in pitch, rate, and volume to heighten and maintain interest
- Non-verbal delivery: Uses physical behaviors (appearance, posture, natural gesture) that support and strengthen the verbal message, and demonstrates facility with presentation aids and visuals
- Transaction: Makes regular eye contact and demonstrates awareness of audience reaction by responding in the moment of transaction
- Audience: Adapts the message and mode of delivery to the particular audience and communication situation (large group, small group or team, individual)

## Quantitative Communication

The course must provide students with the opportunity to develop competency and comfort in working with numerical data, including the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations, and the ability to create sophisticated arguments supported by quantitative evidence clearly communicating those arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate).

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

## Global Awareness

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

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

## Vocation

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

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

## Transfer with an Associate in Arts Degree

The Associate in Arts degree (AA) satisfies the Grand View University General Education Core requirements for the baccalaureate degree except for the composition and quantitative reasoning courses (unless fulfilled by transfer coursework), Core Seminars II and III, and the required number of outcome iterations (number determined by class status on entry to the University; see pg. 67). The student must have graduated from an accredited institution and earned a 2.00 cumulative grade point average on a 4.00 system based on work completed at all institutions attended, and have satisfied Grand View's Quantitative Reasoning and Composition course requirements. Students holding Associate in Arts degrees from accredited institutions based outside the United States are

required to satisfy Grand View's Quantitative Reasoning and Composition course requirements. The maximum number of transfer credits accepted from junior/community colleges is 66 semester hours. All junior/community college transfer credit is considered lower division credit.

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

## Transfer with a Baccalaureate Degree

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

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

## Logos Core

LOGOS is an invitation-only honors program where selected students take one class each semester for their first two and a half years at Grand View. Successfully completing the LOGOS sequence meets all three of Grand View's Core Seminar and two domain requirements for graduation. The courses are organized around central themes that challenge students to think about the critical issues that have affected humanity since the beginning of time. The course sequence is as follows:

Course I – LOGOS Core Seminar I: The Self, Our own and Others

Course II: Nature and Human Nature

Course III: LOGOS Core Seminar II: Society in a Global Context

Course IV: God, Death, and Transcendence

Course V: LOGOS Core Seminar III: In Pursuit of Purpose

The course sequence is designed so that students begin the program reflecting on who they are individually and end the program thinking about who they want to be in the world. By completing all five LOGOS courses, students will earn an honors minor.

## ***Undergraduate Degree Programs***

### **The Academic Major**

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

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

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

- One or more introductory-level courses that are designed to help students develop an understanding of the organization and progression of knowledge in an academic field as well as familiarity with the methodologies and modes of inquiry that are associated with that field.
- A series of "middle-range" courses or educational experiences that convey topical knowledge, issues and methods; provide opportunities to explore issues; offer activities to begin the process of gaining critical perspectives and making connections; help students to see and experience interactions with other disciplines and parts of the

curriculum; and create and enhance a sense of intellectual community.

- At least one integrating or capstone course which fosters a broad reflective and critical view of the academic major and its relationship to other disciplines and which explores ways that graduates in this field might put their knowledge to post-baccalaureate use.
- One course, learning activity, or examination which demonstrates to the satisfaction of the department a knowledge of technical advances appropriate to their field of study.

The following baccalaureate degree majors are currently available at the University (majors with an \* are available in the evening/accelerated format):

- 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
- Nursing – B.S.N. completion\*
- Organizational Studies\*
- Paralegal Studies\*
- Photography



- Physical Education
- Political Studies\*
- Psychology\*
- Public Relations
- Religion\*
- Secondary Education
- Service Management\*
- Spanish for Careers and Professionals
- Sport Management
- Studio Arts
- Theater Arts

## The Academic Minor

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

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

Baccalaureate degree minors are available in:

- Accounting
- Art
- Biology
- Chemistry
- Computer Science
- English
- Family Studies
- Foreign Languages
- General Business
- Global Business
- History
- Information and Technology Management
- Interactive Media
- Logos Honors Program
- Management
- Marketing
- Mass Communication
- Mathematics
- Music
- Philosophy
- Photography

- Political Studies
- Psychology
- Religion
- Sociology
- Spanish
- Sport Management
- Theatre
- Women's Studies

## Certificate Programs

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

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

- Art Therapy
- Human Resource Management\*
- In-House Communication
- Post-Baccalaureate Certificate in Accounting\*
- Real Estate\*
- Spanish Essentials

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

## Art and Design

### Majors

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

*Degree Awarded:* Bachelor of Arts

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

#### *Learning Outcomes*

1. 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.

*Pre-Education Requirements:* Students who are interested in Art Education (K-12) must earn a minimum 3.0 GPA in a prescribed liberal arts pre-education program, have a minimum 3.0 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. The pre-education course requirements are:

- Complete the following, minimum grade B: SPCH 103 or 126, EDUC 111, 145, 244, 280; PSYC 212. These courses will be counted in computing the minimum 3.0 GPA for this major.
- Additional pre-education requirements to be completed, but not counted as credits in the major or in computing the minimum 3.0 GPA required for this major, include: ENGL 101 (minimum grade of B required); a math course, a science course, and PSYC 101 (each requiring a minimum grade of C)
- Prerequisites for courses in the major are ARTS 101, 102, 103, 104. These courses will be counted in computing the minimum 3.0 GPA for this major. No D grades are accepted.

#### *Requirements for the Major*

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

- Completion of PSYC 315; ARTS 366, 319; EDUC 306 or 307; ARTS 320; EDUC 308 or 309; EDUC 442 or 443.
- Take 9 hours of Art History selected from: ARTS 231, 232, 340, 342 or ARTS/ENGL 330.
- Take 12 hours of studio classes from one of three groups: ARTS 221, 222, 321, 322; OR

ARTS 201, 202, 331, 332; OR ARTS 261, 265, 300, 361.

- Take 6 hours of additional two-dimensional studio classes.
- Take 6 hours of additional three-dimensional studio classes.
- Take EDUC 420 and 425.

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

Any request for a change in the sequence of curriculum for the Art Education major must be submitted to the Education and Art Department chairs for consideration by the faculty of both departments.

Successful completion of these requirements 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.

## Graphic Design

*Degree Awarded:* Bachelor of Arts

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

### *Learning Outcomes:*

Students who major in Graphic Design will be able to:

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

4. Demonstrate engagement with the professional design community.

### *Prerequisites for courses in the Major*

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

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

### *Requirements for the Major*

42 semester credits including:

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

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

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

## Studio Arts

*Degree Awarded:* Bachelor of Arts

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

### *Learning Outcomes*

Students who major in Studio Arts will be able to:

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

### *Prerequisites for courses in the Major*

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

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

### *Requirements for the Major*

42 semester credits including:

- 12 credits of art history from ARTS 231, 232, 340, 342, 431 or ARTS/ENGL 330
- Any 18 hour combination of painting, drawing, or printmaking courses from ARTS 201, 202, 221, 222, 260, 262, 321, 322, 331, 332, 360, 371
- ARTS 440 or 441
- ARTS 450
- Six hours of Arts electives
- Successful portfolio review during the sophomore year or by request of the faculty
- Faculty approved senior year exhibit of work

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

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

## **Minors**

### **Art**

#### *Learning Outcomes*

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

1. Apply fundamental design knowledge in visual problem solving.
2. Demonstrate informed choices and utilization of a wide variety of art media.

#### *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.

## **Interactive Media**

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

#### *Learning Outcomes*

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

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

#### *Requirements for the Minor:*

18 semester credits including:

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

Students minoring in Interactive Media must achieve a C or better in all courses in the minor.

## **Certificates**

### **Art Therapy**

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 may 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.

#### *Learning Outcomes*

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 education 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.

*Requirements for the Certificate*

18 semester hours including:

- PSYC 101
- ARTS 100, 351, 352, 353, 399

Art majors seeking this certificate may substitute ARTS 101, 102, 103 or 104 for ARTS 100.

## Biology

### Majors

#### Biology

*Degree Earned:* Bachelor of Arts

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

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

#### *Learning Outcomes*

Students who major in Biology will be able to:

1. Develop a 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 use of standard laboratory equipment.

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

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

#### *Requirements for the Major*

43-46 semester credits including:

- BIOL 101, 102, 150, 250, 360, 450, CHEM 112
- Two courses from the following, one of which must be a lab course: BIOL 209, 225, 256, 285
- A minimum of 13 hours from the following, 8 of which must be lab courses: BIOL 310, 315, 320, 325, 335, 380, 392, 399, 410, 415, 420, 430, 444, 499
- One course from the following: BIOL 157, CHEM 321, 322, MATH 122, 261, PHIL 325, PHYS 101, 102

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

#### Biotechnology

*Degree Earned:* Bachelor of Arts

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

#### *Learning Outcomes*

Students who major in Biotechnology will be able to:

1. Develop a knowledge base associated with the fundamental principles of biotechnology.

2. 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.

*Prerequisites 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.

*Requirements for the Major*  
48-49 semester hours including:

- BIOL 101, 102, 225, 250, 285, 360, 380, 401, 415, 450, CHEM 321, and MATH 261 or 341
- Choose two of the following: BIOL 325, 335, 399

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

4. Become proficient in the use of standard laboratory equipment.

*Prerequisites for courses in the Minor*  
CHEM 111 and MATH 121

*Requirements for the Minor*  
22-24 semester credits including:

- BIOL 101, 102 and CHEM 112
- Three additional courses, with at least two being at the 300- or 400-level, and two being laboratory courses, selected from: BIOL 209, 225, 256, 285, 310, 315, 320, 325, 335, 360, 380, 410, 415, 420, 444.

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

## Minors

### Biology

#### *Learning Outcomes*

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

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

## Business Administration

### Majors

#### Accounting

*Degree Earned:* Bachelor of Arts

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

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

The Accounting degree can be completed in its entirety in either the day or weekend – accelerated college. The Accounting Department also offers two post-baccalaureate certificate programs.

#### *Learning Outcomes*

Students who major in Accounting will be able to:

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

#### *Prerequisites for the Major*

ECON 101, 102, MATH 116.

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

#### *Requirements for the Major*

65 semester credits including:

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

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

#### Business Administration

*Degree Earned:* Bachelor of Arts

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

#### *Learning Outcomes*

Students who major in Business Administration will be able to:

1. Demonstrate abilities to conduct research using information technology in order to access, manipulate, and interpret relevant data and information for decision making.
2. Demonstrate abilities to effectively communicate research findings in written and/or oral format.



3. Demonstrate abilities in analyzing business situations and recommend courses of action that show a thorough understanding of the internal business functions and external environments.
4. Demonstrate abilities to apply various theoretical frameworks to practical business applications.
5. Demonstrate abilities to integrate concepts from various business disciplines into a recommended course of action.

*Prerequisites for the Major*

ACCT 211, BSAD 145, ECON 101, MATH 116

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

*Requirements for the Major*

48 semester credits including:

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

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

**Finance Concentration**

- BSAD 420, 422
- Three courses from the following: ACCT 411, BSAD 341, 350, 378, 418, 426, ECON 315, 415

**Human Resource Concentration**

- BSAD 375, 377, 407, 408, 410

**Management Concentration**

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

**Marketing Concentration**

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

**Real Estate Concentration**

- BSAD 360, 402
- Three courses from the following: 362, 378, 422, 426, 432

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

**Management Information Systems**

*Degree Earned:* Bachelor of Arts

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

*Learning Outcomes*

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

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

*Prerequisites for the Major*

ACCT 211, 212, BSAD 145, MATH 241 or BSAD 239

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

### *Requirements for the Major*

48 semester credits including an 18 credit Business core, a 15 credit MIS core, and a Business Analyst or an Information Technology concentration:

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

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

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

- BSAD/CPSC 323, 381, 421
- BSAD 365, 451

#### **Business Analyst Concentration**

- BSAD/CPSC 241
- BSAD 384, 436, 437
- One additional semester of programming language

#### **Information Technology Concentration**

- 9 hours programming, 3 of which are object-oriented programming
- 6 hours approved technology courses

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

### **Service Management**

*Degree Earned:* Bachelor of Arts

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.

#### *Learning Outcomes*

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.

#### *Prerequisites for 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.

#### *Requirements for the Major*

36 semester credits including:

- ACCT 211, 212
- BSAD 145, 310, 315, 340, 399, 452
- ECON 101 or 102
- ENGL 309
- 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

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

### **Sport Management**

*Degree Earned:* Bachelor of Arts

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

#### *Learning Outcomes*

Students who major in Sport Management will be able to:

1. Demonstrate abilities to conduct research using information technology in order to access,

manipulate, and interpret relevant data and information for decision making.

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

#### *Prerequisites for the Major*

BSAD 145, ECON 102, MATH 116, MATH 241 or BSAD 239

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

#### *Requirements for the Major*

- ACCT 211, 212
- BSAD 217, 315, 340, 343, 371, 399, 416, 453
- COMM/HPED 270 or COMM 355
- ENGL 309, HPED 304, PSYC 380
- 6 credits selected from: BSAD 316, 320, 365, 375, 405

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

## **Minors**

### **Accounting**

#### *Learning Outcomes*

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

1. Demonstrate an understanding of accounting concepts covering financial accounting and managerial accounting.
2. Demonstrate the ability to think critically in accounting problem-solving and decision making.

#### *Requirements for the Minor*

20 semester credits including:

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

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

### **General Business**

#### *Learning Outcomes*

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

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

#### *Requirements for the Minor*

Minimum 18 semester credits including:

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

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

### **Information and Technology Management**

#### *Learning Outcomes*

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

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

#### *Requirements for the Minor*

21 semester credits including:

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

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

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

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

### **Management**

May not be earned by Business Administration or Accounting Majors

#### *Learning Outcomes*

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

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

#### *Requirements for the Minor*

18 semester credits including:

- ACCT 211
- BSAD 145, 310
- 3 courses from the following: ACCT 212, BSAD 311, 316, 340, 362, 365, 375, 405, 410, 425, 432, 452, 453, ECON 320

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

### **Marketing**

#### *Learning Outcomes*

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

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

#### *Requirements for the Minor*

18 semester credits including:

- BSAD 202, 315, 351
- 3 courses from the following: BSAD 320, 325, 416, 423, 430, 452, COMM 355, POLS 350

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

### **Sport Management**

#### *Learning Outcomes*

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

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

#### *Requirements for the Minor*

18 semester credits including:

- BSAD 217
- COMM/HPED 270 or COMM 355
- HPED 304
- PSYC 380
- 6 credits from BSAD 316, 343, 371, 416

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

### **Certificates**

#### **Human Resource Management**

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

#### *Learning Outcomes*

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

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

#### *Requirements for the Certificate*

12 semester credits including:

- BSAD 375, 377, 407, 408

#### **Post-Baccalaureate Certificate in Accounting**

The Post-Baccalaureate Certificate in Accounting program is designed for the person with a bachelor's degree in a field other than accounting. This certificate will meet the requirements to sit for the CPA exam in the state of Iowa.

#### *Learning Outcomes*

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

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

*Requirements for the Certificate:*

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

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

## **Real Estate**

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.

*Learning Outcomes*

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.

*Requirements for the Certificate:*

15 semester hours including:

- BSAD 360, 402
- 3 courses from the following: BSAD 362, 378, 418, 426

## Chemistry/Physics

### Majors

#### Biochemistry

*Degree Earned:* Bachelor of Arts

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

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

#### *Learning Outcomes*

Students who major in Biochemistry will be able to:

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

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

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

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

#### *Requirements for the Major*

48-52 semester hours, including:

- BIOL 360, 380, 415
- CHEM 321, 322, 341, 351, 450, 452, 453, 499
- PHYS 101 and 102 or PHYS 221 and 222
- Choose one of the following: BIOL 285, 325, 335, CHEM 361, 399, MATH 232, or CPSC/BSAD 241.

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

### Minors

#### Chemistry

##### *Learning Outcomes*

Students who minor in Chemistry will be able to:

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

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

MATH 121

##### *Requirements for the Minor*

20-22 semester credits including:

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

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

## Communication

### Communication Department Rules

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

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

1. Students must be in or have passed 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. Digital Media Production 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 in 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 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.

## Majors

### Digital Media Production

*Degree Awarded:* Bachelor of Arts

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.

#### *Learning Outcomes*

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.

*Prerequisites for courses in the Major*

COMM 110, 119. Recommended electives: COMM 131, 355, 399.

These courses will not be counted in computing the 2.2 GPA required for the major.

*Requirements for the Major*

45 semester credits including:

- COMM 121, 129, 151, 222, 263, 270, 312, 323, 324, 329, 404, 405, 420, 421, 431, 470
- Two additional Broadcast production courses from COMM 129 or 139

These courses will be counted in computing the 2.2 GPA required for this major. Students majoring in Digital Media Production must achieve a grade of C or better in all the required courses in order to graduate.

## **Graphic Journalism**

*Degree Awarded: Bachelor of Arts*

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.

*Learning Outcomes*

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.

*Prerequisites for courses in the Major*

COMM 119, 151

These courses will not be counted in computing the 2.2 GPA required for the major.

*Requirements for the Major*

44-45 semester credits including

- COMM 121, 159, 263, 319, 349, 359, 425, 431
- COMM 352 or 423
- ARTS 103, 261, 265, 300, 361, 366, 401
- COMM 470 or ARTS 470

These courses will be counted in computing the 2.2 GPA required for this major. Students majoring in Graphic Journalism must achieve a grade of C or better in all the required courses in order to graduate. Students are strongly encouraged to register for ARTS 399, Internship.

## **Journalism**

*Degree Awarded: Bachelor of Arts*

The major in Journalism provides writing, editing, and layout experience from beginning to advanced levels. Students prepare for careers on newspapers, 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 is also taught in some of the major courses.

#### *Learning Outcomes*

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.

*Prerequisites for courses in the Major*  
COMM 110, 119.

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

*Requirements for the Major*  
44 semester credits including:

- COMM 121, 129, 131, 151, 263, 319, 349, 352, 355, 404, 423, 425, 431, 470
- Minimum of four hours from COMM 159 or 359
- COMM 399 or an upper division communication elective

These courses will be counted in computing the 2.2 GPA required for this major. Students majoring in Journalism must achieve a grade of C or better in all the required courses in order to graduate.

### **Mass Communication**

*Degree Awarded:* Bachelor of Arts

The major in Mass Communication is more general than those of Journalism or Digital Media 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.

#### *Learning Outcomes*

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 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.

*Prerequisites for courses in the Major*  
COMM 110, 119

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

*Requirements for the Major*  
45 semester credits including:

- COMM 121, 129, 131, 151, 222, 263, 270, 312, 355, 404, 431, 470
- Four hours of Communication lab from COMM 139, 159, 319, 329, 339, 359
- COMM 352 or 423
- COMM 399 or an upper division communication elective
- Any second photography elective from COMM 231, 332, 333

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

## Photography

Degree Awarded: Bachelor of Arts

Majoring in photography allows students to prepare for one of many career opportunities available in the visual communications field. Entry level classes teach photography basics through hands-on assignments that incorporate camera settings, photographic technique, image composition, computer actions and image distribution. Emphasis in upper division classes is placed on project-based assignments that give students real world experiences in their chosen photographic specialty. Creative photo and advanced lab classes allow students to explore personal interests such as publications, commercial, sports, advertising, wedding and studio photography. Photography majors also learn to capture digital audio, shoot and produce digital video projects and combine these with still images on Internet platforms, helping them to become complete visual communicators. Many students in the major get a jump start on their professional careers by contributing to campus and community publications, working with online galleries and web sites, assisting local professionals, taking on freelance assignments and working with non-profit organizations and getting internships.

### *Learning Outcomes*

Students majoring in Photography will be able to:

1. Produce compelling images that engage the viewer.
2. Show technical proficiency using a variety of digital cameras and photographic hardware.
3. Visually communicate over many distribution networks, including print and web based platforms.
4. Understand and demonstrate best practices in the creation and ethical use of photographs.
5. Demonstrate computer proficiency with appropriate visual software applications.
6. Produce a professional portfolio of their work.
7. Apply skills learned in classroom assignments to real world applications.

### *Prerequisites for courses in the Major*

COMM 110, 119

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

### *Requirements for the Major*

44 semester credits including:

- COMM 121, 131, 151, 222, 231, 263, 332, 333, 355, 404, 431, 470
- Six hours of creative photography from: COMM 335, 336, 337, 338
- Three additional lab hours from: COMM 139, 339, 159, 359

These courses will be counted in computing the 2.2 GPA required for the major. Students majoring in Photography must achieve a grade of C or better in all the required courses to graduate.

## Public Relations

Degree Awarded: Bachelor of Arts

The major in Public Relations provides students preparation for a variety of careers in public relations practices and problem solving for government, corporate, agency and nonprofit organizations. Students will learn public relations theory and concepts specific to all areas of public relations including crisis management, media relations, event planning, corporate communication, employee relations, and public relations campaign planning and execution. Strong communication skills in writing, speaking, presentation and use of traditional and social media will be emphasized. Students will work with real world clients to research, prepare, and present a campaign that addresses challenges, enhances strengths and provides new opportunities and strategies specific to the client. The skills master in this major relate to public relations in a variety of fields ranging from individual businesses to sports management and many more.

### *Learning Outcomes*

1. Research, plan and execute public relation campaigns for corporate, nonprofit or government related clients.
2. Exhibit specialized skills in effective samples of writing, oral presentation and use of social media as each applies to public relations practices.
3. Incorporate knowledge of laws, practices and forces that influence the industry.
4. Demonstrate an understanding of professional and ethical attitudes and behaviors in all public relations activities.
5. Create a professional portfolio of their work.

*Prerequisites for courses in the Major*  
COMM 110, 119

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

*Requirements for the Major*  
44 semester credits including:

- COMM 121, 131, 151, 222, 263, 349, 352, 355, 404, 425, 431, 455, 470
- Three hours of Journalism lab from: COMM 159, 319, 359
- Three hours from: BSAD 315, 320, or COMM 405

These courses will be counted in computing the 2.2 GPA required for the major. Students majoring in Public Relations must achieve a grade of C or better in all the required courses to graduate.

## Minors

### Mass Communication

*Learning Outcomes*

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.

*Requirements for the Minor*  
23 semester credits including:

- COMM 110, 121, 131, 151, 222
- One upper and one lower division communication lab
- Two communication electives

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

### Photography

*Learning Outcomes*

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.

*Requirements for the Minor*

18 semester credits including:

- COMM 131, 139, 159, 231
- Ten additional hours selected from COMM 332, 333, 335, 336, 337, 338, 430, 431, 450

Students who minor in Photography must achieve a 2.2 GPA in these courses and must achieve a grade of C or better in all courses in the minor.

## Certificates

### In-House Communication

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.

*Learning Outcomes*

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.

*Prerequisites for courses in the Certificate*  
COMM 151, 349

*Requirements for the Certificate:*  
9 semester credits including:

- COMM 119, 319, 355, 425, 430

## Computer Science

### Majors

#### Computer Science

*Degree Awarded:* Bachelor of Arts

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.

#### *Learning Outcomes*

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.

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

MATH 121, 140

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

#### *Requirements for the Major*

44-50 semester credits including all core courses and the courses for at least one concentration.

Core courses include:

- BSAD/CPSC 241, 330
- CPSC 242, 320, 399, 452
- MATH 241 or 261

#### Computer Information Systems Concentration

26-29 credits including:

- CPSC 315, 316, 361
- BSAD/CPSC 323, 381, 421
- CPSC/MATH 212 or MATH 231
- ACCT 211 or ECON 101
- One 200-level or higher computer science, upper-division accounting, or upper-division business administration courses

#### Numerical Computing Concentration

24-27 credits including:

- CPSC 310, 350, 360
- CPSC/MATH 340
- MATH 231, 331
- One of the following three options:
  - One upper division computer science course and MATH 232
  - Two 200-level or higher computer science courses (one must be upper division)
  - MATH 232 and one upper division mathematics course

#### Software Development Concentration

22-24 credits including:

- CPSC 245, 316, 360, 361, 363
- BSAD/CPSC 323, 381
- One 200-level or higher computer science course

Computer Science core and concentration courses will be counted in computing the 2.5 GPA required for this major.

## Minors

### Computer Science

#### *Learning Outcomes*

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

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

CPSC/MATH 140

#### *Requirements for the Minor*

18 semester credits including:

- BSAD/CPSC 241, 242
- CPSC 320
- Nine additional hours from 300-400 level computer science courses.

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

### Information and Technology Management

[see Business Administration]

## Criminal Justice

### Majors

#### 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.

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.

#### *Learning Outcomes*

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.

## The Grand View University Criminal Justice Major Concentration

*Prerequisites for courses in the Major*  
MATH 241 or PSYC 239

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

*Prerequisites for the Major*  
POLS 110, PSYC 101, SOCS 101

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

*Requirements for the Major*  
49 semester credits including:

- SOCS 150, 215, 220, 315, 318, 340, 360, 399, 420, 450
- PSYC 320
- PSYC/SOCS 310, 362
- POLS 340
- POLS/SOCS 350
- Six hours of elective credit from: POLS 315, SOCS 331, 333, 334, 335, 336, 363, 364, 365, 375, 380, 392, 430 and SOCS/BSAD 367

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

## The Criminal Justice 2 + 2 Major Concentration

This major is one of the 2 + 2 programs offered by Grand View University in collaboration with Des Moines Area Community College.

*Prerequisites for courses in the Major*  
MATH 241 or PSYC 239, POLS 110, PSYC 101, SOCS 101

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

*Requirements for the Major*  
45 semester credits including 30 hours of transfer credit in criminal justice, political science, and sociology from Des Moines Area Community College and a minimum of 15 additional, upper division hours from Grand View University.

Transfer credits from DMACC include:

- CRJ 100, 119, 107
- CRJ 132 (or POLS 340 at Grand View)
- CRJ 932 (or SOCS 399 at Grand View)

- POL 171 (or POLS 315 at Grand View)
- SOC 240 (or SOCS 318 at Grand View)
- 9 elective credits from CRJ 130, 137, 109, 229, 222, 136, 141, 147, 204, 248, 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.



## Education

### Education Department Information

The Grand View University Teacher Education Program is committed to the preparation of ethical and reflective teachers of excellence within the liberal arts tradition. 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.

### Initial Licensure Endorsements

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
- 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 Sciences 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
- Reading 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
- 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
- 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.

Pre-education coursework (31-33 credits for Elementary, Art, Music and Physical Education majors and 43-45 credits for Secondary Education majors) includes:

- ENGL 101
- SPCH 103 or 126
- PSYC 101
- MATH 111 (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 meet this requirement. Other Education majors may take any Math course which meets the Grand View General Education Core requirement for Quantitative Reasoning.)

- BIOL 100, 101 or PHSC 101 (Grand View University requires one biological and one physical science course [BIOL 100 or 101 and PHSC 101 required] for Elementary Education majors only. Students may choose which course to take during the pre-education program. The remaining course also may be taken during the pre-education program, or after admission to the teacher education program. Secondary Education, Art Education, Music Education, and Physical Education majors must satisfy the Grand View University General Education Core requirements for the Natural World domain.)
- EDUC 111
- EDUC 145
- EDUC 243 or EDUC 244
- EDUC 280
- PSYC 212
- Secondary Education majors must complete 12 credit hours in their initial endorsement content area. A grade of B or higher is required for each course.

Students who need to improve their grade in the required pre-admission courses are limited to one repeat attempt per course for the purpose of admission to the Teacher Education Program. Appeals to this policy should be made in writing to the Chair of the Department of Education.

## Application for Admission to Teacher Education

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

1. Overall minimum cumulative grade point average of 3.0 and minimum 3.0 GPA in the pre-education program with a) grades of B or higher in ENGL 101, SPCH 103 or 126, PSYC 212, EDUC 111, 145, 243 or 244, 280, plus for the 12 hours of initial endorsement coursework required for secondary education majors only; 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. Students who need to raise their grade in the pre-education courses are limited to one repeat attempt per course.

2. Satisfactory evaluation of potential as a teacher in the field experience component of EDUC 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 a minimum of 124 credits, all other Grand View graduation requirements, and all State of Iowa teacher licensure requirements, students are recommended to the State of Iowa Board of Educational Examiners for licensure in Elementary or Secondary Education or both (Art K-12, Music K-12, or Physical Education K-12).

## 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 at the discretion of the department), are evaluated before the student is accepted for student teaching.

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

Student teachers follow out-of-school, holiday, and conference schedules of their assigned schools and keep the same hours as their cooperating teachers.

### **Transfer Students**

For those students transferring to Grand View University from other accredited institutions, every effort is made to allow credit for equivalent course work at the other institution(s) toward the pre-education and education requirements. Transfer students normally spend at least one semester at Grand View University before they are eligible for formal admission to the education program. During that semester, they may be required to enroll in Education 111 to establish a basis for judging their potential as a teacher. Other requirements may also be specified. Each student is evaluated on an individual basis. Transfer credit is evaluated by the university transcript analyst in conjunction with the chair of the Education Department. Original credits more than 10 years old are not accepted.

### **Post-Baccalaureate Students Seeking Licensure**

Students already possessing a baccalaureate degree are welcomed into the Education program. The baccalaureate degree normally satisfies university general education core requirements. It will be necessary, however, to take refresher work in specific courses in Education and Education support courses, if the original credits are more than 10 years old, or if no previous Education course work was taken. Normally this is assessed through the transfer evaluation process.

## **Majors**

### **Art Education [also see Art]**

*Degree Awarded:* Bachelor of Arts

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

#### *Learning Outcomes*

1. 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.

**Pre-Education Requirements:** Students who are interested in Art Education (K-12) must earn a minimum 3.0 GPA in a prescribed liberal arts pre-education program, have a minimum 3.0 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. The pre-education course requirements are:

- Complete the following, minimum grade B: SPCH 103 or 126, EDUC 111, 145, 244, 280; PSYC 212. These courses will be counted in computing the minimum 3.0 GPA for this major.
- Additional pre-education requirements to be completed, but not counted as credits in the major or in computing the minimum 3.0 GPA required for this major, include: ENGL 101 (minimum grade of B required); a math course, a science course, and PSYC 101 (each requiring a minimum grade of C)
- Prerequisites for courses in the major are ARTS 101, 102, 103, 104. These courses will be counted in computing the minimum 3.0 GPA for this major. No D grades are accepted.

#### **Requirements for the Major**

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

- Completion of PSYC 315; ARTS 366, 319; EDUC 306 or 307; ARTS 320; EDUC 308 or 309; EDUC 442 or 443.
- Take 9 hours of Art History selected from: ARTS 231, 232, 340, 342 or ARTS/ENGL 330.
- Take 12 hours of studio classes from one of three groups: ARTS 221, 222, 321, 322; OR ARTS 201, 202, 331, 332; OR ARTS 261, 265, 300, 361.

- Take 6 hours of additional two-dimensional studio classes.
- Take 6 hours of additional three-dimensional studio classes.
- Take EDUC 420 and 425.

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

Any request for a change in the sequence of curriculum for the Art Education major must be submitted to the Education and Art Department chairs for consideration by the faculty of both departments.

Successful completion of these requirements and all other University graduation requirements will result in a recommendation to the State of Iowa Board of Educational Examiners for an Iowa teaching license.

### **Elementary Education**

**Degree Awarded:** Bachelor of Arts

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

#### **Learning Outcomes**

1. 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.

*Pre-Education Requirements:* Students who are interested in Elementary Education (K-8) must earn a minimum 3.0 GPA in a prescribed liberal arts pre-education program, have a minimum 3.0 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. The pre-education course requirements are:

- Complete the following, minimum grade B: SPCH 103 or 126, EDUC 111, 145, 243, 280; PSYC 212. These courses will be counted in computing the minimum 3.0 GPA for this major.
- Additional pre-education requirements to be completed, but not counted as credits in the

major or in computing the minimum 3.0 GPA required for this major, include: ENGL 101 (minimum grade of B required); a math course, a science course (BIOL 100, 101, or PHSC 101), and PSYC 101 (each requiring a minimum grade of C)

- Prerequisite for courses in the major is a second science course (BIOL 100/101 or PHSC 101, whichever was not completed as a pre-education requirement. One must be a lab class.) This course will not be counted in computing the GPA for the major.

#### *Requirements for the Major*

64-65 credits (pre-education program and the below), plus 24-29 credits for one required complementary endorsement.

- ARTS 142, EDUC 184, MUSC 142
- PSYC 315, ENGL 217, MATH 145
- EDUC 245, 306, 307
- EDUC 312, 313, 314, 324, 325
- EDUC 442, 420
- 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.

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 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.

Any request for a change in the sequence of curriculum for the Elementary Education program must be submitted to the Education Department chair for consideration by the Education Department faculty.

Successful completion of these requirements, the coursework for at least one complementary K-8 endorsement, a passing score on the 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.

### **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 K-8 – Iowa Teaching Endorsement #119**

*27 credit hours including:*

- ENGL 101, 111, 217
- ENGL 231 or 232
- EDUC 350, 355, 421
- SPCH 103 or 126
- THTR 320

#### **Health K-8 – Iowa Teaching Endorsement #137**

*25-27 credit hours including:*

- HPED 188, 205, 256
- PSYC 277, 322, 363, 372, 373
- PSYC 278 or HPED 425
- BIOL 140

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

*25-37 credit hours including:*

- PSYC 315
- EDUC 242, 343, 361, 363, 431, 440, 475
- Note: EDUC 420 Elementary Student Teaching (12 credits) – the student teacher will teach eight weeks in a regular classroom and eight weeks in an Instructional Strategist I: Mild and Moderate classroom.

#### **Mathematics K-8 – Iowa Teaching Endorsement #142**

*26-27 credit hours including:*

- CPSC 155 or CPSC/BSAD 241
- MATH 111, 121, 122, 145, 241, 245
- EDUC 243 or 244
- EDUC 313

#### **Reading K-8 – Iowa Teaching Endorsement #148**

*28-29 credit hours including:*

- EDUC 243 or 244
- EDUC 324, 325, 350, 355, 421, 431, 441, 444
- ENGL 217

#### **Spanish K-8 – Iowa Teaching Endorsement #133**

*27 credit hours including:*

- EDUC 304, 317
- SPAN 101, 102, 201, 202, 203
- SPAN 320 or 321

#### **Music Education [also see Music]**

*Degree Awarded: Bachelor of Arts*

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.

