



***2017-2018 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**

The baccalaureate degree in nursing/master's degree in nursing at Grand View University is accredited by the Commission on Collegiate Nursing Education, One DuPont Circle, NW, Suite 530, Washington, DC 20036, 202-887-6791.

Council on Social Work Education, Commission on Accreditation, 1701 Duke Street, Alexandria, VA 22314, 1-703-683-8080, [www.cswe.org](http://www.cswe.org). Grand View has achieved candidacy toward accreditation. See page 136.

### **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.



# Contents

2017-2018 Grand View University Catalog.....	1
Non-discrimination Policy.....	3
Disclosure of Educational Record Information.....	3
Accreditation.....	3
Undergraduate Academic Calendar and Terms – 2017/2018.....	9
Graduate Academic Calendar and Terms – 2017/2018.....	11
Undergraduate Academic Calendar and Terms – 2018/2019.....	12
Graduate Academic Calendar and Terms – 2018/2019.....	15
University Mission.....	17
History, Facilities, and Partnerships.....	18
History.....	18
Facilities.....	18
Partnerships with the Community.....	19
Admission.....	20
Admission Requirements.....	20
Recommended Academic Preparation.....	20
Freshman Application Procedure.....	20
Transfer Application Procedure.....	20
International Application Procedure.....	21
Transfer from an Accredited Institution.....	21
Transfer with an Associate in Arts Degree.....	22
Transfer with a Baccalaureate Degree.....	22
Transfer from Vocational-Technical Schools.....	22
Transfer from a Non-Accredited College.....	22
Readmission.....	23
Readmission – Suspended Students.....	23
Readmission – Deployed Veterans.....	23
Provisional Admission.....	24
Non-Degree Students.....	24
Senior Citizens.....	25
Financial Information.....	26
Financial Charges.....	26
Tuition and Fees.....	27
Payments and Refunds.....	28
Financial Aid.....	30

Satisfactory Academic Progress .....	31
Other Financial Matters .....	33
Student Life.....	34
Career Center .....	34
Food Services .....	34
Student Health Services.....	35
International Students .....	35
Parking .....	35
Counseling Center .....	35
Residence Life .....	35
Residency Requirement.....	36
Disability Services .....	36
Information Technology.....	37
Student Employment.....	37
Student Responsibilities and Discipline .....	37
New Student Orientation .....	41
Alumni Relations Office.....	41
Academic Information .....	42
Student Classification and Registration Status .....	42
Educational Records Policy .....	44
Academic Advising.....	45
Grading and Academic Progress .....	46
Academic Recognition .....	49
Penalties for Grade Point Deficiencies.....	50
Learning Support.....	54
Graduation Requirements .....	54
General Education Core .....	57
Core Foundations.....	57
Core Domains .....	59
Essential Competencies.....	61
Transfer with an Associate in Arts Degree .....	63
Transfer with a Baccalaureate Degree.....	63
Logos Core.....	63
Undergraduate Degree Programs .....	65
The Academic Major .....	65
The Academic Minor .....	66
Certificate Programs .....	66
Art and Design .....	67

Biology .....	73
Business Administration .....	75
Chemistry/Physics.....	80
Communication .....	81
Computer Science.....	84
Criminal Justice and Sociology .....	85
Education .....	87
English .....	101
History .....	103
Human Services [see Psychology].....	104
Kinesiology and Health Promotion .....	105
Viking Leadership Credential .....	107
Liberal Arts .....	108
Mathematics.....	110
Modern Languages .....	111
Music.....	113
Nursing.....	116
Organizational Studies .....	119
Political Studies.....	121
Psychology and Human Services .....	123
Social Work .....	125
Theatre Arts .....	127
Theology and Philosophy.....	128
Alternative Credit and Collaborative Programs.....	129
Experiential Learning .....	129
Advanced Placement .....	130
Other Alternative Credit Opportunities .....	130
Collaborative Programs.....	130
Additional Educational Opportunities.....	132
International Learning Opportunities .....	132
Associate in Ministry Program.....	133
Non-credit and Continuing Education Units (CEUs) Programming .....	134
Pre-Engineering .....	134
Pre-Seminary Program .....	134
Teacher Endorsement Academy.....	134
Graduate Degree Programs .....	135
Program Characteristics.....	135
Admission Requirements .....	135

Financial Information.....	137
Financial Charges .....	138
Payments and Refunds.....	139
Tuition Refunds .....	139
Advising.....	140
International Students .....	140
Academic Information .....	140
Educational Records Policy .....	142
Grading and Academic Progress .....	143
Penalties for Grade Point Deficiencies.....	146
Student Complaints and Grievances.....	148
Graduation Requirements .....	149
Graduate Degrees.....	149
Course Descriptions.....	153
Course Numbering and Identification .....	167
Definition of a Credit Hour.....	167
Special Departmental Courses Practicum .....	168
Selected Topics – 298.....	168
Cooperative Education – 299.....	168
Independent Study – 392 .....	168
Internship – 399 .....	168
Special Topics – 430.....	168
Special Research Projects – 499 .....	168
Experimental Courses.....	168
General Education Core Outcomes .....	168
Course Rotation Information .....	169
Course Descriptions.....	169
Governance .....	265
Trustees .....	265
President’s Council .....	267
Faculty.....	267
Emeriti .....	271
Staff.....	273



# ***Undergraduate Academic Calendar and Terms – 2017/2018***

## **Fall Semester and Trimester, 2017**

Thursday, August 24	Opening Faculty Meetings
Friday, August 25	Opening Faculty Meetings
Friday, August 25 – Sunday, August 27	New Student Days
Monday, August 28	Fall and Trimester Classes Begin
Monday, September 4	Labor Day; No Classes; University Offices Closed
Friday, October 13	Fall Break; No Classes
Wednesday, November 22 – Friday, November 24	Thanksgiving Vacation; No Classes; University Offices Close at Noon on Wednesday; Offices Closed Thursday and Friday
Friday, December 8	Fall Semester and Trimester Classes End
Monday, December 11 – Thursday, December 14	Fall Semester and Trimester Examinations
Friday, December 22 – Monday, December 25	University Offices Closed
Friday, December 29 – Monday, January 1	University Offices Closed

## **Fall Weekend, 2017**

Sept. 9, Sept. 23, Oct. 7, Oct. 21, Nov. 4, Nov. 18, Dec. 9	Track A classes meet
Sept. 16, Sept. 30, Oct. 14, Oct. 28, Nov. 11, Dec. 2, Dec. 16	Track B classes meet

## **Fall Accelerated Classes, 2017**

Monday, August 28, Saturday, October 21	Session I (No Classes September 4)
Monday, October 23 – Saturday, December 16	Session II (No Classes November 22-24)

## **Spring Semester and Trimester, 2018**

Monday, January 8	Spring Semester and Trimester Classes Begin
Monday, March 12 – Friday, March 16	Spring Vacation; No Classes
Friday, March 30	Good Friday; No Classes; University Offices Closed
Friday, April 20	Spring Semester and Trimester Classes End
Monday, April 23 – Thursday, April 26	Spring Semester and Trimester Examinations
Saturday, April 28	Baccalaureate and Commencement

## **Spring Weekend, 2018**

Jan. 13, Jan. 27, Feb. 10, Feb. 24, Mar. 10, Mar. 24, Apr. 14	Track A classes meet
Jan. 20, Feb. 3, Feb. 17, Mar. 3, Mar. 17, Apr. 7, Apr. 21	Track B classes meet

**Spring Accelerated Classes, 2018**

Monday, January 8 – Saturday, March 3

Monday, March 5 – Saturday, May 5

**Summer Trimester, 2018**

Monday, May 14

Monday, May 28

Wednesday, July 4

Saturday, July 28

**Weekend Summer Trimester, 2018**

May 12, May 26, June 9, June 23, July 14, July 28, Aug. 11

May 19, June 2, June 16, July 30, July 21, Aug. 4, Aug. 18

**Summer Accelerated Classes, 2018**

Monday, May 7 – Saturday, June 30

Monday, July 2 – Saturday, August 18

**May Term, 2018**

Monday, May 7

Monday, May 28

Friday, June 1

**June Term, 2018**

Monday, June 4

Friday, June 29

**July Term, 2018**

Monday, July 2

Wednesday, July 4

Friday, July 27

Session III

Session IV (No Classes March 19 – 23)

Summer Trimester Classes Begin

Memorial Day; No Classes; University Offices Closed

Independence Day; No Classes; University Offices Closed

Summer Trimester Classes End

Track A classes meet

Track B classes meet

Session V (No Classes May 28)

Session VI (No Classes July 4)

May Term Classes Begin

Memorial Day; No Classes; University Offices Closed

May Term Classes End

June Term Classes Begin

June Term Classes End

July Term Classes Begin

Independence Day; No Classes; University Offices Closed

July Term Classes End

## ***Graduate Academic Calendar and Terms – 2017/2018***

### **Fall Semester, 2017**

Monday, August 28

Fall Classes Begin

Monday, September 4

Labor Day; No Classes; University Offices Closed

Friday, October 13

Fall Break; No Classes

Wednesday, November 22 – Friday, November 24

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

Friday, December 15

Fall Classes End

Friday, December 22 – Monday, December 25

University Offices Closed

Friday, December 29 – Monday, January 1

University Offices Closed

### **Spring Semester, 2018**

Monday, January 8

Spring Classes Begin

Monday, March 12 – Friday, March 16

Spring Vacation; No Classes

Friday, March 30

Good Friday; No Classes; University Offices Closed

Friday, April 27

Spring Classes End

Saturday, April 28

Baccalaureate and Commencement

### **Summer Classes, 2018**

Monday, May 7

Summer Classes Begin

Monday, May 28

Memorial Day; No Classes; University Offices Closed

Wednesday, July 4

Independence Day; No Classes; University Offices Closed

Saturday, August 18

Summer Classes End

## ***Undergraduate Academic Calendar and Terms – 2018/2019***

### **Fall Semester and Trimester, 2018**

Thursday, August 23	Opening Faculty Meetings
Friday, August 24	Opening Faculty Meetings
Friday, August 24 – Sunday, August 26	New Student Days
Monday, August 27	Fall and Trimester Classes Begin
Monday, September 3	Labor Day; No Classes; University Offices Closed
Friday, October 12	Fall Break; No Classes
Wednesday, November 21 – Friday, November 23	Thanksgiving Vacation; No Classes; University Offices Close at Noon on Wednesday; Offices Closed Thursday and Friday
Friday, December 7	Fall Semester and Trimester Classes End
Monday, December 10 – Thursday, December 13	Fall Semester and Trimester Examinations
Monday, December 24 – Tuesday, December 25	University Offices Closed
Monday, December 31 – Tuesday, January 1	University Offices Closed

### **Fall Weekend, 2018**

Sept. 8, Sept. 22, Oct. 6, Oct. 20, Nov. 3, Nov. 17, Dec. 8	Track A classes meet
Sept. 15, Sept. 29, Oct. 13, Oct. 27, Nov. 10, Dec. 1, Dec. 15	Track B classes meet

### **Fall Accelerated Classes, 2018**

Monday, August 27, Saturday, October 20	Session I (No Classes September 3)
Monday, October 22 – Saturday, December 15	Session II (No Classes November 21-23)

### **Spring Semester and Trimester, 2019**

Monday, January 7	Spring Semester and Trimester Classes Begin
TBD	Spring Vacation; No Classes
Thursday, April 18	Spring Semester and Trimester Classes End
Friday, April 19	Good Friday; No Classes; University Offices Closed
Monday, April 22 – Thursday, April 25	Spring Semester and Trimester Examinations
Saturday, April 27	Baccalaureate and Commencement

### **Spring Weekend, 2019**

Jan. 12, Jan. 26, Feb. 9, Feb. 23, Mar. 9, Mar. 23, Apr. 6	Track A classes meet
Jan. 19, Feb. 2, Feb. 16, Mar. 2, Mar. 16, Mar. 30, Apr. 13	Track B classes meet

**Spring Accelerated Classes, 2019**

Monday, January 7 – Saturday, March 2

Monday, March 4 – Saturday, May 4

**Summer Trimester, 2019**

Monday, May 13

Monday, May 27

Thursday, July 4

Saturday, July 27

**Weekend Summer Trimester, 2019**

May 11, May 25, June 8, June 22, July 13, July 27, Aug. 10

May 18, June 1, June 15, June 29, July 20, Aug. 3, Aug. 17

**Summer Accelerated Classes, 2019**

Monday, May 6 – Saturday, June 29

Monday, July 1 – Saturday, August 17

**May Term, 2019**

Monday, May 6

Monday, May 27

Friday, May 31

**June Term, 2019**

Monday, June 3

Friday, June 28

**July Term, 2019**

Monday, July 1

Thursday, July 4

Friday, July 26

Session III

Session IV (No Classes March 18 – 22)

Summer Trimester Classes Begin

Memorial Day; No Classes; University Offices Closed

Independence Day; No Classes; University Offices Closed

Summer Trimester Classes End

Track A classes meet

Track B classes meet

Session V (No Classes May 27)

Session VI (No Classes July 4)

May Term Classes Begin

Memorial Day; No Classes; University Offices Closed

May Term Classes End

June Term Classes Begin

June Term Classes End

July Term Classes Begin

Independence Day; No Classes; University Offices Closed

July Term Classes End



## ***Graduate Academic Calendar and Terms – 2018/2019***

### **Fall Semester, 2018**

Monday, August 27

Fall Classes Begin

Monday, September 3

Labor Day; No Classes; University Offices Closed

Friday, October 12

Fall Break; No Classes

Wednesday, November 21 – Friday, November 23

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

Friday, December 14

Fall Classes End

Monday, December 24 – Tuesday, December 25

University Offices Closed

Monday, December 31 – Tuesday, January 1

University Offices Closed

### **Spring Semester, 2019**

Monday, January 7

Spring Classes Begin

TBD

Spring Vacation; No Classes

Friday, April 19

Good Friday; No Classes; University Offices Closed

Friday, April 26

Spring Classes End

Saturday, April 27

Baccalaureate and Commencement

### **Summer Classes, 2019**

Monday, May 6

Summer Classes Begin

Monday, May 27

Memorial Day; No Classes; University Offices Closed

Thursday, July 4

Independence Day; No Classes; University Offices Closed

Saturday, August 17

Summer 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 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 undergraduate and five graduate 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."

#### **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 preaching and church school instruction by university faculty and staff and musical programs by the Grand View University Choir.

For additional information about these church relations programs and services, contact the Campus Pastor.

#### **Facilities**

The beautiful 60-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.

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. 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; 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 official ACT or SAT test scores and an official high school transcript or official GED scores.
4. Transfer students who have earned 24 credits or more must certify on their application for admission or through a signed written statement that they have graduated from an accredited high school.
5. To receive credit for coursework completed outside of the United States of America (U.S.A.), the student must have the transcript evaluated by a transcript evaluation agency in the U.S.A., at the student's expense. The evaluation must be completed on a course-by-course level. Evaluation by a transcript evaluation agency provides a guide for evaluating international course work; however, Grand View University retains the right to determine transferability of courses and degrees. Students may need to provide Grand View with additional information about coursework, if requested. To receive transfer credit for English composition, international students must take an equivalent course from an accredited institution in the United States or pass the Grand View Composition requirement. In some cases, transfer credit can be granted if the course work is transcribed by a college or university in the U.S.A. that sponsored the

study abroad or semester at sea experience, but this situation will be evaluated on a case-by-case basis.

## International Application Procedure

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

1. To receive credit for coursework completed outside the United States of America (U.S.A.), the student must have the transcript evaluated by a transcript evaluation agency in the U.S.A., at the student's expense. The evaluation must be completed on a course-by-course level. Evaluation by a transcript evaluation agency provides a guide for evaluating international course work; however, Grand View University retains the right to determine transferability of courses and degrees. Students may need to provide Grand View with additional information about coursework, if requested. In some cases, transfer credit can be granted if the course work is transcribed by a college or university in the U.S.A. that sponsored the study abroad or semester at sea experience, but this situation will be evaluated on a case-by-case basis.
2. Official SAT or ACT scores are not required for international students to be considered for admission to Grand View University. However, scores may be necessary to be considered for certain academic scholarships or in determining athletic eligibility. Please consult with the athletic coach or international admissions counselor with regard to these requirements. For SAT reporting purposes our code is 6251 and the website is [www.sat.org](http://www.sat.org). For ACT reporting purposes our code is 1316 and the website is [www.act.org](http://www.act.org).
3. Official TOEFL, IELTS, or iTEP scores will be required if your native language is not English. Required minimum score ranges for overall and subtests for TEOFL paper exams are 500 – 550 and internet-based exams are 60 – 79. For IELTS, we accept minimum scores between 5.0 and 5.5, and for iTEP the minimum score range is 3.4 to a 3.9. For TOEFL reporting purposes our code is 6251.
4. Demonstrate on the Official Certification of Finances form that you have adequate financial

resources to cover the estimated annual expense budget. This form will be given to the student by the international admissions counselor. Current bank statements must also be submitted along with the financial form.

5. Applicants transferring from a U.S. college or university must submit a copy of their current I-20 and a Transfer Release Form.
6. 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.
7. 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.
8. Once accepted and upon arrival on campus, new international students whose native language is not English will be required to take an English placement exam. Based on English placement exams, an English proficiency assessment may also be required to determine if additional English language support is needed.

## 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 transfer coursework is accepted at the course level from the originating institution.

### **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 (100-200 level). Developmental courses taken at a community college (below 100 level) will be accepted as prerequisite courses but will not count towards a student's credit total.

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

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

## Readmission – Suspended Students

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

1. Cease course work at Grand View for a minimum of one fall or spring semester.
2. Complete college courses from an accredited institution of higher education other than Grand View. Must be able to demonstrate ability to be successful in college level course work.
3. Apply for readmission to Grand View University. An Application for Readmission may be obtained at [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 (or student who is a spouse/dependent child of a member of the military called to active duty, and who needs to withdraw due to the call-up), should contact the VA Certifying Official in the Registrar's Office to complete a Military Leave of Absence form. Verification of military deployment must be submitted with the completed Military Leave of Absence form.

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

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

Full-time and part-time transfer and CPAL students who demonstrate 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.

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

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

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

#### **Housing Deposit: \$200.00**

All residential students are required to make an initial housing deposit of \$200.00 at the time the housing contract is submitted. The deposit will be refundable until July 1 for students applying for Fall semester and until 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 checkout procedures, providing the students have no outstanding financial obligations to the University.

#### **Library Fees**

The Grand View University Library does not charge a daily fine for the late return of library books or other materials. However, after 90 days students are charged a replacement fine for the item (minimum of \$10.00), plus a service fee of \$5.00. This fee is charged to the student's account at 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 Student Dining Center serves breakfast, lunch and dinner on a daily basis, Monday through Friday. Brunch and dinner are served on Saturday and Sunday. All meal plans include a supplemental fund called Declining Balance dollars. Declining Balance dollars can be used to eat at any of the retail dining locations on campus including Einstein Bros. Bagels and the Grand View Express on-campus convenience shop. The Student Dining Center is closed whenever classes are not in session.

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

#### **Student Health Insurance**

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

#### **Transcripts**

Student transcripts are available through the Registrar's Office. Students should place an order online at [www.getmytranscript.org](http://www.getmytranscript.org). No transcript will be issued to or for any students who have not satisfied all financial obligations to the University.

Generally, official transcripts are issued only to educational institutions and other authorized agencies. An official transcript must be 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 full time day\* tuition charge is a comprehensive fee covering the academic costs of attending Grand View University. It includes the student identification card, the use of campus facilities, and the 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 between 8:00 a.m. and 4:00 p.m. Monday – Friday.) Full-time and part-time standing requirements for other organizations (such as VA educational benefits) may vary.

### Part-Time Day Students

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

## Center for Graduate, Adult, and Online Learning

Students registered for evening and weekend classes offered in Center for Graduate, Adult, and Online 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 undergraduate classes in the Center for Graduate, Adult, and Online 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 Center for Graduate, Adult, and Online 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 if they plan to earn credit for the course. Please go to [www.grandview.edu](http://www.grandview.edu) for an up-to-date listing of tuition and fees. To audit the course (attend the course without earning credit for

it), the student must declare at the time they register that they do not wish to take the course(s) for credit, and they may attend at no charge. This standing cannot be changed at a later time. To receive this benefit, students must submit proof of age and a completed request form at the Registrar's Office.

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

## **Payments and Refunds**

### **Payment of Student Accounts**

Payment of charges for tuition, fees, room, and board are due by the Friday before the start of class 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, Visa, Discover Card or American Express. A convenience fee will be applied to all credit card payments made towards student account balances.

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

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

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

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

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

All returned checks will be charged a \$25.00 fee which will be added to the students' tuition accounts, and no further checks will be accepted.

### **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 should then consult with the Financial Aid and Business Offices to understand the financial implications of a complete withdrawal. Students who then decide to officially withdraw from the University must contact the Registrar's Office if a full- or part-time day student, or the Center for Graduate, Adult, and Online Learning staff (CPAL) if an evening/weekend student or graduate student. These offices will assist in completing the official withdrawal/exit form. Students who wish to remain enrolled for a future term must indicate their intention in writing.

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

the refund policy are available upon request at the Financial Aid Office. If funds have been released to the student because of a credit balance on the student's account at Grand View University, then the student may be required to repay some or all of the amount released to the student. This policy is subject to federal regulations. Contact the Financial Aid Office for details and to learn of any changes to this policy.

### **Room and Board Refunds**

Written notification of a contract termination must be received by July 1 for the fall semester and by 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/Online Course 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. Online course fees are charged per credit hour for all online courses. Fees are not refundable after the start of the semester. Please go to [www.grandview.edu](http://www.grandview.edu) for an up-to-date listing of tuition and fees.

### **Active Military Service Withdrawal**

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

If the student is called to active duty before the mid-point of a term, the student may request to withdraw from some or all courses and the

University will fully refund their tuition and mandatory fees for the withdrawn courses.

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

## 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 Center for Graduate, Adult, and Online Learning 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 undergraduate 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 January 15 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 December 30.

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

The Financial Aid Office is dedicated to providing excellent service. Should you wish to recommend staff for exemplary performance or express a complaint, please contact the Financial Aid Director.

### **Grand View University Assistance**

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

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

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

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

programs or departments standards may require more than these minimum standards.

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

### Completion Rate Requirements and Duration of Eligibility

Students must successfully complete 67% of their attempted credit hours. Credits for which students receive grades of W or F are counted as credits that are attempted, but not completed. 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.

### 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 the current academic year 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 two restaurant locations and coffee house on campus.

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

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

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

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

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

## Student Health Services

Student Health Services at Grand View University provide a variety of health care services to the University community. Located in the Johnson Wellness Center, Campus Health is open Monday through Thursday from 8:30 a.m. – 2:30 p.m. and Friday from 8:30 a.m. – 11:30 a.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 850 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 bathrooms. The vast majority of all freshmen will have a roommate during their stay in the traditional halls. Students living in the residence halls are required to have a minimum meal plan of All Access 5.

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

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 three years. Students under the age of 22 who desire to live off campus must apply and be approved for an on-campus housing exemption. Generally, exemptions are considered when one of the following criteria is met:

- Student is married living with spouse.
- Student has been in college for three years or more (not including summers).
- Student is a veteran of two years active military service.
- Student is 22 years old prior to the first day of class.
- Student has lived in the residence halls for six 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.

## Disability Services

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

## Information Technology

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

Integrating technology into teaching and learning is emphasized at Grand View University through both instructional methods and student assignments. Students have access to multiple computer labs on campus, including a large lab in our Library and several smaller labs around campus. Most labs feature computers running Windows while the journalism, 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. Students using the Windows operating system must install an anti-virus program in order to connect to the network. Please see our web site, <http://myNet.grandview.edu>, for more information on connectivity requirements as well as instructions for accessing our network.