##### *Learning Outcomes*

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.

*Pre-Education Requirements:* Students who are interested in Music Education (K-12) must earn a minimum 3.0 GPA in a prescribed liberal arts pre-education program, have a minimum 3.0 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. The pre-education course requirements are:

- Complete the following, minimum grade B: SPCH 103 or 126, EDUC 111, 145, 244, 280; PSYC 212. These courses will be counted in computing the minimum 3.0 GPA for this major.
- Additional pre-education requirements to be completed, but not counted as credits in the major or in computing the minimum 3.0 GPA required for this major, include: ENGL 101 (minimum grade of B required); a math course, a science course, and PSYC 101, (each requiring a minimum grade of C)
- Prerequisites for courses in the major include FREN 101. No D grades are accepted. HIST 104, 105 and MUSC 105 are strongly recommended.

#### *Requirements for the Major*

92 semester credits (pre-education program and the below)

- PSYC 315, FREN 102
- MUSC 101 (All Music Education majors are required to attend a minimum of 10 concerts/performances each semester.)
- MUSC 131, 132, 231, 232, 331, 332, 142

- EDUC 306 or 307
- MUSC 311, 312
- EDUC 308 or 309
- EDUC 442 or 443
- MUSC 341
- MUSC 121 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, 425
- MUSC 450

All of the courses listed above (except for those excluded as indicated in the pre-education requirements) will be counted in computing the minimum 3.0 GPA required for this major. Music Education majors 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.

Any request for a change in the sequence of curriculum for the Music Education program must be submitted to the Education and Music Department chairs for consideration by the faculty of both departments.

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.

### **Physical Education**

*Degree Awarded:* Bachelor of Arts

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

#### *Learning Outcomes*

1. 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.

**Pre-Education Requirements:** Students who are interested in Physical Education (K-12) must earn a minimum 3.0 GPA in a prescribed liberal arts pre-education program, have a minimum 3.0 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. The pre-education course requirements are:

- Complete the following, minimum grade B: SPCH 103 or 126, EDUC 111, 145, 244, 280; PSYC 212. These courses will be counted in computing the minimum 3.0 GPA for this major.
- Additional pre-education requirements to be completed, but not counted as credits in the major or in computing the minimum 3.0 GPA required for this major, include: ENGL 101 (minimum grade of B required); a math course, a science course, and PSYC 101, (each requiring a minimum grade of C)
- Prerequisites for courses in the major include BIOL 101 and HPED 188. No D grades are accepted.

#### *Requirements for the Major*

85 semester credits (pre-education program and the below)

- EDUC 245, PSYC 315, BIOL 157
- HPED 189 or HPED 381
- HPED 191, 205, 213, 214, 215, 304, 335
- EDUC 326, 327, 328, 329, 421
- EDUC 442 or 443
- HPED 371, 391
- EDUC 420, 425

All of the courses listed above (except for those excluded as indicated in the pre-education requirements) will be counted in computing the minimum 3.0 GPA required for this major. Physical Education majors must earn a minimum 3.0 GPA in coursework required for the major, each 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 and all other University graduation requirements will result in a recommendation to the State of Iowa Board of Educational Examiners for an Iowa teaching license.

## **Secondary Education**

*Degree Earned:* Bachelor of Arts

A major in Secondary Education aims to engage, equip, and empower students to be ethical and reflective teachers of excellence in public and private schools. It combines a strong liberal arts



background with rigorous professional development. The major requires two semesters of practical field experience in local classrooms in preparation for the final semester of student teaching.

### *Learning Outcomes*

1. 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.

*Pre-Education Requirements:* Students who are interested in Secondary Education (K-12) must earn a minimum 3.0 GPA in a prescribed liberal arts pre-education program, have a minimum 3.0 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. The pre-education course requirements are:

- Complete the following, minimum grade B: SPCH 103 or 126, EDUC 111, 145, 243, 280; PSYC 212. These courses will be counted in computing the minimum 3.0 GPA for this major.
- Additional pre-education requirements to be completed, but not counted as credits in the major or in computing the minimum 3.0 GPA required for this major, include: ENGL 101 (minimum grade of B required); a math course, a science course, and PSYC 101, (each requiring a minimum grade of C).
- Secondary Education majors must complete 12 credit hours in their initial endorsement content area. A grade of B or higher is required for each course.

### *Requirements for the Major*

51 semester credits (pre-education program and the below), plus 30-55 credits for one required initial content endorsement

- EDUC 245, PSYC 315
- EDUC 308, 310, 309, 341
- Take one secondary content teaching methods course from: EDUC 346, 347, 348, 349, 351, 352, 354
- EDUC 443, 421, 425
- In addition to the above requirements, students majoring in Secondary Education must choose ONE initial content endorsement.

All of the courses listed above (except for those excluded as indicated in the pre-education requirements) and those courses required for the chosen initial endorsement will be counted in computing the minimum 3.0 GPA required for this major. Secondary Education majors must earn a minimum 3.0 GPA in coursework required for the major, each 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.

Any request for a change in the sequence of curriculum for the Secondary Education program must be submitted to the Education Department chair for consideration by the Education Department faculty.

Successful completion of these requirements, the coursework for one initial 5-12 endorsement, and all other University graduation requirements will result in a recommendation to the State of Iowa Board of Educational Examiners for an Iowa teaching license.

## **Secondary Education Initial Content Endorsements**

Students majoring in Secondary Education must choose ONE of the following initial content endorsements (30-44 credit hours).

### **Biology 5-12 – Iowa Teaching Endorsement #151**

*32-35 credit hours including:*

- BIOL 101, 102, 209, 256, 360
- BIOL 157 or BIOL 315 AND 335
- CHEM 111, 112

### **English 5-12 – Iowa Teaching Endorsement #120**

*36 credit hours including:*

- ENGL 202, 217, 221, 231, 232, 241, 242, 301, 305, 311, 360
- ENGL 318 or 328

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

*36 credit hours including:*

Category A: Family Life Development

- PSYC/SOCS 322 or SOC 120 (DMACC)
- ECE 170 (DMACC), PSYC 373, 378

Category B: Clothing and Textiles

- APP 211 (DMACC), EDUC 281
- ARTS 103 or APP 260 (DMACC) or APP 250 (DMACC)

Category C: Housing

- INT 124 (DMACC)
- ARTS 103 or INT 125 (DMACC)

Category D: Foods and Nutrition

- BIOL 140 or HSC 240 (DMACC)
- HCM 143, 144 (DMACC)

Category E: Other

- BSAD 152 or FIN 121 (DMACC)

### **General Science 5-12 – Iowa Teaching Endorsement #154**

*35-36 credit hours including:*

- BIOL 101, 102
- One additional BIOL lab course above 200 level
- CHEM 111, 112
- CHEM 321 or PHSC 101
- PHSC 260
- PHYS 101, 102 (PHYS 221, 222 may be substituted but require higher math prerequisite)

### **Mathematics 5-12 – Iowa Teaching Endorsement #143**

*32 credit hours including:*

- CPSC 155 or CPSC/BSAD 241
- MATH/CPSC 340
- MATH 231, 232, 261, 300, 301, 450
- MATH 331 or 335
- One additional MATH course at level 300 or above, excluding MATH 399

### **Social Sciences 5-12 – Iowa Teaching Endorsement #157**

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

- POLS 110, 120, 340, 341
- POLS 212 or 215 or 315

Area 2: American History 5-12 – Iowa Teaching Endorsement #158

- Two courses from HIST 111, 112, 113
- 9 credit hours in upper division US history

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

- Two courses from HIST 103, 104, 105
- 12 credit hours in upper division World history

### **All Social Sciences 5-12 – Iowa Teaching Endorsement #186**

*55 total credit hours including:*

- Two courses from HIST 103, 104, 105
- Two courses from HIST 111, 112, 113
- HIST 315, 330
- POLS 110, 120, 340
- PSYC 212, 315
- SOCS 101
- ECON 101, 102
- Take one course from: SOCS 310, 315, 341
- Take one course from: HIST 331, 332, 334, 337

Take one course from each group:

- GEOG 105 or GEO 111 (DMACC) or SCSG 122 (Drake)
- GEO 124 (DMACC) or GEO 125 (DMACC) or SCSG 003 (Drake) or HIST 430 (GV Special Topics course related to geography, or international travel experience related to geography)

### **Complementary Secondary Education Teaching Endorsements**

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 initial endorsement, 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 including:*

- POLS 110, 120, 340, 341
- POLS 212 or 215 or 315
- Plus 9 additional credits of American Government for those not licensed as Social Sciences teachers.

#### **American History 5-12 – Iowa Teaching Endorsement #158**

After completing any 5-12 initial endorsement, 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 including:*

- Two courses from HIST 111, 112, 113
- Take 9 additional hours in upper division U.S. history
- Plus 9 additional credits of U.S. history for those not licensed as Social Sciences teachers

#### **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 including:*

- BIOL 101, 102, 209, 256, 360
- BIOL 157 or both BIOL 315 and 335

After completing an initial endorsement in a science area, a Biology endorsement may be added.

*15-16 credit hours including:*

- BIOL 101, 102, 256
- One upper division BIOL course

#### **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 including:*

- CHEM 111, 112, 321, 341
- CHEM 322 or 351

#### **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 including:*

- BSAD 315, 351
- ECON 101, 102, 315, 320
- Plus an additional 6 credits in Economics for those not licensed as Social Sciences teachers.

#### **English 5-12 – Iowa Teaching Endorsement #120**

After completing any 5-12 initial endorsement, an English endorsement may be added.

*30 credit hours including:*

- ENGL 202, 217, 221, 231, 232, 241, 242, 301, 305, 360

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

After completing any 5-12 initial endorsement, a Family and Consumer Sciences endorsement may be added.

*30 credit hours including:*

Category A: Family Life Development

- PSYC/SOCS 322 or SOC 120 (DMACC)
- ECE 170 (DMACC), PSYC 373, 378

Category B: Clothing and Textiles. Choose two of the following:

- APP 211 (DMACC)
- ARTS 103 or APP 250 (DMACC) or APP 260 (DMACC)
- EDUC 281

Category C: Housing

- INT 124 (DMACC)

Category D: Foods and Nutrition

- BIOL 140 or HSC 240 (DMACC)
- HCM 143, 144 (DMACC)

Category E: Other

- BSAD 152 or FIN 121 (DMACC)

### **Health 5-12 – Iowa Teaching Endorsement #138**

After completing any 5-12 initial endorsement, a Health endorsement may be added.

*25-27 credit hours including:*

- HPED 188, 205, 256
- PSYC 277, 322, 363, 372, 373
- PSYC 378 or HPED 425
- BIOL 140

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

After completing any 5-12 initial endorsement, an Instructional Strategist I: Mild and Moderate endorsement may be added.

*28 credit hours including:*

- PSYC 315
- EDUC 242, 344, 360, 362, 363, 431, 440, 475
- Note: EDUC 425 Secondary Student Teaching (12 credits) – the student teacher will teach eight weeks in a regular classroom and eight weeks in an Instructional Strategist I: Mild and Moderate classroom.

### **Mathematics 5-12 – Iowa Teaching Endorsement #143**

After completing any 5-12 initial endorsement, a Math endorsement may be added.

*32 credit hours including:*

- CPSC 155 or CPSC/BSAD 241
- MATH/CPSC 340
- MATH 231, 232, 261, 300, 301, 450
- MATH 331 or 335
- One additional MATH course at level 300 or above, excluding MATH 399

### **Physical Science 5-12 – Iowa Teaching Endorsement #155**

After completing any 5-12 initial endorsement, a Physical Science endorsement may be added.

*29 credit hours including:*

- CHEM 111, 112, 321
- PHSC 101
- PHYS 101, 102
- Take one additional chemistry, physics, or physical science laboratory course

### **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 including:*

- PSYC 101, 212, 310, 315
- PSYC 320 or 325
- Plus 8 additional credits in Psychology for those not licensed as Social Sciences teachers.

### **Reading 5-12 – Iowa Teaching Endorsement #149**

After completing any 5-12 initial endorsement, a Reading endorsement may be added.

*25-26 credit hours including:*

- EDUC 243 or 244
- EDUC 325, 350, 355, 421, 431, 441, 445
- ENGL 217

### **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 including:*

- SOCS 101, 310, 315, 318
- SOCS 105 or 341
- Plus an additional 9 credits in Sociology for those not licensed as Social Sciences teachers.

### **Spanish 5-12 – Iowa Teaching Endorsement #134**

After completing any 5-12 initial endorsement, a Spanish endorsement may be added.

*27 credit hours including:*

- EDUC 304, 317
- SPAN 101, 102, 201, 202, 203
- SPAN 320 or 321

### **World History 5-12 – Iowa Teaching Endorsement #166**

After completing any 5-12 initial endorsement, 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 including:*

- Two courses from HIST 103, 104, 105
- 12 hours in upper division World History
- Plus an additional 6 credits in World History for those not licensed as Social Sciences teachers.

## **Other Complementary Endorsements**

### **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.

*9 credit hours including:*

- EDUC 331, 332, 333

### **Athletic Coach Endorsement/Authorization K-12 – Iowa Teaching Endorsement #101**

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

*12 credit hours including:*

- HPED 330 or 321 or 322
- HPED 371, 381
- PSYC 212

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.

## English

### Majors

#### English

*Degree Earned:* Bachelor of Arts

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

#### *Learning Outcomes*

Students who major in English will be able to:

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

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

ENGL 101, 111

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

#### *Prerequisites for the Major*

ENGL 150, 202

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

#### *Requirements for the Major*

45 semester credits including:

#### **Major Core Courses**

- ENGL 221, 231, 232, 241, 242, 251, 301, 311, 360, 485

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

#### **Literature Concentration**

- ENGL 305, 320, 452
- ENGL 351 or 353
- ENGL 318 or 328

#### **Writing Concentration**

- ENGL 205, 302, 309, 480
- Take one course from: ENGL 345, 355, 445 or ARTS/ENGL 330

#### **Teaching Concentration**

Students in the teaching concentration must be accepted into the Education Program.

- ENGL 217, 305
- EDUC 355, 425 (3 credits replace ENGL 485 capstone)
- ENGL 318 or 328

These courses will be counted in computing the 2.5 GPA required for this major.

### Minors

#### English

##### *Learning Outcomes*

Students who minor in English will be able to:

1. Develop effective writing processes.
2. Compose clear and effective texts that demonstrate awareness of rhetorical situations and the conventions of Standard American English (SAE).

3. Analyze texts and articulate critical interpretations in response.

*Requirements for the Minor:*

- 18 semester credits above ENGL 111
- At least 9 hours must be taken from: ENGL 202, 231, 232, 241, 242, 301, 345

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

## Health and Physical Education

### Majors

#### Health Promotion

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.

#### *Learning Outcomes*

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.

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

BIOL 101, HPED 205, PSYC 101.

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

#### *Requirements for the Major*

45 credit hours including:

#### **Health Promotion Core**

- BSAD 315, COMM 355
- HPED 188, 256, 276, 345, 399, 440, 450

Students must also complete a 20 hour concentration from the following choices:

#### **Wellness Management**

- BSAD 310
- BSAD/SOCS 410
- ENGL 205 or 309
- HPED 410, PSYC 212
- Take 4 hours from: HPED 391, 425, NURS 110, PHIL 325, PSYC 363, 373, 378

#### **Fitness Management**

- BIOL 140 or 320
- BIOL 157
- HPED 247, 371, 391
- HPED 189 or 381
- Take two hours from: HPED 425, NURS 110, PSYC 363, 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 courses in order to graduate.



### **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, 217
- ECON 101
- HPED 189, 247, 430
- 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 217, 316
- CHEM 107
- HPED 410, 430
- PHIL 325
- PSYC 212
- SOCS 321

### **Physical Education [see Education]**

## History

### Majors

#### History

*Degree Earned:* Bachelor of Arts

The major in History is designed to provide students a solid grounding in both the specific discipline of History and the larger tenets of a Liberal Arts education. Particular concentrations within the major enable students to build a knowledge base of different regions, cultures, and histories. By stressing such skills and outcomes as critical thinking and analysis, clear and proficient writing, and a deep understanding and appreciation of the past and its role in shaping the present, the History major prepares students for a wide variety of careers. Students who major in History build a foundation in research, writing, and analytical skills that prepares them for graduate or professional school, as well as careers in such fields as education, public service/public policy, law, public history/historic preservation, the arts and nonprofit work, international business, and corporate research/analysis positions.

#### *Learning Outcomes*

Students who major in History will be able to:

1. 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.

#### *Requirements for the Major*

42 semester credits including:

- HIST 160, 300
- Two courses from HIST 103, 104, 105
- Two courses from HIST 111, 112, 113
- 6 credits in U.S. history from: HIST 315\*, 330, 340, 346, 349, 352\*, 354\*, 359\*, 360\*, 380\*,

390, 392 (with appropriate topic), 430 (with appropriate topic)

- 6 credits in European history from: HIST 303, 307, 315\*, 322, 324, 326, 327, 335\*, 352\*, 354\*, 359\*, 360\*, 380\*, 392 (with appropriate topic), 430 (with appropriate topic)
- 6 credits in non-US, non-European history from: HIST 315\*, 331, 332, 334, 335\*, 336, 337, 352\*, 354\*, 380\*, 392 (with appropriate topic), 430 (with appropriate topic)
- 6 additional credits from any area of history

\*Courses marked with an asterisk (\*) may only be used to fulfill requirements in one of the above areas.

Students wishing to pursue graduate work in History are encouraged to take HIST 390, 399, and 410.

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.

### Minors

#### History

##### *Learning Outcomes*

Students who 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.

#### *Requirements for the Minor*

24 semester credits including:

- Two courses from HIST 103, 104, 105
- Two courses from HIST 111, 112, 113
- 12 additional credits in history, with at least two courses in U.S. history and two courses in history other than U.S.

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

**Human Services [see Psychology]**

## Liberal Arts

### Majors

#### Individualized

*Degree Earned:* Bachelor of Arts

The Individualized major provides an opportunity for students to design an academic major of their own that is different from the more traditional majors that are offered by Grand View but is still capable of being supported by the resources which the University has at its disposal. Students who wish to pursue this option must obtain a "Request for Approval of an Individualized Interdisciplinary Major" from the Provost and Vice President for Academic Affairs. This form requires the student who wishes to complete an Individualized major to define the rationale and outcomes for such a major and to prepare a term-by-term plan of study for courses within the major and plans for meeting remaining general education core requirements. Requests for an Individualized Major must be submitted to the Curriculum Committee by the full-time Grand View University faculty member who has agreed to serve as a sponsor for the Individualized major that is being proposed. These requests must be submitted to the Curriculum Committee before the end of the first semester of the student's junior year.

#### *Learning Outcomes*

Goals will be established by the student and faculty advisor.

#### *Requirements for the Major*

45 semester credits in three or more academic departments including no more than 18 hours from a single department and a total of at least 24 upper division hours. All Individualized Majors must be designed with the help of an academic advisor and approved by the Curriculum Committee. All students who design a proposal for an individualized major are also strongly encouraged to include an internship experience in that proposal.

All of the approved courses will be counted in computing the 2.2 GPA required for this major.

#### Liberal Arts

*Degree Earned:* Bachelor of Arts

The Liberal Arts Major affords students the opportunity to gain familiarity with and appreciation for a broad spectrum of academic disciplines. Students who prefer a more focused program of

study or who may be preparing for graduate school have the flexibility to emphasize areas present in the general education core. All students are expected to consult with the faculty advisors in developing their programs of study.

#### *Learning Outcomes*

Students who major in Liberal Arts will be able to:

1. Analyze aesthetic elements that shape understanding and response.
2. Understand how intellectual, cultural, and historical frameworks inform works of aesthetic expression.
3. Make informed interpretations and aesthetic judgments.
4. Develop a framework for response that is both personal and critical.
5. Acquire self-awareness about how they aesthetically relate to the world.
6. Participate in informed discussions of scientific issues.
7. Use scientific methods to gather and analyze data and test hypotheses in a laboratory setting.
8. Distinguish between findings based upon empirical evidence from those that are not.
9. Explain how scientific ideas are developed or modified over time based on evidence.
10. Use the language of science to explain scientific principles within the context of a specific scientific discipline.
11. Use the language of science to explore and understand how humanity relates to the natural world.
12. Compare and contrast the answers to major faith questions posed by various religious and philosophical traditions, texts, and belief systems.
13. Critically address one's own religious stance and articulate its roots in the theological traditions, texts, and/or belief systems.
14. Compare and contrast the major questions and thinkers that form the basis of philosophical traditions.

15. Apply critical reasoning methods to questions of reality, knowledge, God, morality and society.
16. Analyze historical, cultural, social and/or economic institutions and representations which define and reflect human behavior.
17. Communicate understanding of various theories that explain social and human behavior and development.
18. Explain their cultural assumptions as well as those from various multicultural perspectives.
19. Articulate how human behavior and social institutions are defined by their relationship to each other.

#### *Requirements for the Major*

42 semester credits including:

- 6-12 credit hours from The Human Condition (History, Economics, Sociology, Psychology, Humanities, Political Science or Liberal Arts)
- 6-12 credit hours from Aesthetic Appreciation (Art, Music, Theatre, Speech, English Literature, Communications (Photography), Liberal Arts)
- 6-12 credit hours from Faith and Reason (Theology, Philosophy, Mathematical Reasoning, or Liberal Arts)
- 6-12 credit hours from The Natural World (Chemistry, Biology, Physical Science, Physics)
- A total of 24 upper division hours must be earned in this major.
- Courses taken as part of the skill building component of the General Education Core (i.e., composition and quantitative reasoning requirements) may not be counted toward the hours required for the major.

All these courses will be counted in computing the 2.2 GPA required for the major.

## **Minors**

### **Logos Honors**

#### *Learning Outcomes*

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.

#### *Requirements for the Minor*

20 semester credits including:

- LIBA 110, 300, 450
- INTS 121, 221

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

### **Women's Studies**

#### *Learning Outcomes*

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.

#### *Requirements for the Minor*

18 semester credits including:

- INTS 250

15 credits selected from any of the following:

- ENGL 328
- HIST 359 or 360
- INTS 392 or 399
- INTS 430
- No more than 3 credits may be selected from: PSYC 322, 326, 361, 365, 372
- No more than 3 credits may be selected from: PSYC 252, 378, SOCS 333, 363, 364, 365

Students who minor in Women's Studies must achieve a 2.2 GPA in those courses.

## Mathematics

### Majors

#### Applied Mathematics

*Degree Earned:* Bachelor of Arts

The major in Applied Mathematics is designed to prepare students for positions in business and industry, e.g. actuarial science, geophysics; graduate study in mathematical sciences, business, physical sciences, or engineering; or teaching secondary school mathematics.

#### *Learning Outcomes*

Students who major in Applied Mathematics will be able to:

1. Establish a base of knowledge consisting of definitions, notations, concepts, analytical techniques, and properties associated with various areas of mathematics.
2. Develop computer proficiency related to mathematics.
  - a. Programming in at least one language.
  - b. Use application software to process information.
3. Use basic statistical techniques for analyzing and interpreting data.
4. Apply techniques of mathematical reasoning to construct and analyze arguments and hypothesis.
5. Synthesize mathematical knowledge by making connections between different areas of mathematics and between mathematics and other disciplines.

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

Placement in MATH 231

#### *Requirements for the Major*

45 semester credits including:

- MATH 231, 232, 261, 310, 327, 331, 450
- MATH/PHIL 300
- CPSC 155 or BSAD/CPSC 241
- Plus 13 credits from: MATH 301, 322, 335, 350, 351, 361, 399, 430, MATH/CPSC 340, PHYS 250

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

### Minors

#### Mathematics

#### *Learning Outcomes*

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

1. Establish a base of knowledge consisting of definitions, notations, concepts, analytical techniques, and properties associated with various areas of mathematics.
2. Develop computer proficiency related to mathematics.
  - a. Programming in at least one language.
  - b. Use application software to process information.
3. Use basic statistical techniques for analyzing and interpreting data.
4. Apply techniques of mathematical reasoning to construct and analyze arguments and hypothesis.
5. Synthesize mathematical knowledge by making connections between different areas of mathematics and between mathematics and other disciplines.

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

MATH/CPSC 140 is a prerequisite for CPSC 155 and BSAD/CPSC 241.

#### *Requirements for the Minor*

20 semester credits including:

- MATH 231, 261, 300, 331
- CPSC 155 or CPSC/BSAD 241
- One additional mathematics course of 300 level or higher.

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

## Modern Languages

### Majors

#### Spanish for Careers and Professionals

*Degree Earned:* Bachelor of Arts

The major in Spanish for Careers and Professionals places an emphasis on practical application skills in Spanish related to a chosen field of interest such as Business, Healthcare, Criminal Justice, etc. The curriculum provides theory and practice necessary to prepare students to effectively communicate in Spanish in a chosen area of concentration. Students are given a basic foundation in verbal, reading, writing, and critical thinking skills in Spanish. The understanding of culture is emphasized through travel opportunities and involvement in the Hispanic community. Study abroad is not required but highly recommended. Local immersion may be a viable alternative to international study. Participation in international learning programs or projects not sponsored by Grand View University requires prior approval by the department chair.

#### *Learning Outcomes*

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

1. Conduct competent oral communication in Spanish with an emphasis in Business, Criminal Justice, or Healthcare in a variety of informal and formal conversations in social and professional contexts.
2. Comprehend, interpret, and communicate effectively in written Spanish at a proficient level.
3. Analyze and interpret a range of Hispanic literature.
4. Demonstrate a proficient understanding of Hispanic culture within and outside the borders of the United States through participating in community service projects or a travel program.

#### *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 Concentration

- SPAN 105, 399
- SPAN 215 or 430 (International Study)
- Take 6 credits from: BSAD 202, 310, 315

#### Criminal Justice Concentration

- SPAN 106, 399
- SPAN 215 or 430 (International Study)
- Take 6 credits from: PSYC/SOCS 310, CRJ 100 (DMACC), SOCS 318

#### Health Care Concentration

- SPAN 107, 399
- SPAN 215 or 430 (International Study)
- Take 5-6 credits from: HPED 188, 205, 276, NURS 110, 216 (for Nursing majors only), PHIL 325, PSYC 363

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

#### Additional Suggested Electives

- HIST 332, 337
- SPAN 311, 321

### Minors

#### Modern Languages

##### *Learning Outcomes*

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

1. Demonstrate a basic understanding of language and culture in two or more languages including Danish, French, Greek or Spanish.
2. Demonstrate basic language skills necessary for day to day interaction and daily living.
3. Demonstrate practical application of language and culture in social, academic, and business contexts.

##### *Requirements for the Minor*

18 semester credits in any modern language including Danish, French, Greek, or Spanish.

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

#### Global Studies

##### *Learning Outcomes*

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

1. Develop an understanding of international trade, finance, relations, culture, and history.

2. Develop a basic ability to converse and understand a foreign language.

*Requirements for the Minor*

23 semester credits including:

- ECON 320, 415
- POLS 370
- 6 credits upper-level non-U.S. history
- 8 credits of foreign language: FREN 101 and 102 or SPAN 101 and 102 or two approved semesters in another language

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

## Spanish

*Learning Outcomes*

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

1. Demonstrate basic oral communication in Spanish in a variety of informal and formal conversations and in social and professional contexts.
2. Comprehend, interpret, and communicate effectively in written Spanish at a basic level.
3. Demonstrate a basic understanding of Hispanic culture within and outside the borders of the United States through participating in community service projects or a travel program.

*Requirements for the Minor*

22 semester credits including:

- SPAN 101, 102, 201, 202
- 6 additional hours in Spanish as approved by the department chair

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

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.

*Requirements for the Certificate:*

13 semester credits including:

- SPAN 101
- Take 9 credits from: SPAN 105, 107, 203, 204

## Certificates

### Spanish Essentials

This program provides students with essential skills in a short time period to work with the growing Hispanic population. This certificate provides cultural background as well as training in specific work related areas.

*Learning Outcomes*

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



## Music

### Majors

#### Church Music

*Degree Earned:* Bachelor of Arts

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.

#### *Learning Outcomes*

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.

*Prerequisites for courses in the Major*

THEO 201, 202. Strongly recommended: MUSC 232.

These courses will not be counted in computing the 2.2 GPA required for the major.

#### *Requirements for the Major*

45-47 semester credits including:

- MUSC 101. Majors are required to attend a minimum of 10 concerts/performance each semester.
- MUSC 121, 122, 221, or other approved ensemble. Music majors are to be enrolled in ensemble every semester of residency and accumulate a minimum of six semesters.
- MUSC 131, 132, 231, 331, 332, 341, 399, 350
- THEO 330
- Take 8 credit hours in a single applied area
- Demonstrate piano proficiency (prior to junior status)
- Take 6 credits from: THEO 310, 315, 322
- Take 3 credits from: PHIL 205, 305, 312

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

#### Music

*Degree Earned:* Bachelor of Arts

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 for music. This degree prepares students for a variety of music-related careers.

#### *Learning Outcomes*

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.

*Prerequisites for courses in the Major*

FREN 101. Strongly recommended: HIST 104, 105, MUSC 105.

These courses will not be counted in computing the 2.2 GPA required for the major.

*Requirements for the Major*

45 semester credits including:

- FREN 102 or approved substitute
- MUSC 101. Majors are required to attend a minimum of 10 concerts/performance each semester.
- MUSC 121, 122, 221, or other approved ensemble. Music majors are to be enrolled in ensemble every semester of residency and accumulate a minimum of six semesters.
- MUSC 131, 132, 231, 232, 331, 332, 341, 399, 450
- Take 12 credit hours in a single applied area
- Demonstrate piano proficiency (prior to junior status)

These courses will be counted in computing the 2.2 GPA required for the major. Students majoring in Music must achieve a grade of C or better in all the required courses in the major in order to graduate.

**Music Education [see also Education]**

*Degree Awarded:* Bachelor of Arts

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.

*Learning Outcomes*

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.

*Pre-Education Requirements:* Students who are interested in Music Education (K-12) must earn a minimum 3.0 GPA in a prescribed liberal arts pre-education program, have a minimum 3.0 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. The pre-education course requirements are:

- Complete the following, minimum grade B: SPCH 103 or 126, EDUC 111, 145, 244, 280; PSYC 212. These courses will be counted in computing the minimum 3.0 GPA for this major.
- Additional pre-education requirements to be completed, but not counted as credits in the major or in computing the minimum 3.0 GPA required for this major, include: ENGL 101 (minimum grade of B required); a math course, a science course, and PSYC 101, (each requiring a minimum grade of C)
- Prerequisites for courses in the major include FREN 101. No D grades are accepted. HIST 101, 102 and MUSC 105 are strongly recommended.

#### *Requirements for the Major*

92 semester credits (pre-education program and the below)

- PSYC 315, FREN 102
- MUSC 101 (All Music Education majors are required to attend a minimum of 10 concerts/performance each semester.)
- MUSC 131, 132, 231, 232, 331, 332, 142
- EDUC 306 or 307
- MUSC 311, 312
- EDUC 308 or 309
- EDUC 442 or 443
- MUSC 341
- MUSC 121 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, 425
- MUSC 450

All of the courses listed above (except for those excluded as indicated in the pre-education requirements) will be counted in computing the minimum 3.0 GPA required for this major. Music Education majors 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.

Any request for a change in the sequence of curriculum for the Music Education program must

be submitted to the Education and Music Department chairs for consideration by the faculty of both departments.

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.

## **Minors**

### **Music**

#### *Learning Outcomes*

Students who complete an academic minor will be able to:

1. Demonstrate a basic understanding of the theoretical and historical foundations of music.
2. Demonstrate solid performance proficiency in their applied area.
3. Develop basic oral and sightseeing skills.

#### *Requirements for the Minor*

24 semester credits including:

- MUSC 121, 122, 221, or other approved ensemble. Music minors are to be enrolled in ensemble every semester of residency and accumulate a minimum of four semesters.
- MUSC 131, 132
- Take 8 credits in an applied area, including 4 credits of piano (or satisfactory performance on the piano proficiency exam)
- Take 2 courses from: MUSC 231, 232, 331, 332
- Completion of the minor also includes a recital or equivalent in the student's primary field.

Students who minor in Music must achieve a 2.2 GPA in those courses. Students minoring in Music must achieve a grade of C or better in all courses in the minor.

## Nursing

### Department of Nursing Information

#### 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 3.0 on at least 12 Grand View credits, or if no Grand View credits, they must have a cumulative GPA of 3.0 on all transfer credits, to be admitted to Nursing. Students must maintain a cumulative grade point average of 3.0 to register for all nursing courses.

Applicants must achieve 80% or greater on the following two REACH A2 tests: Reading Comprehension and Basic Math Skills. Students with unsatisfactory scores may only test twice for admission to Nursing. (This requirement pertains to pre-licensure applicants only. This does not apply to RN-BSN program applicants.)

For those students transferring to Grand View University from other accredited institutions, every effort is made to allow credit for equivalent coursework from the other institution toward the Nursing major requirements.

Each student is evaluated on an individual basis. Transfer credit is evaluated by the university transcript analyst in conjunction with the Department of Nursing Curriculum Committee.

At the completion of requirements for graduation, pre-licensure students are eligible for licensure by examination to become registered nurses.

#### Recommended high school courses:

Science	4 years
Mathematics	4 years
English	4 years
Social Science	2 years
Foreign Language	2 years

#### Admissions Procedure

Admission involves three steps:

1. Admission to Grand View University
2. Admission to the Nursing Major program. Admission forms are available from the Grand View University website at [www.grandview.edu](http://www.grandview.edu).
3. Applicants must achieve 80% or greater on the following two REACH A2 tests: Reading Comprehension and Basic Math Skills. Students with unsatisfactory scores may only test twice for admission to Nursing. (This requirement pertains to pre-licensure applicants only. This does not apply to RN-BSN program applicants.)