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

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

## 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. **Conduct on or off campus which reflects poorly on Grand View University** or other

- conduct prejudicial to the best interests of Grand View University or other students.
2. **Violation of any published University policies, procedures, rules and/or regulations** including, but not limited to, the policies on non-discrimination, smoking, alcohol, illegal drugs (or look-a-likes), designer synthetic drugs that may not be illegal in the state of Iowa, sexual harassment (verbal and written), violence and computer usage, and those rules and regulations duly established and promulgated by other University departments (e.g., Residence Life, Dining Services, Campus Safety, Library, etc.).
  3. **Violation of federal, state or local laws** on Grand View University premises or at University-sponsored or supervised events or commission of violations of federal, state or local law that adversely affect Grand View University and/or the pursuit of its objectives.
  4. **Conduct on Grand View University campus constituting a sexual offense**, whether forcible or non-forcible, such as rape, sexual assault or sexual harassment.
  5. **Physical or mental abuse of any person**, or conduct that causes or presents a substantial risk of physical injury, serious mental distress or personal humiliation to any individual, including oneself. It is not a defense to the violation that the person abused provided explicit or implied consent. Apathy or acquiescence in the presence of physical or mental abuse are not neutral acts; they are violations of this section.
  6. **Disorderly conduct or fighting**. For purposes of this Code, disorderly conduct is defined to include, but is not limited to, acts which breach the peace or are lewd, indecent, obscene, or violent.
  7. **Hazing** is any intentional, knowing or reckless action, request or creation of circumstances that:
    8. Endangers the health or safety of any individual;
    9. Causes or presents a substantial risk of physical injury, serious mental distress or personal humiliation to any individual; and/or
    10. Involves the destruction or removal of public or private property in connection with initiation or admission into, or continued membership in, any group affiliated with Grand View University, including, but not limited to, any student, campus, fraternal, academic, honorary, athletic or military organization. It is not a defense to the violation of this section that the hazing participant provided explicit or implied consent. Apathy or acquiescence in the presence of hazing are not neutral acts; they are violations of this section. Hazing does not include sanctioned athletic events or similar contests or competitions.
  11. **Unauthorized Audio/Video**. Any actual or attempted unauthorized use of electronic or other devices to make an audio or video record of any person without prior knowledge or consent, when such a recording is likely to cause injury or distress to the subject of the audio or video record. Unauthorized photographs or video of a person in a locker room, restroom or bedroom are examples of conduct which violates this rule.
  12. **Conduct that intentionally and substantially obstructs** or disrupts teaching or freedom of movement or other lawful activities on the college campus and which is not constitutionally and/or legally protected.
  13. **Unauthorized key possession or use**, including unauthorized possession, duplication or use of keys, key cards or other access or security devices and unauthorized entry to, or use of Grand View University campus and its facilities.
  14. **Theft, vandalism, damage, destruction or unauthorized use of property** of Grand View University or a member of Grand View University community, such as faculty, staff, students, contractors or visitors.
  15. **Unauthorized posting/placing** of notices, posters, signs, fliers or using other materials for posting (for example, but not limited to, sidewalk chalk or spray paint) anywhere on Grand View University premises.
  16. **Weapon possession or use**. Grand View University has zero tolerance for weapons on campus except when expressly authorized by Grand View University. Possession or use of firearms (or look alike), explosives, other weapons, dangerous chemicals or compounds or other dangerous object of no reasonable use to the student (including but not limited to

switchblades, butterfly knives or any knife that opens automatically or has more than one sharp edge) on Grand View University campus, or the brandishing of any object in a threatening manner on Grand View University premises (legal defense sprays are not covered by this section).

17. **Arson**, creation of a fire hazard or possession or use, without proper authorization, of inflammable materials or hazardous substances on Grand View University property.
18. **Committing acts which endanger the property of Grand View University**, including, but not limited to, altering or misusing any firefighting equipment, safety equipment or emergency device.
19. **Making false reports** of a fire, bomb threat or other dangerous condition; failing to report a fire or interfering with the response of Grand View University or municipal officials to emergency calls.
20. **Failing to comply with the directions of, or obstructing Grand View University** officials acting in the performance of their duties and/or failing to positively identify oneself or others to a Grand View University official when requested to do so. The preferred form of identification shall be a current, valid Grand View University identification card.
21. **Dishonesty**, including, but not limited to, forgery, changing or misuse of Grand View University documents, records of identification, misrepresentation, cheating, plagiarism, aiding or abetting cheating or plagiarism, knowingly furnishing false information to Grand View University or tampering with the election of any Grand View University-recognized student organization.
22. **Gambling**, except as expressly permitted by law, on Grand View University property or engaging in unauthorized canvassing or solicitation. Raffles used in the form of auction or door-prize giveaways, where the money used to purchase prizes was requisitioned programming money, is allowed. Raffles used as a means of raising money, even if there are prize awards, are prohibited.
23. **Malicious damage to or malicious misuse of Grand View University property** or the

property of any person where such property is located on Grand View University campus.

24. **Parading or marching on streets, roadways or property of Grand View University** without the advance approval of the Vice President for Student Affairs or designee and the Director of Buildings and Grounds or designee.
25. **Misuse of or assisting another to misuse, another person's identity, password, identification number**, Grand View University identification card or any other means of identification.
26. **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.
27. **Judicial system abuse**, including, but not limited to: failure to set up and/or attend an appointment when directed by a Grand View University official; falsification, distortion or misrepresentation of information; disruption or interference with orderly conduct of a proceeding; attempting to discourage participation or impartiality of others, including harassment; and failing to comply with sanction(s).
28. **Aiding and abetting or inciting** another person in committing an act that violates the Code of Student Conduct.
29. **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 Chair of the Nursing Department). Students who wish to appeal a previously made decision must submit a Letter of Intent to File a Grievance to the Chair of the Nursing Department 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 Chair's office.

**To appeal decisions regarding admission, progression, or graduation in the education program** the student must submit a written letter and schedule a meeting with the Education Department Chair within 14 calendar days after the incident. Students who wish to continue the grievance further make speak with the Dean of Humanities and Education.

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

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

exemption decision. Questions regarding the process should be directed to the Student Life Office at 515-263-2886.

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

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

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

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



## New Student Orientation

Students enrolling in Grand View University as freshmen are expected to participate in one of four Summer Orientation Days. Meeting 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 Center for Graduate, Adult, and Online 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.

#### Prerequisites

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

#### Academic Load

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 Center for Graduate, Adult, and Online 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. Full-time and part-time standing requirements for other organizations (such as VA educational benefits) may vary.

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

#### Changes in Registration

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

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

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

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

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

If the student is called to active duty military service during the term, the student may make arrangements with their instructors to remain enrolled in some or all of their course and will be assigned an I grade (Incomplete) for each course in which they remain enrolled. In such a case, no adjustment of tuition charges for enrolled courses will occur. Students have until the end of the next academic term following their release from military service to complete the course. Failure to do so will result in the I 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. Ultimately, each student is responsible for determining and shaping his/her own education and for ensuring timely progress toward graduation.

### Student Responsibilities

1. Schedule and participate in regular advising appointments.
2. Come prepared to each appointment.
3. Learn how to access information on myView including the University catalog, core and degree requirements, student records, and other tools.
4. Become knowledgeable about and comply with University policies, regulations, programs, and procedures.
5. Create and maintain an appropriate completion plan.
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. Maintain regular contact with advisees.
3. Assist students with understanding University policies, regulations, programs, and procedures.
4. Assist students in maintaining a completion plan that is consistent with each student's abilities and interests (course loads, academic background, program demands, life commitments, etc.) and that satisfies degree requirements.
5. Listen responsively and engage students in vocational discernment.
6. Discuss students' academic performance and refer students to support services within the University when appropriate.
7. Monitor student progress toward educational and career goals.
8. Respect the student's right to privacy of educational records.
9. Encourage students to assume responsibility for their own decisions and actions related to their academic progression and graduation.

## 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 of 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.

## 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: MATH 094, 095, 096. 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 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 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 and committed to truth, excellence, and ethical values. The University strives to promote an appreciation of the dignity and worth of each individual and open interaction among student, faculty and staff. Personal integrity and academic honesty are essential to building a campus of trust. Thus, honesty in all aspects of the college experience is the responsibility of each student, faculty, and staff member.

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

### **Academic Dishonesty Defined**

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

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

made with the intention of impeding or discrediting said honest work.

## Typical Violations

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

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

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

**Cheating:** The use or attempted use of unauthorized materials, information, notes, study aids, or other devices in any academic exercise. Cheating also includes submitting papers, research results and analyses, etc. as one's own work when they were, in fact, prepared by others. Some common examples are:

- Receiving research, programming, data collection, or analytical assistance from others or working with another student on an assignment where such help is not permitted.
- Copying another student's work or answers on a quiz or examination.
- Collaborating with another student(s) when completing any assignment or examination, unless the faculty explicitly states otherwise.
- Using or possessing books, notes, calculators, cell phones, or other prohibited devices or materials during a quiz or examination.

- Submitting the same work or major portions of a work to satisfy the requirements of more than one course without permission from the faculty involved.
- Preprogramming a calculator or other electronic device to contain answers, formulas, or other unauthorized information for use during a quiz or examination.
- Acquiring a copy of an examination from an unauthorized source prior to the examination.
- Having a substitute take an examination for one.
- Having someone else prepare a term paper or other assignment.

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

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

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

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

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

- Intentionally destroying or obstructing another student's work.

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

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

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

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

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

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

The student will receive a letter from the Provost and Vice President for Academic Affairs about the incident, the University's expectations regarding academic honesty/integrity, and future possible consequences should the student commit another act of academic dishonesty during their enrollment at Grand View. Copies of the letter will be sent to the student's academic advisor, the instructor, and the registrar.

Following a second incident of academic dishonesty, the student minimally will fail the course and be placed on academic dishonesty probation. Upon receiving notification from the instructor of a violation, and determining that it is a second violation, the Provost and Vice President for Academic Affairs must notify the student about the incident. This letter will inform the student of 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.

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

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

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

### **Procedure for Initiating an Appeal**

A student who wishes to appeal a decision regarding academic dishonesty must initiate that process within 14 calendar days of the postmark of the letter from the Provost regarding the incident. The first section of the Academic Appeal Form, which identifies the reason for the appeal must be completed and hand delivered to the Executive Administrative Assistant of the Provost in the Office of the Provost and Vice President for Academic Affairs. This form and the complete appeal process can be located on myView > Academics > Registrar's Office > Forms > Academic Dishonesty Appeal Form.

## 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.

## Learning Support

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

### Mathematics Lab

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

### Writing Center

The Writing Center is a place to get one-on-one feedback on any type of writing, including research essays and personal statements, at any stage of the writing process (brainstorming, outlining, developing, editing, etc.). A Writing Center session

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

### Disability Services

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

### Tutoring

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

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

## Graduation Requirements

Students must complete the graduation requirements listed in the Grand View catalog in

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

### Applying for Graduation

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

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

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

### Degrees

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

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

### Multiple Majors for the Bachelor of Arts Degree

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.

### Minor

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

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

### Graduation Requirements for a Baccalaureate Degree

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

1. Successful completion of all requirements for the General Education Core.
2. Successful completion of all requirements for at least one academic major (see listings of requirements for each academic major offered by the University).
3. Successful completion of at least 124 hours of academic work (MATH-094, 095, and 096 taken at Grand View do not apply toward graduation requirements). Note: limit of 4 semester hours credit in physical education activity courses.
4. Achievement of a cumulative grade point average of 2.00 with a minimum of 2.20 in the

academic major. Education students must achieve a minimum 2.50 cumulative GPA and a minimum 3.00 GPA in the Education major and each endorsement. Students who do not maintain these standards will not be recommended to the State of Iowa Department of Education for licensure. Nursing students must achieve a minimum cumulative GPA of 3.00 and a minimum 3.00 GPA in the Nursing major. Other majors may also require higher cumulative or major GPAs.

5. Successful completion of at least 30 hours of upper division work (300- and 400-level courses at the originating institution, if transfer credit).
6. Completion of 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: Organizational Studies majors; RN to BSN program; the collaborative Pre-Engineering

program with Iowa State University; the 2+2 Criminal Justice major with DMACC; the 2+2 Business Administration major with DMACC; or the Career Opportunities Project (COP) with DMACC and the Des Moines Public Schools. Study abroad programs approved by the International Studies Office will not interrupt the last 30 semester hours of work at Grand View University.

7. Acquisition of a minimum of 24 hours in the major area of which at least 12 must be upper division and 9 taken in residence.
8. Satisfactory completion of any tests or assessments (at no cost to the student) required of senior students as part of the Institutional Research Program at Grand View University.
9. Attendance at commencement unless excused by the registrar.



## General Education Core

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

### Core Foundations

#### Core Seminars

Students are required to take 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
- ENGL 252, Academic Writing, 3 credits

Students who have successfully completed either 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, ENGL 252 or in a course equivalent to ENGL 101.

Freshman or sophomore students who earn a grade of D in ENGL 101 or ENGL 252, or in a course equivalent will not have satisfied the Composition requirement. They must retake ENGL 101 or ENGL 252, or comparable courses at another accredited college or university based in the United States and earn a grade of C or better.

Junior or senior students who earn a grade of D in ENGL 101 or ENGL 252 or in a course equivalent to ENGL 101 will have the option of retaking ENGL 252 to satisfy the composition requirement for graduation.

### **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, 4 credits
- MATH 348, Biostatistics, 2 credits

Students who have successfully completed this requirement will demonstrate:

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

5. Ability to express quantitative evidence in support of an argument or purpose of the work (in terms of what evidence is used and how it is formatted, presented, and contextualized).

Students must pass the Quantitative Reasoning course with a C 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 094, 095, or 096) prior to enrolling in a Quantitative Reasoning course. Full time students are strongly encouraged to successfully complete their college preparatory coursework prior to the first semester of their second year at Grand View University. Failure to do so will result in compulsory enrollment in the appropriate college preparatory course in subsequent semesters until mandatory completion of their core quantitative reasoning course by their fifth semester.