Admission with advanced standing for baccalaureate nursing students from other baccalaureate NLN or CCNE accredited nursing programs are considered on an individual basis.

The Department of Nursing admits students to the Nursing Major twice a year. For the fall term, applications are due 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 Grand View for transfer credit.
- Application form completed for the Nursing program.
- Results of preadmission assessments with scores of at least 80% in REACH required tests.

#### Accelerated Option for Pre-Licensure Students with a Previous BA or BS Degree or Licensed Practical Nurses (LPNs)

A student with all 8 support/core courses completed may petition the Department of Nursing's Admissions, Progression, Graduation & Scholarship (APG&S) Committee to alter progression through the nursing program by taking:

1. NURS 202 or NURS 230 concurrently with NURS 215 and NURS 216 and,
2. NURS 202 or NURS 230 concurrently with NURS 301 and NURS 302

The student will register for NURS 202 or NURS 230 at the end of the registration period if space is available in the class.

The LPN must have a current license from the Iowa Board of Nursing.

### **Readmission to the Nursing Major**

If the student has not taken nursing courses for two consecutive semesters, the student needs to reapply to the nursing program. The student needs to complete the admission application to the Department of Nursing and needs to meet the 3.0 GPA for admission, progression, and graduation regardless of the student's original catalog of admission criteria.

### **Progression/Graduation Requirements**

Students may be required to take nationally normed examinations throughout the curriculum and achieve national benchmark scores on such exams to be eligible to progress and/or graduate.

Completion of 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 an NURS number must be completed in a period of six years.

Students must maintain a cumulative grade point average of 3.0 to register for all nursing courses. Students must achieve at least a C in all nursing major courses. Students must have a minimum 3.0 major GPA and minimum 3.0 cumulative GPA to graduate.

### **Expenses**

The following expenses will be incurred in addition to course supplies, tuition and lab fees: sphygmomanometer, assigned texts and technology, uniforms, shoes, lab coat, watch, NSA membership, Iowa Association of Nursing Student Convention or INA Convention fees, criminal background check, standardized testing, and liability insurance. Students must provide their own transportation to the clinical sites.

### **Dismissal**

Students may be dismissed from the Nursing program if their conduct, health, didactic or clinical performance demonstrates an inability to be successful. Students who fail the same nursing course twice or two different nursing courses with the exception of NURS 110, or whose cumulative GPA falls below 3.0 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. The RN to BSN program utilizes a progressively blended learning format with a portion of the class time online and a portion of the class time in the classroom. 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 3.0, and MATH 341 or equivalent course work in statistics. Students must have a minimum cumulative GPA of 3.0 on at least 6 Grand View credits, or if no Grand View credits, they must have a cumulative GPA on all transfer credits.

Admission involves three steps:

1. Admission to Grand View University.
2. Admission to the Nursing Major.
3. Admission forms can be downloaded from the Grand View University website at [www.grandview.edu](http://www.grandview.edu).

## **Progression/Graduation Requirements for the RN to BSN Program**

Progression and graduation requirements are the same as pre-licensure students, including achieving at least a C in all nursing major courses and maintaining a cumulative GPA of 3.0 to register for all nursing courses. Students must have a minimum 3.0 major and minimum 3.0 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 or IANS 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 the Nursing Student Handbooks available online at [www.grandview.edu](http://www.grandview.edu)

## **Continuing Education**

The Department of Nursing has been approved by the Iowa Board of Nursing to offer nursing continuing education programs. The 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, Department of Nursing or the Iowa Board of Nursing.

## **Majors**

### **Nursing**

*Degree Earned:* Bachelor of Science in Nursing

At Grand View University the baccalaureate program leading to a Bachelor of Science in Nursing degree is a blend of liberal arts and professional nursing education, which together results in the essential learning necessary for those interested in becoming professional nurses.

The program prepares professional nurses who will practice in a variety of institutional and community settings. The purpose of the program is to develop nursing professionals who value learning and embody a caring ethic.

### *Learning Outcomes*

Students who major in Nursing will actualize professionalism by:

1. Valuing life-long learning.
2. Integrating critical inquiry into practice.
3. Nurturing of self and engaging in caring relationships with peers, clients, and society.
4. Providing culturally sensitive continuum of care.
5. Empowering themselves and others to influence health care and society.

### *Minimum courses required for Admission*

ENGL 101, BIOL 157, PSYC 101, plus meet benchmark scores on pre-admissions examinations

### *Requirements for the Major*

### **Pre-RN licensure**

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

### **RN Students**

25 semester credits including:

- NURS 110
- MATH 341
- NSGP 315, 316, 361, 432, 455

These courses will be counted in computing the 3.0 GPA required for this major. Students majoring in Nursing must achieve a grade of C or better in all courses in the major.

*Requirements for the Major***Organizational Studies****Majors****Organizational Studies***Degree Earned: Bachelor of Arts*

The Organizational Studies major integrates courses in business organization/management, social sciences, and technical skills. This major enables students to integrate studies that they have already completed into a baccalaureate degree major and to enrich these studies through exposure to course work in the arts, social sciences, humanities, and the sciences. Students are expected to consult with their advisors in developing their particular program of study.

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.

The 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.

The Criminology 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.

The courses in the Organizational Leadership Concentration 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.

*Prerequisites for courses in the Major*

Specified for the individual courses. Students are expected to consult with their advisors in developing their particular program of study.

**Organizational Studies without a concentration**

45 semester credits from three areas including:

- 12-18 credits in Organization and Management (accounting and business administration)
- 12-18 credit hours in Human Relations and Diversity (history, psychology, sociology, economics, political science)
- 12-16 credit hours in Technical Skills
- A total of at least 24 upper division hours must be earned in the major
- Capstone course requirement may be satisfied by taking any of the departmental senior seminars for which the students have obtained the consent of the instructor, by completing a supervised independent study, or by enrolling in INTS 470.

**Organizational Studies – Business Concentration**

45 semester credits including:

- ACCT 211
- BSAD 310, 315
- ECON 101 or 102
- INTS 470
- Take 6 to 9 credits in accounting and business. Suggested courses include: ACCT 212, BSAD 145, 316, 340, 375
- Take 12 to 18 credits in history, sociology, psychology, economics, and political science. Suggested courses include: EDUC 280, PSYC 378, SOCS 344, BSAD/SOCS 410
- Take 12 to 16 hours in technical skills.

**Organizational Studies – Criminology Concentration**

45 semester credits including:

- INTS 470
- Take 12 to 18 credits from the following: BSAD 310, POLS 315, 340, SOCS 315, 318, 344, 350
- Take 12 to 18 credits from the following: PSYC 277, 320, 378, SOCS 215, 331, 333, 335, PSYC/SOCS 310, 362
- Take 12 to 16 credits in technical skills.

**Organizational Studies – Organizational Leadership Concentration**

45 semester credits including:



- BSAD 202, 310
- INTS 470
- Take 6 to 12 credits in accounting and business. Suggested courses include: ACCT 211, 212, BSAD 315, 316, 340, 375
- Take 12 to 18 credits from history, sociology, psychology, economics, and political science. Suggested courses include: EDUC 280, PSYC 378, SOCS 344, BSAD/SOCS 410
- Take 12 to 16 credits in technical skills.

All of these courses will be counted in computing the 2.2 GPA required for the major.



## Political Studies

### Majors

#### Paralegal Studies

*Degree Earned:* Bachelor of Arts

The major in Paralegal Studies is designed for students with paralegal training who are seeking a baccalaureate degree in order to expand their knowledge in business and organizational skills while further developing their expertise in the areas of Business and Human Resource Management, 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.

#### *Learning Outcomes*

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.

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

Completion of an A.A., A.S., or A.A.S. or other appropriate degrees for Paralegal or Legal Assistant Program's requirements (or in process).

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

#### *Requirements for the Major*

33 semester credits including a common core of 15 credits and 18 additional credits in one of three concentrations: Business and Human Resource Management, Public Administration, or Criminology.

#### **Paralegal Studies Common Core**

15 credits including:

- BSAD 202
- BSAD/POLS/PSYC 399
- POLS 450
- ENGL 309
- POLS 315

#### **Business and Human Resource Management Concentration**

18 semester credits including:

- ACCT 211, BSAD 310, 375
- Take 9 credits from: BSAD 377, 407, 408, 430

#### **Criminology Concentration**

18 semester credits including:

- POLS 340, SOCS 310, 318
- Take 9 credits from: SOCS 315, 331, 333, 334, 335, 336, 430

#### **Public Administration Concentration**

18 semester credits including:

- ECON 101
- POLS 120, 322, 340, 405
- Take 3 upper division credits from BSAD or POLS

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

#### **Political Studies**

*Degree Earned:* Bachelor of Arts

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.

#### *Learning Outcomes*

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.

*Prerequisites for courses in the Major*

MATH 111 or 116, POLS 110, SOCS 101

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

*Requirements for the Major*

41 semester credits and at least 24 upper division hours.

**Common Core**

All students must take the following courses:

- MATH 241 or POLS 239
- POLS 120, 150, 322, 361, 370, 399, 450
- POLS/SOCS 350

Take 15 additional credits from one of the following concentrations:

**Public Administration Concentration**

- BSAD 310
- BSAD/SOCS 410
- ECON 101
- POLS 315, 405

**Pre-Law Concentration**

- BSAD 340
- ENGL 309
- POLS 340, 341
- PSYC/SOCS 310

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

**Additional Suggested Electives**

- ACCT 211
- ECON 315, 415
- HIST 104, 105, 111, 113, 315, 330, 340

- MATH 121
- POLS 212, 215
- PSYC 373
- SOCS 315, 318, 341

**Minors**

**Political Studies**

*Learning Outcomes*

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.

*Requirements for the Minor*

18 semester credits including:

- POLS 110, 120, 315, 340
- Take 6 additional credits in Political Science, 3 of which must be at the 300-400 level.

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

## Psychology and Human Services

### Majors

#### Human Services

*Degree Earned:* Bachelor of Arts

A major in Human Services helps students develop knowledge and skills to work with people. Students take courses to establish a diverse background for understanding human behavior and organizational management. Students gain practical skill and knowledge from internship experiences by working in community settings. Des Moines and Polk County have many agencies from which students might choose.

Students interested in recreational or leisure services can prepare to work in Scout and “Y” camps, retirement communities, parks and playgrounds, or juvenile homes. Other students can prepare to work in personnel offices, community crisis centers, outpatient clinics, public and private social service agencies, and with the various social activities for hospitals, schools, and religious organizations. After graduation, entry level work in social agencies and public administration are possible. More advanced degrees may lead to professional administrative positions.

#### *Learning Outcomes*

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.

*Prerequisites for courses in the Major*  
PYSC 101, SOCS 101

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

*Requirements for the Major*  
47 semester credits including:

- PSYC/SOCS 210, 310
- PSYC 212, 277, 315, 320, 325, 327, 450
- Take 6 hours of PSYC 399
- SOCS 315
- PSYC/SOCS 361 or 362
- Take 3 credits from Specialty Electives: SOCS 321, PSYC/SOCS 322, 372, PSYC 363
- Take 3 credits from Services Electives: PSYC 352, 353, 385, 410

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.

## Psychology

*Degree Earned:* Bachelor of Arts

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.

### *Learning Outcomes*

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.

### *Prerequisites for courses in the Major*

ENGL 101, Math Proficiency (MATH 111 or 114 or 116), PSYC 101

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

### *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 239
- Take 6 credits from any 300-400 level Psychology courses

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 to graduate.

## Minors

### Family Studies

#### *Learning Outcomes*

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

1. Understand the family as a system.
2. Appreciate the cultural and developmental influences on the "family".
3. Understand the many integrative and disintegrative forces that may exist in family systems.

#### *Requirements for the Minor*

21-22 semester credits including:

- PSYC 212, 315
- PSYC/SOCS 322, 372
- SOCS 321, 361, 392

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

### Psychology

#### *Learning Outcomes*

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

1. Understand the basic theories in psychology and the assumptions that frame them.

2. Understand the basic social, cultural and psychological influences on human behavior.
3. Appreciate the complexities of human thought/behavior.

*Requirements for the Minor*

18 semester credits including:

- PSYC 101, 212
- Take 11 hours of Psychology electives (9 of these hours must be upper division credits)

Students who minor in Psychology must achieve a 2.2 GPA in those courses and must achieve a grade of C or better in all courses in the minor.

## Sociology

### Minors

#### Sociology

##### *Learning Outcomes*

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

1. Demonstrate an understanding of the historical development and contemporary issues in sociology and how to apply a sociological perspective to everyday life.
1. 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.
2. Demonstrate an understanding of classical and contemporary sociological theory and the application of theory to research and to everyday life.
3. Demonstrate an understanding of the basic institutions of society.
4. Demonstrate an understanding of the relationship of sociology to other academic areas in the social sciences.
5. Demonstrate an understanding of heredity versus socialization as the “cause” of social behavior.

##### *Requirements for the Minor*

21 semester credits including:

- SOCS 101, 315
- PSYC/SOCS 310
- MATH 241
- Take 3 additional hours from other upper or lower division offerings in Sociology
- Take 6 additional hours of upper division offerings in Sociology
- Independent studies, practica, and cooperative education listings may not be considered for the minor in Sociology.

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

## Theatre Arts

### Majors

#### Theatre Arts

*Degree Earned:* Bachelor of Arts

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.

#### *Learning Outcomes*

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.

#### *Requirements for the Major*

45 semester credits including:

- THTR 104, 202, 220, 222, 306, 332, 380, 440, 461
- THTR 110 – Theatre Activity (3 semesters, 1 credit each semester)
- Take 15 credits from: ENGL 305, THTR 210, 224, 304, 318, 320, 399, 430

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

### Minors

#### Theatre

##### *Learning Outcomes*

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

1. 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 theatre arts.

##### *Requirements for the Minor*

18 semester credits including:

- THTR 104, 110, 202
- Take 11 credits in Theatre Arts above the 200 level

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

## Theology and Philosophy

### Majors

#### Theology

*Degree Earned:* Bachelor of Arts

The major in Theology is designed to provide students with a broad-based curriculum introducing them to important methodologies in the academic study of theology, to significant texts in the various religious traditions, and to the history of theological and religious reflection.

The Grand View Theology and Philosophy Department ministers with the Evangelical Lutheran Church in America by offering a major in Theology, by preparing students wishing to enter seminary, by providing coursework for those seeking to be commissioned and rostered as lay professional in ministry, by preparing those wishing to pursue graduate work in religious studies, and by providing an opportunity for all Grand View University students to explore the nature of religious faith.

#### *Learning Outcomes*

Students who major in Theology will be able to:

1. Demonstrate knowledge of the content of and apply critical methodology to both the Old and New Testaments and select texts from other religious traditions.
2. Demonstrate respect for the diversity of theological/religious traditions and identify how they interrelate with different cultural systems.
3. Demonstrate an understanding of and critically evaluate philosophical and theological traditions, practices, and texts.
4. Demonstrate critical thinking skills in writing and speaking.

#### *Requirements for the Major*

36 semester credits including:

- THEO 105, 106, 201, 202, 399
- Take 9 credits from: THEO 310, 315, 322, 330, 335
- Take 3 credits from: THEO 392, 430
- Take 9 credits from: PHIL 205, 210, 311, 312

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

### Minors

#### Philosophy

##### *Learning Outcomes*

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

1. Gain critical thinking skills for speaking and writing.
2. Interpret significant classics in philosophy.
3. Appreciate the role of philosophy in public life.

##### *Requirements for the Minor*

18 semester credits including:

- PHIL 205, 210, 311, 312
- Take 6 credits from: PHIL 300, 305, 325, 430

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

#### Theology

##### *Learning Outcomes*

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

1. Gain critical thinking skills for speaking and writing.
2. Interpret the scriptures and texts of various religions.
3. Appreciate the role of religion in public life.
4. Demonstrate critical thinking skills in writing and speaking.

##### *Requirements for the Minor*

18 semester credits including:

- THEO 105, 106, 201, 202
- Take 6 additional upper division credits in Theology

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



## ***Additional Educational Opportunities***

### **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:

<b>Required Courses</b>	
<b>Course Title</b>	
<b>Sem. Hrs.</b>	<b>Course Number</b>
Introduction to the Literature of the Old Testament	
3	RELG 201
Introduction to the Literature of the New Testament	
3	RELG 202
History and Theology of the 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

<b>Elective Courses</b>	
<b>Course Title</b>	
<b>Sem. Hrs.</b>	<b>Course Number</b>
Parish Teaching Ministry	
3	EDUC 430
Parish Music: Ministry and Leadership	
3	MUSC 430
Service as a Ministry	
3	PSYC 430

## International Learning Opportunities

### Summer, Semester and Year-long Programs

Grand View University offers students several opportunities to study off-campus in numerous locations around the world. Students must meet the following requirements in order to participate in summer, semester, or year-long programs:

1. Have a minimum cumulative grade point average of 2.5.
2. Secure approval from the Director of International Studies.
3. Secure approval from the sponsoring institution or international study program (if applicable).
4. Pay a \$100 non-refundable administrative fee to the Business Office once approved to participate.
5. Attend Grand View on at least a half-time basis for at least one semester prior to the start of the international study program.
6. Have no outstanding debts to the University.

Applications for study abroad must have final approval, including all financial aid paperwork completed, by the following deadlines:

Fall semester – May 15

Spring semester – November 15

Summer semester – May 1

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 summer, semester, or

year-long programs. Please visit the myView website under Academics, Study Abroad to review all of the policies and guidelines associated with participating in a summer, semester, or year-long program. Grand View reserves the right to choose the summer, semester, or year-long program providers with which it will participate. Students should start this process at least one full semester prior to the semester abroad.

Students who have been approved for participation in a summer, semester or year-long program 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 maximum of four (4) students per year will be approved for institutional aid to be utilized for such programs. Students receiving institutional aid for study abroad will only receive institutional aid for one (1) term of study. Neither the Grand View Tuition Waiver nor Tuition Exchange can be used for study abroad. However, federal, state and outside grants and loans may be used if the student qualifies. Students must maintain satisfactory academic progress to receive financial aid while studying away from Grand View. Students must have no outstanding debts to the University in order for a study abroad agreement to be approved.

Grand View students should note that they may apply directly to a foreign institution in order to participate in a program of study at that institution. However, under these circumstances, the University will not assist students in securing financial resources to cover any necessary expenses, and is not under an obligation to accept any academic credits earned at these institutions. 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 Director of International Studies before beginning their course of study.

For application forms and additional information about the summer, semester, or year-long International Study options, contact the Director of International Studies or visit the myView website under Academics, Study Abroad. For information about financial aid policies for these programs, contact the Grand View University Financial Aid Office.

## Grand View in Denmark

Grand View offers several options to students interested in studying in Denmark for a semester or an academic year. The Grand View – UCC Teacher Education Exchange in Copenhagen, Denmark is a one-semester experience at University College Capital (UCC). Additional locations in Denmark offer semester or year-long programs in a variety of fields. 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.

Students must meet the following requirements in order to participate in the Grand View – UCC Education Exchange Program:

1. A minimum cumulative grade point average of 2.5.
2. Secure approval from the Director of International Studies.
3. At least the sophomore level to participate in the GV-UCC exchange.
4. No outstanding debts to the University.

Applications for a GV exchange program must have final approval by the following deadlines:

Fall semester – March 15

Spring semester – November 15

All financial aid paperwork must be completed by the following deadlines:

Fall semester – May 15

Spring semester – November 15

For application forms and additional information about the Grand View – UCC Education Exchange Program or semester and year-long options in Denmark, contact the Director of International Studies or visit the myView website under Academics, Study Abroad. For information about financial aid policies for these programs, contact the Grand View University Financial Aid Office.

## Grand View University Study Tours

Study Tours are spring semester courses that include a faculty-sponsored short-term travel tour. Students enroll in courses in the spring semester, attend class on-campus, and complete their course by traveling domestically and/or internationally either during spring break or in early

May, gaining a hands-on experience in the field. Students who wish to participate in Study Tour opportunities offered by Grand View must meet the following requirements:

1. A minimum cumulative grade point average of 2.00, or receive the consent of the instructor.
2. Approval of the program sponsor.
3. Attend a minimum of 10 hours of classes per course on campus during the spring semester.
4. No outstanding debts to the University.

Financial assistance for Study Tours is available for degree-seeking Grand View students who qualify. Contact the Financial Aid Office early to discuss your options.

For application forms and additional information about Grand View University Study Tours, please attend a site specific informational session during the fall semester; visit the myView website under Academics, Study Abroad; contact the Director of International Studies; or contact the Study Tour Faculty Sponsor Directly.

**For non-student participants:** If you are not a Grand View student, but are participating in a Study Tour program, you will need to complete all of the required forms and pay the deposit and all program fees by the established deadlines. Failure to meet all deadlines will disqualify you from participation in the program.

## Non-credit and Continuing Education Units (CEUs) Programming

### Non-credit and Corporate Training

Non-credit courses and training are available to meet personal or professional needs of adult learners. Course work is developed to meet the specific needs and interests of special groups. The College for Professional and Adult Learning also offers corporate training programs customized to the specific needs of the organization and industry.

### CEUs

Course work at Grand View University may be eligible for continuing education unit (CEU) credit. These courses may be a part of the regular academic offerings of Grand View University or may be specifically developed. The awarding of

CEUs is determined by the appropriate professional accrediting organization or board.

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.

## 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 program 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 the Chair of the Department of Mathematics and Computer Science for more information.

### *Requirements for the program*

24 credits in Chemistry/Physics including:

- CHEM 111, 112
- PHYS 160, 250, 221, 222

33 credits in Computer Science/Mathematics including:

- CPSC 241
- MATH 231, 232, 261, 300, 322, 327, 331, 351, 450

## 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.

## Teacher Endorsement Academy

Selected Teacher Education teaching endorsements such as Reading, Instructional Strategist I, and Driver and Safety Education are offered in condensed class schedules. The summer Teacher Endorsement Academy offers classes in two or three week sessions. Accelerated weekend and evening endorsement classes are offered during the academic year. These classes are designed for licensed teachers who wish to obtain additional teaching endorsements.

## **Graduate Degree Programs**

### **Program Characteristics**

The Grand View University M.S. in Innovative Leadership is committed to developing leaders in business, education and nursing who are evidence-based practitioners. Features of the program include:

- Emphasis on analysis, synthesis, and application.
- Comprehensive commitment to the development of critical thinking and writing skills.
- Emphasis on preparing independent, self-directed and collaborative practitioners.
- Instructional/learning methodologies that value and make significant use of primary sources and case studies.
- Opportunity to participate in a learning experience that includes “engaged” practitioners who strive to connect theory and practice.
- Opportunity to develop and practice skills of collaborative decision making.
- Commitment to developing leaders who become and remain “cutting edge,” evidence-based practitioners.

### **Admission**

#### **Application Criteria and Process**

Each applicant for admission to the M.S. in Innovative Leadership must complete an application file which includes the following:

1. An application for admission to graduate study.
2. An official transcript of an earned baccalaureate degree from a regionally accredited institution of higher education. Transcripts must be sent from the originating institution(s) granting the credit.

If the baccalaureate degree was completed outside of the United States of America (U.S.A.), the student must have the transcript evaluated by a transcript evaluation agency in the U.S.A., at the student's expense. Evaluation by a transcript evaluation agency provides a guide for evaluating

international coursework; however, Grand View University retains the right to determine transferability of courses and degrees. Students may need to provide Grand View with additional information about coursework, if requested. In some cases, transfer credit can be granted in the coursework is transcribed by a college or university in the U.S.A. that sponsored the study abroad or semester at sea experience, but this situation will be evaluated on a case-by-case basis.

3. A cover letter which addresses:

- The student's interest in the program, including the identification of short and long term career goals,
- The skills and experiences that the student will contribute to the program, and
- The expectations that the student has of the program.

4. A resume.

5. Three letters of recommendation, preferably one from an undergraduate faculty member or a substitute approved by the Council of Graduate Studies, one from an employer, and one from someone else who can attest to the ability of the student to successfully engage in graduate study.

6. Validation of an undergraduate minimum grade point average (G.P.A.) of 3.0 on a 4.0 scale.

7. Results of the Graduate Record Exam (GRE) or Graduate Management Aptitude Test (GMAT) within the last five years. The GRE is most appropriate for those in education and nursing, the GMAT for those interested in business OR a written essay (in addition to the required cover letter).

8. Additional requirements related to the intended tracks of study include:

#### **For Education track**

- A current license to teach in the State of Iowa.

#### **For Nursing track**

- A baccalaureate degree with an upper division major in nursing from a program accredited by

the National League for Nursing or the Commission on Collegiate Nursing Education.

- Current state license as a registered professional nurse.
- Professional liability insurance of \$1,000,000/\$3,000,000 coverage.
- An upper-level (300 or above) baccalaureate biostatistics course taken within 5 years of application date.
- Current CPR (professional level) certification.
- Health requirements including TB testing, hepatitis B, varicella.
- Criminal background screening.

All applicants must have a minimum of two years of full-time employment or approval of the Council of Graduate Studies.

Upon completion of the application file for admission, all applicants are required to schedule an interview with the Director of Graduate Studies.

Students whose native language is not English must also demonstrate mastery of the English language.

All application materials should be submitted to the Office of Admissions. Completed application files will be reviewed each month by the Council of Graduate Studies and applicants will be notified of council action on the 15<sup>th</sup> of each month. New students will ordinarily be admitted to the program once a year, at the beginning of the Fall term.

### **Provisional Admission**

The applicant who does not meet all program requirements may be considered for provisional admission on a space available basis. The conditions of provisional admission will be defined, in writing, by the Council of Graduate Studies at the time that provisional admission is granted.

### **Transfer Credit**

Students admitted to graduate study at Grand View University may submit a request for up to six semester hours of previously earned graduate credit to be accepted as transfer credit.

Previous graduate work must:

- Have been earned at an accredited college or university.
- Have been completed within the last five years prior to admission to graduate study at Grand View.
- Have been awarded a grade no lower than a B-

- Be reviewed and evaluated at the time of admission to graduate study at Grand View University.

All requests for transfer credit must be accompanied by:

- An official transcript.
- A course description.
- A course syllabus.

## **Financial Information**

### **Financial Aid**

Students in graduate programs may be eligible for Stafford Loans. To qualify, students must be enrolled at least part-time and meet eligibility requirements established by the federal government.

Students who need additional financial aid than that provided by the Stafford Loan program may qualify for a federal Graduate Plus loan.

All questions about financial assistance for graduate study should be referred to the Director of Financial Aid.

### **Grand View Assistance**

Graduate students who are degree seeking may be eligible for limited Grand View awarded aid. Please contact the Director of Graduate Studies for information.

Grand View University is committed to providing every student a quality education at a reasonable cost. Through the annual contributions of the churches of the Iowa Synods of the Evangelical Lutheran Church in America, gifts from individuals and businesses, and income generated by the Grand View University Endowment Fund, the actual cost to the students may be reduced.

### **Satisfactory Academic Progress**

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

Grand View's Satisfactory Academic Progress Standards for Financial Aid apply to all students who want to establish or maintain financial aid eligibility. **These standards apply to a student's entire academic transcript, including terms for which financial aid was not applied nor disbursed.**

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

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

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

Students must successfully complete at least 67% of the credit hours they attempt. Credits for which students receive grades of W or F are counted as credits that are attempted, but not completed. Students who do not complete 67% of their attempted credit hours will be granted one warning period in which to increase their percentage of credit hours earned. Failure to achieve this standard at any point following the warning period will result in the loss of financial aid eligibility until the student has earned 67% of his or her attempted credit hours. Eligibility will terminate when the credits required for a specific degree/program are earned.

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

Students must maintain a minimum cumulative GPA. Graduate students must maintain a 3.0 minimum cumulative GPA. Students who do not meet the minimum cumulative GPA requirements will be granted a warning period in which to raise their cumulative GPA to the minimum standard. Failure to achieve this standard at any point following the warning period will result in the loss of financial aid eligibility until the cumulative GPA meets the minimum standard.

Courses with a grade of Incomplete must be completed in the following semester. Incomplete courses that remain after one semester will be

assigned a grade of F and factored into academic progress at that time.

### **Warning Periods**

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

### **Repeated Coursework**

When a student repeats a course, the most recent grade received will be used in the calculation of the cumulative grade point average. The credit hours for the class will be calculated as part of a student's completion rate. A course that has been successfully completed with a C or above can only be repeated once.

### **Re-Establishing Eligibility**

A student who has lost financial aid eligibility due to a deficiency in completed hours or GPA can regain eligibility by achieving the minimum standards established in this policy. It is the student's responsibility to notify the Financial Aid Office and request that aid be reinstated when this has been accomplished.

### **Appeal Process**

Extenuating circumstances that result in a student failing to achieve the minimum completed credit hours and/or GPA requirements will be evaluated by a Financial Aid Academic Progress Committee. Appeals should be sent in writing to the Assistant Director of Financial Aid, Grand View University, 1200 Grandview Avenue, Des Moines, IA 50316-1599.

## **Financial Charges**

### **Books and Supplies**

Books and supplies may be purchased at the Grand View University Bookstore.

### **Library Fees**

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

## **Tuition for 2013-2014**

Students registering for degree-seeking graduate credit are charged \$519 per credit hour. For an up-to-date listing of tuition and fees, please go to [www.grandview.edu](http://www.grandview.edu).

## **Technology Fee/Parking Fee**

Fees are charged to student accounts on a per semester basis. Parking fees are assessed to all students. For the 2012-2013 year, parking fees are \$40 per semester (fall and spring) for graduate students. Technology fees of \$75 per semester (fall, spring, and summer) are assessed to graduate students. Fees are not refundable after the start of the semester.

## **Payments and Refunds**

### **Payment of Student Accounts**

Payment of charges for tuition is 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 through the mail, in person, over the phone, or online at [www.grandview.edu](http://www.grandview.edu) > Quick Links > Make a Payment. Payments may be made by cash, check, 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 GV 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 monthly payment plan. In order to set up a payment arrangement, please complete the Grand View Tuition Payment Plan form, available at <https://myview.grandview.edu> > Finances > Business Office. This form must be returned to the Business Office along with the \$50 (\$25 per semester) enrollment fee. This fee allows for the

deferral of tuition throughout the semester and waives late fees on the balance as long as the account remains in good standing. 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**

### **Dropping Classes**

Students have the first 7% of each class 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 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 discuss all academic options with their advisor. Students interested in officially withdrawing from Grand View



University must initiate the withdrawal by contacting the Director of Graduate Studies. Students who want to remain enrolled for a future term must indicate their intention in writing. The effective date of withdrawal will be calculated based on the date of contact. Students who withdraw on or after the first day of the term and before the 60% point in time in the semester will receive a prorated refund in tuition. The amount of the refund is based on the percentage of the semester that has not been completed (the number of calendar days remaining in the semester divided by the number of calendar days in the semester). Financial aid will be refunded to the respective sources (federal, state and institutional) using the same percentage. Stated simply, a student who completely withdraws after completing 20% of the semester will be charged 20% of tuition charges and will retain 20% of the financial aid. Examples of the application of the refund policy are available upon request at the Financial Aid Office.

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

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

## Program Orientation

All newly admitted graduate students are required to attend an Orientation to Graduate Study that is scheduled prior to their first class, Leading for Change I. The Orientation to Graduate Study is intended to introduce students:

- To the mission and purposes of Grand View and Graduate Studies.
- To graduate program policies and procedures.
- To the programs and services available to support their success.
- To the Dean, Director and faculty of Graduate Studies.
- To their cohort classmates.
- To the concept of mentoring employed by Graduate Studies.

## Advising

All students admitted to Graduate Studies will be advised by the Director during their first two semesters of enrollment. The Director will prepare and distribute to each student enrolled in the graduate program a two-year Plan of Study which identifies the courses that are to be taken, the requirements that are to be satisfied, and the academic term in which courses and requirements are to be completed. Before the end of the first term of graduate study, the Director will assign a permanent academic advisor from the track in which the student is pursuing specialization.

Graduate students are encouraged to meet with their academic advisor regularly.

Students must submit a petition for graduation through their academic advisor to the Director of Graduate Studies Office no later than the end of the fall semester before their intended graduation date. This is not an automatic process; one must petition for graduation.

## The Graduate Community and Mentoring

Much of life's journey occurs in community – in our families, at our places of work or service, in our educational endeavors, and with the friendships that we develop. Graduate study is a complex and challenging undertaking. Grand View University places a high priority on mentoring and on the development of community among those students who are engaged in graduate study.

Grand View's commitment to these goals occurs through:

1. Activities, events, and programs scheduled by the Graduate Council both after students have been admitted and before they begin their graduate study as well as during the years of formal study.
2. The relationship that each graduate student establishes with his/her academic advisor and with other faculty members who teach and guide graduate level study.

Grand View University strives, as our mission statement declares, "to engage, equip, and empower students to fulfill their ambitions and to serve society."

## Academic Information

### Registration

#### **Graduate students register and progress through the program as a cohort.**

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

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

The times of registration for Graduate Students are stated in connection with the announcement of course offerings prior to the opening of each session.

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

### Academic Load

Full time graduate load is 9 semester hours. Those enrolled for fewer than 9 hours are considered part-time students. Half time is considered 5 semester hours. Typically a semester is designed to have 7 credit hours.

### Changes in Registration

When necessary, changes in registration may be made. However, students should plan their academic programs carefully so that subsequent changes are kept to a minimum. After the first 7% of each class has passed, a student may only add the class with instructor approval. Specific dates are listed on the course schedule for each term, which may be found by going to myView > Academics > Calendars and Course Schedules > Term Calendars.

### Withdrawal from Courses or from the University

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

Students may officially withdraw from an individual course during the first 60% of a semester. If withdrawal occurs after the first 7% of the length of the course, and before the end of the first 60% of the length of the course, the registrar will place the symbol W on a student's transcript.

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

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

Students may withdraw from the University and receive a W for each course if withdrawal occurs before the end of the first 60% of the semester. A failing grade will be recorded for all courses if the University withdrawal is made after the first 60% of the term. **Students who withdraw from Grand View's graduate program will need to apply for readmission and be admitted on a space available basis in a new cohort.**

#### **3. 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 Military Leave of Absence form unless the student cannot provide notice because the mission is classified. Verification of military deployment must be submitted with the completed Military Leave of Absence form.

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

If the student is called to active duty 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 the Registrar's Office in order to complete the required documents.

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

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

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

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

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

### **Transfer to Other Institutions**

The fact that Grand View University is an accredited member of the Higher Learning Commission of the North Central Association of Colleges and Schools and is accredited at the baccalaureate and master's levels insures a maximum of convenience in the transfer of credits to other educational institutions.

Students planning to transfer, however, should realize that there is no such thing as automatic transfer. Each institution has its own requirements and standards and is free to apply these restrictions

to all applicants. Moreover, many institutions reserve the right to refuse to accept credits in which the student received a low grade.

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

## **Educational Records Policy**

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

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

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

As of January 3, 2012, the U.S. Department of Education's FERPA regulations expand the circumstances under which student education records and personally identifiable information (PII) contained in such records — including Social Security Number, grades, or other private information — may be accessed without student consent. First, the U.S. Comptroller General, the

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

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

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

sports, and for members of athletic teams, weight and height.

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

## **Grading and Academic Progress**

### **Permanent Grades**

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

The symbol W is entered on the transcript when students withdraw. No course in the core or track may be taken pass/fail.

### **Incomplete Work**

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

following Spring Semester. This completion period may be extended if special circumstances exist. Requests to extend the completion period beyond one additional semester must be made by the instructor and approved by the academic dean. The temporary symbol I is noted on a student's transcript when an incomplete is granted. This symbol is removed from the student's transcript and replaced with the appropriate grade for the course if the requirements are completed within the designated time period. If the requirements are not completed during the designated time period, the I symbol is automatically replaced with a grade of F.

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

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

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

Each credit hour of A: 4 grade points

Each credit hour of B: 3 grade points

Each credit hour of C: 2 grade points

Each credit hour of F: 0 grade points

The symbols I (incomplete), W (withdraw), and Z (audited) do not carry grade point values.

For graduate courses, the grade point average is the total of all grade points divided by the total of all graduate credit hours attempted.

Grade point averages are recorded on official transcripts to the nearest 0.01 of a point. All decisions affecting students' academic progress that make use of a grade point criterion (e.g. academic probation, academic suspension, and graduation) are made with reference to the nearest 0.01 of a point of the student's GPA.

## **Academic Progression**

**Students are required to enroll in all coursework scheduled for the cohort in a given term. Students generally may not enroll in partial coursework and are expected to progress with the cohort.**

Students must maintain a 3.0 GPA and may not accumulate more than 2 "C" course grades toward graduation. Students with a cumulative GPA below 3.0 will be placed on probation and may be dismissed from the program by the Council of Graduate Studies.

### **Grade Change**

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

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

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

### **Pass/Fail Option**

The pass/fail option stipulates that no grade will be given other than P (passing) or F (failing). Credit will be awarded only for work equivalent to a C grade or better; work equivalent to an F grade will receive an F grade. The pass/fail option is not available for required courses in the CORE or tracks for graduate students.

## Final Grade Reports

Following the end of each term, final grade reports are available on the University computer system. Students who need an official copy may request it online or in the Office of the Registrar.

## Prerequisites

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

## Repeating Failed Courses

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

In regards to financial aid, a failed course may be repeated as many times as needed until passed.

## Repeating Passed Courses

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

1. The grade received for each course retaken will appear on the transcript, and the new grade will be used for computing the cumulative grade point average. However, all course titles,

credits attempted, and grades earned will be listed on the transcript, along with a notation that a course was retaken.

2. No additional credit toward graduation may be received for retaking a previously passed course.
3. Fees must be paid for all courses retaken.
4. Students must properly register to retake a course during registration or pre-registration.
5. If the earlier course or the retaken course is at another institution, it is the student's responsibility to request that the registrar replace the earlier grade with the new grade.

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

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

## Repeatable Courses

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

## Variable Credit Courses

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

## 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 the 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 or director of graduate studies 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 the semester will be administratively dropped from all of their classes for the semester; however, it is the personal responsibility of the student to complete the appropriate admission deferment or withdrawal process.

## **Penalties for Grade Point Deficiencies**

### **Academic Probation**

Graduate students will be placed on Academic Probation if they fail to attain a 3.0 cumulative grade point average necessary to be in Good Academic Standing. 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 7 semester hours. It is the students' responsibility to contact their advisors so that their course loads can be adjusted to the 7

hour limit. Students on Academic Probation may lose financial aid.

If students do not earn a 3.0 cumulative grade point average during a probationary semester, their continued enrollment at Grand View University will be subject to review by the Graduate Council. This review could lead to either Academic Suspension or admission to additional probationary semester.

### **Academic Suspension**

The Graduate Council places graduate students on Academic Suspension when students do not meet the minimum cumulative grade point average in a probationary semester. If a student's GPA indicates inability to be successful in graduate school, the Graduate Council may suspend a student after an initial semester of graduate study.

Graduate students suspended will need to reapply to the Graduate Council and demonstrate the ability to be successful in graduate school. They must speak to the reasons they were suspended and how they have rectified their situation at the time of re-admission.

### **Academic Responsibility/Academic Honesty Policy**

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

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

### **Academic Dishonesty Defined**

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

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

Typical infractions: The following list, though not exhaustive, attempts to describe typical infractions of the code of honesty, some of these being more serious than others:

3. Purchase, sale theft (attempted theft), or unauthorized receipt of examinations or assigned papers.
4. Plagiarism: any theft of ideas or of whole passages, sentences or words and phrases from any other source without proper documentation giving credit.
5. Any tampering with examinations, papers, grading reports, transcripts, or similar documents related to academic work.
6. Any use of another person as proxy or substitute performer in examinations or paper writing.
7. Any use in an examination of notes, texts, or equipment not specifically sanctioned by the instructor.
8. Any copying of another student's test paper or assignment.
9. Any kind of collaboration not specifically authorized by instructor on a test, paper, or assignment.
10. Destruction of, theft of, or other tampering with another student's work.
11. Invention, falsification or alteration of data in which a student dishonestly purports to be recording actual studies, finding, and measurements.
12. Any unethical and/or unauthorized use of computer.

13. Misrepresenting time spent in a clinical or field experience, internship, or other experiential learning setting.

### Procedure

Any instance of academic dishonesty requires action involving both the student and the faculty member directly involved and the submission of an Academic Dishonesty Report to the Provost and Vice President for Academic Affairs. If the faculty member is unsure how to proceed, she/he may consult with the Student Academic Life Committee at any point in the process.

Upon determining that a student is guilty of academic dishonesty, the faculty member should meet with the student. Depending upon the nature and the degree of seriousness of the initial infraction, the instructor can impose a range of sanctions, including the following:

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

After imposing a sanction, the instructor must notify the Provost and Vice President for Academic Affairs of the incident, in writing, using the Academic Dishonesty Report Form.

If it is the student's first incident of academic dishonesty, she/he will receive a letter from the Provost and Vice President about the incident, the University's expectations regarding academic integrity, and future possible consequences if the student commits another act of academic dishonesty during their enrollment at Grand View. Copies of the letter will be sent to the student's academic advisor.

If it is determined that the student is being reported for a second incident of academic dishonesty, the student minimally will fail the course and be placed on academic dishonesty probation. The student should expect a letter from the Provost and Vice President for Academic Affairs about the incident. This letter will inform the student of her/his failing grade and placement on probation. Copies of the letter will be sent to the student's academic advisor, the instructor, and the registrar.

If the student is reported for a third incident of academic dishonesty, the student will be suspended from the University and the suspension



for academic dishonesty will be noted on the student's transcript. The student should expect a letter from the Provost and Vice President for Academic Affairs about the incident. This letter will inform the student of her/his suspension. Copies of the letter will be sent to the student's academic advisor, the instructor, and the registrar.

Students suspended for Academic Dishonesty must follow the same procedures for readmission as those listed for students who have been academically suspended.

### **Appeal Process**

In the event the student is dissatisfied with a decision, she/he may appeal the decision to the Student Academic Life Committee. The appeal process must be initiated within 15 days following notification of the decision. Appeals must be submitted in writing to the chairperson of the Student Academic Life Committee.

## **Student Complaints and Grievances**

### **Student Complaints**

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

### **Student Grievances**

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

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

of the academic term in which the issue of disagreement occurred.

**To appeal decisions regarding admission, progression, or graduation in the 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.

## **Graduation Requirements**

Students must complete the graduation requirements listed in the Grand View catalog in effect at the time of initial registration. These requirements are in effect unless the students have been out of Grand View for over four years. Then the requirements for graduation become those in effect at the time of re-entry into the program.

### **Petitioning for Graduation**

Students must submit a petition for graduation through their academic advisor to the Director of Graduate Studies Office no later than the end of the fall semester before their intended graduation date. This is not an automatic process; one must petition for graduation.

Students who are within six semester credits of completing all requirements for April graduation may petition the Director of Graduate Studies, in writing, to participate in the commencement ceremony. This petition must include a plan to earn the remaining credit hours throughout the summer terms which follow the April commencement ceremony.

Any changes made to a graduation petition after it has been granted, including the intended graduation date, must be submitted in writing to the Director of Graduate Studies in order for the changes to be accepted by the University. Petition

forms are available in the Director's office and on the University web sites.

### **Graduation Requirements for a Master of Science Degree**

- Successful completion of all requirements for the core component of the degree.
- Successful completion of all requirements for at least one track – business, education or nursing.
- Achievement of a cumulative grade point average of 3.0 with no more than 2 grades of C.

## **Learning Outcomes**

### **The Common Core**

The graduate will be able to:

- Demonstrate knowledge of leadership theory, change, culture, and organizational behavior.
- Develop critical skills essential for interpretation and application of evidence for professional practice.
- Apply relevant theoretical models of decision making in a professional context.
- Demonstrate the value of diversity, equity, communication, ethical practice, moral leadership, and cultural competence in the workplace.
- Demonstrate an understanding of innovation at the individual level as well as the organizational level.
- Connect and apply knowledge of leadership, decision making, innovation theory, workplace dynamics and evidence-based practice to professional settings.

### **Business Track**

The graduate will be able to:

- Demonstrate understanding of the relationship between threat analysis and organizational failure.
- Demonstrate competency in systems approach to organizational development.
- Demonstrate competency in conflict management, team-building, and interpersonal dynamics.
- Demonstrate competency in budgeting and resource allocation.

- Demonstrate creative entrepreneurial thinking, including innovative positioning strategies for an organization.
- Demonstrate understanding of the role of leadership in shaping social responsibility.
- Demonstrate understanding of the role of leadership in shaping organizational culture.

### **Education Track**

The graduate will be able to:

- Advocate, nurture, and sustain a school culture and instructional program conducive to student learning, professional development, and community partnerships.
- Analyze the ramifications of economic, social and political influences on education decision making and policy development.
- Utilize current educational research to create effective learning environments that meet the needs of diverse students and enhance student achievement.
- Strengthen one's content knowledge to improve instructional practice.

### **Nursing Track**

The graduate will be able to:

- Effect change through advocacy for the profession, interdisciplinary health care team and the client.
- Communicate effectively to achieve quality client outcomes and lateral integration of care for a cohort of clients.
- Actively pursue new knowledge and skills as the CNL role, needs of clients, and the health care system evolve.
- Properly delegate and utilize the nursing team resources (human and fiscal) and serve as a leader and partner in the interdisciplinary health care team.
- Identify clinical and cost outcomes that improve safety, effectiveness, timeliness, efficiency, quality and the degree to which they are client-centered.
- Use information systems and technology at the point of care to improve health care outcomes.
- Participate in systems review to critically evaluate and anticipate risks to client safety to improve quality of client care delivery.
- Assume accountability for health care outcomes for a specific group of clients within a unit or

setting while being sensitive to the multiple influences on the delivery system.

- Synthesize and apply research-based information to design, implement and evaluate client and care environment outcomes.
- Use appropriate teaching/learning principles and strategies as well as current information, materials and technologies to facilitate the learning of clients, groups and other health care professionals.

## Capstone Experience

The graduate will be able to:

- Synthesize the major concepts of the program in the design and implementation of a scholarly project relevant to the student's practice area for the purpose of effecting change and improving practice.

## Program Requirements

All courses in the common core and all courses in the student's chosen track are required to complete this 40 credit hour degree. No courses are elective.

## Course Descriptions

### Common Core

#### GRST 501

#### Leading for Change I: Introduction to Innovative Leadership

#### 1 credit

This course provides an orientation to the Master of Science in Innovative Leadership. Focus is on the exploration of leadership as well as the process necessary to succeed in an intense graduate program. Students will be exposed to a variety of perspectives on leadership while simultaneously exploring the personal skills needed to develop self-authorship in future coursework and the benefits of mentorship in leadership development.

#### GRST 510

#### Evidence-Based Practice

#### 3 credits

This course focuses on the analysis of evidence for application to the students' professional practice setting. This course will provide a foundation for

students to explore the strengths and limitations of various research designs and develop critical skills essential to the interpretation and application of evidence. This course will equip the students with the skills that will be needed throughout the program as well as for the students' capstone experience. Prerequisite: GRST 501. Concurrent with GRST 511.

#### GRST 511

#### Leadership and Decision Making

#### 3 credits

This course will examine leadership and decision making in its organizational context. The emphasis will be on exploring the role of cognitive processes, developing problem diagnostic skills and developing an understanding of the challenges involved in implementing decisions. The course will continually emphasize the acquisition of the skills necessary to apply concepts from decision making theory to areas of professional practice.

Prerequisite: GRST 501. Concurrent with GRST 510.

#### GRST 520

#### Interpersonal Workplace Dynamics

#### 3 credits

This course will examine roles, role expectations, and social systems in the workplace. Human motivation theories, group dynamics, and strategies for building community and a shared vision will be studied. Students will learn how to connect theory and practice, identify system components for best practice, mobilize resources, apply knowledge in diverse and authentic work settings, and manage conflict. How to act with integrity and fairness to create efficient, effective, and healthy work environments will be emphasized. Prerequisite: GRST 510 & 511. Concurrent with GRST 521.

#### GRST 521

#### Innovation

#### 3 credits

This course provides an introduction to innovation. Focus is on creating organizational processes to foster creativity and innovation. Topics include idea generation, risk management associated with evaluating and implementing new ideas, and identifying and working through barriers to innovation. Students will study the role of creativity and innovation as organizational strategic

core competencies. Prerequisite: GRST 510 & 511. Concurrent with GRST 520.

### **GRST 535**

#### **Leading for Change II: Reflection and Transition**

**1 credit**

This seminar affords students the opportunity to develop a conceptual framework that will integrate topics that have been explored in the core classes. Students will continue the process of articulating insights that have emerged from the core courses regarding professional issues. The focus of the professional track courses of the second year of study will build upon the core foundation. Prerequisite: Completion of all courses in the common core.

### **Business Track**

### **BSGR 540**

#### **Leadership: Applied Systems Thinking**

**3 credits**

This course is designed to study the various interrelated systems and functions within the organization and to gain an understanding of the impact decisions in one system have on other systems within the organization, as well as the impact on overall organizational effectiveness. The course will use case analysis and best practices to look at various departments and functional areas of the organization and use evidence-based practice to identify innovations within these areas, such as balanced scoreboard, concurrent engineering, among others to improve efficiencies and achieve organizational success. Prerequisite: All GRST common core courses.

### **BSGR 545**

#### **Change: Failures and Successes**

**3 credits**

This course focuses on leadership success and failures through the study of the mechanisms and processes that shape and direct organizational change. A combination of case studies, theoretical perspectives, as well as studies of historical leadership failures and successes will equip the student with knowledge and insights useful for leveraging organizational change. Prerequisite: All GRST common core courses.

### **BSGR 550**

#### **Motivation**

**3 credits**

This course examines contemporary approaches to motivation and employee satisfaction. There is a strong emphasis in the course on the student developing the skill set necessary to move from theoretical knowledge to implementation of motivation practices and programs in the actual work setting. The course will also focus on the need to develop cultural awareness when developing motivation programs and the emerging issue of job burnout will be examined. Prerequisite: All GRST common core courses.

### **BSGR 555**

#### **Resource Management**

**3 credits**

This course examines the role of financial resource management as a tool to organizational success. Focus will be on budgeting, short-term and long-term planning, financial resources, allocation of resources, as well as general understanding of the role of financial statements in decision making. Students will use financial tools to plan and evaluate decisions through case analyses as well as hands-on projects. Prerequisite: All GRST common core courses.

### **BSGR 560**

#### **Team Building and Conflict Management**

**3 credits**

This course will focus on developing the conceptual base and skill set that are used in building effective work teams. There will be particular focus on developing an understanding of the challenges and opportunities encountered in building effective culturally diverse teams. The course will explore the conceptual tools that team leaders find useful in managing work place conflict and ways to direct conflict to creative, constructive outcomes. Prerequisite: All GRST common core courses.

### **BSGR 570**

#### **Leadership: Accountability and Social Responsibility**

**3 credits**

This course focuses on the role of organizational leadership in developing an ethical organizational culture and climate for accountability and social

responsibility. The focus will be on classical ethical theories and their relevance to diverse contemporary organizational issues, both within and outside the organization. Topics will include value focused enterprise risk management, codes of conduct, the responsibilities of the organization to the numerous and diverse stakeholders, both internal and external as well as other issues of social responsibility. Prerequisite: All GRST common core courses.

### **BSGR 575**

#### **Project Readings**

#### **2 credits**

Students will complete a supervised, extensive literature review related to their topic for the Capstone Project. Prerequisite: All GRST common core courses.

### **BSGR 580**

#### **Strategic Thinking and Sustainability**

#### **3 credits**

This course will examine conceptual and operational models of strategic thinking in detail, as well as the leadership of organizational change. Emphasis is on strategy formulation, implementation, enterprise risk management, and control of organizations of all types.

### **BSGR 590**

#### **Leading for Change III: Innovative Leadership Capstone**

#### **3 credits**

Students will complete an in-depth research project or application project. Project should center upon a research project or development of a case study integrating work applications, core coursework, as well as literature reviews completed in Project Readings. Prerequisite: All GRST common core courses and all other BSGR courses.

### **Education Track**

#### **EDGR 540**

#### **Innovation and New Leadership Roles for Teachers**

#### **3 credits**

This course will assist students in the critique of their assumptions, and those of other stakeholders, about the need for change and reform in education. Students will weigh the merits of various reform efforts, evaluate the reality of implementing specific

reform strategies, and create a practical plan for innovative change in their practice arena.

Prerequisite: All GRST common core courses; concurrent enrollment in EDGR 545 and EDGR 550.

### **EDGR 545**

#### **Strengthening Professional Practice**

#### **2 credits**

In this course, students will examine their own practice and that of their cohort peers to analyze the skills needed to achieve school improvement efforts. Students will assess their own professional knowledge and skills in relationship to their leadership potential to impact change. A plan for strengthening areas of practice needing improvement will be developed. Prerequisite: Concurrent enrollment in EDGR 540 and EDGR 550.

### **EDGR 550**

#### **Current Issues/Special Topics in Content and Pedagogy I**

#### **3 credits**

This course will help students identify and address practical problems encountered in a school setting. Students will reflect on their own practice and develop strategies for incorporating new research findings and instructional resources into their practice to increase Pre-K/12 students' achievement. Prerequisite: Concurrent enrollment in EDGR 540 and EDGR 545.

### **EDGR 555**

#### **The Scholarship of Teaching**

#### **3 credits**

This faculty-mentored seminar is designed to explore issues and reflect on the student's role development as a teacher leader. Students will identify researchable questions, create a project proposal, and present the proposal to the cohort. Students will analyze feedback received to refine their proposal. Students may choose to explore certification by the National Board for Professional Teaching Standards during this seminar. Prerequisite: EDGR 540, 545, 550. Concurrent enrollment in EDGR 560.

## **EDGR 560**

### **Building Learning Communities**

#### **3 credits**

This course will focus on the skills needed to build collaborative partnerships to achieve educational goals at all levels and with all stakeholders. The ramifications of economic, social, and political relationships on the effectiveness of education will be studied.

Prerequisite: EDGR 540, 545, 550. Concurrent enrollment in EDGR 555.

## **EDGR 565**

### **Current Issues/Special Topics in Content and Pedagogy II**

#### **3 credits**

This course will allow the student to identify and address a second practical problem encountered in a school setting. A national or international learning experience may be considered for this course. Prerequisite: EDGR 540, 545, 550, and permission of instructor.

## **EDGR 570**

### **Diversity and the Art of Education**

#### **2 credits**

This course will explore individual and group differences that students bring to the classroom and how the needs of diverse learners can be addressed. Theories such as self-perception, motivation, and resiliency will be used to identify risk factors, discuss the dangers of stereotyping/labeling, and determine effective instructional strategies for meeting the needs of all learners. Prerequisite: EDGR 540, 545, 550, 555, 560. Concurrent enrollment in EDGR 575 and 580.

## **EDGR 575**

### **Differentiated Instruction**

#### **2 credits**

This course will focus on developing instructional strategies to engage and motivate all learners to realize their potential. The foundation of this course is the application of instructional strategies and practices to meet the needs of all learners, including students from diverse ethnic, racial and socioeconomic backgrounds, students with disabilities, students who are gifted and talented, English language learners, and students who may be at risk of not succeeding in school. Prerequisite:

EDGR 540, 545, 550, 555, 560. Concurrent enrollment in EDGR 570 and 580.

## **EDGR 580**

### **Authentic Assessment**

#### **2 credits**

This course will examine a variety of methods for assessing student knowledge, skills and attitudes, including informal and formal measures. Students will analyze assessment data to determine classroom and district student achievement trends. This information will be used to inform instructional decisions. Prerequisite: EDGR 540, 545, 550, 555, 560. Concurrent enrollment in EDGR 570 and 575.

## **EDGR 590**

### **Leading for Change III: Innovative Leadership Capstone**

#### **3 credits**

This culminating course will provide an opportunity to synthesize and apply the major concepts of the program. The student will complete a scholarly project which has been threaded throughout previous coursework. The project will demonstrate that students have met the learning outcomes of the program. Students must present their project findings through a public or professional venue. Prerequisite: EDGR 540, 545, 550, 555, 560, 565, 570, 575, 580.

## **Nursing Track**

### **NUGR 540**

#### **Advanced Clinical Practice: Theoretical Context for Care**

#### **2 credits**

This course will examine the nursing theoretical foundation for care and the implications for leadership in advanced clinical practice. Prerequisite: GRST 535.

### **NUGR 545**

#### **Advanced Assessment of Well-Being**

#### **1 credit**

This course will expand on undergraduate skill in systematic health assessment across the life span. The student will learn application of advanced health assessment skills in the clinical nurse leader practice setting including integration of skills and techniques in conducting assessment to support caring responses in select populations. Prerequisite: Evidence of successful completion of

a comprehensive health assessment continuing education course within the last 18 months and GRST 535.

### **NUGR 550**

#### **Advanced Pathophysiology**

##### **3 credits**

This course will build on the basic pathophysiology foundation and address current concepts and theories related to pathological processes occurring across the adult life span. The focus on advanced knowledge in pathophysiology will be to support clinical decision making in the clinical nurse leader role including health 13 promotion, health maintenance and care issues. Prerequisite: Undergraduate pathophysiology course and GRST 535.

### **NUGR 555**

#### **Advanced Pharmacology**

##### **3 credits**

This course will build on the basic pharmacology foundation to provide the student with knowledge of physiologic responses and pharmacokinetic principles of pharmacologic agents. Topics include the advanced pharmacokinetic principles, pharmacotherapeutics of single and multiple drug regimens, client education needs, and special population needs. The student will apply advanced knowledge in pharmacology to support clinical decisionmaking in the clinical nurse leader role. Prerequisite: Undergraduate pharmacology course and GRST 535. NUGR 555 must be taken concurrently with NUGR 560.

### **NUGR 560**

#### **Advanced Nursing Situation: Clinical Prevention and Population Focused Practice**

##### **4 credits**

This course develops a population-based framework for health promotion and disease prevention. Concepts related to health and illness, burden of illness, vulnerable populations, and cultural diversity are addressed. Population-based data for use in clinical prevention and practice across the continuum of care are emphasized. Application of evidence-based clinical decision making with select population is examined. Health literacy and the use of teaching/learning principles related to health education and counseling is discussed. Interdisciplinary practice and ethical considerations in resource allocation and other

critical decisions in health care is explored. This course includes a practicum of 90 clinical hours with a population consistent with the student's practice interest. Prerequisite: NUGR 540, 545, 550. NUGR must be taken concurrently with NUGR 555.

### **NUGR 565**

#### **Advanced Nursing Situation: Management of Clinical Outcomes**

##### **4 credits**

This course focuses on management of outcomes for individuals and populations. Nursing situations are analyzed at the point of care to assess client risk, identify patterns of problem occurrence, target areas in need of intervention and examination of cost. Skills are developed in the use of information systems and technology to manage data, document performance and monitor outcome efficiency and effectiveness. Outcomes related to quality, risk and cost are reviewed in relation to local and national benchmarks. Evidence-based possibilities for changes in practice for optimal outcomes are explored. This course includes a practicum of 90 clinical hours with a population consistent with the student's practice interest. Prerequisite: NUGR 555, 560. NUGR 565 must be taken concurrently with NUGR 570.

### **NUGR 570**

#### **Advanced Nursing Situation: Management of the Care Environment**

##### **4 credits**

This course focuses on clinical leadership in providing lateral integration of the care environment at the point of care to promote optimal outcomes. The health care experience for individuals and populations is examined in the context of the larger organizational system. Evaluation of care delivery is outcomes-based, with discrimination between provider and process issues in the care delivery environment. Models for leadership and management are discussed with respect to nursing and the interdisciplinary health care team. Skills in delegation, negotiation, coordination and utilization of resources, and the change process are addressed. This course includes a practicum of 90 clinical hours with a population consistent with the student's practice interest. Prerequisite: NUGR 555, 560. NUGR must be taken concurrently with NUGR 565.

**NUGR 590**

**Leading for Change III: Innovative Leadership  
Capstone**

**5 credits**

Designed as a clinical immersion experience, this course will provide opportunity for synthesis of the major concepts of the program. This experience is mentored with designated preceptors in the practice setting consistent with the student's practice interest and which support full implementation of a clinical nurse leader role. The clinical nurse leader role includes client advocate, team manager, information manager, systems analyst/risk anticipator, clinician, outcomes manager, educator, and member of a profession. The practice capstone consists of at least 300 clinical hours of engagement in the multiple dimensions of the CNL role. The culmination of this experience will result in the design and implementation of a scholarly project relevant to the student's practice setting, applying the elements of the clinical nurse leader role, and specifically tailored to the student's career goals. Prerequisite: Completion of all courses in the Nursing track.



## Course Numbering and Identification

Courses are arranged within departments by level of difficulty. Those courses designated with 100 or 200 numbers are lower division courses, while those with 300 or 400 numbers are upper division. As a general rule students should not enroll for courses more than one level ahead of their class status.

Courses may not be offered every year. Students should plan carefully with their advisors to ensure that they complete all degree requirements.

### Definition of a Credit Hour

A credit hour is an amount of work represented by intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than:

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different period of time; or
2. At least an equivalent amount of work as previously defined in paragraph (1) for other activities such as laboratory work, internships, practica, studio work, and other academic work leading toward the award of credit hours.

Courses offered in alternative modalities from the traditional credit hour definition will have syllabi that demonstrate how the instructional activities are appropriate for the number of credits for the course learning equivalents.

### Special Departmental Courses Practicum

Majors in certain departments are required to enroll in a practicum. This enrollment is arranged through the department.

### Selected Topics – 298

This seminar topics course is designed to address subject matter not covered in other departmental courses. The appropriate department

determines the title and content. These courses carry one to three semester hours of credit and are repeatable as long as the content of the course is not the same. A topics course may only be offered during one two-year catalog cycle.

### Cooperative Education – 299

Under this program eligible students have the opportunity to earn college credit while working as employees or volunteers. Participation requires consent of the head of the department through which credit is to be granted. A cooperative education course is repeatable as long as the student's work builds on itself and is not the same. Students may earn up to three credit hours. Students must be degree-seeking at Grand View University. Grading is on a pass/fail basis.

### Independent Study – 392

Most departments of the University give students with at least sophomore status the opportunity to enroll for Independent Study under the direction of a faculty member in that department. Independent study is repeatable as long as the content of the study is not the same. Students may earn up to a maximum of eight semester credits for independent study work. No more than four credits may be awarded for a single project. Students must be degree-seeking at Grand View University.

### Internship – 399

Several of the programs offered at Grand View are enriched by internships. When not otherwise designated in the listing of departmental courses of instruction, internships carry one to three hours of credit. No single internship may exceed three credit hours. Students are required to complete a minimum of 25 hours of internship per credit hour. Departments may require additional hours of internship per credit hour. An internship is repeatable as long as the professional experience is different, or the work of the internship builds on itself and is not the same. Students may earn up to six credits of internship. Students must be degree-seeking at Grand View University.

## Special Topics – 430

Special courses are periodically offered in topics designed to examine a detailed area of a given discipline. These courses carry one to four hours of upper division credit and are repeatable as long as the content of the course is not the same. A topics course may only be offered during one two-year catalog cycle.

## Special Research Projects – 499

This learning opportunity is available to those students who have reached junior status and have been identified by Grand View faculty sponsors to collaborate with them on a research project. Research projects are repeatable as long as the content of the study is not the same or the work of the project builds upon itself and is not the same. Students may earn 1 – 3 credits for a project per term and accumulate up to a total of 6 semester hours of credit for research projects.

## Experimental Courses

All courses described on the pages which follow are fully approved and offered on a regular basis. Departments occasionally offer other courses on an experimental basis. These courses are designated as experimental by an “X” behind the course number (e.g., English 365X).

## General Education Core Outcomes

Courses which are embedded with one or more of the seven Core Outcomes will list the outcomes at the end of the course description, using the following abbreviations:

CI = Critical Inquiry

IL = Information Literacy

W = Written Communication

O = Oral Communication

Q = Quantitative Communication

GA = Global Awareness

V = Vocation

## Course Descriptions

### ACCT 211

#### Financial Accounting

##### 3 credits

This course will provide a beginning level of knowledge in the field of financial accounting and build a foundation for those students who desire to expand their knowledge of financial accounting principles and concepts. The course will be divided into four major areas with subtopics applying to each major topic: fundamental foundations of financial accounting, current assets, non-current assets, liabilities, and equity and cash flows. Prerequisite: Sophomore status or consent of instructor.

### 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 & 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. Core outcomes met: Q. Prerequisites: 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. Core outcomes met: CI, IL. 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. Core outcomes met: V. Prerequisite: ACCT 304.

### **AFAS 101, 102, 201, 202, 301, 302, 401, 402**

#### **Leadership Lab – AFROTC**

##### **1 credit per semester**

Leadership Lab augments the AFROTC academic curriculum by providing cadets the opportunities and feedback needed to develop the leadership, followership, managerial, and supervisory skills required of successful Air Force officers. Pass/Fail only. Prerequisite: Participation in Air Force ROTC program.

### **AFAS 141, 142**

#### **Foundations of the U.S. Air Force**

##### **1 credit per semester**

The AFAS 100 curriculum is designed to introduce students to the Air Force, provide an overview of the basic characteristics, missions, and organization of the Air Force in an effort to educate students on what the Air Force is, what the Air Force can offer, and what traits we will cultivate in them so that they may be effective leaders inside or outside the Air Force. AFAS 141 is a basic introduction to the United States Air Force and Air Force Reserve Officer Training Corps. Mission and organization of the Air Force, officership and professionalism, military customs and courtesies, Air Force officer opportunities, and communication skills. AFAS 142 is a continuation of AFAS 141. Topics include Air Force installations, Air Force core values, leadership and team building, further study of interpersonal communication, the Oath of Office and Commissioning. Prerequisite: Participation in the Air Force ROTC program.

## **AFAS 151**

### **Physical Training**

#### **1 credit**

Physical Training Prepares AFROTC cadets for Physical Fitness Assessment. Pass/Fail only. Repeatable. Prerequisite: Participation in the Air Force ROTC program.

## **AFAS 241, 242**

### **Evolution of Air & Space Power**

#### **1 credit per semester**

The Aerospace Studies 200 level classes are survey courses designed to cover the history of manned flight, from lighter-than-air balloons and dirigibles to the technology and systems being used in military operations today. Historical examples are examined to explore how the US Air Force developed its distinctive capabilities and missions on its journey toward becoming the military organization it is today. Furthermore, the course examines the principles of war and tenets of air and space power, and uses this perspective to shed light on the success and failures of various military operations throughout history. As a whole, this course provides students with a knowledge level understanding of the general employment of air and space power by the US Air Force. In addition, students will be inculcated in the Air Force Core Values and communication style. This course serves as the foundation for subsequent Aerospace Studies courses. Prerequisite: Participation in the Air Force ROTC program.

## **AFAS 341, 342**

### **Leadership & Management**

#### **3 credits per semester**

The Principles of Leadership & Management consist of two separate three credit hour classes, designated as AFAS 341 in the fall term and AFAS 342 in the spring term. During these classes we will look at the complex issues of leadership and management in the US Air Force, a large and diverse organization. We will examine the theoretical aspects of leadership, management, communications, motivation and problem-solving and study them against the backdrop of the US Air Force. We will also conduct hands-on exercises to apply what we have learned. While the curriculum is focused on the Air Force as an organization, the principles studied are applicable to most

organizations. Prerequisite: Participation in the Air Force ROTC program.