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

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

## Core Domains

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

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

### Understanding and Appreciation of the Fine Arts

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

- ARTS 100, Multicultural Artforms, 3 credits
- 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)
- PHOT 131, Basic Digital Photography, 3 credits
- SPAN 101, Spanish I, 4 credits
- THEO 330, Worship and the Arts, 3 credits
- THTR 101, Acting for Everyone, 3 credits
- THTR 121, New Plays: New Perspectives, 3 credits

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

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

### Understanding the Natural World

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

- BIOL 100, How Life Works, 4 credits

- BIOL 101, General Biology I, 4 credits
- BIOL 140, 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
- PHIL/PHSC 260, History and Philosophy of 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 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 305, Human Nature, 3 credits

- PHIL 311, Ancient and Medieval Philosophers, 3 credits
- PHIL/POLS 312, Modern Philosophers, 3 credits
- SPCH 126, Speaking of Faith and Meaning, 3 credits
- THEO 105, World Religions in Societies and Cultures, 3 credits
- THEO 106, Christian Faith and Life, 3 credits
- THEO 201, Old Testament, 3 credits
- THEO 202, New Testament, 3 credits
- THEO 310, Early Christian Thinkers, 3 credits
- THEO 315, The Life and Thought of Luther, 3 credits
- THEO 322, Modern Christian Thinkers, 3 credits
- THEO 332, Death and Dying, 3 credits

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

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

### Understanding Society and Human Behavior

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

- ARTS/ENGL 330\*, Visual Culture and Rhetoric, 3 credits
- BSAD 252\*, Personal Finance, 3 credits
- COMM 312, TV in Society, 3 credits
- CPSC 210, Human Computer Interaction, 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
- HUMN 101, Introduction to Humanities I, 3 credits
- INTS 121\*, LOGOS II: Nature and Human Nature, 3 credits
- KINH 205, Lifetime Fitness and Wellness, 3 credits
- MLAN 311, Global Perspectives, 3 credits
- MUSC 107, Musics of the World, 3 credits
- POLS 110, National Government, 3 credits
- POLS 120, State and Local Government, 3 credits
- POLS 322, Public Policy, 3 credits
- PSYC 101, General Psychology, 3 credits
- SOCS 101, Introduction to Sociology, 3 credits
- SOCS 105, Cross Cultural Perspectives, 3 credits
- SOCS/PSYC 346, Sustainability, 3 credits
- SPAN 312, Hispanic Culture and Civilization, 3 credits
- SPCH 103, Making Connections, 3 credits
- THEO 335, Poverty, Racism and Power

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. 61). 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\* (BA)
- Applied Mathematics (BA)
- Art Education (BA)
- Biochemistry (BS)
- Biology (BA)
- Biotechnology (BA)
- Business Administration\* (BA)
- Church Music (BA)
- Computer Science (BA)
- Criminal Justice\* (BA)
- Digital Media Production (BA)
- Elementary Education (BA)
- English (BA)
- Game Design and Interactive Analytics (BA)
- General Studies (see Liberal Arts)
- Graphic Design (BA)
- Graphic Journalism (BA)
- History (BA)
- Human Services\* (BA)
- Individualized\* (BA)
- Journalism and Public Relations (BA)
- Kinesiology and Health Promotion (BA)
- Liberal Arts\* (BA)
- Management Information Systems\* (BA)
- Multimedia Communication (BA)
- Music (BA)
- Music Education (BA)
- Nursing (BSN)
- Nursing – RN-BSN completion\* (BSN)
- Organizational Studies\* (BA)
- Paralegal Studies\* (BA)

- Photography (BA)
- Physical Education (BA)
- Political Studies\* (BA)
- Psychology\* (BA)
- Secondary Education (BA)
- Social Work (BSW)
- Spanish for Careers and Professionals (BA)
- Sport Management (BA)
- Studio Arts (BA)
- Theatre Arts (BA)
- Theology\* (BA)

- Political Studies
- Psychology
- Sociology
- Spanish
- Sport Management
- Theatre
- Theology

## The Academic Minor

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

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

Baccalaureate degree minors are available in:

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

## 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\*
- Post-Baccalaureate Certificate in Accounting\*
- Professional Writing\*
- Spanish Essentials
- User Experience Design\*

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

## Art and Design

### Majors

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

*Degree Awarded:* Bachelor of Arts

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

#### *Learning Outcomes*

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

*Pre-Education Requirements:* Students who are interested in Art Education (K-12) must earn a minimum 3.0 GPA in a prescribed liberal arts pre-education program, have a minimum 3.0 cumulative GPA, and successfully pass all three Core Academic Skills for Educators tests 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; complete PSYC 212, minimum grade C. 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, 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 ARTS 366, 319; EDUC 242; EDUC 306 or 307; ARTS 320; EDUC 308 or 309; EDUC 421; EDUC 442 or 443.
- Take 9 hours of Art History selected from: ARTS 231, 232, 340, 342, 431 or ARTS/ENGL 330.
- Take 9 hours of studio classes from one of three groups: ARTS 221, 222, 321, 322; OR ARTS 201, 202, 331, 332; OR ARTS 261, 265, 300, 361.
- Take 6 hours of additional two-dimensional studio classes.
- Take 6 hours of additional three-dimensional studio classes.
- Take EDUC 420 and 425.

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, passing scores on two Praxis II tests designated by the Iowa Board of Education (plus any additional requirements implemented by the state) and all other University graduation requirements will result in a recommendation to the State of Iowa Board of

Educational Examiners for an Iowa teaching license.

## **Game Design and Interactive Analytics**

*Degree Awarded:* Bachelor of Arts

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

*Learning Outcomes:*

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

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

*Prerequisites for courses in the Major*

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

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

*Requirements for the Major*

43 semester credits including:

- ARTS 335, 375, 425, 435, ARTS/ENGL 330
- ENGL 202, 302, 345
- INTS 250
- CPSC 210, BSAD/CPSC 241
- GAME 201, 301, 470, 471

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

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

## **Graphic Design**

*Degree Awarded:* Bachelor of Arts

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

*Learning Outcomes:*

Students who major in Graphic Design will be able to:

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

*Prerequisites for courses in the Major*

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

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

*Requirements for the Major*

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
- ARTS 199: successful portfolio review during the sophomore year or by request of the faculty.

These courses will be counted in computing the 2.2 GPA required for this major. Students majoring in Graphic Design must achieve a grade of C 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.

## Graphic Journalism

*Degree Awarded:* Bachelor of Arts

Graphic Journalism majors use visuals and words in combination to create compelling and effective communication vehicles. This combined skillset is uncommon and is, therefore, coveted in professions such as public relations, advertising, publishing, and digital media. Students will learn practical skills and software proficiencies needed to succeed in these careers via coursework in graphic design, interactive media, written communication, multimedia communication, and editing. More importantly, they will also be pushed to innovate and solve real-world problems by completing assignments for actual clients and audiences. Such experiences will leave students with the portfolio pieces they need to get the jobs they seek.

### *Learning Outcomes*

Students who major in Graphic Journalism will be able to:

1. Apply fundamental design knowledge in visual problem solving.
2. Maintain competency in relevant graphic technologies.
3. Be knowledgeable about the laws, practices, and forces that influence communication media; and demonstrate professional and ethical attitudes and behaviors in all communications settings.
4. Communicate well in writing by synthesizing facts, situational elements; practice good newswriting technique through research, observation, and analysis.

### *Prerequisites for courses in the Major*

ARTS 104, COMM 151

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

### *Requirements for the Major*

44 semester credits including:

- COMM 121, 159, 263, 349, 359, 425
- COMM 352 or 423
- ARTS 245, 261, 265, 300, 361, 366, 401
- ARTS/ENGL 330
- COMM 470 or ARTS 470

- ARTS 199: successful portfolio review during the sophomore year or by request of the faculty
- Successful senior portfolio submission

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.

## Photography

*Degree Awarded:* Bachelor of Arts

A major in Photography will provide students with a working knowledge of a wide range of photographic tools and techniques, preparing them for success in commercial and fine arts applications. A strong visual arts core and an emphasis on the narrative aspects of photography help develop students' understanding of processes needed to produce compelling images for use over a wide variety of print and digital platforms. Students will explore particular interests, such as publications, sports, advertising, wedding and studio photography. Photography as a fine art, including conceptual and experimental work, is another path students can take with this major, preparing them to seek professional exhibiting opportunities or graduate work in a studio specialty.

### *Learning Outcomes*

Students majoring in Photography will be able to:

1. Produce compelling photographs that engage the viewer.
2. Show technical proficiency using a variety of digital cameras, photographic hardware, and imaging software.
3. Understand and demonstrate how design and composition can strengthen the narrative aspects of a photographic image.
4. Visually communicate over many distribution networks, including print and web based platforms.

### *Prerequisites for courses in the Major*

ARTS 101, 103, 104, PHOT 131

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

### *Requirements for the Major*

42 semester credits including:

- ARTS 245, 366, 440 or 441, 450

- PHOT 231, 332, 333
- Six hours of creative photography from PHOT 337
- Six hours of art history from ARTS 231, 232, 340, 342, 431 or ARTS/ENGL 330
- Nine hours of 200 level or above Art or Communication courses
- ARTS 199: 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 the major. Students majoring in Photography must achieve a grade of C or better in all the required courses to graduate.

## 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
- ARTS 199: 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.

## Photography

A minor in photography allows students in a wide variety of disciplines to learn how to utilize the medium to complement their educational, professional, and vocational interest. Classes deal with camera knowledge, photo technique, composition, and digital imaging.

*Learning Outcomes*

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

1. Produce compelling photographs that engage the viewer.
2. Show technical proficiency using a variety of digital cameras, photographic hardware, and imaging software.

*Requirements for the Minor*

18 semester credits including:

- PHOT 131, 231 and ARTS 103
- Nine additional hours selected from PHOT 332, 333, 337.

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

### 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.

In addition to students majoring in art, students majoring in psychology, human services, nursing, and education 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.
2. Demonstrate a comprehensive perspective on the history and theoretical approaches which contributed to the current art therapy paradigms.
3. Be able to demonstrate 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.

Students who wish to eventually work as credentialed art therapists will need to pursue a master's degree in art therapy. Minimum educational and professional standards for the profession are established by the American Art Therapy Association, Inc. (AATA) with professional credentialing awarded to art therapy practitioners by the Art Therapy Credentials Board, Inc. (ATCB). For more information on the profession: AATA [www.arttherapy.org](http://www.arttherapy.org) and ATCB [www.atcb.org](http://www.atcb.org).

### User Experience Design

The User Experience Design Certificate emphasizes User Experience Design (UXD) methods. UXD is an approach to development of interactive media (including software) that incorporates feedback from users throughout the

entire process of design through development. Students will learn to research, plan, write, organize, design, and create dynamic content for interactive media both individually and in collaborative groups.

*Learning Outcomes*

Students who complete a certificate program in User Experience Design will be able to:

1. Apply fundamental design knowledge in visual problem solving.
2. Construct a wide variety of interactive media using User Experience Design methods.
3. Maintain competency in relevant User Experience Design technologies and software.
4. Analyze one's own work and the work of others according to criteria based on User Experience Design.

*Requirements for the Certificate:*

18 semester hours including:

- CPSC 210
- ARTS 245, 335, 375, 425, 435



## Biology

### Majors

#### Biology

*Degree Earned:* Bachelor of Arts

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

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

#### *Learning Outcomes*

Students who major in Biology will be able to:

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

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

CHEM 111 and MATH 121.

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

#### *Requirements for the Major*

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: CHEM 321, 322, MATH 122, 261, PHIL 325, PHYS 131, 132

These courses will be counted in computing the 2.2 GPA required for this major. For any given course in the Biology major, a student may only receive one 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. Clearly communicate scientific principles orally and in writing.
3. Retrieve, understand, and critically review information from scientific literature.
4. Interpret data from a variety of sources.

5. Become proficient in a laboratory skill set necessary to be employable in the biotechnology field, while abiding to safety guidelines.
6. Students will be able to identify, analyze, and communicate ethical issues associated with biotechnological advances.

*Prerequisites for courses in the Major*

BIOL 101, CHEM 111 and 112, and MATH 121

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

*Requirements for the Major*

49-50 semester hours including:

- BIOL 102, 225, 250, 256, 285, 360, 380, 401, 415, 450, CHEM 321, MATH 241
- 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.

## Minors

### Biology

*Learning Outcomes*

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

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

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

*Requirements for the Minor*

22-24 semester credits including:

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

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

## 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 Business Department also offers a post-baccalaureate certificate program.

#### *Learning Outcomes*

Students who major in Accounting will be able to:

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

#### *Prerequisites for the Major*

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 252, 341, 350, 378, 418, 426, ECON 315, 415

#### **Human Resource Concentration**

- BSAD 375, 377, 407, 408, 410

#### **International Business Concentration**

- BSAD 317, 331
- ECON 415
- POLS 361 or 370
- Take one foreign language course and earn a C or better or complete a semester-long study abroad program (with departmental approval) or non-native English speakers will take MLAN 311 or another foreign language course (with departmental approval)

#### **Management Concentration**

- BSAD 375, 410

- Three courses from the following: BSAD 316, 331, 362, 365, 405, 425, 430 (as approved), 432, 452, 453, BSAD/SOCS 367, ECON 320

#### **Marketing Concentration**

- BSAD 351, 423, POLS 350
- Two courses from the following: BSAD 317, 320, 325, 430 (as approved), 416, 452, BSAD/SOCS 367.