## **AFAS 441**

### **Preparation for Active Duty**

#### **3 credits**

AFAS 400 examines the national security process, regional studies, advanced leadership ethics, and Air Force doctrine. Special topics of interest focus on the military as a profession, officership, military justice, civilian control of the military, preparing for active duty, and current issues affecting military professionalism. Within this structure, continued emphasis is given to refining communication skills. AFAS 441 traces the source of military authority and responsibilities from the US Constitution through the DoD to an Air Force officer. Examines the structure and capabilities of the other services and joint structures. Addresses the supervisory duties of an Air Force officer associated with administrative actions and military law as force management tools. Builds upon leadership and management skills learned in AFAS 341/342 and includes demonstrations of written and verbal communications processes. Prerequisite: Participation in the Air Force ROTC program.

## **AFAS 442**

### **National Security Affairs**

#### **3 credits**

AFAS 400 examines the national security process, regional studies, advanced leadership ethics, and Air Force doctrine. Special topics of interest focus on the military as a profession, officership, military justice, civilian control of the military, preparing for active duty, and current issues affecting military professionalism. Within this structure, continued emphasis is given to refining communication skills. AFAS 442 examines the national security process through review of the Department of Defense's statutory administrative and operational relationships as context for this course's regional studies component. Reviews functions of air and space power as outlined in Air Force doctrine and introduces the concept of joint operations. Integrates these concepts with regional studies to survey issues of interest to professional military officers and governmental leaders. Selectively reviews and discusses Africa, Latin America, South Asia, East Asia, Europe, Russia, and the Middle East. Prerequisite: Participation in the Air Force ROTC program.

## **ARTS 100**

### **Multicultural Artforms**

#### **3 credits**

Multicultural Artforms teaches students about art as cultural heritage, both within western culture and in the wider world. Students will be introduced to the language of visual experience, including the formal elements and principles of art, and how they combine to create meaningful expression. By examining how the purposes and functions of artforms vary around the globe, it is hoped that students will gain a greater appreciation for the significance of visual artforms in transmitting and sustaining culture. Hands on projects will enable students to make aesthetic judgments and acquire self-awareness of creative problem solving preferences and abilities. Core outcomes met: CI, GA, W.

## **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**

### **Principles of Design I**

#### **3 credits**

Introduction to elements and principles of two dimensional design. Emphasis is on manual skills and foundational design knowledge.

## **ARTS 104**

### **Principles of Design II: Digital Media**

#### **3 credits**

Utilizing elements and principles of design, students apply traditional and digital media to visual problems.

## **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**

### **Intermediate Drawing I, II**

#### **3 credits per semester**

Students utilize a variety of materials and techniques to explore modes of visual expression; including, but not limited to, the human figure. Core outcomes met for 202: O. Prerequisite: ARTS 102 or consent of instructor.

## **ARTS 211, 212**

### **3-D Design I, II**

#### **3 credits per semester**

This course is designed to give students a basic understanding of three dimensional design. Light, form and space relationships are emphasized. Students have the opportunity to work with a variety of materials and working methods as they pertain to three dimensional design. Prerequisites: ARTS 101 and 103.

## **ARTS 221, 222**

### **Beginning Painting I, II**

**3 credits per semester**

This course is an introduction to basic painting techniques and methods. Emphasis is placed on observational studies of form. Prerequisites: ARTS 102 or 103 or consent of instructor.

## **ARTS 231, 232**

### **Survey of the History of Art I, II**

**3 credits per semester**

This course traces the history of art from prehistoric times to the modern era. Emphasis is on the diversity of human expression, and how this is reflected in the cultural record. All media is considered with emphasis on two-dimensional work. Core outcomes met for 231: W.

## **ARTS 245**

### **Interactive Design I**

**3 credits**

Essential themes, techniques, and the foundations of web and interactive design are explored. Students will create simple websites and other interactive documents. Prerequisite: ARTS 104 or consent of instructor.

## **ARTS 260, 262**

### **Introduction to Printmaking I, II**

**3 credits per semester**

Students receive an introduction to traditional hand-pulled printmaking techniques. Emphasis is on relief methods such as linocut, collagraph, and monotype. Imagery development, process and experimental techniques are explored. In the second semester, more emphasis is placed on multiple color prints, and students are introduced to screenprinting. Core outcomes met for 262: GA. Prerequisite for ARTS 260: sophomore status or consent of instructor. Prerequisite for ARTS 262: ARTS 260 or consent of instructor.

## **ARTS 261**

### **Graphic Design I**

**3 credits**

Students will explore systems of typographic form, both historic and inventive.

## **ARTS 265**

### **Graphic Design II**

**3 credits**

This course concentrates on combining type and image into effective compositions. Students will explore visual communication strategies. A working knowledge of basic graphic design software is recommended. Core outcomes met: CI, O, Q. Prerequisite: ARTS 261 or consent of instructor.

## **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 300**

### **Graphic Design III**

**3 credits**

This class focuses on the tools and media currently utilized in the profession. Students will explore varieties of print and interactive media. Design culture and information literacy are emphasized. Prerequisite: ARTS 265 or consent of instructor.

## **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 Education 306 or 307. Prerequisite: admission to the Teacher Education program.

## **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 Education 308 or 309. Prerequisite: admission to the Teacher Education program.

### **ARTS 321, 322**

#### **Intermediate Painting I, II**

##### **3 credits per semester**

Utilizing the skills developed in ARTS 221 and 222, students will explore subject matter and modes of expression within the context of visual culture. Prerequisite: ARTS 221 or 222 or consent of instructor.

### **ARTS 330**

#### **Visual Culture and Rhetoric**

##### **3 credits**

By examining a variety of texts – writings, films, paintings, new media, and performative works – students will become better acquainted with the phenomenon of global visual culture. Theories of rhetoric will be applied in analyzing cultural artifacts, their creation and impact on societies. Of particular interest is a comparison of the marketing of ideas and products in various cultures. Core outcomes met: CI, W, GA. Prerequisite: junior status or consent of instructor. See also ENGL 330.

### **ARTS 331, 332**

#### **Advanced Drawing I, II**

##### **3 credits per semester**

Students will utilize a variety of media to develop imagery within the context of visual culture. Prerequisite: ARTS 102 or consent of instructor.

### **ARTS 335**

#### **Interactive Design II**

##### **3 credits**

In this course students learn how to design, develop, and publish dynamic web content. Emphasis is on usability and best practices in interactive web design. Prerequisite: ARTS 245 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 is explored. The impact of technologies on visual communication is emphasized. Core outcomes met: CI, W, GA. Prerequisite: ARTS 231, 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. Core outcomes met: CI, IL, W. Prerequisite: Junior status or consent of instructor.

### **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, discussion, 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 the 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 fieldwork 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 262.

### **ARTS 361**

#### **Graphic Design IV**

**3 credits**

Emphasis is on the design process from initial concept to finished product. Projects are collaborative and client driven. Core outcomes met: CI, O. Prerequisite: ARTS 300 or consent of instructor.

### **ARTS 366**

#### **Advanced Digital Imaging**

**3 credits**

Students will use a variety of technologies to create and enhance original images. Traditional and contemporary methods are explored within the

context of visual culture. Prerequisite: ARTS 104 or consent of instructor.

### **ARTS 367**

#### **Publication Design**

**3 credits**

Students will create complex documents requiring special attention to typographic systems and structures. File preparation for both print and interactive media will be explored. Prerequisite: ARTS 104 or consent of instructor.

### **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 375**

#### **Interactive Design III**

**3 credits**

This course teaches students how to animate for the web or interactive documents using professional software. Building on skills introduced in Interactive Design II, emphasis is on techniques for building dynamic content. Prerequisite: ARTS 335 or consent of instructor.

### **ARTS 401**

#### **Graphic Design V**

**3 credits**

Students research contemporary issues and develop design strategies to solve them. Core outcomes met: CI, IL, V. Prerequisite: ARTS 361.

### **ARTS 425**

#### **Interactive Design IV**

**3 credits**

This course will immerse students in the process of planning, designing, and building a website based on an open source engine. Students will also design all the graphic elements that are essential to online editing, site management, troubleshooting, and testing. Prerequisite: ARTS 375 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. Prerequisite: ARTS 231, 232, or consent of instructor.

**ARTS 440, 441****Advanced Studio Practice I, II****3 credits per semester**

This course will facilitate senior-level students' preparation of a mature, consistent body of artwork. Students develop themes and ideas in their work, and participate in intensive critiques with faculty and other advanced students. This course will also assist students in preparation for graduate school or pursuit of a career in studio arts. Core outcomes met: CI, O, GA. Prerequisite: senior status.

**ARTS 450****Senior Seminar****3 credits**

This course deals with the theoretical and practical applications of being a visual artist. Students will assemble a wide range of presentation strategies to be used for professional exhibition purposes and further educational opportunities. This course serves as the capstone for the studio arts major. Core outcomes met: CI, Q, V. Prerequisite: senior status or consent of instructor.

**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. See also COMM 465.

**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. See also COMM 466

**ARTS 470****Graphic Design Capstone****3 credits**

Students refine portfolios reflecting a variety of skills and projects necessary to obtain employment in their desired field. Resume building, interview strategies, and self promotion will be emphasized. Prerequisite: Senior status or consent of instructor.

**BIOL 100****How Life Works****4 credits**

Designed for non-science majors, this course will build on students' natural curiosity about living things. A combination of active lecture and hands-on laboratory activities will focus students' attention on discovering how biology plays a major role in our lives, the health of people, and the planet. Topics that will be explored include how curiosity guides scientific research, how we define life, the beauty of life's diversity, how we are what we eat, the codependence of living things, the inheritance of our traits, and how life and the environment change. Core outcomes met: CI, IL.

Lecture: 3 hours per week.

Laboratory: 2 and one-half hours per week.

**BIOL 101****General Biology I****4 credits**

The fundamental concepts of life are studied with consideration given to the requirements of both science majors and non-majors. Topics that are emphasized include science history and philosophy, the cell, basic chemistry, organic chemistry, enzymes, respiration, photosynthesis,

and both Mendelian and molecular genetics. A laboratory experience correlates with these topics. Core outcomes met: CI, W.

Lecture: 3 hours per week.

Laboratory: 2 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. Core outcomes met: CI, IL, W.

Lecture: 3 hours per week.

Laboratory: 2 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. Core outcomes met: CI, GA. Prerequisite: BIOL 100 is helpful, but not required.

## **BIOL 150**

### **Careers in Biology**

#### **1 credit**

This course is required for all students who major in Biology. The course introduces students to the nature of the scientific discipline and to professionals working in various scientific fields. Through written and oral assignments, students assess their attitudes toward potential areas of employment in the field of biology. Through the development of a resume and professional portfolio, students document their growing achievements. Core outcomes met: V.

## **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 citizens to become stewards of the planet. Problems and possible solutions currently facing the world such as our energy usage, sustaining the human population, pollution, land use, and maintaining biodiversity are discussed. Work in this course examines how differences in belief systems and cultural views impact the way humans utilize natural resources. Core outcomes met: CI, GA, V.

## **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 250**

### **Journal Club**

**1 credit**

This course helps prepare students for their future graduate studies and/or careers in Biology. It will cover methods and techniques to develop scientific literacy, through reading and evaluation of primary literature. By the end of the course, students will be able to read, understand, and analyze scientific articles and will be able to synthesize a coherent review based upon the papers they read. Prerequisite: BIOL 101 and sophomore status.

## **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. Core outcomes met: CI, IL, W. Prerequisite: BIOL 101 with a grade of C or better.

Lecture: 3 hours per week.

Laboratory: 3 hours per week.

## **BIOL 285**

### **Biotechnology**

**3 credits**

This course covers the recombinant DNA technology and immunology techniques used in the biotech industry, applications of biotechnology including microbial biotechnology, plant and animal biotechnology, marine biotechnology, genomics and medical biotechnology, biotechnology in the food industry, forensics and biofuels, as well as social, ethical, and economical issues relevant to the biotech industry. Core outcomes met: CI, IL, W. Prerequisite: BIOL 101 with a grade of C or better.

## **BIOL 310**

### **Field Ecology**

**4 credits**

Classroom lectures cover basic ecological principles and several biological communities and coincide with field experiences. Time spent in the

field emphasizes identification and adaptations of plants and animals and how they affect their communities. Prerequisite: BIOL 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: BIOL 101 and 102 with grades of C or better.

Lecture: 3 hours per week.

Laboratory: 2 two-hour periods per week.

## **BIOL 320**

### **Nutrition and Metabolism**

**3 credits**

The principles of nutrition and metabolism are presented from a physiological, biochemical, and metabolic standpoint. The social, cultural, psychological, and economic influences on food habits, food behaviors, and disease are also explored in this course. Emphasis is placed on the role of nutrition in the development and prevention of disease. Core outcomes met: GA. Prerequisites: BIOL 101 and CHEM 111 or equivalent; or consent of instructor.

## **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 higher and BIOL 225.

Lecture: 3 hours per week.

Laboratory: 1 three-hour period per week.

## **BIOL 335**

### **Physiology**

#### **4 credits**

This is a study of normal physiology with pathological correlates. The course examines function at all levels of body organization (cells, tissues, organs, systems, and organism). In addition, the course examines how these levels of organization are functionally integrated in responding to changes in the internal and external milieu of the organism. Prerequisites: BIOL 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. Core outcomes met: Q, GA. Prerequisites: 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. Core outcomes met: Q. Prerequisites: BIOL 101 with a grade of C or better.

Lecture: 3 hours per week.

Laboratory: 1 three-hour period per week.

## **BIOL 399**

### **Biology Internship**

#### **3 credits**

The Internship program allows students to gain practical experience in the field of Biology. It is a learning experience which integrates classroom and/or laboratory training with practical on-site training. Students are required to complete a minimum of 75 hours on site during the semester. Students will also be required to maintain a journal and meet regularly with their internship supervisor and complete assignments related to their internship experience. A final reflective report will be submitted detailing the student's experiential learning. Applications for internship are to be submitted to the Biology department 2 months prior to the beginning of the semester in which the internship is proposed. Prerequisites: Junior or Senior status and at least 8 hours of 300-400 level Biology courses taken at Grand View University.

## **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 the 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. Core outcomes met: Q. Prerequisite: BIOL 385 with a grade of C or better 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: BIOL 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: BIOL 360 with a grade of C or better, 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: BIOL 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. Core outcomes met: CI, IL, W. Prerequisites: 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**

Personal Finance is a course designed to help students understand the impact of individual choices on professional goals and future earnings potential. Real world topics covered will include income, money management, spending and credit, as well as saving and investing. Students will design personal and household budgets; simulate use of checking and saving accounts; demonstrate knowledge of finance, debt, and credit management; and evaluate and understand insurance and taxes. This course will provide a foundational understanding for making informed personal financial decisions. Core outcomes met: CI, Q. Prerequisite: Completion of Core Quantitative Reasoning requirement.

## **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. Core outcomes met: CI, Q. Prerequisite: Math ACT of 22 or above (taken within the last 3 years), Math Placement, or College Preparatory Coursework: MATH 110 with an A or B; or MATH 111 with a C or above. See also POLS 239 and PSYC 239.

### **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. Prerequisite: MATH 111 or MATH 116 or MATH 140. See also CPSC 241.

### **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. Core outcomes met: W. Recommended prerequisites: MATH 116 or equivalent; MATH 241 or BSAD/POLS/PSYC 239.

### **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, facility management (indoor, outdoor, ancillary); building/grounds-keeping systems management; facility maintenance, security, crowd control; staffing; materials management; budgeting, financial planning, fundraising, and scheduling of events. Prerequisite: 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. See also CPSC 323.

## **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/CPSC 241 or consent of instructor. See also CPSC 325.

## **BSAD 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: BSAD/CPSC 241. See also CPSC 330.

## **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 standing 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. Core outcomes met: Q. 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 status or ACCT 211.

### **BSAD 367**

#### **White Collar Crime**

##### **3 credits**

White Collar Crime focuses on contemporary corporate and business crime. Environmental and computer crime issues are also examined through cases. The course provides students with a basic understanding of the impact of white collar crime on American society, the general economy, and employee well-being. See also SOCS 367.

### **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**

This 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 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 21<sup>st</sup> 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: BSAD 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. Core outcomes met; CI, O. Prerequisite: BSAD/CPSC 242. See also CPSC 381.

### **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. Core outcomes met: V. Prerequisite: 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, contracts, ownership and broker duties, elements of the sales transactions, and real estate

improvements. Prerequisites: BSAD 340 or 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. Prerequisite: 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. Prerequisite: BSAD 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. Prerequisite: BSAD 310 or 365, or SOCS 101 or PSYC 101. See also SOCS 410.

### **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. The classroom activities are done in various databases, including Access and Oracle. Prerequisite: BSAD/CPSC 241. See also CPSC 421.

**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. Prerequisite: 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. Core outcomes met: V. Prerequisite: sophomore status 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. Prerequisite: BSAD/CPSC 241 or BSAD/CPSC 330 or one 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 risk, controls associated with top management, system development, programming, data resource 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. Core outcomes met: IL, W, O, GA, V. 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 MIS students' educational career. Students analyze cases and complete projects that incorporate previous course material as well as current technology and information management issues. Additionally students consider issues affecting careers in this field. Core outcomes met: IL, O, GA, V. Prerequisite: BSAD 365 or 381, and senior status.

### **BSAD 452**

#### **Service Management Capstone Seminar**

##### **3 credits**

Capstone course for the Service Management major. Integrates knowledge of a service industry with the various functions in business to make strategic and operational decisions within a service organization. Extensive use of case studies and discussion of concept of service and an organization's effectiveness. Core outcomes met: IL, O, GA, V. Prerequisite: 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. Core outcomes met: IL, GA, V. Prerequisite: BSAD 315 and 371.

### **CHEM 103**

#### **Introduction to Chemistry**

##### **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. Core outcomes met: CI, Q. Prerequisite: Completion of Grand View Math Proficiency requirement.

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. Core outcomes met: CI, Q. Prerequisites: One year of high school chemistry or CHEM 103; and Grand View Quantitative Reasoning requirement completed.

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. Core outcomes met: CI, Q.  
Prerequisites: Completion of Grand View  
Quantitative Reasoning requirement.

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 and C or better in MATH 121.

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 112, and 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, complexometric, spectrophotometric, and electrometric methods of analysis are covered. Core outcomes met: Q. Prerequisite: C or better in CHEM 112 and C or better in MATH 121.

Lecture: 2 hours per week.

Laboratory: 2 three-hour periods per week.

### **CHEM 351**

#### **Biochemistry**

##### **3 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 361**

#### **Physical Chemistry**

##### **4 credits**

This course is a study in the principles of chemistry applied to physical systems. An introduction to thermodynamics, quantum chemistry, chemical spectroscopy, and atomic and molecular structure will be observed in the chemistry context. Prerequisite: C or better in MATH 121, C or better in PHYS 101, and C or better in CHEM 112.

Lecture: 3 hours per week.

Laboratory: 3 hours per week.

## **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. Core outcomes met: IL, W, O. Prerequisites: Senior status.

## **CHEM 452**

### **Advanced Biochemistry**

**3 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. Core outcomes met: GA. 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. Core outcomes met: V. Prerequisites: CHEM 351.

## **CHEM 499**

### **Research in Chemistry**

**1 to 3 credits**

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. Core outcomes met: IL, W, V.

## **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](http://www.KDPSradio.com). Weekly on-air work is used to help develop skills in material organization, effective language use, vocal delivery style and adapting to the audience. Supervised assignments can include news, sports, promotional advertisements, public service announcements and music announcing. This course may be repeated before taking COMM 329. Core outcomes met: O.

## **COMM 131**

### **Basic Digital Photography**

**3 credits**

A basic photography course that teaches students how to use digital camera controls, photographic techniques, composition values and computer actions to create correctly exposed and

composed images that reflect the vision of the photographer and make an impact on the viewer. Students will learn to recognize and describe the values that make a good photograph and gain an appreciation of photography as both a communicative and fine art. Real world applications of photography are explored, including the use of photography for personal enjoyment, for classroom and work situations, and for making a positive contribution to the community and the lives of others. Core outcomes met: CI, V.

### **COMM 139**

#### **Photography Lab**

##### **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**

#### **Intermediate Digital Photography**

##### **3 credits**

This hands-on course will help students build their photographic skills by mastering camera functions and controls, photographic techniques, composition rules and Photoshop computer actions. By manually controlling camera settings and exposures students learn how to produce images that realize their personal vision. This course will look at how composition rules can strengthen photographs and how computer actions can be used to enhance digital images. Students will explore what makes a good photograph by analyzing the technical and artistic merits of professional and student photographs. Core outcomes met: Q. Prerequisite: 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. See also HPED 270.

### **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. Core outcomes met: CI, IL.  
Prerequisite: Junior status or consent of instructor.

### **COMM 319**

#### **Advanced Desktop Projects**

##### **1 credit**

Students independently produce computer-generated print or on-line publications for on- or off-campus offices or businesses. Prerequisite: COMM 119. 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. Prerequisite: 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](http://www.KDPSradio.com), and GVTV (cable channel 16 and [www.GrandViewTV.com](http://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. Prerequisite: 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: COMM 131 and junior status. Repeatable.

### **COMM 339**

#### **Advanced Photography Laboratory**

#### **2 credits**

This course involves work on College 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. Core outcomes met: W. 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. Prerequisite: 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.

### **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. Core outcomes met: IL, W. 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 and 222.

### **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 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 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. Core outcomes met: Q, GA. 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 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. See also ARTS 465.

### **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. See also ARTS 466.

### **COMM 470**

#### **Communication Career Seminar**

**2 credits**

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. Core outcomes met: O, V. 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. See also MATH 140.

### **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. Core outcomes met: CI, IL, GA. Prerequisite: 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.

Prerequisite: MATH 111 or MATH 116 or MATH 140. See also BSAD 241.

### **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. Core outcomes met: IL. Prerequisite: CPSC/BSAD 241 and MATH 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**

#### **Introduction to High Performance Computing**

##### **3 credit**

This course provides an introduction to High Performance Computing, FORTRAN and other programming languages, tools, various computer architectures, parallel algorithms, and programs optimization. Prerequisite: BSAD/CPSC 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 316**

#### **Web & Mobile Application Programming and Security**

##### **3 credits**

This course gives students an introduction to application design and development with hands-on instruction in numerous scripting, Web server- and client-side programming languages, and mobile device application programming languages. Topics covered include applicable Web development and mobile application languages, development tools, test environment setup and an introduction to Web security, including common Web-based attacks. Prerequisites: CPSC 242 or consent of instructor.

### **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. See also BSAD 323.

### **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. See also BSAD 325.

**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. See also BSAD 330.

**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****Operating Systems****3 credits**

This course introduces the concepts, structure and functionality of operating systems. Topics covered include: virtual memory, kernel and user mode, system calls, threads, context switches, interrupts, interprocess communication, coordinator

of concurrent activities, and the interface between software and hardware. Concepts are tested on various operating systems (Linux, Windows and/or other relevant systems). Prerequisites: MATH 121 and CPSC 242.

**CPSC 363****Introduction to Software Engineering**

This course presents the design, development, operation and maintenance of software. Topics include project management, software lifecycle, specifications, maintenance and appropriate use of programming languages. Additionally, students will broaden their knowledge of language syntax, programming practices, and problem solving. Prerequisite: CPSC 242 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 the success of information systems, and consider the role and challenges of information systems within an organization. Core outcomes met: CI, O. Prerequisite: CPSC/BSAD 242. See also BSAD 381.

**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. The classroom activities are done in various databases, including Access and Oracle. Core outcomes met: CI, W, O. Prerequisite: CPSC/BSAD 241. See also BSAD 421.

## **CPSC 430**

### **Topics in Computer Science**

#### **1 to 3 credits**

Designed to provide opportunity for more in-depth study of some areas of computer science not currently covered in the catalog courses. No more than six credits of Computer Science 430 may be applied to the major.

## **CPSC 452**

### **Computer Capstone Seminar**

#### **3 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. Students complete a comprehensive professional portfolio indicative of their work and academic preparation. Core outcomes met: IL, GA, V. 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. Prerequisite: ECON101 or 102.

## **ECON 320**

### **International Business**

#### **3 credits**

Topics include: theories of international trade, tariffs, and non-tariff trade barriers; arguments for free trade versus protectionism, international business management techniques, balance of payments, foreign exchange rates and their determination, and regional economic alliances. Prerequisite: 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. Core outcomes met: W.

**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. Core outcomes met: O. 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 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 focuses on instructional planning and assessment of learning in K-12 classrooms. Students learn how to select and construct classroom assessments; how to use assessment information to inform instructional decisions; how to use assessment to motivate students to strive for excellence; and how to effectively communicate and report assessment information. The course includes use of Chalk and Wire eportfolio tool which students must subscribe to prior to acceptance into Teacher Education and will use throughout the completion of the major, as required by the Iowa Department of Education. This course is the entry point course for admission into the Education program for Elementary and Secondary pre-education students. Transfer credit is not accepted for this course. Core outcomes met: Q. Prerequisite: EDUC 111, EDUC 145.

**EDUC 244****Planning and Assessment for Art, Music, and Physical Education****2 credits**

This course focuses on instructional planning and assessment of learning in K-12 art, music and physical education. Students' involvement in this course will be an authentic example of how performance data is collected and used to make educational decisions about instruction and student achievement. Students learn how to select and construct classroom assessments; how to use

assessment information to inform instructional decisions; how to use assessment to motivate students to strive for excellence; and how to effectively communicate and report assessment information. The course includes use of Chalk and Wire ePortfolio tool which students must subscribe to prior to acceptance into Teacher Education and will use throughout the completion of the major, as required by Iowa Department of Education. This course is the entry point course for admission into the Education program for Art, Music and Physical Education pre-education students. Transfer credit is not accepted for this course. Prerequisite: EDUC 111, EDUC 145.

### **EDUC 245**

#### **Instructional Technologies**

##### **2 credits**

The course overviews ways to use technologies to support K-12 instruction in content areas. Experiences include: considering pedagogical approaches that embrace technology, using and evaluating technologies and interactive web applications, creating digital stories, and researching questions related to technology use. This course is intended for those interested in pursuing an education major. Core outcomes met: IL.

### **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 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: 4 hours per week arranged on a regular basis in a primary-grade classroom. This assignment is made in consultation with the education faculty. Cannot be taken concurrently with EDUC 307. Core outcomes met: V. 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: 4 hours per week arranged on a regular basis in a primary-grade classroom. This assignment is made in consultation with the education faculty. Cannot be taken concurrently with EDUC 306. Core outcomes met: V. Prerequisites: 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: 4 hours per week arranged on a regular basis in a middle school classroom. This assignment is made in consultation with the education faculty. Core outcomes met: V. Prerequisites: 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: 4 hours per week arranged on a regular basis in a high school classroom. This assignment is made in consultation with the education faculty. Core outcomes met: V. 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**

#### **3 credits**

This course focuses on the study, development, and application of methods for providing appropriate science learning experiences and processes for elementary school children. Upon completion of this course, students are able to understand theories of inquiry and problem solving processes, identify appropriate and effective teaching strategies, and plan and present appropriate Science lessons in K-6 grade classes. The course requirements include reading, research, class observation, and lesson presentation. The class meets on campus on a regular basis while providing opportunity for students to observe and

experiment with science teaching methods and materials in elementary school settings. Prerequisites: Junior status; EDUC 240 and 245; concurrent enrollment in EDUC 306 or 307; PSYC 212.

### **EDUC 313**

#### **Teaching of Elementary Math**

##### **3 credits**

This course focuses on the study of children's acquisition of mathematics understanding and mathematics instruction methods and models in the elementary classroom (K-6), including theories, research, lesson planning, and assessing strategies. Upon completion of this course students are able to understand the systems of mathematics, identify and apply effective mathematics teaching strategies, plan appropriate lessons, and teach in K-6 grades. The course requirements include reading, research, class observation, and lesson presentation. The class meets on campus on a regular basis while providing opportunity for students to observe and experiment with teaching methods and materials in elementary school settings. Prerequisites: Junior status; EDUC 240 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 240 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 Literacy: K-2**

##### **3 credits**

This class covers the principles and methods of emergent, progressing, and transitional reading and writing. The course focuses on phonics, phonemic awareness, the alphabetic principle, reading comprehension strategies, fluency, and assessments for K-2 classrooms. Additionally, the stages of writing, 6 + 1 traits of writing, and the writing process will be covered. Students will plan and present lessons modeling effective teaching practices. Course requirements include reading research, modeling of lessons, and practice with primary assessments. Prerequisites: Admission into the Teacher Education program; concurrent enrollment in EDUC 306.

### **EDUC 325**

#### **Teaching Literacy: 3-8**

##### **3 credits**

This class covers the principles and methods of teaching reading, literature, writing, and vocabulary development in grades 3-8. This course explores various structures of classroom design for literacy instruction including the workshop format. Students will consider and experiment with the role of technology in teaching literacy. Special attention is given to the unique qualities of individual learners within the literacy classroom and students complete a project that requires time in a school to assess and instruct a struggling reader. Prerequisites: Admission into the Teacher Education program; EDUC 324 for elementary education majors; concurrent enrollment in EDUC 307 recommended.

**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: 4 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: 4 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. Core outcomes met: V. Prerequisites: admission to Teacher Education; BIOL 157; HPED 188, 205, 213, 214 and 215.

**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, including drug and alcohol abuse. 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 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 240 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 7-12 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 347**

#### **Secondary English/Reading Teaching Methods**

##### **2 credits**

Students learn teaching methods and resources unique to 5-12 English/Language Arts instruction such as: writing process; language specifics; oral language; literature; media literacy; and evaluation of student work. They work with lesson plan theory and write lesson plans. A personal resource file is developed. Prerequisite: 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 7-12 mathematics teacher in a local school. The students learn methods and materials unique to 7-12 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 focuses on language acquisition for both native and English Language Learners. Included in the class are ways to support and engineer students' expansion of language in order to support communication, a community of learners, cognitive development, and literacy. 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 7-12 social science teacher in a local school. The students learn methods and materials unique to 7-12 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 7-12 journalism teacher in a local school. The students learn methods and materials unique to 7-12 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 7-12 Family and Consumer Sciences/Health teacher in a local

school. The students learn methods and materials unique to 7-12 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 the Curriculum**

#### **3 credits**

This course looks at Writing Across the Curriculum (WAC) as a theory of education, a field of study, and a mode of learning. The courses asks students to engage in theoretical approaches to the teaching of writing and to apply various strategies to the classroom setting. Students will 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. Prerequisite: Junior status.

### **EDUC 360**

#### **Career/Vocational Programming**

#### **3 credits**

This course allows 7-12 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-6 Instructional Strategist I Teaching Endorsement. Students are placed in an elementary school Instructional Strategist I program to observe and to experiment with teaching materials and methods. Specific teaching strategies and issues are emphasized. Regular on-campus class meetings are provided to connect theories and practical experience. Field Experience: 6 hours per week arranged on a regular basis in a K-8 Instructional Strategist I program. This assignment is made in consultation

with the education faculty. Permission to take this practicum concurrently with another practicum must be obtained from the instructors. 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: 6 hours per week arranged on a regular basis in a 5-12 Instructional Strategist I program. This assignment is made in consultation with the education faculty. Permission to take this practicum concurrently with another practicum must be obtained from the instructors. Prerequisites: EDUC 308 or 309; concurrent enrollment in EDUC 344.

### **EDUC 363**

#### **Working with Families, Teachers, and Community Agencies**

**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 420**

#### **Elementary Student Teaching**

**12 credits**

This is 16 weeks of supervised unpaid, full-time teaching in an elementary school for all elementary school student teachers, EXCEPT for those seeking the PreK/K (Early Childhood Education) endorsement. Those seeking the PreK/K endorsement are required by the Iowa Board of Educational Examiners 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. Core outcomes met: O.

### **EDUC 421**

#### **Content Area Reading**

**3 credits**

This course covers strategies for teaching reading in content areas. Attention is given to unique text structures and comprehension strategies applicable to specific subject areas. Teaching tools to engage learners in the metacognitive processes of reading are included and students consider the needs of learners from varied cultural, linguistic, and socioeconomic backgrounds. Prerequisite: Junior standing.

### **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. Core outcomes met: O.

## **EDUC 430**

### **Topics in Education**

#### **1 to 4 credits**

This course offers special topics within the field of education relating to theory, pedagogy, or methodology. Content and emphasis vary. Consult current semester schedule for specific topic.

## **EDUC 431**

### **Assessing and Instructing Struggling Readers**

#### **3 credits**

This course embeds individual instruction of a struggling reader with strategies to support accelerated learning. Participants will engage in an array of activities to support accelerated learning, including: identification of reading issues, on-going assessment to guide instruction, techniques supporting reading acquisition, and student monitoring. Time in the classroom. Prerequisites: EDUC 324 for elementary education majors; EDUC 421 for secondary education majors. Concurrent enrollment with EDUC 325 and 307 encouraged.

## **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: EDUC 243 or 244, 242, 343 or 344, 361 or 362, and 431.

## **EDUC 441**

### **Teaching Individualized Reading**

#### **3 credits**

The focus of this class is to reinforce methods for instructing students who struggle with reading. Students will build on knowledge from previous reading courses to assess the needs of and develop lesson plans for students they are tutoring in the Reading Practicum, EDUC 444/445. They will track data and present a case study summarizing assessments, areas of instruction, response of the student, and ideas for the future. Methods of small group literacy instruction will be covered as students will also work with a small group in their

reading practicum classroom. Core outcomes met: W. 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 K-8**

#### **2 credits**

This educational practicum is required for students seeking the K-8 Reading Teaching Endorsement. Students are placed in an elementary school classroom during literacy instruction and provided an opportunity to apply various teaching methods they have learned throughout their program. They tutor two individual students and work with a small group in reading instruction. Regular on-campus class meetings are provided in conjunction with EDUC 441 Teaching Individualized Reading to connect theories and practical experience. Field Experience: 4 hours per week arranged on a regular basis in a K-8 literacy classroom. This assignment is made in consultation

with the education faculty. Prerequisites: EDUC 306 or 307, and EDUC 324, 325, and 431. Take concurrently with EDUC 441.