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, an 18 credit MIS core, and a Business Analyst or an Information Technology concentration:

**Requirements for the Business core include:**

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

**Requirements for the MIS core include:**

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

**Business Analyst Concentration**

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

**Information Technology Concentration**

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

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

**Sport Management**

*Degree Earned:* Bachelor of Arts

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

*Learning Outcomes*

Students who major in Sport Management will be able to:

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

*Prerequisites for the Major*

BSAD 145, 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/KINH 270 or COMM 355
- ENGL 309, KINH 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
- CPSC 242
- BSAD/CPSC 241, 421
- BSAD/CPSC 323 or 325 or BSAD 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

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/KINH 270 or COMM 355
- KINH 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.

### *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)

## **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*

18 semester credits including:

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

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

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

## Chemistry/Physics

### Majors

#### Biochemistry

*Degree Earned:* Bachelor of Science

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

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

#### *Learning Outcomes*

Students who major in Biochemistry will be able to:

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

#### *Requirements for the Major*

66-71 semester credits, including:

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

- PHYS 131 and 132 or PHYS 241 and 242
- Choose one of the following: BIOL 325, 335, CHEM 361, 399, 430.

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

### Minors

#### Chemistry

##### *Learning Outcomes*

Students who minor in Chemistry will be able to:

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

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

MATH 121

##### *Requirements for the Minor*

20-22 semester credits including:

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

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



## Communication

### Communication Department Rules

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

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

1. Students must be in or have passed 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, PHOT 131.

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

*Requirements for the Major*  
48 semester credits including:

- Communication Core: COMM 121, 129, 141, 159, 263, 329 or 359, 399, 404, 470
- COMM 129 and 329 (in addition to above)
- COMM 222, 312, 323, 324, 421
- Nine additional credits from COMM 151, 270, 355, 405, 423, and ARTS 104

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.

## **Journalism and Public Relations**

*Degree Awarded:* Bachelor of Arts

The major in Journalism and Public Relations provides writing, editing, layout, and desktop publishing experience. Students prepare for careers in newspapers, magazines, in-house publications, media relations, web marketing, and event planning. Students get hands-on experience by writing for the weekly student newspaper *The*

*Grand Views* and through internships at local publications, businesses, and non-profit organizations.

### *Learning Outcomes*

Students who major in Journalism and Public Relations 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, PHOT 131.

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

*Requirements for the Major*  
48 semester credits including:

- Communication Core: COMM 121, 129, 141, 159, 263, 329 or 359, 399, 404, 470
- COMM 151, 349, 352, 355, 423 or 455, 425
- Nine additional credits from COMM 222, 270, 405, 421, 465, 466

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

## **Multimedia Communication**

*Degree Awarded:* Bachelor of Arts

The major in Multimedia Communication is more diverse than those of Journalism and Public Relations or Digital Media Production, but combines basics from those areas. Students

choose the Multimedia Communication major for careers in corporate communication, non-profit communication, media marketing, sports information, sports reporting, or those that combine multiple media skills. This is a good major for those who may be unsure of which specific communication field they will enter upon graduation and want to be exposed to a variety of experiences in print, broadcast, and online media.

#### *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 news gathering 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, PHOT 131

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

#### *Requirements for the Major*

48 semester credits including:

- Communication Core: COMM 121, 129, 141, 159, 263, 329 or 359, 399, 404, 470
- COMM 151, 222, 349, 355, 405, 421

Students must also complete a 9 hour concentration from the following choices:

#### **Sports Media**

- Nine credits from COMM 270, 323, 324, 352, BSAD 343, 416

#### **Corporate Communication**

- Nine credits from COMM 323, 425, 455, BSAD 310, 315, 325

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.

#### **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, 151, 222, PHOT 131
- 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.

## Computer Science

### Majors

#### Computer Science

*Degree Awarded:* Bachelor of Arts

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

#### *Learning Outcomes*

Students who major in Computer Science will be able to:

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

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

MATH 121

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

#### *Requirements for the Major*

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

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

- BSAD/CPSC 241
- CPSC 242, 300, 330, 360, 363, 399, 451, 453

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

- MATH 231 or 212
- MATH 300, 340
- MATH 331 or 261

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

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

The computer science core, mathematics core, and elective 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. Demonstrate strong problem solving skills.
2. Form a foundation in which new programming languages are easily mastered.
3. Effectively communicate with others in order to solve problems.

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

MATH 121

##### *Requirements for the Minor*

18 semester credits including:

- BSAD/CPSC 241
- CPSC 242, 330
- MATH 231 or 212
- MATH 300
- Take one course from: MATH 340, CPSC 300 or CPSC 363

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

#### **Information and Technology Management**

[see Business Administration]

## Criminal Justice and Sociology

### Majors

#### Criminal Justice

*Degree Awarded:* Bachelor of Arts

Grand View University offers students two 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 Program

*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 Program

This program is designed for transfer students with an Associate of Arts in Criminal Justice (any emphasis) or Associate of Applied Science or Associate of Science in Criminal Justice (any emphasis). Students should review the below carefully as the requirements are different depending on the type of Associate's degree they have earned.

*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*  
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 students with an **Associate of Arts** degree in Criminal Justice (any emphasis):*

30 semester credits including:

- PSYC/SOCS 310, 362
- POLS/SOCS 350
- SOCS 315, 318, 340, 399, 450
- Take 6 credits from: POLS 315, 340, PSYC 320, SOCS 215, 220, 331, 333, 334, 335, 336, 360, 363, 364, 365, 375, 380, 392, 420, 430 and BSAD/SOCS 367

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

*Requirements for students with an **Associate of Applied Science or Associate of Science** degree in Criminal Justice (any emphasis):*

27 semester credits including:

- PSYC/SOCS 310, 362
- POLS/SOCS 350
- SOCS 315, 318, 340, 399, 450
- Take 3 credits from: POLS 315, 340, PSYC 320, SOCS 215, 220, 331, 333, 334, 335, 336, 360, 363, 364, 365, 375, 380, 392, 420, 430 and BSAD/SOCS 367

## 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*

22 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.

## 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
- Chemistry 5-12
- Elementary K-6
- 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
- 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
- STEM 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
- Basic Science 5-12
- Biology 5-12
- Chemistry 5-12
- Driver's Education 5-12
- English 5-12
- Health 5-12
- Instructional Strategist I: Mild and Moderate 5-12
- Mathematics 5-12
- Psychology 5-12
- Reading 5-12
- Sociology 5-12
- Spanish 5-12
- STEM 5-8
- World History 5-12

### Complementary Teaching Endorsements K-12

Listed below are complementary teaching endorsements that support the initial Elementary or Secondary teaching license. These endorsements authorize a teacher to teach in additional areas.

- Athletic Coach K-12
- English as a Second Language K-12
- Instructional Strategist II: Intellectual Disability K-12
- Instructional Strategist II: Learning Disabilities and Behavioral Disorders K-12

## Pre-Education Program

All first year students in Education at Grand View University are required to be enrolled in a prescribed liberal arts pre-education program before they are formally admitted to the teacher education program of the University.

Pre-education coursework (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 145 (MATH 145, Math for Elementary Teachers I, is only required for Elementary Education majors. Other Education majors may take any Math course which meets the Grand View General Education Core requirement for Quantitative Reasoning.) The prerequisite to MATH 145 is Math ACT of 22 or above, Math placement, or MATH 095 or 096 with a C or higher.
- 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, 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. All students must pass an entry exam and meet the requirements as specified by the Teacher Education Program Admissions Committee. These requirements are kept current on the "Teacher Education Community" Blackboard site. Currently, the test is the Praxis Core Academic Skills for Educators test, which includes mathematics, reading, and writing. Students may take the required tests any time before applying to the program. Not passing the required test makes the student ineligible for admission and prevents the student from enrolling in methods and practicum courses.
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 a minimum grade point average of 3.0 in major and each endorsement, practica evaluations, faculty evaluations, departmental recommendations, and an interview at the discretion of the department), are evaluated before the student is accepted for student teaching.

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

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

## **Praxis II Requirement**

As of January 1, 2013, the Iowa Board of Education requires that ALL education majors (Elementary, Secondary, and K-12 majors) achieve passing scores at the 26<sup>th</sup> percentile on two designated Praxis II tests – one on learning-teaching pedagogy and one on content of the specific major. Each student must successfully pass the required tests for their major before a recommendation for a teaching license can be made to the State of Iowa Board of Educational Examiners. A student may be awarded a degree from Grand View upon completion of all graduation requirements, but a recommendation for teacher licensure cannot be made until verification of passing scores for each required Praxis II test has

been received. An education graduate may not assume the duties of a teacher or substitute until a teaching license has been issued by the State of Iowa Board of Educational Examiners.

## **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.

## **Appeal Policy**

To appeal decisions regarding admission, progression, or graduation in the education program the student must submit a written letter and schedule a meeting with the Education Department Chair within 14 calendar days after the incident. Students who wish to continue the grievance further make speak with the Dean of Humanities and Education.

## Majors

### Art Education [also see Art]

*Degree Awarded:* Bachelor of Arts

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

#### *Learning Outcomes*

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

*Pre-Education Requirements:* Students who are interested in Art Education (K-12) must earn a minimum 3.0 GPA in a prescribed liberal arts pre-education program, have a minimum 3.0 cumulative GPA, and successfully pass all three Core Academic Skills for Educators tests 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; complete PSYC 212, minimum grade C. 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 ARTS 366, 319; EDUC 242; EDUC 306 or 307; ARTS 320; EDUC 308 or 309; EDUC 421; EDUC 442 or 443.
- Take 9 hours of Art History selected from: ARTS 231, 232, 340, 342, 431 or ARTS/ENGL 330.
- Take 9 hours of studio classes from one of three groups: ARTS 221, 222, 321, 322; OR ARTS 201, 202, 331, 332; OR ARTS 261, 265, 300, 361.
- Take 6 hours of additional two-dimensional studio classes.
- Take 6 hours of additional three-dimensional studio classes.
- Take EDUC 420 and 425.

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, passing scores on two Praxis II tests designated by the Iowa Board of Education (plus any additional requirements implemented by the state) and all other University graduation requirements will result in a recommendation to the State of Iowa Board of Educational Examiners for an Iowa teaching license.

## Elementary Education

*Degree Awarded:* Bachelor of Arts

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

### *Learning Outcomes*

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

*Pre-Education Requirements:* Students who are interested in Elementary Education (K-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 Core Academic Skills for Educators tests 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; complete PSYC 212, minimum grade C. 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); MATH 145, a science course (BIOL 100, 101, or PHSC 101), and PSYC 101 (each requiring a minimum grade of C)

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

### *Requirements for the Major*

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

- ARTS 142, EDUC 184, MUSC 142 or THTR 320
- EDUC 242, ENGL 217, MATH 155
- EDUC 245, 306, 307
- EDUC 312, 313, 314, 324, 325
- EDUC 442, 420
- Three credit hours in a course with one of the following prefixes: HIST, GEOG, POLS
- 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, passing scores on two Praxis II tests designated by the Iowa Board of Education (plus

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

### **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**

*24 credit hours including:*

- KINH 188, 205
- PSYC 277, 322, 363, 372, 373, 378
- BIOL 140
- Current CPR certificate

After completing an initial endorsement in Physical Education, a Health Endorsement may be added.

*18 credit hours including:*

- KINH 188, 205
- PSYC 277, 322
- PSYC 363 or PSYC 373 and 378
- BIOL 140
- Current CPR certificate

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

*27-39 credit hours including:*

- PSYC 212, EDUC 242, 343, 361, 363, 415, 431, 440, 475
- Note: EDUC 420 Elementary Student Teaching (12 credits) – the student teacher will teach eight weeks in a regular classroom and eight weeks in an Instructional Strategist I: Mild and Moderate classroom.

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

*28 credit hours including:*

- CPSC 155 or CPSC/BSAD 241 or CPSC 210
- MATH 121, 145, 155, 212, 241, 245, 300
- EDUC 313

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

*27 credit hours including:*

- EDUC 324, 325, 350, 355, 386, 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, 312
- SPAN 320 or 321

#### **STEM K-8 – Iowa Teaching Endorsement #975**

Students must complete the designated coursework in each of the categories (A, B, C, D).

*40 credit hours including:*

Category A: Science (12 credits)

- CHEM 107 or 111
  - BIOL 100 or BIOL 101
  - PHSC 101 or PHYS 131 or 241 and EDUC 408
- OR
- Take a minimum of 12 credit hours of approved college level science coursework including content in Chemistry, Biology, Physics, and Earth Science

Category B: Mathematics (12 credits)

- MATH 145 and MATH 155
- CPSC 155 or CPSC 241 or approved computer programming course
- Three credit hours from MATH 121, 122, 231, 241, or other approved college-level math

Category C: Engineering (3 credits)

- EDUC 410

Category D: Methods (13 credits)

- EDUC 312, 313, 411, 450, 451.