### **EDUC 445**

#### **Education Practicum: Reading 5-12**

##### **2 credits**

This educational practicum is required for students seeking the 5-12 Reading Teaching Endorsement. Students are placed in a secondary school classroom during literacy instruction and provided an opportunity to apply various teaching methods they have learned throughout their program. They tutor two individual students and work with a small group in reading instruction. Regular on-campus class meetings are provided in conjunction with EDUC 441 Teaching Individualized Reading to connect theories and practical experience. Field Experience: 4 hours per week arranged on a regular basis in a 5-12 literacy classroom. This assignment is made in consultation with the education faculty. 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**

##### **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. May be repeated.

### **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 English 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. Core outcomes met: CI, IL, W. Prerequisite: Satisfactory score on the English Placement Test or ENGL 100 with a C or better.

### **ENGL 111**

#### **Interpretation of Literature**

##### **3 credits**

In Interpretation of Literature, students will enjoy great literature, discover how to analyze what they read and see, and learn to communicate their interpretations both orally and in writing. Studying genre, literary technique, and cultural context, students will gain a greater appreciation of aesthetics; finding literature they connect to and encountering unfamiliar lives, they will gain insight into themselves and the world around them. Core outcomes met: CI, O, GA. Prerequisite: ENGL 101.

### **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. Core outcomes met: CI, V.



**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. Core outcomes met: CI, W, Q. Prerequisites: ENGL 101.

**ENGL 205****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 212****Good and Evil****3 credits**

In this class students will tackle a core ethical, religious, and philosophical question: what is the nature of good and evil? Each section of this course will adopt a specific thematic focus in order to address these larger issues; topics might include: slavery, genocide, war, or terrorism. Through extensive readings, discussion, and journaling, students will engage with the ways in which groups have sought to define good and evil, as well as come to an understanding of the contested nature of these concepts. The class will conclude with a service-learning project relating to the semester's thematic focus. Core outcomes met: CI, GA, V. Prerequisite: ENGL 101. See also HIST 212.

**ENGL 217****Literature for Children and Adolescents****3 credits**

This is a general survey of literature for children and adolescents, genre by genre, which analyzes and evaluates classic and contemporary works by major writers, illustrators, and poets. Core outcomes met: CI, W, V. Prerequisite: ENGL 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. Core outcomes met: Q, GA. 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.

**ENGL 232****Survey of American Literature II****3 credits**

Representative and varied writers of the period 1865 to present are studied. We will discover the diversity of American voices as a class, covering the movements of Realism and Modernism as well as contemporary American authors. Core outcomes met: CI, O, GA. Prerequisite: ENGL 111.

**ENGL 233****Environmental Literature****3 credits**

Students will read a variety of stories and poems tied to the land, will do hands on activities as part of a field project, and lead a teaching presentation. This course seeks to introduce students to environmental issues, concerns, and theories through a seminar-style format of discussion and debate. Core outcomes met: CI, W, GA. Prerequisites: ENGL 101.

**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.

## **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. Core outcomes met: CI, IL, W, V. Prerequisite: ENGL 111.

## **ENGL 252**

### **Academic Writing**

**3 credits**

Academic Writing reviews and studies in depth socially required practices for writing in academic disciplines for academic purposes. Learners investigate and practice these writing conventions by conducting some of the individual steps of a formal research paper (proposal of a research question, development of an annotated bibliography, 2 drafts and a final version of the research paper) and other written documents common to study at Grand View (e.g., laboratory reports, personal reflections). Core outcomes met: CI, IL, W.

## **ENGL 301**

### **Literacy Studies**

**3 credits**

This course takes up the exploration of "Literacy" as a multimodal and multi-dimensional concept. More than just "reading and writing," students develop critical literacy skills to engage the social, political, and theoretical applications of "literacy" in a diverse world. Core outcomes met: CI, W, GA. Prerequisite: ENGL 251 or permission of the 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 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 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. Core outcomes met: W, Q. 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. Prerequisite: ENGL 111 or consent of instructor.

## **ENGL 318**

### **Diverse Voices**

**3 credits**

Diverse Voices teaches students about the vast array of human experiences, both within our own culture and in the wider world. It will encompass the voices of women writing in various material and social conditions and the voices of diverse

American and global authors speaking on a myriad of topics. By reading this literature, students will be able to glimpse the cultural history and development of the authors we read and compare those voices and experiences to their own. Readings may be historical or contemporary. Core outcomes met: CI, IL, GA. Prerequisite: ENGL 101.

### **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. In this upper-division seminar, students also will learn to lead class discussions. Core outcomes met: O, GA. Prerequisite: ENGL 111. Repeatable.

### **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 330**

#### **Visual Culture and Rhetoric**

#### **3 credits**

By examining a variety of texts - writings, films, paintings, new media, and performative works - students will become better acquainted with the phenomenon of global visual culture. Theories of rhetoric will be applied in analyzing cultural artifacts, their creation and impact on societies. Of particular interest is a comparison of the marketing of ideas and products in various cultures. Core outcomes met: CI, W, GA. Prerequisite: junior status or consent of instructor. See also ARTS 330.

### **ENGL 345**

#### **New Media**

#### **3 credits**

This course introduces theories and strategies for effective communication in digital environments and

explores how writing practices have evolved in light of emerging digital technologies. Students will analyze and produce a variety of multimodal texts, which may include websites, videos, social media, podcasts, and other digital texts, depending on the theme of the course. This class will emphasize rhetorical principles and practices of design, implementation, and publishing. Core outcomes met: W, GA. 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 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. Repeatable.

### **ENGL 360**

#### **Advanced Composition**

#### **3 credits**

This course offers students an opportunity to explore the writing process in an advanced setting. Students will develop a flexible use of the canons of rhetoric and modern discourse convention to: study purpose, audience, and context; write substantial, original, academic research projects; and reflect on their growth as writers, scholars, and thinkers. Prerequisite: junior or senior status.

### **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.

### **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 111; or consent of instructor.

### **ENGL 445**

#### **Grant Proposal Writing**

**3 credits**

An upper level writing course open to all majors, this course is appropriate for anyone who may write grant or business proposals in their careers. Prerequisite: Successful completion of the Grand View writing proficiency course.

### **ENGL 452**

#### **Major Authors**

**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. Prerequisite: ENGL 111. Repeatable.

### **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. Prerequisite: ENGL 101.

### **ENGL 485**

#### **English Capstone**

**3 credits**

Within this seminar, senior students will explore - through reflection and research - the role of the English graduate. Students will examine their vocation and they will prep for life after graduation. They will design their own large-scale research project and they will present that project to a group of professionals. Core outcomes met: CI, W, V. Prerequisite: 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.

### **GEOG 105**

#### **Human Geography**

**3 credits**

This course considers human activity in relation to space. The course introduces basic geographic concepts while studying fundamental aspects of

culture such as language, religion, and development in relation to their distribution around the world. The impact of globalization upon local and regional cultures is also considered. Core outcomes met: CI, O, GA.

### **GERM 101**

#### **Introduction to German Language and Culture**

##### **3 credits**

This is an introductory course to German language and culture. It is meant for those who have had little or no previous experience with the language. Students will learn vocabulary, pronunciation, grammar and various aspects of German culture by interacting with their instructor, classmates, guest speakers, videos, and CDs.

### **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 Religion 252: Greek of the Ancient Mideast II. Strongly recommended for all pre-seminary students. See also THEO 251.

### **GREK 252**

#### **Greek of the Ancient Mideast II**

##### **3 credits**

This course continues the introduction of grammar and basic vocabulary of Religion 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. See also THEO 252.

### **HIST 103**

#### **The Ancient World**

##### **3 credits**

This course is an exploration of ancient global societies across several continents in a timespan that may include prehistory to the collapse of Rome. Ancient writings will be examined. Core outcomes met: CI, IL, GA.

### **HIST 104**

#### **The Medieval World**

##### **3 credits**

This course is an exploration of medieval global societies across several continents in a timespan that may include from the collapse of Rome through the Renaissance and Reformation. Medieval writings will be examined. Core outcomes met: CI, IL, GA.

### **HIST 105**

#### **The West in the Modern World**

##### **3 credits**

HIST 105 is a survey of the West in the larger context of global society from the Early Modern Era to the present. Topics may include: the spread of Western ideas and commerce in the 1700s and 1800s, the European domination of Latin America, Asia and Africa by the nineteenth century, the world wars of the twentieth century, international rivalries of the postwar era, emergence of the "developing world" and "globalization," and the challenge of terrorism in the twenty-first century. Core outcomes met: CI, IL, GA.

### **HIST 111**

#### **Colonial and Revolutionary America**

##### **3 credits**

This course is a survey of American history from the initial settlement and conquest of the Americas through the American Revolution and its aftermath. The course is taught from a global perspective, as this era saw the English colonies which would become the United States as part of a larger "Atlantic World" which included Western Europe, West Africa, and the Americas. Course topics include: European contact and conquest, the indigenous heritage, the creation of multiracial and multiethnic societies, the growth of European empires, the Americas in a global economy, the origins and development of slavery and the slave trade, and the Age of Revolutions in the Atlantic World. Core outcomes met: CI, IL, GA.

### **HIST 112**

#### **The U.S.: Republic to Empire, 1789-1898**

##### **3 credits**

This course is a survey of United States history from 1789-1898, the period in which the US transformed from a small, coast-bound republic to a continent-spanning nation. We will study the

process by which that expansion occurred, as well as the numerous ramifications - both positive and negative - it produced. The course will also address such themes as: democratization, westward expansion, slavery and abolitionism, the Civil War and Reconstruction eras, Industry and Labor in the "Gilded Age," and the origins of American overseas expansion. Core outcomes met: CI, IL, GA.

### **HIST 113**

#### **The American Century: U.S. History Since 1898** **3 credits**

This course is a survey of United States history since 1898. The Twentieth Century is often called "The American Century," due to the preponderant role played by the US in world affairs, and we will study the origins, development, and consequences of the US's rise to global hegemony. We will also consider topics and themes related to the political, social, economic, and cultural history of the US and its people during this period. Core outcomes met: CI, IL, GA.

### **HIST 160**

#### **History Proseminar** **3 credits**

The History proseminar is an intensive exploration of a specific historical topic and the development of skills necessary for seminar-style learning. Students in HIST 160 will engage in historical research, academic writing, and systematic reflection on their growth as learners. Specific course topics vary by section and instructor; consult the current course schedule for a listing of available topics. Students may repeat HIST 160 for credit so long as the sections taken have different topics. Core outcomes met: CI, IL, W.

### **HIST 212**

#### **Good and Evil** **3 credits**

In this class students will tackle a core ethical, religious, and philosophical question: what is the nature of good and evil? Each section of this course will adopt a specific thematic focus in order to address these larger issues; topics might include: slavery, genocide, war, or terrorism. Through extensive readings, discussion, and journaling, students will engage with the ways in which groups have sought to define good and evil,

as well as come to an understanding of the contested nature of these concepts. The class will conclude with a service-learning project relating to the semester's thematic focus. Core outcomes met: CI, GA, V. Prerequisite: ENGL 101. See also ENGL 212.

### **HIST 300**

#### **The Historian's Craft** **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: 9 hours of upper-division history courses and completion of Core Composition requirement.

### **HIST 303**

#### **Roman Republic and Empire** **3 credits**

This course covers Roman political, social, economic, and cultural history from the Roman Republic to the fall of the Roman Empire.

### **HIST 307**

#### **The Vikings** **3 credits**

A study of Scandinavian culture and society from the Carolingian era migrations through the rise of the Christian monarchies. Emphases will be placed on political, military, economic, social, and cultural themes as well as the impact that Viking Scandinavians had on Europe, North American, and the Near East.

### **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 Composition 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 Composition 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 lense of science, philosophy, religion, fine arts, and history. Core outcomes met: GA, V. Prerequisites: Completion of the English Composition 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. Core outcomes met: W, GA. Prerequisite: Completion of the English Composition requirement.

## **HIST 326**

### **History of Modern Britain**

#### **3 credits**

A study of Modern Britain in the 19th and 20th centuries with emphases on political, social, cultural, and economic developments from industrialization to the digital society of today. Core outcomes met: GA, V. Prerequisite: Completion of the English Composition 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 Composition 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. Core outcomes met: IL. Prerequisite: Completion of the English Composition requirement.

## **HIST 331**

### **Modern China and Japan**

#### **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. Core outcomes met: CI, IL, O, GA. Prerequisite: completion of English Composition 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. Core outcomes met: IL, GA. Prerequisite: Completion of the English Composition requirement.

### **HIST 334**

#### **Modern Middle East**

#### **3 credits**

This course examines the political, economic, and social consequences of significant events and issues in the Modern Middle East. Special emphasis is placed upon World War I and the mandate systems established after the breakup of the Ottoman Empire. World War II, decolonization, the Cold War, and the creation of the state of Israel will be considered as well as the creation of Arab nationalism. Core outcomes met: CI, IL, GA. Prerequisite: Completion of the English Composition 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. Core outcomes met: GA, V. Prerequisite: Completion of the English Composition requirement.

### **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. Core outcomes met: GA, V. Prerequisites: Completion of the English Composition requirement.

### **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. Core outcomes met: IL, GA. Prerequisite: Completion of the English Composition requirement.

### **HIST 340**

#### **Iowa History**

#### **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 Composition 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. Core outcomes met: IL, W. Prerequisite: Completion of the English Composition 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. Core outcomes met: IL, W. Prerequisite: Completion of the English Composition requirement.

### **HIST 352**

#### **World War I**

#### **3 credits**

This course covers the main political, economic, social, and military causes and consequences of the Great War, 1914-1918. It begins with the political and diplomatic tensions as well as the imperial and nationalist rivalries at the turn of the century and extends through the Peace of Versailles and postwar period. Core outcomes met: CI, GA, V.

### **HIST 354**

#### **World War II**

#### **3 credits**

This course examines the era of World War II in the first half of the twentieth century. Special focus is placed upon the origins of the war, the course and final determinations of the conflicts, and the consequences of each with special emphasis placed upon the diplomatic and economic factors involved in the global conflict and the intermediary era. Core outcomes met: CI, IL, GA.

### **HIST 359**

#### **History of Women in 20<sup>th</sup> 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 Composition 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. Core outcomes met: CI, V. Prerequisite: Completion of the English Composition requirement.

### **HIST 380**

#### **History of Capitalism**

#### **3 credits**

In this course, students will explore Capitalism as not just a system of economic organization, but as a way of social, political, and cultural organization as well. We will examine the 'invention' of capitalism in the early modern West, and analyze its growth into its present globally-dominant incarnation. We will use textual and quantitative materials to assess the effects of capitalism on the people and places where it took root. The course will also address significant critiques of capitalism and the resistance various people and groups have displayed towards the system and its values. Core outcomes met: CI, Q, GA.

### **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 Composition requirement 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.

**HIST 410**

**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. Prerequisite: Completion of Core Composition requirement.

**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 Dimensions for Wellness. It is designed to equip the student with techniques and concepts that foster a healthy balance and a healthy lifestyle. This course allows students to assess their own wellness/fitness levels and develop personal programs for lifelong physical and mental wellness. Students will acquire knowledge regarding the effects of a healthy and unhealthy lifestyle and how these factors impact society and health care costs. Topics include: cardiovascular endurance, muscular strength/endurance, flexibility,

body composition, nutrition, stress management, environmental and global awareness, motivation for change, and spirituality. Core outcomes met: CI, V.

**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. Core outcomes met: Q. 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. See also COMM 270.

## **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. Students will identify a health problem and be provided with multiple experiences in gathering research based information and create a review of the literature. Core outcomes met: IL.

## **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 individual's 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. Core outcomes met: W. 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.

### **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 of 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 the College 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 College community. Core outcomes met: O. Prerequisites: HPED 276, HPED 256, HPED 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. Core outcomes met: GA, V. Prerequisite: HPED 276, HPED 345 and Senior status.

#### **HUMN 101**

##### **Introduction to the Humanities I**

##### **3 credits**

Humanities 101 explores fundamental themes in Western thought from ancient times until the beginning of the Medieval era, seeking to understand how these themes and their various historical manifestations illuminate and inform contemporary society. Students will gain familiarity with culturally significant ideas and movements in Western civilization as they have been manifested in the art, literature, philosophy, architecture, and drama. They will also strengthen their critical reading and written skills. Core outcomes met: CI, W.

#### **HUMN 102**

##### **Introduction to the Humanities II**

##### **3 credits**

Humanities 102 explores fundamental themes in Western thought from the medieval era to the beginning of the Enlightenment, seeking to understand how these themes and their various historical manifestations illuminate and inform contemporary society. Students will gain familiarity with culturally significant ideas and movements in Western Civilization as they have been manifested in the art, literature, philosophy, architecture and drama. They will also strengthen their critical reading and written skills. Core outcomes met: CI, W.

#### **HUMN 201**

##### **Humanities III**

##### **3 credits**

Humanities 201 explores the interplay of aesthetic values, tastes and styles with the socio-political changes in Western society from the Enlightenment to today. Students analyze painting, poetry, music and architecture alongside the ideas of such figures as Condorcet, Hume, Emerson, Anthony, Douglass, Darwin and Freud. They also develop skills in interpreting and appreciating works of aesthetic expression. Core outcomes met: CI, W.

## **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 121**

### **Nature and Human Nature**

**4 credits**

This course seeks to give students familiarity with seminal ideas about human nature and humanity's place in nature. Such concepts as the soul, free will, determinism, reason and the theory of natural selection will be explored through reading primary texts, engaging in class discussions, and the composition of formal and informal papers. Students will also strengthen their critical reading and written skills. Core outcomes met: CI, W. Prerequisite: Logos Core Seminar I.

## **INTS 221**

### **God, Death, and Transcendence**

**4 credits**

This course focuses on questions related to life after death and spirituality, like "What are the boundaries of my being and what might I hope for, given the existence of these boundaries?" Students will read authors representing diverse traditions ranging from the Gospel of John, Soren Kierkegaard, and Jean Paul Sartre to William Shakespeare, Flannery O'Connor and others. Core outcomes met: CI, W, O. Prerequisites: INTS 121 and LIBA 250.

## **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.

## **LIBA 103**

### **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 students 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 first semester if they are selected to be in the "Freshman Academy" or during their second semester if they are on academic probation after the first semester, or second semester on provisional admission and not in the "Freshman Academy."

## **LIBA 110**

### **First Year Seminar**

**3 credits**

This 3 credit class takes an interdisciplinary approach to a course-specific theme while allowing students to explore personal development, intellectual growth, and what it means to have a liberal arts education. The First Year Seminar is designed to introduce students to the standards of academic rigor while providing them with the knowledge to make informed decisions in their transition to college. Students will compose a variety of projects that demonstrate critical inquiry and information literacy skills. Core outcomes met: CI, IL, W.

## **LIBA 111**

### **First Year Seminar**

**1 credit**

This 1 credit class builds on the interdisciplinary approach to a course-specific theme while allowing students to explore personal development, intellectual growth, and what it means to have a liberal arts education. The 1-credit element of the course is designed to build on the previous 3-credit course, and to encourage students to plan and reflect on their vocation and plan of study.

## **LIBA 300**

### **Core Seminar II**

#### **3 credits**

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

## **LIBA 450**

### **Core Seminar III**

#### **3 credits**

Students in Core Seminar III will explore the multi-faceted ways they are called to lead lives of ethical service to others. They will reflect upon their personal and academic preparation for such a life and articulate a personal statement of calling. Core Seminar III is a process-oriented experience rather than a content-driven course. Students will pose and answer for themselves questions about their academic preparation, vocational discernment and ethical commitment. They will reflect on past experiences and articulate a statement of vocation as they prepare to begin their post-university life. Core outcomes met: CI, V, O. Prerequisite: LIBA 300 or entry to GV with a previous bachelor's degree.

## **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. Students on

provisional enrollment who do not earn a C or better grade must repeat this course the following semester at Grand View.

## **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 150**

### **Leadership**

#### **1 credit**

Leadership is a one-credit elective designed for students who want to develop as leaders. This course will help students explore the concept of leadership by teaching them about ethical leadership practice, four theories of leadership, and their application to everyday scenarios.

## **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. Core outcomes met: IL.



**LIBL 230****Tutor Training****1 credit**

This course is designed to provide students with the foundational skills necessary to be an effective peer tutor. Through discussion, activities, and readings, students will learn, apply, and reflect on the tutoring and mentoring skills they develop throughout the semester.

**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. \*\*The 2013-2014 academic year will be the last year that students will be able to apply credit for this course towards their degree. Beginning Fall, 2014, this course will be offered as a college preparatory level course, and will not apply to a student's graduation requirements.\*\*

**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. \*\*The 2013-2014 academic year will be the last year that students will be able to apply credit for this course towards their degree. Beginning Fall, 2014, this course will be offered as a college preparatory level course, and will not apply to a student's graduation requirements.\*\*

**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.

\*\*The 2013-2014 academic year will be the last year that students will be able to apply credit for this course towards their degree. Beginning Fall, 2014, this course will be offered as a college preparatory level course, and will not apply to a student's graduation requirements.\*\*

**MATH 115****Quantitative Reasoning for Today's Citizens****3 credits**

Topics include management sciences; statistics - the science of data; voting and social choices; fairness and game theory; the digital revolution; and your money and resources. Applications to such diverse fields as business, economics, life sciences, and social sciences are covered. You will not be left wondering, "what does this have to do with real life?" The course is also intended to reinforce underlying mathematical skills. Core outcomes met: CI, Q. Prerequisite: Math ACT of 22 or above (taken within the last 3 years), Math Placement, or College Preparatory Coursework: MATH 110 with an A or B; or MATH 111 with a C or above.

**MATH 116****Finite Mathematics****3 credits**

Topics include elementary linear functions, systems of equations, linear inequalities, matrices, linear programming (including the Simplex Method), set theory, mathematics of finance, introductory statistics and probability. Game theory, decision making, and counting may be included. Applications to such diverse fields as business, economics, life sciences, and social sciences are covered. Core outcomes met: CI, Q. Prerequisite: Math ACT of 22 or above (taken within the last 3 years), Math Placement, or College Preparatory Coursework: MATH 110 with an A or B; or MATH 111 with a C or above.

**MATH 121****College Algebra****3 credits**

Topics include: topics of algebra, sequences and series; functions and graphing; general polynomial,

rational, exponential, logarithmic and basic trigonometric functions; systems of linear equations and inequalities. Core outcomes met: CI, Q. Prerequisite: Math ACT of 24 or above (taken within the last 3 years), Math Placement, or successful completion of MATH 111 with a C or above.

### **MATH 122**

#### **Trigonometry**

##### **3 credits**

Topics included are the trigonometric functions, fundamental identities, trigonometric reductions, radian measure, variation and graphs of the trigonometric functions, functions of a composite angle, logarithms, solution of triangles, trigonometric equations, inverse trigonometric functions, and vectors. If time allows, additional topics may include complex numbers, polar and parametric equations. Prerequisite or Corequisite: MATH 121 or Math Placement.

### **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. See also CPSC 140.

### **MATH 145**

#### **Mathematics for the Elementary Teacher**

##### **3 credits**

Mathematics for Elementary Teachers teaches students the underlying theory behind the mathematical topics typically taught at the elementary school level. Topics include: whole numbers, integers, rational and irrational numbers, number theory, geometry, and problem solving. Other topics may include: measurement, algebra, and statistics. Core outcomes met: CI, Q. Prerequisite: Math ACT of 22 or above (taken within the last 3 years), Math Placement, or successful completion of MATH 111 with a C or above.

### **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 I, II**

##### **5 credits**

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. Core outcomes met for 231: CI, Q. Prerequisites: MATH 121 and 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. Core outcomes met: CI, Q. Prerequisites: Prerequisite: Math ACT of 22 or above (taken within the last 3 years), Math Placement, or successful completion of MATH 111 with a C or above.

### **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. Core outcomes met: CI, IL, Q. 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. Core outcomes met: CI, W, Q. Prerequisite: MATH 231. See also PHIL 300.

**MATH 301****Modern Geometries****3 credits**

Foundations and axiomatic development of elementary Euclidean and non-Euclidean geometries are studied. Core outcomes met: CI, IL, O, Q. Prerequisites: MATH 300.

**MATH 310****Introduction to Mathematical Modeling****3 credits**

Introduction to Mathematical Modeling is a mathematical tool for solving real world problems. In this course, students study a problem-solving process. They learn how to identify a problem, construct or select appropriate models, figure out what data needs to be collected, test the validity of a model, calculate solutions and implement the model. Emphasis lies on model construction in order to promote student creativity and demonstrate the link between theoretical mathematics and real world applications. Core outcomes met: CI, IL, W, O, Q. Prerequisite: MATH 232 or equivalent.

**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. Core outcomes met: CI, O, Q. Prerequisites: MATH 232 and 331; or consent of instructor.

**MATH 327****Multivariable Calculus****4 credits**

Topics to be covered include geometry in space, vectors, the derivative in n-space, the integral in n-space, and vector calculus including Green's Theorem and Stokes's Theorem. Prerequisite: MATH 232.

**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. Core outcomes met: CI, O, Q. 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. The 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. Core outcomes met: CI, Q. Prerequisite: Math ACT of 22 or above (taken within the last 3 years), MATH 241, Math Placement, or successful completion of MATH 111 with a C or above. (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. Prerequisites: 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**

##### **4 credits**

This is a mathematical probability and statistics course. Topics include: probability concepts, including definition of probability; independence; conditional probability; random variables; specific discrete and continuous probability distributions; multivariate random variables; moments and moment generating functions; functions of random variables; sampling distributions and Central Limit Theorem; the Poisson process and its relation to

the exponential distributions; frequency and severity with coverage modifications; aggregate loss models and ruin theory. It will also study the theory of hypothesis testing and its applications; nonparametric methods; linear statistical models including linear regression; and analysis of variance. The general linear model, full-rank models, constrained models, and tests of linear hypotheses will be analyzed in depth. Prerequisites: MATH 232 and 261.

### **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 University degree-seeking students only. Prerequisite: Senior status.

### **MATH 450**

#### **Senior Seminar**

##### **3 credits**

This course represents the capstone course for Mathematics majors. Emphasis is placed on further development of skills in the areas of written and oral communication, problem solving, and research. Students, with guidance from an instructor, choose a topic. On their chosen topic, students prepare a research paper and give an oral presentation to mathematics faculty and other mathematics students. Core outcomes met: CI, IL, W, O, Q, V. Prerequisites: MATH 300, MATH 331 or 335, and 6 additional credits of MATH electives numbered 300 or above.

### **MLAN 211**

#### **Global Perspectives**

##### **3 credits**

Global Perspectives teaches students to understand their own cultural identity, cultural conditioning and how to interact or to respond effectively from other cultural backgrounds, thus fostering intracultural and intercultural competence (i.e., gender, race, or demographics). This course will expand their awareness of worldviews and cultural behaviors in order to engage more effectively in their vocation with the ever changing global world. By reading, discussing, listening to

speakers and engaging with individuals from diverse backgrounds, students will be equipped in their vocation in order to become an effective global citizen and leader. Core outcomes met: CI, GA, V.

### **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. The course begins with music's foundation in math/science, expands to address the central musical topics of notation, rhythm, scales, harmony, melody, and beginning harmony, and concludes with an application of these topics in the form of a simple final composition. This course may be taken alone, or it may serve as a precursor to Music Theory I. It is expected that students taking this course have no previous background in music theory. Core outcomes met: CI, Q.

### **MUSC 105**

#### **Music Appreciation**

#### **3 credits**

This course is designed to help students develop an understanding of art music in the Western tradition. Students learn to build listening skills and to recognize the various elements of music, including melody, rhythm, harmony, texture, tone color, and form and how they are applied to music. Students also learn the significance of music's historical/cultural/intellectual background and the effect that has on the music. Listening and analysis then are applied to keystone pieces in Western art music. No formal training is required. Core outcomes met: CI, GA, IL, W.

### **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. Core outcomes met: CI, GA, IL, W.

### **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**

#### **Grand View Band**

#### **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.

### **MUSC 131**

#### **Music Theory I**

#### **4 credits**

This course is the first in a series of courses in music theory. Topics of study include intervals, scales, rhythm and meter, melodic organization, transposition, ear training, sight-singing, and harmony. Some instruction is computer assisted. Placement by examination or Music 104. Core outcomes met: CI, Q.

## **MUSC 132**

### **Music Theory II**

**4 credits**

This course is a continuation of Music 131. Topics include harmony and part-writing, analysis, sight singing and ear training. Some instruction is computer generated. Core outcomes met: CI, Q. 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.)

**Applied lessons are offered in all areas.** These courses include the development of proper technique and literature appropriate to each instrument. Lessons at the 100-level of instruction (1 credit hour), which covers beginners through intermediate college-level, consist of 1/2 hour private lesson each week. Lessons at the 300-level (2 credit hours) are reserved for advanced students as determined by the instructor, and consist of 1 hour private lesson each week. The prerequisite for the 300-level courses is the 100-level of instruction in the same applied area. Repeatable.

- **MUSC 153, 353 Voice**
- **MUSC 155, 355 Percussion**
- **MUSC 161, 361 Piano**
- **MUSC 162, 362 Organ**
- **MUSC 171, 371 Trumpet**
- **MUSC 173, 373 French Horn**
- **MUSC 175, 375 Baritone Horn/Tuba**
- **MUSC 177, 377 Trombone**

- **MUSC 181, 381 Flute**
- **MUSC 182, 382 Oboe**
- **MUSC 183, 383 Clarinet**
- **MUSC 184, 384 Bassoon**
- **MUSC 186, 386 Saxophone**
- **MUSC 193, 393 Guitar**
- **MUSC 195, 395 String Bass**
- **MUSC 196, 396 Violin**
- **MUSC 197, 397 Viola**
- **MUSC 198, 398 Cello**

## **MUSC 221**

### **Kantorei**

**0 or 1 credit**

This ensemble consists of selected members of the Grand View Choir. Literature involves challenging music suited to a small number of voices. Kantorei sings regularly for chapel services and other College events including Julefest and Spring Tour. Repeatable.

## **MUSC 222**

### **Jazz Ensemble**

**0 or 1 credit**

Jazz Ensemble is open to select members of the Grand View Band. Students perform jazz band literature ranging from the 1920's through today. Original music for the ensemble as well as transcriptions will be performed. The art of improvisation will also be studied and performed. Public performances are planned intermittently throughout the semester. Students should take Jazz Band concurrently with MUSC 122. Repeatable.

## **MUSC 231**

### **Theory and History of 17<sup>th</sup> and 18<sup>th</sup> Century Music**

**4 credits**

This is a continuation of Music 132. Topics include Baroque and Classical Theory, styles, forms and history. Ear training and sight singing continue. Core outcomes met: CI, O, Q, GA. Prerequisite: MUSC 132.

## **MUSC 232**

### **Theory and History of 19<sup>th</sup> Century Music**

**4 credits**

This is a continuation of Music Theory/History Sequence. Topics include the theory, styles, forms, and history of Romantic music. Ear training and

sight singing are also continued. Core outcomes met: CI, IL, W, Q, GA. Prerequisite: MUSC 132.

### **MUSC 311**

#### **Brass and Strings**

**3 credits**

This course focuses on the basic principles of tone production, technique, and pedagogy pertaining to brass and stringed instruments. Students also investigate some of the issues, evaluation criteria, and methodologies in working with instrumental ensembles through classroom discussion and on-site field experience. Instruction also includes the exploration of strategies for building vocabulary and increasing reading and writing skills through music, including developing accurate musical vocabulary and the incorporation of periodic reading and writing assignments. Core outcomes met: CI, O, V. Prerequisite: MUSC 132. Music Education Majors must take this course concurrently with EDUC 308 or 309.

### **MUSC 312**

#### **Woodwinds and Percussion**

**3 credits**

This course focuses on the basic principles of tone production, technique, and pedagogy pertaining to percussion and woodwind instruments. Students also investigate some of the issues, evaluation criteria, and methodologies in working with instrumental ensembles through classroom discussion and on-site field experience. Instruction also includes the exploration of strategies for building vocabulary and increasing reading and writing skills through music, including developing accurate musical vocabulary and the incorporation of periodic reading and writing assignments. Core outcomes met: CI, O, V. Prerequisite: MUSC 132. 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. Core outcomes met: CI, IL, W, GA.

### **MUSC 332**

#### **Theory and History of 20<sup>th</sup> Century Music**

**4 credits**

This course is a continuation of the theory/history sequence, examining both the theoretical underpinnings and historical framework of music in the 20th century. Topics include chromatic harmony, atonal and aleatoric music, serial theory composition, set theory, non-western influences, musique concrete, and minimalism. Ear Training and Sight-singing are also continued. Core outcomes met: CI, O, Q. 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 132.

### **MUSC 450**

#### **Senior Recital**

**1 credit**

All music, music education, and church music majors must complete a senior recital. Students work with their major applied professor to select material to be performed. In addition they research

and write a complete paper on the pieces they are performing, addressing both the historical background and analytical understanding of their recital pieces. Core outcomes met: CI, W. Prerequisites: Music 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. Core outcomes met: IL, W, O, V. Prerequisite: 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. Core outcomes met: CI, IL, W. Prerequisites: NSGP 315 and MATH 341. 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**

This course is designed to introduce students to the generalist practice of professional community health nursing. Through the synthesis of knowledge of both nursing and public health science, students will examine the historical, philosophical, ethical, legal, interpersonal, sociocultural, and theoretical basis for community health nursing practice. Professional roles of caregiver, teacher, counselor, advocate, researcher, collaborator, and leader will be explored relevant to community health contexts. Community health care resources for addressing primary, secondary, and tertiary disease prevention problems of individuals, families, and aggregates in society will be examined. Current issues influencing health care access, delivery, and community health nursing practice will be examined. Core outcomes met: IL, GA, W. 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. Core outcomes met: CI, W, O, Q. 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. Core outcomes met: Q. 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. Core outcomes met: CI, O. 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. Core outcomes met: IL, V. Prerequisites: Admission to the Nursing major. Nursing 216 may be taken concurrently with Nursing 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 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. Core outcomes met: W. 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. Core outcomes met: Q. 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. Core outcomes met: IL. 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**

##### **5 credits**

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. Core outcomes met: GA. 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. Core outcomes met: O, GA. Prerequisites: PSYC 320, SOCS 101, NURS 330 and 331. NURS 333 may be taken concurrently with NURS 332.