**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 a strong understanding of the theoretical foundation of music and apply it.
2. Develop aural and sight-singing skills, so that they are able to use a seeing ear and a hearing eye with ease.
3. Develop accomplished performance proficiency in their major applied area.
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.
7. Demonstrate a basic level of comfort in playing a variety of instruments and in teaching them.
8. The Learner and Learning: The teacher candidate understands how children learn and develop, including the consideration of individual differences, while creating a positive environment.
9. Content Knowledge & Application: The teacher candidate demonstrates mastery of content area information while creating authentic learning experiences that focus on critical thinking, problem solving, and a variety of perspectives.
10. Instructional Practice: The teacher candidate plans for instruction using a variety of pedagogical approaches and assessments.
11. Professional Responsibility: The teacher candidate is an ethical and reflective practitioner who collaborates with constituents

for student growth and their own professional improvement.

*Pre-Education Requirements:* Students who are interested in 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 Core Academic Skills for Educators tests 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: EDUC 111, 145, 244, 280; complete PSYC 212, minimum grade C. 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: HIST 104, 105 and MUSC 105 are strongly recommended.

*Requirements for the Major*

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

- EDUC 242
- 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, 242, 253, 254, 313
- EDUC 306 or 307
- MUSC 311, 312
- EDUC 308 or 309
- MUSC 442
- MUSC 341, 342
- 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 421, 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, passing scores on two Praxis II tests designated by the Iowa Board of Education (plus any additional requirements implemented by the state) and all other University graduation requirements will result in a recommendation to the State of Iowa Board of Educational Examiners for an Iowa teaching license.

## Physical Education

*Degree Awarded:* Bachelor of Arts

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

### *Learning Outcomes*

1. The Learner and Learning: The teacher candidate understands how children learn and develop, including the consideration of individual differences, while creating a positive environment.
2. Content Knowledge & Application: The teacher candidate demonstrates mastery of content area information while creating authentic learning experiences that focus on critical thinking, problem solving, and a variety of perspectives.

3. Instructional Practice: The teacher candidate plans for instruction using a variety of pedagogical approaches and assessments.
4. Professional Responsibility: The teacher candidate is an ethical and reflective practitioner who collaborates with constituents for student growth and their own professional improvement.

*Pre-Education Requirements:* Students who are interested in Physical Education (K-12) must earn a minimum 3.0 GPA in a prescribed liberal arts pre-education program, have a minimum 3.0 cumulative GPA, and successfully pass all three Core Academic Skills for Educators tests (reading = 156, writing = 162, and mathematics = 150) 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; complete PSYC 212, minimum grade C. 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 KINH 188. No D grades are accepted.

### *Requirements for the Major*

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

- EDUC 242, 245, BIOL 160
- BIOL 165 or KINH 391
- KINH 191, 205, 213, 214, 215, 304, 335, 371, 381
- EDUC 326, 327, 328, 329, 421
- EDUC 442 or 443
- 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. **The Learner and Learning:** The teacher candidate understands how children learn and develop, including the consideration of individual differences, while creating a positive environment.
2. **Content Knowledge & Application:** The teacher candidate demonstrates mastery of content area information while creating authentic learning experiences that focus on critical thinking, problem solving, and a variety of perspectives.
3. **Instructional Practice:** The teacher candidate plans for instruction using a variety of pedagogical approaches and assessments.
4. **Professional Responsibility:** The teacher candidate is an ethical and reflective practitioner who collaborates with constituents for student growth and their own professional improvement.

*Pre-Education Requirements:* Students who are interested in Secondary Education (5-12) must earn a minimum 3.0 GPA in a prescribed liberal arts pre-education program, have a minimum 3.0 cumulative GPA, and successfully pass all three Core Academic Skills for Educators tests 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; complete PSYC 212, minimum grade C. 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 242, 245
- EDUC 308, 310, 309, 341
- Take one secondary content teaching methods course from: EDUC 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, passing scores on two Praxis II tests designated by

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

## Secondary Education 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
- Both BIOL 160 and 165 or both BIOL 315 and 335
- CHEM 111, 112

### Chemistry 5-12 – Iowa Teaching Endorsement #152

31 – 35 credit hours including:

Select either Option A or Option B

Option A

- CHEM 111, 112, 321, 322, 341, 351
- PHYS 131 and 132 OR PHYS 241 and 242

Option B

- CHEM 111, 112, 321
- PHYS 131 and 132 OR PHYS 241 and 242
- Three courses from: CHEM 322, 341, 351, 361, 499 and PHSC 260

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

36 credit hours including:

- ENGL 202, 217, 231, 241, 251, 305, 322, 360, 481
- ENGL 301 or 311
- Choose two courses from: ENGL 232, 242, 318

### 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
- Take 9 credits from: HIST 315\*, 330, 340, 346, 349, 352\*, 354\*, 380\*, 392 (with appropriate topic), 430 (with appropriate topic).

\*These courses cannot be duplicated in the World History endorsement.

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

- Two courses from HIST 103, 104, 105
- Take 9 credits from: HIST 303, 307, 315\*, 324, 326, 327, 332, 334, 335, 336, 337, 352\*, 354\*, 380\*, 392 (with appropriate topic), 430 (with appropriate topic)

\*These courses cannot be duplicated in the American History endorsement.

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

52 total credit hours including:

- Two courses from HIST 103, 104, 105
- Two courses from HIST 111, 112, 113
- Take one course in U.S. history from: HIST 315\*, 330, 340, 346, 349, 352\*, 354\*, 380\*, 392 (with appropriate topic), 430 (with appropriate topic)
- Take one course in World history from: HIST 303, 307, 315\*, 324, 326, 327, 334, 335, 336, 337, 352\*, 354\*, 380\*, 392 (with appropriate topic), 430 (with appropriate topic)
- POLS 110, 120, 340
- PSYC 101, 212
- ECON 101, 102
- GEOG 105, 205



- SOCS 101
- PSYC/SOCS 310 or SOCS 315 or SOCS 341

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

Note: Students may complete the History major by taking two more upper-division courses in U.S. and World history, respectively. See the History major section. Those students truly wishing to teach Psychology in high school should additionally take PSYC 325, Counseling Theories.

### **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 credits from: HIST 315\*, 330, 340, 346, 349, 352\*, 354\*, 380\*, 392 (with appropriate topic), 430 (with appropriate topic).
- Plus an additional 9 credits of U.S. history for those not licensed as Social Sciences teachers.

\*These courses cannot be duplicated in the World History endorsement.

### **Basic Science 5-12 – Iowa Teaching Endorsement #1541**

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

*30 credit hours including:*

- BIOL 101, 102
- CHEM 111, 112
- PHYS 131, 132 (PHYS 221, 222 may be substituted but require a higher math prerequisite)
- PHSC 101, EDUC 408

### **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
- Both BIOL 160 and 165 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.

*16-17 credit hours including:*

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

### **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, 231, 232, 241, 242, 301, 305, 322, 360

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

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

*24 credit hours including:*

- KINH 188, 205
- PSYC 277, 322, 363, 372, 373, 378
- BIOL 140

- Current CPR certificate

After completing an initial endorsement in Physical Education or Family and Consumer Sciences, a Health Endorsement may be added.

*18 credit hours including:*

- KINH 188, 205
- PSYC 277, 322
- PSYC 363 or PSYC 373 and 378
- BIOL 140
- Current CPR certificate

### **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.

*30 credit hours including:*

- PSYC 212, EDUC 242, 344, 360, 362, 363, 415, 431, 440, 475
- Note: EDUC 425 Secondary Student Teaching (12 credits) – the student teacher will teach eight weeks in a regular classroom and eight weeks in an Instructional Strategist I: Mild and Moderate classroom.

### **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

### **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
- PSYC 320 or 325
- One additional 3 credit PSYC course at 300 level or above

- 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.

*24 credit hours including:*

- EDUC 325, 350, 355, 386, 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, 312
- SPAN 320 or 321

### **STEM 5-8 – Iowa Teaching Endorsement #976**

After completing a 5-12 math or a 5-12 science endorsement, a STEM endorsement may be added. Students must complete the designated coursework in each of the categories (A, B, C, D).

*34-41 credit hours including:*

Category A: Science (12-15 credits)

- CHEM 107 or 111
- BIOL 101
- PHSC 101 or PHYS 131 or 241 and EDUC 408

OR

- A minimum of 12 credit hours of approved college-level science coursework including content in Chemistry, Biology, Physics, and Earth Science

**Category B: Mathematics (8-12 credits)**

- MATH 232
- CPSC 155 or 241 or approved computer science course

OR

- 9 credits from MATH 121, 122, 231, 241, 261
- CPSC 155 or 241 or approved computer science course

**Category C: Engineering (3 credits)**

- EDUC 410

**Category D: Methods (11 credits)**

- EDUC 348, 349, 411, 450, 451

**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.

*15-24 credit hours including:*

- Two courses from HIST 103, 104, 105
- Take 9 credits from: HIST 303, 307, 315\*, 324, 326, 327, 332, 334, 335, 336, 337, 352\*, 354\*, 380\*, 392 (with appropriate topic), 430 (with appropriate topic)
- Plus an additional 9 credits in World History for those not licensed as Social Sciences teachers.
- \*These courses cannot be duplicated in the American History endorsement.

**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 336, 337, 338

**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:*

- KINH 330 or 321 or 322
- KINH 371, 381
- PSYC 212
- Completion of CPR and Concussion Training required for licensure.

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 as a Second Language K-12– Iowa Teaching Endorsement #104**

This is a K-12 Endorsement. Students majoring in Elementary Education are required to select at least one endorsement area in addition to the Elementary Education major requirements. Students majoring in Secondary Education or K-12 Art, Music, or PE may elect this endorsement along with their initial endorsement area.

University approval of English proficiency is required prior to pursuing this endorsement.

*20-21 credit hours including:*

- EDUC 350, 371, 386, 428, 487, 488
- EDUC 377 or one foreign language course

**Instructional Strategist II: Intellectual Disability K-12 – Iowa Teaching Endorsement #264**

This is a K-12 Endorsement. Students majoring in Elementary Education are required to select at least one endorsement area in addition to the Elementary Education major requirements. Students majoring in Secondary Education or K-12 Art, Music, or PE may elect this endorsement along with their initial endorsement area.

*25 credit hours including:*

- EDUC 242, 360, 363, 367, 440, 466, 467, 468, 469, 472, 475.

**Instructional Strategist II: Learning Disabilities and Behavioral Disorders K-12 – Iowa Teaching Endorsement #263**

This is a K-12 Endorsement. Students majoring in Elementary Education are required to select at least one endorsement area in addition to the Elementary Education major requirements. Students majoring in Secondary Education or K-12 Art, Music, or PE may elect this endorsement along with their initial endorsement area.

*25 credit hours including:*

- EDUC 242, 360, 363, 366, 415, 440, 463, 464, 475.

## 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 231, 232, 241, 242, 251, 301, 311, 322, 360, 485

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

#### **Literature Concentration**

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

#### **Writing Concentration**

- ENGL 205, 302, 309, 481
- Take one course from: ENGL 345, ENGL 445, or ARTS/ENGL 330

#### **Teaching Concentration**

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

- ENGL 217, 305, 318, 481
- EDUC 425 (3 credits replace ENGL 485 capstone)

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
- Take at least one of the following: ENGL 231, 232, 241, 242, 318
- Take at least one of the following: ENGL 202, 205, 309

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

*Requirements for the Certificate:*

16 credits including:

- ENGL 205, 309, 345, 360, 445, 471

## **Certificates**

### **Professional Writing Certificate**

The certificate in Professional Writing provides students with experience practicing and applying writing processes in professional contexts. Students will write for a variety of audiences and purposes, as well as develop skills of organization, development, and problem-solving or critical thinking. The certificate will strengthen writing skills that are valued in the workplace, and with a growing demand for professionals highly skilled in communications, the additional experience may help set certificate recipients apart in a competitive market.

*Learning Outcomes*

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

1. Compose clear and effective texts that demonstrate awareness of professional rhetorical situations and employ conventions of Standard American English (SAE).
2. Design and develop written communications for a range of real world audiences and purposes and in a variety of media.
3. Synthesize theories and apply rhetorical principles relevant to work-place writing.
4. Demonstrate informed technical, rhetorical, and design-related choices relevant in work-place settings.
5. Construct and evaluate a professional writing portfolio to demonstrate business writing skill and add this portfolio to their other credential work to show prospective employers.