### **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. Core outcomes met: V. 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. Core outcomes met: CI, W, Q. 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 introduces students to basic questions about meaning, meaningfulness, and truth that thoughtful people have asked throughout history. It explores sound thinking, and the nature of reality, knowledge, and the good. Core outcomes met: CI, W.

**PHIL 210****Introduction to Ethics****3 credits**

This course introduces students to ethical theory and the application of this theory to real-life matters. Ethical stances such as deontology, utilitarianism, divine will ethics and virtue ethics are explored. Core outcomes met: CI, W, V.

**PHIL 260****History and Philosophy of Science****3 credits**

This course traces the development of selected ideas in the history and philosophy of science, from the ancient Greeks to the present day. A primary theme of the course is the nature and development of the scientific process. Core outcomes met: CI, O, IL. Prerequisite: A minimum of one semester of a laboratory science course. See also PHSC 260.

**PHIL 300****Introduction to Mathematical Reasoning****3 credits**

This course introduces students to the basics of propositional and predicate logic in symbolizing natural language and determining validity, and introduces such topics as the logic of set theory, functions, relations, and transfinite sets. Emphasis is placed upon strategies involved in constructing proofs. While the course presupposes no post-algebra work in math, students with a strong math background have an advantage. Recommended for math, computer science, and science majors and for all philosophy minors. Core outcomes met: CI, W, Q. Prerequisite: MATH 231. See also MATH 300.

**PHIL 305****Human Nature****3 credits**

Readings from different philosophers (such as Plato, Aristotle, Hobbes, Pascal, Rousseau, Sartre) on basic human capacities, needs, motives, and experiences provide the focus for discussions of what human beings are, what they are capable of becoming, and how they get from one to the other. Core outcomes met: CI, W.

**PHIL 311****Ancient and Medieval Philosophers****3 credits**

A survey of major thinkers, philosophic schools, and movements from Pre-Socratics to Ockham. Particular attention is given to the fundamental ideas in the ancient and medieval eras by which the Western philosophical tradition in Plato, Aristotle, Augustine, and Thomas Aquinas was established. Core outcomes met: CI, W.

**PHIL 312****Modern Philosophers****3 credits**

A survey of major thinkers, philosophic schools, and issues from the Renaissance to the late 19th century. The course surveys the beginnings of modern thought and traces the development of rationalism, empiricism and idealism. Core outcomes met: CI, W.

**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.

**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. Core outcomes met: CI, Q. Prerequisites: Completion of Core Quantitative Reasoning requirement. 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. Core outcomes met: CI, IL, O.

**PHSC 260**  
**History and Philosophy of Science**  
**3 credits**

This course traces the development of selected ideas in the history and philosophy of science, from the ancient Greeks to the present day. A primary theme of the course is the nature and development of the scientific process. Core outcomes met: CI, O, IL. Prerequisite: A minimum of one semester of a laboratory science course. See also PHIL 260.

**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 MATH 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; civil rights; political behavior; elections. Core outcomes met: CI, IL.

## **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. Core outcomes met: CI, V.

## **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. Core outcomes met: CI, Q. Prerequisite: Math ACT of 22 or above, Math Placement (taken within the last 3 years), or College Preparatory Coursework: MATH 110 with an A or B; or MATH 111 with a C or above. See also BSAD 239 and PSYC 239.

## **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 322**

### **Public Policy**

#### **3 credits**

This course is an introduction to the key concepts, stages and processes in the policymaking process including problem identification, agenda setting, policy formulation, policy enactment, policy implementation and policy evaluation. The course will provide students with theoretical and analytical tools to apply to developing policy analysis statements and policy evaluations in their career fields. Case studies on current policy issues will be used to apply theoretical and analytic tools. Core outcomes met: CI, IL, Q. Prerequisite: POLS 110 and junior or senior status, or permission of the instructor.

## **POLS 340**

### **American Constitutional Law and Development I**

#### **3 credits**

The course is designed to investigate the evolution and modern-day functioning of American constitutional law. Topics to be discussed include a survey of the institutional framework, including an overview of the American constitutional system, federal courts and the law, and the justices of the Supreme Court. In addition, the evolution of concepts basic to constitutional law and the nature of the federal system is examined in detail. While the course is taught as an individual entity within the semester, it is also designed to prepare the student with skills and knowledge to be used in the second semester of the course (Constitutional Law II). Upon completion of the course, the student will have a firm perspective on the structure and role of the federal court system, and on major issues of constitutional significance. The course is taught from a case-oriented perspective, and students will acquire the skills necessary to produce legal briefs of significant Supreme Court decisions. Students will also engage in a semester long collaborative research project designed to investigate the ideological orientations of the current justices of the Supreme Court and how that orientation influences decision-making on the Court. Students will research and write position papers that are role-relevant to their assignment in the simulation. Core outcomes met: IL. 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 Political Science 340. Utilizing concepts of law mastered in the first half of the course, Constitutional Law II is devoted to an in-depth analysis of political and civil liberties in American society. Topics to be discussed include freedoms of speech, press, and assembly; freedom of religion; race discrimination; and equal protection. The course is designed around a case-intensive approach, and students are given numerous opportunities for individual case research and analysis during the semester. Prerequisite: POLS 340 or consent of instructor.

## **POLS 350**

### **Research Methods for the Social Sciences 3 credits**

Social Science Research Methods is designed to introduce the student to both the theory and practice of research in the social sciences. Emphasis will be on the practical application of research design as it pertains to current social science research with students learning about research by actually doing research. The course is oriented towards a "hands-on" approach rather than a strictly textbook/lecture approach, and students will spend considerable time applying concepts to problem-solving situations. In addition, various statistical methods will be discussed with an emphasis on their applicability to various research situations. Particular attention will be paid to the role of the computer as a research tool, and students will be given experience using a microcomputer to apply the various methods discussed during the semester. Students will produce a formal research design pertaining to a topic of their choosing and will participate in a collaborative class project to design, administer, and evaluate a survey research instrument. Core outcomes met: CI, Q. Prerequisites: 12 credit hours in the Social Sciences including either PSYC 101 or SOCS 101; MATH 261 or MATH 241. See also SOCS 350.

## **POLS 361**

### **Comparative Politics 3 credits**

Comparative Politics offers a country-by-country approach that allows students to fully examine similarities and differences among countries and within and between political systems. The course offers an analysis of political challenges and changing agendas within countries and provides detailed descriptions and analysis of the politics of individual countries. The course focuses on making meaningful connections and comparisons about the countries presented. Readings in the course consist of eight country case studies, selected for their significance in terms of the comparative themes, and because they provide an interesting sample of types of political regimes, levels of economic development, and geographic regions. Topics to be discussed include theories used for comparative analysis, consolidated democracies, authoritarian regimes, collective identities, and political challenges and changing

agendas. Core outcomes met: IL, W. Prerequisite: POLS 110.

### **POLS 370**

#### **International Politics**

##### **3 credits**

International Politics is a survey course that examines institutions, processes and actors in the international environment. Students will gain knowledge of specific theoretical perspectives relative to the current and ongoing evolution of the international environment, and will examine a number of "future scenarios" for international politics based on the assumptions of each of the theoretical models. Students will gain an appreciation of the diversity of cultures, political systems and political processes that make up the international society. Historical perspectives as well as current events and topics will help students to evaluate and appreciate the accelerating trend toward increasing global interdependence. Topics to be discussed include the historical context of global politics, theoretical perspectives relating to world politics, international organizations, transnational actors and issues, the global economy, the global environment, and war and terrorism in world politics. Core outcomes met: CI, GA, IL. Prerequisite: POLS 110 and sophomore status or consent of instructor.

### **POLS 405**

#### **Public Finance**

##### **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. Core outcomes met: IL, W, O, V. 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. Core outcomes met: CI, W.

### **PSYC 105**

#### **Psychology Seminar**

##### **1 credit**

This course is an introduction to the profession of Psychology. Students are introduced to the specialities in the discipline, have an opportunity to explore several graduate programs, and evaluate their interest in a career in psychology. Core outcomes met: IL, V.

### **PSYC 210**

#### **Introduction to Human Services**

##### **4 credits**

This course is a review of the history and development of contemporary human services with a study of human services in public and private settings through casework, group work, and community organizations. Specific techniques used in working with people in the social service profession are emphasized. Students are expected to serve approximately 30 hours in community agencies. Core outcomes met: W, O, V. Prerequisite: SOCS 101 or PSYC 101; or consent of instructor. See also SOCS 210.

## **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. Core outcomes met: CI, Q. Prerequisite: Math ACT of 22 or above (taken within the last 3 years), Math Placement, or College Preparatory Coursework: MATH 110 with an A or B; or MATH 111 with a C or above. See also BSAD 239 and POLS 239.

## **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 individual's behavior. The course focuses on theories of self, social attitudes, leadership, social influence, with regard to conformity, aggression, prejudice, helping behavior, and attraction. Prerequisite: PSYC 101 or SOCS 101; or consent of instructor. See also SOCS 310.

## **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. Core outcomes met: IL, GA, V. 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. Core outcomes met: IL, W. 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. See also SOCS 322.

**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. Core outcomes met: V. Prerequisites: PSYC 325.

**PSYC 346****Sustainability****3 credits**

This course is committed to exploring the empirical literature from various social science perspectives (sociology, anthropology, psychology) on what factors, both culturally and individually, are most strongly related to environmentally sustainable behaviors. The course examines the pertinent literature on the identification and development of environmentally relevant beliefs, attitudes, and actions. The course intent is twofold: increase awareness of environmentally friendly practices; provide the student an opportunity to assess and affect their own and their chosen community's impact. Core outcomes met: CI, V. See also SOCS 346.

**PSYC 350****Psychology Research Methods****3 credits**

Methods of psychology research including design, measurement, analysis of data, and reporting of data are covered. Emphasis is placed on the application of the scientific method to the analysis of psychological phenomena. Core outcomes met: IL, W, Q. Prerequisites: 12 credit hours in Psychology including Psychology 101, Mathematics 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 Socio-Psychology**

#### **3 credits**

This course addresses the fundamental theories underlying the legal system, explores the conflicting pressures and perspectives that affect the law, describes the human behavior factors influencing the legal system, defines the major areas of research in forensic sociology/psychology and assists students in practical understanding of the legal process of trial, testimony, and jury selection. Core outcomes met: GA. Prerequisite: PSYC 101 or SOCS 101. See also SOCS 362.

## **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. Core outcomes met: GA. Prerequisite: SOCS 101 or PSYC 101. See also SOCS 372.

## **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. Core outcomes met: Q. 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.

**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.

**PSYC 440****Senior Research Project****3 credits**

This course is the research capstone course for Psychology majors. Students prepare and submit a research proposal which must be approved by the instructor before students conduct the research projects. Upon completion of the projects, students present their findings in a poster session format. Core outcomes met: IL, W, O, Q. Prerequisites: 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. Core outcomes met: GA. 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. Core outcomes met: CI, W, O. Prerequisites: PSYC 325, 327, and senior status; or consent of instructor. See also SOCS 450.

## **SOCS 101**

### **Introduction to Sociology**

**3 credits**

This course is a study of the origin and development of society and culture. It is a survey of the theories, functions, organizations, controls, and problems of culture in regard to the individual and society. The applications of sociological concepts to day-to-day living is emphasized. Core outcomes met: CI, GA, Q.

## **SOCS 105**

### **Cross-Cultural Perception and Communication**

**3 credits**

This course is a study of the culture of different countries in relation to our own. It is designed to provide awareness, understanding, and tolerance of different points of view and styles of life. The theoretical and research basis is lodged in sociology, social psychology, and anthropology. Core outcomes met: CI, GA, IL.

## **SOCS 150**

### **Introduction to Criminal Justice and Ethics**

**1 credit**

This course is designed to introduce students to the overall view of the Criminal Justice program at Grand View University, with special concern for ethics and the requirements to be accepted into the program. It will also include an introduction to historical and socio-political development of the structure and operations, as well as the related ethical reasoning, of the criminal justice system in the United States, and the schools of thought and/or the theoretical models that inform it. It exposes students to the specific areas of the criminal justice system such as court proceedings (trials), arrest, policing, sentencing, punishment, corrections, and parole/probation.

## **SOCS 210**

### **Introduction to Human Services**

**4 credits**

This course is a review of the history and development of contemporary human services with a study of human services in public and private settings through casework, group work, and community organizations. Specific techniques used in working with people in the social service profession are emphasized. Students are expected to serve approximately 30 hours per semester in community agencies. Core outcomes met: W, O, V. Prerequisite: SOCS 101 or PSYC 101; or consent of instructor. See also PSYC 210.

## **SOCS 215**

### **Race and Ethnic Relations**

**3 credits**

The theory, history, cultures, and social relations of the major racial and ethnic groups in American society are studied. An analysis of causes, consequences, and solutions to prejudice, discrimination, and intergroup conflict is presented. Core outcomes met: GA. Prerequisite: SOCS 101.

## **SOCS 220**

### **Corrections and Penology**

**3 credits**

This course examines theories and concepts of corrections and penology and ethics in the criminal justice system. The protocol of entering the Criminal Justice system will be discussed. Core outcomes met: CI, IL. 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. Core outcomes met: CI, IL, W. Prerequisite: SOCS 101.

## **SOCS 318**

### **Criminological Theory**

#### **3 credits**

Topics include the concepts of crime and criminals; cause of criminal behavior; theories of punishment, correction, rehabilitation of criminals, and deviance in society; procedures in the apprehension, arrest, trial, and disposition of the criminal; and a study of penal institutions. Community speakers and guests. Core outcomes met: CI, O. 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. See also PSYC 322.

## **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 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 340**

#### **Juvenile Justice and Gangs**

**3 credits**

This course examines the nature and extent of the juvenile justice system in the United States and

the response to juvenile crime and gangs.

Prerequisite: SOCS 101.

### **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 346**

#### **Sustainability**

**3 credits**

This course is committed to exploring the empirical literature from various social science perspectives (sociology, anthropology, psychology) on what factors, both culturally and individually, are most strongly related to environmentally sustainable behaviors. The course examines the pertinent literature on the identification and development of environmentally relevant beliefs, attitudes, and actions. The course intent is twofold: increase awareness of environmentally friendly practices; provide the student an opportunity to assess and affect their own and their chosen community's impact. Core outcomes met: CI, V. See also PSYC 346.

**SOCS 350****Research Methods for the Social Sciences****3 credits**

Social Science Research Methods is designed to introduce the student to both the theory and practice of research in the social sciences. Emphasis will be on the practical application of research design as it pertains to current social science research with students learning about research by actually doing research. The course is oriented towards a "hands-on" approach rather than a strictly textbook/lecture approach, and students will spend considerable time applying concepts to problem-solving situations. In addition, various statistical methods will be discussed with an emphasis on their applicability to various research situations. Particular attention will be paid to the role of the computer as a research tool, and students will be given experience using a microcomputer to apply the various methods discussed during the semester. Students will produce a formal research design pertaining to a topic of their choosing and will participate in a collaborative class project to design, administer, and evaluate a survey research instrument. Core outcomes met: CI, Q. Prerequisites: 12 credit hours in the Social Sciences including either PSYC 101 or SOCS 101; MATH 261 or MATH 241. See also POLS 350.

**SOCS 360****Police and the Courts****3 credits**

This course is an overview of the relationship of the police and the courts as it deals with arrest, investigation, prosecution, and punishment of crime against the constitutional commitment to protecting the rights and liberties of individuals with emphasis on theories of crime and the criminal justice system. Prerequisite: SOCS 101 and junior or senior status, or permission of the instructor.

**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 Socio-Psychology****3 credits**

This course addresses the fundamental theories underlying the legal system, explores the conflicting pressures and perspectives that affect the law, describes the human behavior factors influencing the legal system, defines the major areas of research in forensic sociology/psychology, and assists students in practical understanding of the legal process of trial, testimony, and jury selection. Core outcomes met: GA. Prerequisite: SOCS 101 or PSYC 101. See also PSYC 362.

**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 367****White Collar Crime****3 credits**

White Collar Crime focuses on contemporary corporate and business crime. Environmental and computer crime issues are also examined through

cases. The course provides students with a basic understanding of the impact of white collar crime on American society, the general economy, and employee well-being. See also BSAD 367.

### **SOCS 372**

#### **Human Sexuality**

##### **3 credits**

This course is an investigation of human sexuality in its biological, psychological, and social dimensions. This course also is designed to assist students in exploring their own attitudes and practices of personal sexuality in a nonjudgmental environment. Core outcomes met: GA.

Prerequisite: SOCS 101 or PSYC 101. See also PSYC 372.

### **SOCS 375**

#### **Homeland Security and Law Enforcement**

##### **3 credits**

This course is designed to introduce students to the overall view of the idea of homeland security, its historical and socio-political development, the fundamental principles and/or theories underlying the discipline; its corresponding threats (terrorism, war, drugs, ideologies, and gangs and other organized crimes), and the structural mechanisms response (law enforcement, immigration and customs, and polity) to the threats, as well as its relations to the Criminal Justice System.

Prerequisite: 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. Core outcomes met: CI, IL, W.

### **SOCS 410**

#### **Organizational Behavior**

##### **3 credits**

Behavioral theory is applied to the relevant problems of how to set business goals, how to use problem-solving models, how to be more persuasive, and how to handle disciplinary problems. Use of authority, understanding individual and group needs, and motivation within the organization are analyzed. Prerequisites: SOCS 101 or PSYC 101 or BSAD 310 or 365. See also BSAD 410.

### **SOCS 420**

#### **Forensic Science and Crime Scene Investigation**

##### **3 credits**

This course provides an overview of the criminal investigation procedures that focus on the collection and analysis of physical evidence using the related techniques and applying the relevant theories in litigations. Core outcomes met: CI, O. Prerequisite: SOCS 101 or permission of instructor.

### **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. Core outcomes met: CI, W, O. Prerequisites: Senior status or consent of instructor. See also PSYC 450.

**SPAN 101, 102****Spanish I, II****4 credits per semester**

Elements of grammar and pronunciation, emphasis on acquisition of oral-aural skills, and insights into culture and history of Spanish-speaking countries through readings and dialog are emphasized. Students who have taken at least three years of high school Spanish may enroll in SPAN 102. If they earn a grade of C or higher, they will earn credit for SPAN 101. The departmental exam fee must be paid in order to receive the credit.

**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 produce and create material to be broadcast on KDPS (88.1 FM), KGVC (94.1 FM), [www.KDPSradio.com](http://www.KDPSradio.com), and GVTV (cable channel 16 and [www.GrandViewTV.com](http://www.GrandViewTV.com)). Supervised assignments include radio/TV news, sportscasts, promotions, public service announcements, and music announcing. This course may be repeated before taking COMM 329.

**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 organizations that provide assistance to the Latino community. Students meet with instructor to set up projects in the Latino community. Prerequisite: SPAN 101 or instructor permission.

### **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.

### **SPAN 310**

#### **Introduction to Hispanic Literature**

##### **3 credits**

Students receive an introduction to the study of Hispanic literature-- poetry, fiction, or drama in order to understand and appreciate the relationship between literature and life within the Hispanic world. Emphasis is on reading literature to understand basic theoretical approaches to Hispanic literature, to acquire vocabulary, cultural understanding, and apply language skills to literary analysis. Conducted in Spanish. Core outcomes met: CI, W, O. 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 312**

#### **Hispanic Culture and Civilization**

##### **3 credits**

A survey of the art and architecture, the social and political structure, and the cultural heritage of the Hispanic world. Students in this course study the history, art, and literature of Spanish speaking countries in a seminar format as a way to better understand the differences and similarities in the culture. Taught in English or Spanish. Core outcomes met: CI, GA, W.

### **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. Core outcomes met: CI, W, O. Prerequisite: SPAN 320 or consent of instructor.

**SPAN 329****Advanced Broadcast Lab – Spanish****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](http://www.KDPSradio.com), and GVTV (cable channel 16 and [www.GrandViewTV.com](http://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.

**SPAN 330****Spanish Media****3 credits**

This course provides students with exposure to various examples of various media of communication through the Spanish-speaking world. These will come from various types of videos, audio, and the written word, delivered through Internet resources. Students will compare and contrast their differences in language and message informally in online discussions and in class, and will form a glossary of new words and terms learned throughout the course. The course project will be for each student to create their own webpage, blog, video, or sound file in order to portray their own message, story, or broadcast in Spanish.

**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 University 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. 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. Core outcomes met: CI, O, GA, V. Prerequisite: SPAN 320.

**SPCH 103****Making Connections****3 credits**

How do you present yourself to others? In this class we will explore the various ways in which we interact with those around us, how our choices impact others, and how we can become better at understanding the messages we send and the messages sent to us. Activities include value clarification exercises, simulations, discussions, decision-making projects, interviews, presentations, and group interactions. Core outcomes met: CI, GA, O.

## **SPCH 126**

### **Speaking of Faith and Meaning**

**3 credits**

Speaking of Faith and Meaning is a course that will help students develop confidence and skills needed to present effective oral presentations. At its core, this course will ask the student to consider their own faith, belief, and philosophy and the faiths, beliefs, and philosophies of others in the context of a presentational speaking class. The subject matter for all presentations and experiences will be drawn from explorations of faith, meaning and vocation. Core outcomes met: CI, O, V.

## **THEO 105**

### **World Religions in Societies and Cultures**

**3 credits**

This course surveys the major religious traditions of Hinduism, Buddhism, Taoism, Shinto, Judaism, Christianity, and Islam, along with various other secondary religions. The course emphasizes the interplay among these religions, human behavior, and cultures. Core outcomes met: CI, IL, O, GA.

## **THEO 106**

### **Christian Faith and Life**

**3 credits**

This course explores Christian teachings and practices, and their relationship to wider history and culture. Students will build a theological vocabulary, become familiar with basic biblical content, and address issues of faith and good works, God and evil, and Christian worship, among others. Core outcomes met: CI, W, V.

## **THEO 201**

### **Old Testament**

**3 credits**

This course introduces the content, themes, history and methods of studying Old Testament narratives, poetry, and prophetic writings. Core outcomes met: CI, IL, W.

## **THEO 202**

### **New Testament**

**3 credits**

This course introduces the content, themes, and methods of studying New Testament narratives and writings, and explores their content, history, and current impact. Core outcomes met: CI, IL, W.

## **THEO 251**

### **Greek of the Ancient Mideast I**

**3 credits**

This course introduces students to the grammar and basic vocabulary of ancient Greek. The goal is to prepare students to read Septuagint and New Testament Greek, as well as translate selections from Plato, Plutarch, Aristotle, and others encountered in Theology 252: Greek of the Ancient Mideast II. Strongly recommended for all pre-seminary students. See also GREK 251.

## **THEO 252**

### **Greek of the Ancient Mideast II**

**3 credits**

This course continues the introduction of grammar and basic vocabulary of Theology 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: THEO 251 or consent of instructor. See also GREK 252.

## **THEO 310**

### **Early Christian Thinkers**

**3 credits**

This course surveys important theological and ecclesiastical developments in Western Christianity from the origins of the church in the first century to its institutional decline in the fourteenth and fifteenth centuries. Students have the opportunity to read selections from both the Patristic and Scholastic theologians. Core outcomes met: CI, IL.

## **THEO 315**

### **The Life and Thought of Luther**

**3 credits**

Through reading significant texts of Martin Luther and important sixteenth century confessional statements, students are introduced to major themes, events and figures of the Reformation era. The relationship between earlier theological movements and contemporary life are explored. Core outcomes met: CI, IL, W.

**THEO 322****Modern Christian Thinkers****3 credits**

This course surveys important theological and ecclesiastical developments in Western Christianity in the Reformation, Enlightenment and modern era. Students have the opportunity to read selections from Reformation theologians, Enlightenment figures and modern thinkers. Core outcomes met: CI, IL.

**THEO 330****Worship and the Arts****3 credits**

Throughout its history, the Church has had a close relationship with the arts. This course examines that relationship and focuses on the church year as a vehicle with which to approach the function of arts in the Church. Music, architecture and visual media are examined. Core outcomes met: CI, IL, O.

**THEO 332****Death and Dying****3 credits**

This course examines the universal end-of-life experiences of death and grief, both individually and in community. Historical views, philosophical traditions, biblical material and society contexts are considered. Questions of faith in connection to death are given particular attention. Core outcomes met: CI, W, V.

**THEO 335****Poverty, Racism, Power3 credits**

This course takes up religious, sociological and historical considerations that influence questions of social issues such as race and gender relations, power and politics, the environment, jobs and vocations, and issues of war and peace. Cultural, social, economic, and philosophical norms that govern our responses to these issues will be examined. Core outcomes met: CI, GA, V.

**THEO 399****Internship – Theology****1 to 3 credits**

This course is designed to give students practical experience in the students' chosen "Vocation" in the areas of religion and religious studies; it is designed to develop the students' skills in writing,

information gathering, processing, and critical thinking as well. Students are required to complete a minimum of 30 hours of field study for each credit hour earned as well as attend all classroom sessions. Site must be selected and all paperwork completed before internships begin. Internships are available only for Grand View degree-seeking students. Prerequisite: Second semester junior status or beyond.

**THEO 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.

**THTR 101****Acting for Everyone****3 credits**

Acting for Everyone will offer all students the opportunity to engage with the art of the actor in a challenging yet non-threatening environment. Students will engage in daily in-class exercises and explorations that are designed to enhance creativity, self expression, imagination and collaborative skills. Partner scene work, solo monologue work, improvisations and creative character presentations are a few of the assignments that develop creative capabilities and strengthen communication skills. This engagement will inform the student directly so that well-reasoned interpretations about the work of actors as artists can be made in the future. Core outcomes met: CI, O, W.

**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 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 121**

### **New Plays: New Perspectives**

**3 credits**

New Plays: New Perspectives is a course designed to engage students in exploration of new works of theatre. Students will read and interact actively with a varied selection of contemporary plays written by playwrights from diverse backgrounds. In addition to learning about the structure and creation of scripts and productions, social issues and themes presented in the scripts will be explored in their context and measured against the student's world view. Students will learn to express their personal and critical reactions to scripts and stories with clarity and sensitivity. Students will research playwrights and have the opportunity to present an in-depth research presentation about a particular playwright. The opportunity to attend current productions of new works of theatre read in class will be a highlight of the experience in class. Core outcomes met: CI, GA, O.

## **THTR 202**

### **Theatre Production and Stagecraft**

**3 credits**

This course is a practical, hands-on introduction to the technical aspects of theatre production. Areas of study include elementary design, set construction, lighting, sound, properties, painting, and working relationships in the theatre. Lab required. Core outcomes met: CI, Q.

## **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. Core outcomes met: IL.

## **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. Core outcomes met: O. Prerequisite: THTR 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: THTR 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: THTR 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. Core outcomes met: GA.

**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. Core outcomes met: CI, W. 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. Core outcomes met: V. Prerequisite: Junior or Senior status.



## Governance

### Trustees

The University is governed by a 41 member Board of Trustees. Its ex-officio members include the President of the University and the Bishop of the Southeastern Iowa Synod of the Evangelical Lutheran Church in America. Faculty and administration manage the programs and business of the University and implement the policies established by the Board of Trustees.

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DeWaay Business and Banking  
Des Moines

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ABC Virtual Communications  
West Des Moines

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Chief Operating Officer  
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Des Moines

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President  
DMI Computer Technologies/AgVision  
Ankeny

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Retired  
West Des Moines

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President and CEO  
Prairie Meadows Racetrack & Casino  
Altoona

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Director  
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Des Moines

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Community Leader  
Des Moines

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Vice President for Finance (Retired)  
Meredith Corporation

Des Moines

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Pastor  
Sacred Heart Church  
West Des Moines

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Senior Vice President (Retired)  
The Des Moines Register and Tribune Company  
Des Moines

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Vice Chairman (Retired)  
The Principal Financial Group  
West Des Moines

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Chairman of the Board  
Jacobson Companies  
Des Moines

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Chairman, President and Chief Executive Officer  
(Retired)  
Pioneer Hi-Bred International, Inc.  
Las Vegas

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Attorney  
Meardon, Sueppel & Downer, P.L.C.  
Iowa City

**Larson, Robert E.**

Vice Chair of the Board (Retired)  
The Principal Financial Group  
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Chief Executive Officer (Retired)  
Equitable of Iowa  
Des Moines

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Senior Pastor (Retired)  
St. John's Lutheran Church  
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**Rigler, John P.**

President and Chief Executive Officer  
Security State Bank  
New Hampton

**Riggenberg, Clayton L.**

Director (Retired)  
University of Iowa Institute of Public Affairs  
Iowa City

## President's Council

Date following name indicates first year on University staff.

### **Bamford, Carol M. 2003**

Vice President for Marketing and Communications  
B.A., M.A., Drake University.

### **Barger, Debbie M. 1999**

Vice President for Enrollment Management  
B.A., University of Northern Iowa; Further Study: Iowa State University, University of Northern Iowa.

### **Burma, William H. 2000**

Vice President for Advancement  
B.S., University of Iowa; M.Ed., Colorado State University.

### **Casey, Lucas J. 2008**

Executive Assistant to the President  
B.A., University of Northern Iowa; M.P.A., Drake University.

### **Henning, Kent L. 2000**

President  
B.A., Wartburg College; M.B.A., Duke University.

### **Prescott, Jay B. 2005**

Vice President for Student Affairs  
B.S.E. Westmar College; M.S.E., Ed.D., Drake University.

### **Stivers, Mary Elizabeth 2008**

Provost and Vice President for Academic Affairs  
B.S., Morehead State University; M.S., Ph.D., University of Tennessee, Knoxville.

### **Voigts, Adam J. 2010**

Vice President for Administration and Finance  
B.A., University of Northern Iowa; M.B.A., University of Iowa Tippie College of Business.

### **Wheeldon, Timothy T. 2003**

Vice President for Information Services and CIO  
B.A., Simpson College.

## Faculty

### **Henning, Kent L. 2000**

President  
B.A., Wartburg College; M.B.A., Duke University.

### **Stivers, Mary Elizabeth 2008**

Provost and Vice President for Academic Affairs  
B.S., Morehead State University; M.S., Ph.D., University of Tennessee, Knoxville.

### **Van Blair, Katie 2013**

Dean of the College of Social and Natural Sciences and Professor of Social Work  
B.A., St. Ambrose University; M.S., Iowa State University; Ph.D., Purdue University; M.S.W., St. Ambrose University

### **Wastvedt, Ross 2013**

Dean of the College of Humanities and Education and Professor of English  
B.A., Gustavus Adolphus College; M.A., Ph.D., University of North Carolina.

### **Anderson, Ryan 2010**

Assistant Professor of Business Administration  
B.A., University of Iowa; M.B.A., Drake University.

### **Avendaño, Felicitas 2008**

Assistant Professor of Biology  
B.S./M.S., Universidad Nacional de Mar del Plata, Argentina; Ph.D., Michigan State University.

### **Baba-Singhri, Ahmadu 2005**

Professor of Sociology  
B.Sc., Ohio State University; M.A., University of Toledo; Ph.D., Wayne State University.

### **Bason, Karen A. 1972**

Professor of Liberal Arts  
A.A., Grand View College; B.S., M.S., Drake University.

### **Beck-Cross, Cathy 2013**

Assistant Professor of Social Work  
B.S., Iowa State University; M.S.W., University of Iowa; Ed.D., Drake University

### **Bennett, Lucas 2008**

Associate Professor of Mathematics  
B.A., Central College; M.S., Ph.D., University of Iowa.

### **Bottenfield, Kip 2010**

Assistant Professor of Business Administration  
B.S., Upper Iowa University; M.B.A., University of Iowa.

**Brindle, Sharon**

Assistant Professor of Education  
B.S., Iowa State University; M.S., Ed.D., Drake University.

**Brooke, Paul C. 1996**

Professor of English  
B.S., M.A., Iowa State University; Ph.D., University of Nebraska-Lincoln.

**Call, Joshua 2009**

Associate Professor of English  
B.S., Morningside College; M.A., Ph.D., University of Nebraska-Lincoln.

**Cason, Debra 2004**

Assistant Professor of Nursing  
B.S.N., Grand View College; M.S.N., University of Northern Colorado; Certified Clinical Nurse Specialist.

**Chung, Jinwook Jason 2012**

Assistant Professor of Business Administration  
B.S., Sung Kyun Kwan University, Seoul, Korea; B.A., Ohio State University; M.S., Ph.D. Indiana University.

**Cottrill, Brittany 2010**

Assistant Professor of English  
B.A., University of Findlay; M.A., University of Toledo; Ph.D., Bowling Green State University.

**Cunningham, Guy E. 2000**

Professor of Psychology  
B.A., Birmingham Southern College; M.Ed., University of Alabama at Birmingham; Ph.D., Auburn University.

**Deibert, Ammertte C. 1988**

Professor of Sociology  
B.S., Black Hills State University; M.S., A.B.D., Iowa State University.

**Doerffel, Mark 2013**

Assistant Professor of Music  
B.M., Louisiana State University; M.M., Appalachian State University; Ph.D., University of Florida.

**Doering, Barbara E. 2005**

Assistant Professor of Nursing  
B.S.N., Drake University; M.S.N., University of Phoenix.

**Duffy, Kathryn Pohlmann 1995**

Professor of Music and Director of Choral Activities  
B.A., Warburg College; M.M., Kansas State University; Ph.D., The University of Chicago.

**Dusek, Florence 1997**

Assistant Professor of Biology  
B.S., Bowling Green State University; M.S., Case Western Reserve University; M.P.H., Des Moines University.