## 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*

36 semester credits including:

- HIST 280 or EDUC 421 (for Secondary Ed double majors)
- Six credits from HIST 103, 104, 105
- Six credits from HIST 111, 112, 113

- 9 credits in U.S. history from: HIST 315\*, 330, 340, 346, 349, 352\*, 354\*, 380\*, 390, 392 (with appropriate topic), 430 (with appropriate topic)
- 6 credits in European history from: EDUC 425\* (for Secondary Ed double majors), HIST 303, 307, 315\*, 324, 326, 327, 335\*, 352\*, 354\*, 380\*, 392 (with appropriate topic), 430 (with appropriate topic)
- 6 credits in non-US, non-European history from: EDUC 425\* (for Secondary Ed double majors), HIST 315\*, 332, 334, 335\*, 336, 337, 352\*, 354\*, 380\*, 392 (with appropriate topic), 430 (with appropriate topic)

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

Students wishing to pursue graduate work in History are encouraged to take HIST 390, 399, and foreign language coursework as appropriate.

These courses will be counted in computing the 2.2 GPA required for the major. Students must receive a C or better in all courses in the major.

**Note for those completing a double major in History and Secondary Education with the All Social Science endorsement (#186).** The American History (#158) and World History (#166) endorsements are also completed in the below checklist. For Secondary Education Social Science majors not choosing to double major in History, see the Education section for a list of endorsements without the history major requirements. Those truly wishing to teach Psychology in high school should additionally take PSYC 325, Counseling Theories.

#### US History

- Take two courses from HIST 111, 112, 113
- Take three courses from HIST 315\*, 330, 340, 346, 349, 352\*, 354\*, 380\*, 392, 430

#### World History

- Take two courses from HIST 103, 104, 105
- Take three courses from HIST 303, 307, 315\*, 324, 326, 327, 333, 334, 335, 336, 337, 352\*, 354\*, 380\*, 392, 430

#### Economics

- Take ECON 101, 102

#### Geography

- Take GEOG 105, 205

#### Government

- Take POLS 110, 120, 340

#### Psychology

- Take PSYC 101, 212

#### Sociology

- Take SOCS 101
- Take one course from PSYC/SOCS 310, SOCS 315, or SOCS 341

### **Minors**

#### **History**

##### *Learning Outcomes*

Students who minor in History will be able to:

1. 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]**



## Kinesiology and Health Promotion

### Majors

#### Kinesiology and Health Promotion

The multidisciplinary Kinesiology and Health Promotion curriculum provides theory and practice necessary for preparation of the kinesiology and health promotion professional. The Kinesiology concentration will focus on the health enhancement of the individual through understanding the role of movement. The Health Promotion concentration will focus on health promotion within individuals, communities, organizations, and worksites striving to impact and effect a cultural change.

Some of the distinctive opportunities found within this major are:

1. Opportunities to work with individuals and organizations in health enhancement
2. Embracing the mission statement of the university of the mind, body, and spirit connection in health
3. Hands-on experiences involving students in various learning environments
4. Supervised internships available in a variety of settings
5. Focus on effective behavior change theory and application

The study of kinesiology and health promotion can lead to a variety of careers involving teaching, research, coaching and delivery of services related to physical activity and fitness, health promotion, rehabilitation and sports medicine. Positions are found in a variety of settings including universities, public and private agencies, clinical environments, government, business and fitness centers. Graduates in this field often assume positions of wellness program directors, corporate wellness coordinators, exercise specialists, strength and conditioning specialists, health promotion planners, personal trainers, and wellness coaches.

#### *Learning Outcomes*

Students who major in Kinesiology and Health Promotion will be able to:

1. Demonstrate an understanding and synthesis of principal concepts in health, wellness, health promotion and health behavior change.
2. Demonstrate ability in written composition.

3. Demonstrate ability in verbal expression through appropriate presentations/activities.

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

BIOL 101, 160, 165, PSYC 101, Current CPR certificate.

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

#### *Requirements for the Major*

47 credit hours including:

#### **Kinesiology and Health Promotion Core**

- BIOL 140 or 320
- KINH 155, 188, 205, 247, 399, 440, 450

Students must also complete a 27 hour concentration from the following choices:

#### **Health Promotion Concentration**

- KINH 276, 345, 410
- LIBL 200 or BSAD 145
- BSAD 315, ENGL 309
- Take nine credits from: BSAD 375, BSAD/SOCS 410, COMM 355, KINH 371, 381, 391, 447, PSYC 212, 363, 373

#### **Kinesiology Concentration**

- KINH 351, 361, 371, 376, 381, 391, 421, 447
- Take three credits from: LIBL 200, MATH 241, KINH 276, 345

The courses in the Kinesiology and Health Promotion core and the Health Promotion concentration or Kinesiology concentration will be counted in computing the 2.2 GPA required for this major. Students majoring in Kinesiology and Health Promotion must achieve a grade of C or higher in all the required courses in order to graduate.

#### **Additional Suggested Electives**

The Health Promotion suggested electives to be used to fulfill the additional hours toward 124 needed for the undergraduate degree include:

- BSAD 212, 217
- ECON 101
- KINH 247, 430
- MATH 241
- POLS 315
- PSYC 350

The Kinesiology 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
- KINH 410, 430
- PHIL 325
- PSYC 212
- SOCS 321

**Physical Education [see Education]**

## Viking Leadership Credential

The Viking Leadership Credential at Grand View is a comprehensive leadership development program consisting of a two to three year-long academic, co-curricular, and experiential learning component designed to explore the personal, interpersonal, and social dimensions of leadership.

By participating in this program, students will be able to grow in leadership by engaging in self-development, learning about leading others, and learning about impacting their immediate and greater communities. The emphasis is placed on three elements: Self, Group, and Community.

Multi-semester experiences will provide students with opportunities to integrate curricular, co-curricular, and service learning opportunities. Each student enrolled in this program will be paired for various mentoring relationships where mentors will guide students through different phases of the program. During the last semester of the program, students will develop a Leadership Portfolio describing their leadership growth and development during the program and will make a presentation on their leadership experiences in the program.

### *Learning Outcomes*

Students who complete the Viking Leadership Credential will be able to:

1. Demonstrate an understanding of the historical and contemporary theories of leadership.
2. Demonstrate self-awareness and self-management.
3. Demonstrate interpersonal development competencies.
4. Demonstrate awareness of diversity on campus and in the community.
5. Demonstrate understanding of the social responsibility aspects of leadership.

### *Requirements of the credential*

11 semester credits including:

Curricular activities:

- LDCR 250, Foundations of Leadership (3 credits)
- LDCR 355, Leadership Skills (3 credits)
- LDCR 450, Leadership Capstone Seminar (3 credits)

Co-curricular activities:

- LDCR 365, Leadership Practice/Experience I – Viking Leadership Experience (1 credit). For this experience students are required to be involved in a student leadership position on campus.
- LDCR 366, Leadership Practice/Experience II – Viking Leadership Experience (1 credit). For this experience students are required to be involved in a student leadership position on campus.
- LDCR 375, Leadership Practice/Experience III – Community Service Experience (1 credit). For this experience students are required to be involved in a leading position for a service project in the community.
- Mentoring. There will be three types of mentoring relationships throughout the program.

## Liberal Arts

### Majors

#### Individualized

*Degree Earned:* Bachelor of Arts

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

#### *Learning Outcomes*

Goals will be established by the student and faculty advisor.

#### *Requirements for the Major*

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

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

#### Liberal Arts

*Degree Earned:* Bachelor of Arts

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

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

#### *Learning Outcomes*

Students who major in Liberal Arts will be able to:

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

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

#### *Requirements for the Major*

42 semester credits including:

- LIBA 300 and 450 must be taken as part of the below categories
- 6-12 credit hours from The Human Condition (History, Economics, Sociology, Psychology, Humanities, Political Science or Liberal Arts)
- 6-12 credit hours from Aesthetic Appreciation (Art, Music, 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.

## 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, 340, 350, 351, 361, 399, 430, 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*

Placement in MATH 231

#### *Requirements for the Minor*

22 semester credits including:

- MATH 231, 232, 261, 300, 331
- 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.

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

SPAN 101, 102

#### *Requirements for the Major*

23 semester credits including:

- SPAN 201, 202, 310, 312, 320 or 321, 412, 450
- Plus 12 credits selected from one of the following concentrations

#### Business Administration Concentration

- SPAN 105, 399
- Take 6 credits from: BSAD 202, 310, 315, MLAN 311, SPAN 430 (international study)

#### Criminal Justice Concentration

- SPAN 106, 399
- Take 6 credits from: PSYC/SOCS 310, CRJ 100 (DMACC), SOCS 318, MLAN 311, SPAN 430 (international study)

#### Health Care Concentration

- SPAN 107, 399
- Take 6 credits from: KINH 188, 205, 276, NURS 220 (for Nursing majors only), PHIL 325, PSYC 363, MLAN 311, SPAN 430 (international study)

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

#### Additional Suggested Electives

- HIST 332, 337
- SPAN 311

### Minors

#### Modern Languages

##### *Learning Outcomes*

Students who have obtained prior language credit and/or who complete an academic minor in Modern Languages will be able to:

1. Demonstrate a basic understanding of language and culture in two or more languages including Danish, French, Greek or Spanish.
2. Demonstrate basic language skills necessary for day to day interaction and daily living.
3. Demonstrate practical application of language and culture in social, academic, and business contexts.

##### *Requirements for the Minor*

18 semester credits in any modern language including Danish, French, Greek, or Spanish.

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

## **Global Studies**

### *Learning Outcomes*

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

1. Develop an understanding of international trade, finance, relations, culture, and history.
2. Develop a basic ability to converse and understand a foreign language.

### *Requirements for the Minor*

23 semester credits including:

- BSAD 331
- ECON 415
- POLS 370
- 6 credits upper-level non-U.S. history
- 8 credits of foreign language: FREN 101 and 102 or SPAN 101 and 102 or two approved semesters in another language

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

## **Spanish**

### *Learning Outcomes*

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

1. 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.

## **Certificates**

### **Spanish Essentials**

This program provides students with essential skills in a short time period to work with the growing Hispanic population. This certificate provides cultural background as well as training in specific work related areas.

### *Learning Outcomes*

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

1. 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:*

17 semester credits including:

- SPAN 101, 102
- Take 9 credits from: SPAN 105, 106, 107, 204, 312



## 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/performances 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, 450
- 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*

Strongly recommended: HIST 104, 105, MUSC 105, German or French.

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

*Requirements for the Major*

47-48 semester credits including:

- MUSC 101. Majors are required to attend a minimum of 10 concerts/performances 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, 342, 392 or 399, 450
- Vocalists take MUSC 253, 254, 313; Instrumentalists take MUSC 311, 312
- 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 a strong understanding of the theoretical foundation of music and apply it.
2. Develop aural and sight-singing skills, so that they are able to use a seeing ear and a hearing eye with ease.

3. Develop accomplished performance proficiency in their major applied area.
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.
7. Demonstrate a basic level of comfort in playing a variety of instruments and in teaching them.
8. The Learner and Learning: The teacher candidate understands how children learn and develop, including the consideration of individual differences, while creating a positive environment.
9. Content Knowledge & Application: The teacher candidate demonstrates mastery of content area information while creating authentic learning experiences that focus on critical thinking, problem solving, and a variety of perspectives.
10. Instructional Practice: The teacher candidate plans for instruction using a variety of pedagogical approaches and assessments.
11. Professional Responsibility: The teacher candidate is an ethical and reflective practitioner who collaborates with constituents for student growth and their own professional improvement.

*Pre-Education Requirements:* Students who are interested in 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 Core Academic Skills for Educators tests 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: EDUC 111, 145, 244, 280; complete PSYC 212, minimum grade C. 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: HIST 104, 105 and MUSC 105 are strongly recommended.

#### *Requirements for the Major*

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

- EDUC 242
- 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, 242, 253, 254, 313
- EDUC 306 or 307
- MUSC 311, 312
- EDUC 308 or 309
- MUSC 442
- MUSC 341, 342
- 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 421, 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, passing scores on two Praxis II tests designated by the Iowa Board of Education (plus any additional

requirements implemented by the state), and all other University graduation requirements will result in a recommendation to the State of Iowa Board of Educational Examiners for an Iowa teaching license.

## **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 baccalaureate degree in nursing at Grand View University is accredited by the Commission on Collegiate Nursing Education, One DuPont Circle, NW, Suite 530, Washington, DC 20036, 202-887-6791.

#### Admission to the Major

Applicants for admission to the Nursing major must have completed a minimum of three required courses. Students applying for admission must have completed ENGL 101, BIOL 256, and CHEM 107. Students may satisfy these requirements by successfully completing the three required courses or by passing advanced placement examinations, or evaluation of previous coursework.

Students must have a minimum cumulative GPA of 3.0 on at least 12 Grand View credits, or if no Grand View credits, they must have a cumulative GPA of 3.0 on all transfer credits, to be admitted to Nursing. Students must maintain a cumulative grade point average of 3.0 to register for all nursing courses.