**Eckardt, Chris 2008**

Assistant Professor of Nursing  
B.S.N., Grand View College; M.S.N., Nebraska Methodist College.

**Emley, Robert R. 2009**

Associate Professor of Psychology  
B.A., Central College; M.S., Drake University; Ph.D., Iowa State University

**Emmerich, Susan 2000**

Assistant Professor of Nursing  
B.S.N., University of Texas at Austin; M.S.N./P.N.P., University of Nebraska Medical Center at Omaha.

**Espey, Linda H. 2006**

Professor of Education  
B.S., University of Iowa; M.S.Ed., Ed.S., Ed.D., Drake University.

**Ewald, James 2012**

Assistant Professor of Art and Design  
B.F.A., M.F.A., Iowa State University.

**Franzen, Debra B. 1981**

Professor of Nursing  
B.S.N., M.S.N., University of Nebraska; Ph.D., Iowa State University.

**Gannon, Kevin M. 2004**

Professor of History  
B.A., James Madison University; M.A., University of Illinois at Urbana-Champaign; Ph.D., University of South Carolina.

**Gaul, Beth Bates, RNC 1985**

Professor of Nursing B.S.N., University of Iowa; M.S., University of Arizona; Ph.D., Iowa State University.

**Getty, Amy C. 2002**

Professor of English and Director, Center for Excellence in Teaching and Learning  
B.A., Marycrest College; M.A., Northern Arizona University; Ph.D., Marquette University.

**Getzler, Avilah 2007**

Associate Professor of English  
B.A., Oberlin College; Ph.D., University of California at Berkeley.

**Grow, Lindsay 2011**

Assistant Professor of Education  
B.A., University of Northern Iowa; M.S.Ed., Ed.D., University of Kentucky.

**Hall, Bonnie 2013**

Assistant Professor of Chemistry  
B.S., Eastern Washington University; Ph.D., University of California at Davis.

**Hanson, James 1993**

Professor of Psychology  
B.A., Luther College; M.S., University of Wisconsin-Stout; Ph.D., Iowa State University.

**Hazan, Idit 2004**

Professor of Biology  
B.Sc., Technion Israel Institute of Technology; Ph.D., University of California, Irvine.

**Hollensbe, Ronda L., C.P.A. 1986**

Professor of Accounting  
B.S., Iowa State University, B.S.B.A., University of North Dakota; M.B.A., Drake University; Certified Management, Accountant.

**Homard, Catherine M. 2004**

Assistant Professor of Nursing  
B.S.N., College of St. Benedict; M.S., Drake University; Ph.D., Walden University.

**Hoshaw, Brenda L. 1992**

Assistant Professor of Nursing  
B.S.N., Grand View College; M.S.N., Drake University; A.P.R.N., American Nurses Credentialing Center; L.M.T., Body Wisdom Institute.

**Hudgens, Carolyn M. 1981**

Associate Professor of Nursing  
B.S.N., P.N.P., M.A., University of Iowa.

**Jones, Kenneth Sundet 2003**

Professor of Philosophy and Religion  
B.A., Augustana College; M.Div., Ph.D., Luther Seminary.

**Jones, Mary 2002**

Professor of Art and Design  
B.F.A., University of Illinois-Urbana; M.F.A., Indiana University-Bloomington.

**Judge, Therese M. 2004**

Associate Professor of English  
B.A., Truman State University; M.A., Ph.D., Iowa State University.

**Juergens, Shannon 2012**

Assistant Professor of Business Administration  
B.A., M.B.A., The University of Iowa; A.B.D., St. Ambrose University.

**Kane, Kelly 2013**

Instructor in Nursing  
B.S., M.A., M.S.N., University of Iowa.

**Kearney, Sean 1997**

Professor of Speech and Theatre Arts  
B.F.A., University of Nebraska at Kearney; M.F.A., University of South Dakota.

**Kim, Hok 2002**

Professor of Mathematics  
B.S., M.S., Ph.D., North Carolina State University.

**LaGier, Adriana 2013**

Assistant Professor of Biology  
B.S., Florida State University; M.S., Florida International University; Ph.D., Brown University.

**LaGier, Michael 2013**

Assistant Professor of Biology  
B.S., State University of New York at Oneonta; Ph.D., State University of New York at Albany.

**Lang, Rebecca H. 2000**

Professor of Health and Physical Education  
B.S., University of Iowa; M.A., University of Northern Iowa; Ed.S., Ed.D., Drake University.

**Larson, Kristin 2007**

Associate Professor of Speech and Theatre Arts  
B.F.A., Southern Oregon University; M.F.A., University of Montana.

**Leytham, Sheryl A. 2002**

Associate Professor of Psychology  
B.A., University of Iowa; M.A., California State University; Ph.D., Saint Louise University.

**Liang, Mo 2000**

Professor of Computer Science  
B.S., Chendu, Sichuan, P.R. of China; M.S., Ph.D., University of Manitoba.

**Loch, Sergio 1993**

Professor of Mathematics and Computer Science  
M.S., Ph.D., University of Wisconsin-Milwaukee.

**Logan, Jean E. 1983**

Professor of Nursing  
B.S.N., Grand View College; M.A., University of Iowa; Ph.D., Iowa State University.

**Lyden, John 2010**

Professor of Liberal Arts and Director of the Core Curriculum  
B.A., Wesleyan University; M.A., Yale University; Ph.D., University of Chicago.

**Lyons, Michael 2012**

Assistant Professor of Biology  
B.A., Simpson College; M.A., Drake University; Ph.D., University of Iowa.

**Mattes, Mark 1995**

Professor of Religion and Philosophy  
A.A., Waldorf College; B.A., St. Olaf College; M.Div., Luther Seminary; Ph.D., The University of Chicago.

**McCullough, Kristin 2013**

Assistant Professor of Mathematics  
B.S., M.S., Ph.D., Northern Illinois University.

**McDonnell, Rebecca Clark 1983**

Professor of Communication  
B.S., Illinois State University; M.A., University of Iowa.

**McQuide, Bryan 2012**

Assistant Professor of Political Studies  
B.A., University of Wisconsin-Eau Claire; M.A., University of Connecticut; Ph.D., University of Illinois at Urbana-Champaign.

**Merchant, Amethyst G. 2006**

Associate Professor of Biology  
B.S., Georgia College and State University; M.S., Virginia Polytechnic Institute and State University; Ph.D., University of Florida.

**Merrill-Schwaller, Rachel 2012**

Assistant Professor of Art and Design B.S., Northwestern College; M.F.A., Cranbrook Academy of Art-Michigan.

**Miller, James Michael 1985**

Professor of Business Administration  
B.A., University of Iowa; M.S., Iowa State University.

**Miller Boelts, Sarah 2012**

Assistant Professor of Spanish  
A.A., Ellsworth Community College; B.A., Central College; M.A., University of Northern Iowa; Ph.D., University of Minnesota.

**Moore, Matthew 2012**

Assistant Professor of Sociology  
B.A., University of Missouri-Columbia; M.A., Western Kentucky University; Ph.D., Iowa State University.

**Myers, Judith L. 2003**

Assistant Professor of Nursing  
B.S.N., Avila College; M.S.N., Saint Louis University.

**Olson, Bobbi 2013**

Assistant Professor of English  
B.A., University of South Dakota; M.A., University of Nebraska – Omaha; Ph.D., University of Nebraska – Lincoln.

**Pauling, Carolyn D. 1999**

Professor of Nursing  
B.S.N., South Dakota State University; M.S.N., Drake University; Ph.D., Touro University International.

**Peterson, Thomas J. 2004**

Associate Professor of Psychology  
B.A., St. John's University; M.S., Western Illinois University; Ph.D., Iowa State University.

**Plowman, Matthew 2009**

Associate Professor of History  
B.A., Dana College; M.A., University of Nebraska-Omaha; Ph.D., University of Nebraska-Lincoln.

**Probasco-Sowers, Julie 2013**

Instructor in Communication  
A.A., Grand View College; B.S., M.A., Drake University.

**Rider, Paul 1995**

Professor of Physics  
B.S., University of Iowa; M.S., Ph.D., University of Minnesota.

**Roth, Marcia 2004**

Assistant Professor of Nursing  
B.S.N., Mount Mercy College; M.S., Drake University.

**Ruisch, Robert 2011**

Assistant Professor of Accounting  
B.A., Dordt College; M.B.A., Drake University.

**Ruse, Michelle E. 2002**

Assistant Professor of Computer Science  
B.A., University of Northern Iowa; M.S., Washington State University; Ph.D., Iowa State University.

**Ryther, Joshua 2007**

Associate Professor of Art and Design  
B.A., Grand View College; M.F.A., Kansas State University.

**Salazar, Laura A. 2002**

Professor of Chemistry  
B.S., Loras College; Ph.D., Iowa State University.

**Skouson, Eric 2011**

Instructor in Mathematics  
B.S., University of Utah; M.S., Eastern Washington University; doctoral candidate, Iowa State University.

**Snyder, Steven C. 1991**

Professor of Humanities  
B.A., Grand View College; M.A., Iowa State University.

**Sullivan, Zebblin 2011**

Assistant Professor of Health and Physical Education  
B.S., M.S., Ph.D., Iowa State University.

**Thomas, Evan A. 1987**

Professor of History  
B.S., Chicago State University; M.A., Ph.D., University of Iowa.

**Timm, Chad W. 2010**

Associate Professor of Education  
B.A., Simpson College; M.A., Ph.D., Iowa State University.

**Tinder, Aaron E. 2004**

Professor of Art and Design  
B.A., Simpson College; M.F.A., Northern Illinois University.

**Tumpek-Kjellmark, Katharina 2003**

Professor of History  
B.A., University of Alaska at Fairbanks; M.A., Ph.D., Cornell University.

**Turner, Coralie L. 2000**

Assistant Professor of Modern Languages  
B.A., M.A., University of Northern Iowa.

**Wells, Douglas 2009**

Assistant Professor of Communication  
B.A., M.C.L., Drake University

**White, Robin Trimble 1998**

Professor of Education  
B.A., Fairmont State College; M.S., West Virginia University; Ph.D., Iowa State University.

**Wiig, Douglas M. 1976**

Professor of Political Science  
B.A., M.A., University of Nebraska-Omaha.

**Wiley, Cynthia 2012**

Assistant Professor of Art and Design  
B.A., University of Missouri-Columbia; M.F.A., Iowa State University.

**Winzenburg, Stephen M. 1989**

Professor of Communication  
B.A., University of South Dakota; M.A., University of Minnesota.

**Withrow, Kiersten 2005**

Assistant Professor of Nursing  
B.S., Michigan State University; B.S.N., Grand View College; M.S.N., University of Phoenix.

**Yarushkin, Dmitry A. 2003**

Assistant Professor of Business Administration  
B.A., Grand View College; M.A., St. Petersburg State University-St. Petersburg, Russia; M.B.A., University of Wisconsin-Eau Claire.

**Zama, Alec I. 2005**

Associate Professor of Business Administration and Economics  
B.S., Certificate, The Agricultural Training Institute, Chisinau, Republic of Moldova; M.B.A., University of Arkansas-Fayetteville; Ph.D., St. Ambrose University.

**Zea, Corbin J. 2005**

Professor of Chemistry  
B.S., Sioux Falls College; M.S., University of Oklahoma; Ph.D., Iowa State University.

The instructional services provided by the full-time members of the Grand View 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**

Director of the Library  
B.A., Hamline University; M.A., George Peabody College of Teachers.

**Langrock, Karl F. 1972-1988**

President Emeritus  
B.A., University of Northern Iowa; M.A.,  
University of Iowa; M.Div., Lutheran School of  
Theology at Chicago.

**Taylor, Ronald L. 1990-2008**

Provost and Vice President for Academic Affairs  
B.Ed., University of Miami; M.A., Marquette  
University; Ph.D., Case Western Reserve  
University.

**Faculty**

**Akermark, Ralph E. 1964-2001**

Professor of History  
B.A., Gustavus Adolphus College; M.Div.,  
Lutheran School of Theology at Chicago.

**Bolitho, Norma J. 1970-2007**

Professor of English  
A.B., Wheaton College of Illinois; M.A.T.,  
University of Chicago; M.A., Drake University.

**Butler, Francine 1980-2008**

Professor of Economics  
B.A., Barnard College; M.S., Rutgers University.

**Dawley, Kathryn 1981-2000**

Associate Professor of Nursing  
B.S.N., M.A., University of Iowa.

**Engler, James A. 1967-2001**

Professor of Art  
B.F.A., University of Nebraska-Omaha; M.F.A.,  
Drake University.

**Doidge, Diane L. 1980-2013**

Professor of Biology  
B.S., M.A., Drake University; Ph.D., Iowa State  
University.

**Doidge, Lee 1968-2008**

Professor of Biology  
B.S., Iowa State University; M.A., University of  
Northern Iowa.

**Gertenrich, John C., Jr. 1961-1966, 1970-1998**

Professor of Mathematics  
A.A., Waldorf College; B.A., Concordia College,  
Moorhead; M.A., State University of South  
Dakota..

**Goodwin, Judith A. 1981-2008**

Professor of English  
B.A., D.A., Drake University

**Huisman, Etta 1989-2008**

Professor of Psychology  
B.A., Central College; M.A., University of Iowa,  
Ed.D. University of Tulsa.

**Hvistendahl, Marion 1968-1989**

Professor of English  
B.S., M.S., South Dakota State University.

**Jensen, Erna C. 1966-2001**

Professor of Mathematics  
B.S., University of Nebraska at Kearney; M.A.,  
University of Northern Iowa.

**Jessen, Marvin P. 1951-1988**

Professor of Biology  
A.A., Grand View College; B.A., M.A., Ph.D.,  
University of Minnesota.

**Kachel, Douglas W. 1970-2004**

Professor of Sociology  
University of Tampa; B.A., Marshall University;  
M.S., University of Oklahoma; Ph.D., Iowa State  
University.

**Kaven, Dennis E. 1970-2012**

Professor of Art and Design  
B.F.A., M.F.A., Certificate of Art Education, Drake  
University.

**Nelson, Solveig 1981-2008**

Professor of English  
B.A., Augustana College; M.A., D.A., Drake  
University.

**Pfeiffer, Joanne M., C.S., ARNP 1977-1984,  
1991-1998**

Associate Professor of Nursing  
B.S.N., M.Ed., Marquette University.

**Quass, LaVerne C. 1976-2002**

Professor of Chemistry  
B.A., Luther College; M.S., Ph.D., University of  
Wisconsin.

**Peterson, A. Kathleen 1980-2013**

Professor of Psychology  
A.A., Mt. Hood Community College; B.A., Central  
Washington University; M.A., North American  
Baptist Seminary; Ph.D., Iowa State University;

**Reinboth, JoAnn L. 1983-2001**

Associate Professor of Nursing  
B.S.N., Grand View College; M.A., University of  
Iowa.



**Rider, Thomas J. 1960-2000**

Professor of Education  
B.A., M.A., Drake University; M.S., Iowa State University; Ph.D., University of Iowa.

**Ruby, Kaylene 1981-2013**

Professor of Communication  
B.S., Northern Montana College; M.S., Iowa State University.

**Sawtell, Jay C. 1963-1994**

Professor of Foreign Languages  
B.A., Drake University.

**Schaefer, William J. 1980-2009**

Professor of Communication  
B.S., Minot State University; M.S., Ed.D., Indiana University.

**Schaeffer, Dana White 1975-1999**

Professor of Art  
A.A., Grand View College; B.F.A., M.A.T., Drake University.

**Simpson, Richard M. 1965-1997**

Professor of Physics  
B.S., Hamline University; M.A., Drake University; Further Study, Iowa State University.

**Speed, Robert M. 1952-1996**

Professor of Humanities  
B.M.E., M.M.E., Drake University..

**Strachota, Ellen M. 1978-2011**

Professor of Nursing, Registrar and Associate Vice President for Academic Affairs  
B.S.N., Marquette University; M.A., University of Iowa; Ph.D., Iowa State University.

**Stone, Mary Pat 1964-2002**

Associate Professor of Speech and Theatre Arts  
B.A., M.A., University of South Dakota.

**Strasser, Elizabeth H. 1958-1973**

Professor of Biology  
B.A., M.A., Drake University.

**Thayer, Janet M., RNC 1978-2006**

Associate Professor of Nursing  
B.S.N., M.S.N., University of Minnesota.

**Van Roekel, Arlan W., CPA 1988-2006**

Professor of Accounting  
B.S., University of South Dakota; M.B.A., University of Iowa.

**Whyte, James A. 1988-2013**

Professor of Sociology  
B.A., University of Nebraska; M.A., Ph.D., Iowa State University.

**Yates, Joyce E. 1968-1994**

Professor of English  
B.A., University of Iowa; M.A., University of Missouri-Kansas City; Ph.D., Walden University.

**Zinger, Don H. 1957-1990**

Professor of Philosophy and Religion  
A.B., Augustana College (Illinois), M.Div., S.T.M., Lutheran School of Theology at Chicago.

**Staff****Anderson, Sara 2012**

Career Counselor  
B.A., University of Northern Iowa; M.S., Drake University

**Anderson, Michelle 2007**

Web Content Manager  
B.A., Grand View College.

**Avise, Mary 2008**

Secretary A.A., Grand View College; B.S., University of Iowa.

**Bahls, Carol 2005**

Executive Administrative Assistant to the President  
B.S., Iowa State University.

**Bailey, Todd 2012**

Videographer  
B.A., Grand View College.

**Bantz, Julie 2001**

Controller  
B.A., Iowa State University.

**Baron, Rachel S. 2002**

Transcript Analyst  
B.A., Luther College; M.S., Iowa State University.

**Bassett, Kendra 2008**

Accounts Payable Specialist  
Des Moines Area Community College, Grand View University.

**Bauer, Jason 2008**

Associate Vice President for Student Affairs  
B.A., University of Iowa; M.A., Viterbo University.

**Bontrager, Bonita K. 2009**

Director of Residential Life  
A.A., Flathead Valley Community College; B.S.,  
University of Montana Western.

**Brandt, Joy 2012**

Associate Director of Student Success: Academic  
Support & Disability Services  
B.A., Arizona State University; M.S., Columbia  
Southern University.

**Brent, Cathy M. 1977**

Director of Student Success  
B.S.N., Iowa Wesleyan College; M.A., University  
of Iowa.

**Brinker, Douglas 2011**

Assistant Baseball Coach  
A.A., Iowa Central Community College; B.A.,  
Grand View College; M.A., Viterbo University.

**Broadston, Gary 2009**

Biology Laboratory Assistant  
B.S., Iowa State University; M.A., Drake  
University.

**Brown, Molly A. 2003**

Director of Athletic Media and Game  
Management  
B.A., Graceland College; M.S.S., U.S. Sports  
Academy.

**Brown, Peg 1999**

Database Specialist, Admissions Office  
A.A., Des Moines Area Community College.

**Butler Kim I. 1981**

Director of Buildings and Grounds  
Grand View College; B.A., Drake University.

**Campbell, Felicia 2009**

Assistant Director of Financial Aid  
B.S., M.P.A., Drake University.

**Carter, Tina 2008**

Head Women's Volleyball Coach  
A.A., North Iowa Area Community College; B.A.,  
Southern Methodist University; M.Ed., Iowa State  
University.

**Cathcart, Mindy 2010**

Wellness Director  
A.A., Southwestern Community College  
B.S., Wayne State College.

**Chibnall, Dan 2006**

Information Services and Instructional Design  
Librarian  
B.A., Knox College; M.L.S., University of  
Missouri-Columbia.

**Christoffers, Pamela M. 2004**

Special Assistant to the Provost  
B.L.S., M.S., Iowa State University.

**Conlin, Lindsey 2009**

Financial Aid Coordinator  
B.A., Grand View University.

**Cruz, Donan**

Head Men's Volleyball Coach  
B.A., Graceland University.

**Culmer, William 2002**

Maintenance Assistant  
B.A., University of Colorado.

**Dallman, Kaitlin 2011**

Admissions Counselor  
B.A., University of Iowa.

**Daniel, Keith M. 2006**

Desktop and Multimedia Administrator  
B.A., Grand View College.

**Daniel, Kelly A. 2002**

Manager of Graphic Design  
B.A., Grand View College.

**De Heer, Kayleen 2011**

Accounts Receivable/Collection Coordinator  
B.A., Central College.

**Dickinson, Angie L. 2004**

Financial Aid Systems Analyst  
B.A., M.A.E., University of Northern Iowa.

**Dibbet, Travis J. 2012**

Head Athletic Trainer  
B.A., Central College; M.S., Western Michigan  
University.

**Donahue, Mary 2005**

Executive Administrative Assistant  
A.A., Des Moines Area Community College; B.A.,  
Drake University.

**Driscoll, Al**

Assistant Men's Soccer Coach  
B.A., Grand View College.

**DuBois, Dwight 2006**

Director for the Center for Renewal  
B.A., Newberry College; M.Div., Lutheran  
Theological Seminary; STM, Lutheran  
Theological Southern Seminary.

**Dunne, Michele A. 2005**

Director of Financial Aid  
B.S., University of Iowa; M.P.A., Drake  
University.

**Eaton, Laura 2003-2010, 2012**

Data Specialist  
B.A., Grand View University.

**Einerson, Justin**

Assistant Men's Basketball Coach and Assistant  
Sports Information Director  
B.A., University of Wisconsin-Milwaukee; M.B.A.,  
Clarke University.

**Erdmann, Bradley 2012**

Grounds Coordinator  
B.L.A., Iowa State University

**Ernst, Brigid 2012**

Administrative Assistant  
B.S., Drake University.

**Erps, Britt 2013**

Assistant Women's Soccer Coach  
B.A., Grand View University; M.S., Illinois State  
University.

**Evans, Sage 2006**

Advancement Database and Records Manager  
B.A., Grand View College.

**Fedler, Wendy 2008**

Associate Director of Student Success: Academic  
Advising & Enrichment  
B.A., Mount Mercy College; M.A.E., University of  
Northern Iowa.

**Flynn, Austin 2012**

Assistant Football Coach  
B.S., Iowa State University.

**Franker, Whitney L. 2012**

Assistant Women's Basketball Coach  
B.A., Simpson College.

**Friesleben, Kelly 2008**

Director, Camp Dodge Campus  
B.M., Iowa State University; M.A., Saint Mary's  
University.

**Gannon, Deborah K. 2004**

Registrar  
B.A., The College of Wooster; M.A., University of  
South Carolina.

**Gilbert, Bradley 2011**

Library Technical Service Assistant  
B.A., Drake University.

**Gioffredi, Gary, II 2010**

Head Men's and Women's Bowling Coach  
B.A., Grand View College.

**Glenney, Kate 2012**

Director of Student Ministries  
B.A., Wartburg College.

**Good, Karly 2010**

Instructional Technology Specialist  
B.A., University of Northern Iowa; M.A.Ed., Wake  
Forest University.

**Hainline, Josie 2009**

Accountant  
B.A., Grand View College.

**Hall, Carol P. 1992**

Executive Secretary to the Provost and Vice  
President for Academic Affairs  
A.A., Des Moines Area Community College.

**Heither, Kathryn F. 2002**

Admissions Counselor  
A.A., Ellsworth Community College; B.A.,  
University of Northern Iowa.

**Henn, Peggy 2008**

Admissions Assistant  
Indiana University.

**Hintzsche, Diane E. 1999**

Mathematics Resource Specialist  
B.S., M.S., Iowa State University.

**Horton, Stacie S. 2002**

Head Dance and Cheer Coach/Athletic Business  
Manager  
B.A., Grand View College; Further Study,  
University of Iowa.

**Jackson, Jodie L. 2001**

Administrative Assistant  
Grand View University.

**Jensen, Jane M. 2004**

Secretary  
B.A., Upper Iowa University.

**Johansen, Travis J. 2013**

Assistant Football Coach  
B.A., Concordia University.

**Johnson Schaefer, Diane K. 1982**

Director of Admissions  
A.A., B.A., Grand View College.

**Johnson, Kristine K. 2005**

Admissions Database Manager  
A.A., American Institute of Business.

**Jones, John P. 2009**

Loan Coordinator  
A.B.A., AIB College of Business; B.A., Upper  
Iowa University.

**Kaster, Shelley 2008**

Perkins Loan/Collection Coordinator  
A.A., Redlands Community College; B.A.,  
Graceland University.

**Kelderman, Megan 2012**

Director of Student Accounts  
B.A., University of Northern Iowa; M.Ed., Iowa  
State University.

**Kelleher, Kay K. 2005**

Financial Aid Coordinator  
Grand View College.

**Kliver, Erica L. 2005**

Human Resources Manager  
B.A., Northwestern College.

**Knudsen, Luanne J. 1979**

Assistant Director of Transfer Admissions  
B.A., Grand View College.

**Koch, Cheryl 2010**

Assistant Bookstore Manager/Course Materials  
B.A., Simpson College; M.A., Drake University.

**Lackey, Russell 2012**

Senior Campus Pastor  
B.A., Westmont College; M.Div., Luther  
Seminary.

**Lande, Sue 2008**

Assistant Director of the Career Center  
A.A., Waldorf College.

**Lee, Ruth M. 1989**

Acquisitions Assistant for the Library

**Leto, Anthony 2012**

Accounts Receivable/Collections Coordinator  
B.A., Grand View College.

**Link, Eric P. 2001**

LAN Administrator  
B.A., Grand View College

**Lively, Michele 2010**

Administrative Coordinator  
B.S., Nebraska Wesleyan University; M.O.M.,  
University of Phoenix.

**Luce, Autumn E. 2004**

Transfer Admissions Counselor  
B.A., Grand View College.

**McFadden, Jeffrey R. 2013**

Systems Analyst  
B.S., Iowa State University.

**MacKinnon, Linda 2007**

Secretary  
Minneapolis Area Vocational Technical Institute.

**Mahedy-Ridgway, Susan 2010**

Campus Services Clerk  
B.A., M.P.A., Drake University

**Mathews, Thomas 2004**

Chemistry Lab Assistant  
B.A., Drake University.

**Mattiussi, Tara 2011**

Academic Advisor  
B.A., Augustana College (IL); M.Ed., Iowa State  
University.

**McCullough, Margaret R. 1986**

Director of Grants and Advancement Research  
B.A., University of Michigan; Further Study,  
University of Michigan.

**McDowell, Molly 2004**

Human Resources Administrator  
University of Wisconsin-LaCrosse.

**Meints, Katie 2009**

Housing Director  
B.S., Nebraska Wesleyan University.

**Michelsen, Shannon 2011**

Enrollment Counselor  
B.A., Grand View University; M.P.A., Drake  
University.

**Miller, Jaime 2011**

Admissions Counselor  
B.S., Iowa State University.

**Miranda, Tina 2007**

Admissions Counselor  
A.A., Indian Hills Community College; B.A., Iowa  
Wesleyan College.

**Mitchell, Nick 2008**

Head Wrestling Coach  
B.A., Wartburg College.

**Mitchell, Rachelle 2008**

Manager, Events & Publicity  
B.A., University of Northern Iowa.

**Mohr, Donna 2001**

Mathematics Resource Specialist  
B.S.Ed., Northern Illinois University.

**Monner, Jerry L. 2004**

Head Men's and Women's Track & Cross  
Country Coach  
B.A., Iowa Wesleyan College; M.A., Loras  
College

**Muller, Sheri A. 2003**

Associate Librarian and Archivist  
B.A., M.A., University of Iowa.

**Norris, Michael 2009**

Director of Graduate Studies  
B.A., Simpson College; M.B.A., Drake University.

**Nuzum, Steve 2011**

Programmer Analyst  
B.A., Grand View College.

**Olson, Neil T. 1996**

LAN Administrator  
B.A., Grand View College.

**Ostrem, Katie 2010**

Manager of Alumni and Parent Relations  
B.A., Grand View College.

**Otto, Laura 2005**

Executive Secretary  
B.A., Dordt College.

**Oxenford, Robert P. 2012**

Director of Major Gifts  
B.A., Grand View University

**Paja, Matthew 2013**

Strength and Conditioning Coach  
B.A., Central College; M.S., Southwest  
Minnesota State University.

**Patterson, Brian 2008**

Associate Vice President for Advancement &  
Alumni Relations  
B.A., Grand View College.

**Petersen, Allison 2012**

Purchasing and Office Coordinator  
University of Iowa.

**Peterson, Bob 2012**

Head Men's and Women's Tennis Coach  
B.S., University of Louisville.

**Peterson, Maggie 2008**

Center for Learning Assistant Coordinator  
B.A., Central College; B.S.N., Grand View  
College; M.A., Pennsylvania State University.

**Pickett, Marsha C. 2010**

Assistant Registrar  
A.S., Des Moines Area Community College; B.A.,  
William Penn University; M.B.A., University of  
Phoenix.

**Piedras, Alex H. 2005**

Director of Multicultural and Community Outreach  
B.A., Grand View College; M.S., Drake  
University.

**Plummer, Troy A. 1995**

Athletic Director  
B.A., Simpson College; M.S., Western Illinois  
University.

**Prange, Michelle 2008**

Athletic Success Coordinator  
B.A., Grand View College.

**Pray, Larissa 2010**

Secretary  
B.A., University of Iowa; B.A., University of  
Northern Iowa.

**Pries, Heidi 2006**

Director of Student Involvement and New Student  
Programs  
B.A., Grand View College; M.A.E., University of  
Northern Iowa.

**Quick, Sandy 2007**

Data Specialist

**Rees, Pamela D. 1984**

Director of the Library  
A.A., Grand View College; B.A., Drake University;  
M.L.S., University of Iowa.

**Reger, Timothy W. 2012**

Campus Services Assistant Manager  
B.S., Iowa State University.

**Reid, Blair C. 1985**

Head Men's Soccer Coach  
B.A., State University of New York at Brockport.

**Roberson, Seth A. 2005**

Viking Strength and Conditioning Program  
Coordinator and Assistant Track & Field and  
Cross Country Coach  
B.A., Wartburg College.

**Roberts, Sheri A. 2003**

Patron Services Assistant  
Executive Secretary Degree, Hamilton Business  
College.

**Rodgers, Jessica M. 2008**

Assistant Bookstore Manager, Operations &  
Merchandise  
A.A.S., Des Moines Area Community College;  
B.S., Iowa State University.

**Sanneh, Yusupha B. 2002**

Maintenance Assistant  
B.A., Grand View University.

**Schaefer, Denis D. 1998**

Head Men's Basketball Coach  
B.A., Loras College; M.A., University of Akron.

**Schornack, Kent 2006**

Director of Leadership & Counseling B.A., Central  
College; M.S.W., University of Iowa; M.B.C.,  
Colorado Christian College.

**Scott, Jodi K. 1988**

Systems Analyst

**Selser, Erma 1994**

Lab Assistant in Biology  
B.S., Knox College; M.S., Western Illinois  
University.

**Shupp, Michael 2008**

Director, Bookstore and Campus Services  
B.S., Iowa State University.

**Sibley, Lacie 2007**

Marketing Specialist  
A.A., Des Moines Area Community College; B.A.,  
Grand View College.

**Smith, Garey G. 2000**

Head Women's Basketball Coach  
A.A., Marshalltown Community College; B.S.,  
M.S., Northwest Missouri State University.

**Sponheim, Carrie 2007**

Director of Annual Giving  
B.S., Iowa State University.

**Spooner, Gregory 2007**

Facilities Project Manager  
Iowa State University.

**Stearns, Susie 2006**

Director of the Career Center  
B.S., M.B.A., Bellevue University.

**Steenhoek, Jean A. 1983**

Administrative Assistant for the Nursing Division

**Stoimirov, Ventsi M. 1998**

Head Women's Soccer Coach  
B.A., Graceland College; M.B.A., Iowa State  
University.

**Stone, Cara 2011**

Faculty Development and Instruction Librarian  
B.A., Luther College; M.L.S., Indiana University.

**Strutzenberg, Kali 2011**

Assistant Director of Leadership & Counseling  
B.A., University of Northern Iowa; M.A., Denver  
Seminary.

**Thompson, Carly 2008**

Transfer Admissions Counselor  
A.A., Muscatine Community College; B.A., Grand  
View College.

**Tiffany, Carl 1985**

Assistant Director of Buildings and Grounds

**Travis, Susan 2007**

Secretary for the Nursing Division  
A.A., St. Louis Community College; B.A., Eastern  
Illinois University.

**Van Gorp, Kelly L. 1999**

Center for Learning Coordinator  
B.S.N., Grand View College.

**Vander Tuig, Laura 2010**

Admissions Counselor  
B.S., Drake University.

**Wagner, Shawn 2012**

Real Estate Grant III Program Director  
Paralegal Certificate Program, Des Moines Area  
Community College; B.A., Clarke College; M.S.,  
University of Denver.

**Weber, Phillip. 2008**

Painter

**Welty, Jacquie 2007**

CPAL Advisor  
B.S., Iowa State University.

**White, Veronica 2006**

Accountant  
B.A., Grand View College.

**Wiley, Daniel 1995**

Maintenance Assistant

**Williams, Patricia A. 2002**

Dean of Graduate and Adult Programs

B.A., University of Northern Iowa; M.A., J.D.,

University of Iowa; PhD., Iowa State University.

**Winkel, Christopher J. 2003**

Head Men's and Women's Golf Coach

B.A., Upper Iowa University.

**Winterboer, Missy 2008**

Human Resources Generalist

B.A., Simpson College.

**Woodley, Joe 2007**

Assistant Football Coach

B.S., Iowa State University.

**Woodley, Michael 2007**

Head Football Coach

B.A., University of Northern Iowa; M.S., Winona State University.

**Wyckoff, Debra 1992**

Secretary for the Natural Sciences Division

**Yacinich, Lewis 2002**

Head Softball Coach

B.A., Grand View College; M.A., Bellevue University.

**Yacinich, Lou, Jr. 1971-1976, 1981**

Director of Athletic Advancement and Head Baseball Coach

A.A., Grand View College; B.S., Drake University; M.S.Ed., Northwest Missouri State University.

- Academic Advising, 49
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