Applicants must achieve 80% or greater on the following two REACH A2 tests: Reading Comprehension and Basic Math Skills. Students with unsatisfactory scores may only test twice for admission to Nursing. (This requirement pertains to pre-licensure applicants only. This does not apply to RN-BSN program applicants.)

For those students transferring to Grand View University from other accredited institutions, every effort is made to allow credit for equivalent coursework from the other institution toward the Nursing major requirements.

Each student is evaluated on an individual basis. Transfer credit is evaluated by the university transcript analyst in conjunction with the Department of Nursing Curriculum Committee.

At the completion of requirements for graduation, pre-licensure students are eligible for licensure by examination to become registered nurses.

#### Recommended high school courses:

Science 4 years

Mathematics 4 years

English 4 years

Social Science 2 years

Foreign Language 2 years

#### Admissions Procedure

Admission involves three steps:

1. Admission to Grand View University
2. Admission to the Nursing Major program. Admission forms are available from the Grand View University website at [www.grandview.edu](http://www.grandview.edu).
3. Applicants must achieve 80% or greater on the following two REACH A2 tests: Reading Comprehension and Basic Math Skills. Students with unsatisfactory scores may only test twice for admission to Nursing. (This requirement pertains to pre-licensure applicants only. This does not apply to RN-BSN program applicants.)

Transfer credits from other baccalaureate NLN or CCNE accredited nursing programs will be considered on an individual basis.

The Department of Nursing admits students to the Nursing Major twice a year. For the fall term, applications are due May 1. For the spring term, applications are due December 1. Late applications that meet the outlined criteria will be accepted and students will be admitted depending on availability in the class. The application must be complete, including the following:

- Admitted to Grand View University.
- All transcripts from other colleges evaluated by Grand View for transfer credit.
- Application form completed for the Nursing program.
- Results of preadmission assessments with scores of at least 80% in REACH required tests.

#### 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, or whose cumulative GPA falls below 3.0 for three consecutive semesters will be dismissed from the Nursing program.

## Admission to the RN to BSN Program

The Department of Nursing offers a 100% online RN-BSN program designed for registered nurses with an associate degree or diploma in nursing who desire to pursue a professional baccalaureate degree in nursing. This program provides an efficient online learning environment with clinical preceptor hours required in only one course that can be fulfilled in a variety of settings convenient to your geographic location.

Requirements for Admission:

1. Current and active RN license in any U.S. jurisdiction.
2. Proof of liability insurance outside of an employer's coverage.
3. Cumulative GPA of 3.0. A minimum cumulative GPA of 3.0 on at least 6 Grand View credits, or if no Grand View credits, a cumulative GPA of 3.0 on all transfer credits.

Admission involves two steps:

1. Admission to Grand View University.
2. Admission to the Nursing Major.

Submit your Grand View application and a separate Nursing Major application online at [www.admissions.grandview.edu](http://www.admissions.grandview.edu).

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.

## 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, student costs include liability insurance, criminal background check, and transportation to the selected community health clinical site. The student must have computer and internet access and an intermediate level of computer literacy. The RN to BSN student must belong to a State Nurses' Association or another professional organization with similar goals and objectives. Membership dues for organizations are not included as part of the RN to BSN student's tuition.

## 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.

### Pre-Licensure requirements

*Minimum courses required for Admission*  
ENGL 101, BIOL 256, CHEM 107, plus meet benchmark scores on pre-admissions examinations.

*Prerequisites for courses in the Major*  
BIOL 101, PSYC 101, MATH 095 or 096 or placement into MATH 121.

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

*Requirements for the Major*  
80 semester credits including:

- NURS 210, 220, 250, 310, 320, 340, 350, 410, 420, 440, 460, 470, 480 (all NURS courses with the exception of 440 and 480 include weekly clinical hours)
- BIOL 140, 160, 165, 256
- CHEM 107
- MATH 241
- PSYC 212, 320
- SOCS 101

These courses will be counted in computing the 3.0 GPA required for this major. Students majoring in Nursing must achieve a grade of C or better in all courses in the major.

### RN Students

26 semester credits including:

- MATH 241
- NSGP 325, 355, 425, 465, 485

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.

## 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, Organizational Leadership, and Public Management. 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.

The Public Management course offerings are designed to provide public sector foundation combined with interpersonal understanding in a broad social context for students who bring existing applied skills in their profession to their educational career.

#### Learning Outcomes

Students who major in Organizational Studies will be able to:

1. Demonstrate the ability to read, comprehend, and analyze primary and secondary sources of information pertaining to the fields of organization and management, social sciences, and technical skills.
2. Demonstrate the ability to use the scientific method and technical writing to solve problems.
3. Demonstrate the use of knowledge acquired in the classroom to enhance and extend applied skills in a non-classroom setting.
4. Demonstrate an awareness of the role of vocational choices as it relates to personal and professional growth.

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

Specified for the individual courses. Students are expected to consult with their advisors in developing their particular program of study.

#### *Requirements for the Major*

#### **Organizational Studies without a concentration**

45 semester credits from three areas including:

- 12-18 credits in 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
- Take one of the following capstone courses: BSAD 452, POLS 450, or SOCS 450

#### **Organizational Studies – Business Concentration**

45 semester credits including:

- BSAD 315, BSAD/SOCS 410
- ECON 101 or 102
- BSAD 452
- Take 6 to 9 credits in accounting, business administration, and political science.  
Suggested courses include: ACCT 212, BSAD 145, 340, 375, POLS 370

- Take 12 to 18 credits in history, sociology, psychology, economics, and political science.
- Take 12 to 16 hours in technical skills.

### **Organizational Studies – Criminology Concentration**

45 semester credits including:

- BSAD/SOCS 410, SOCS 450
- Take 12 to 18 credits from the following: BSAD 310, POLS 315, 340, 341, SOCS 315, 318, POLS/SOCS 350
- Take 12 to 18 credits from the following: PSYC 277, 320, 378, SOCS 215, 220, 332, 333, 335, 340, 360, 420, PSYC/SOCS 310, 362
- Take 12 to 16 credits in technical skills.

### **Organizational Studies – Organizational Leadership Concentration**

45 semester credits including:

- BSAD 202, BSAD/SOCS 410
- POLS 450
- Take 6 to 12 credits in accounting and business. Suggested courses include: ACCT 211, 212, BSAD 315, 340, 375, LDCR 250
- Take 12 to 18 credits from history, sociology, psychology, economics, and political science
- Take 12 to 16 credits in technical skills

### **Organizational Studies – Public Management Concentration**

45 semester credits including:

- BSAD/SOCS 410
- POLS 315, 450
- Take 9 to 12 credits in economics, political science, psychology, and sociology. Suggested courses include: ECON 101, PSYC/SOCS 310, POLS 120, 322, 405, BSAD/POLS/SOCS 399
- Take 12 to 15 credits in history, sociology, and psychology
- 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 (as approved)

#### **Criminology Concentration**

18 semester credits including:

- POLS 340, SOCS 310, 318
- Take 9 credits from: SOCS 315, 331, 333, 334, 335, 336, 430 (as approved)

#### **Public Administration Concentration**

18 semester credits including:

- ECON 101
- POLS 120, 322, 340, 405
- Take 3 upper division credits from BSAD or POLS or PSYC/SOCS 362

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 095 or 096 or 116, POLS 110, SOCS 101

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

### *Requirements for the Major*

40-41 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
- ENGL 345
- 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 assists students to develop knowledge and skills to work with all people offering specialized assistance that focuses on prevention and remediation of problems to help them meet their needs and improve their overall quality of life. Students take courses to establish a diverse background for understanding human behavior and complex interactions. Students gain practical skills, work experience and knowledge from internships in community, mental health and other agency settings. Des Moines and the Polk County area have many agency settings to choose from.

Students prepare to work in direct care service areas, assisting and serving diverse populations and ages. Students also prepare to meet the needs of individuals, families, and/or communities to help them function as effectively as possible in a variety of settings: group homes and halfway houses; correctional, intellectual disability, and community mental health centers; family, child, and youth service agencies; and programs concerned with alcoholism, drug abuse, family violence, and aging. Other students can prepare to work in community crisis centers, outpatient clinics, public and private social service agencies, hospitals, schools and religious organizations. Since all Human Services majors are required to complete two 150 hour internships, they are well equipped to join the workforce on or before graduation. Most students choose an internship where they will continue to work after graduation. Other students may decide to attend graduate school.

#### *Learning Outcomes*

The following three statements describe the major generic knowledge, skills and attitudes that appear to be required in all human service work. The training and preparation of the individual worker within this framework will change as a function of the work setting, the specific client population served, and the level of organization work.

Students who major in Human Services will be able to:

1. Understand the nature of human systems and the conditions which promote and/or limit

optimal functioning. Identify and select interventions which promote growth and goal attainment.

2. Develop verbal, written and interpersonal and interdisciplinary skills necessary for maintaining a commitment to improving the overall quality of life of service populations.
3. Understand problem analysis, decision analysis and work plan design to promote delivery systems for diverse populations consistent with ethics of the profession.

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

PSYC 101, SOCS 101

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

#### *Requirements for the Major*

47 semester credits including:

- PSYC/SOCS 210, 310
- PSYC 212, 277, 315, 320, 325, 327, 445
- 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, 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. Develop working knowledge in psychology and prepare students to apply appropriate concepts.
2. Use scientific reasoning and literacy to assess psychological phenomena.
3. Demonstrate an ability to consider and critically analyze diverse view points and articulate those values.
4. Demonstrate competence in writing and in oral and interpersonal communication skills.
5. Apply psychology-specific content and skills toward effective self-reflection, project-management, teamwork, and career preparation.

*Prerequisites for courses in the Major*  
ENGL 101, MATH 095, 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, 442, 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.

## Social Work

### Social Work Department Information

#### Accreditation

The Grand View University Social Work Program has achieved candidacy toward accreditation by the Council on Social Work Education's Commission on Accreditation. Final accreditation will be achieved in Fall 2017, at which point students who graduated in Spring 2017 will receive retroactive approval of having received their BSW from an accredited program.

#### Admission to the Major

Applications for admission to the Social Work major must have completed a minimum of four required courses: SWRK 101, ENGL 101, PSYC 101, and SOCS 101. Students who wish to transfer in SWRK 101 (or any other Social Work course) must have completed that course at an institution with an accredited Social Work program. The Grand View Social Work program does not grant Social Work course or field experience credit, in whole or part, for life experience or previous work experience.

Students must have a minimum cumulative GPA of 2.5 on all Grand View courses at the time of application, and a GPA of 2.5 (minimum of C) in all required prerequisite courses. Applicants must have completed 30 hours of Introductory Agency Exposure in SWRK 101, and score at least 80% on an evaluation by the agency supervisor. Applicants must also demonstrate suitability for the profession, as evidenced by average scores of at least 80% on Professional Behavior Rubrics completed in SWRK 101. Additional information about the admission process can be found in the Social Work Student Handbook, located on the Grand View website.

#### Admissions Procedure

Admission to the major is selective and involves the following:

1. Admission to Grand View University.
2. Application to the Social Work program. Application forms are available from the Grand View University website at [www.grandview.edu](http://www.grandview.edu).
3. Submission of an instructor recommendation from a non-Social Work faculty member.
4. Successful personal interview at the discretion of the Social Work faculty.

Students may apply after they complete the required prerequisite courses, and will have at least sophomore standing the following fall. Applications for the Social Work program are due by April 1 for students enrolled in SWRK 101 during the fall or spring semester, and by August 1 for students enrolled in SWRK 101 during a summer term. See Social Work Student Handbook for details on the application process.

#### Progression/Graduation Requirements

Students accepted to the major must maintain a 2.5 GPA in all courses required for the major, with a minimum of a C; and courses taken toward an optional concentration, with a minimum of a C. Students must also demonstrate continued suitability for the profession, as evidenced by adherence to the National Association of Social Workers Code of Ethics and average scores of at least 80% on Professional Behavior Assessments completed in each Social Work class. Students must submit a formal application for admission to the 450-hour field education (completed spring of the senior year).

#### Expenses

Students must provide their own transportation to agency sites for the 30-hour Introductory Agency Exposure and 450-hour Field Education. Students pay for liability insurance during the 30-hour and 450-hour course requirements, and may be expected to pay for criminal background checks prior to placement.

#### Dismissal

A student may be temporarily or permanently dismissed from the Social Work program in the case of:

1. Providing false or incomplete information on the Application to the Major form.
2. Receiving a "D" or "F" twice in the same Social Work course and/or failing two different Social Work courses.
3. Cumulative Grand View GPA below 2.5 for three consecutive semesters.
4. Academic probation or suspension (see Probation and Suspension policies in the Academic Information section of this catalog).
5. Academic dishonesty per Grand View policy (see Academic Responsibility/Academic Honest

policy in the Academic Information section of this catalog).

## Majors

### Social Work

*Degree Earned:* Bachelor of Social Work

The Grand View University Social Work Program aims to develop professional social workers who will serve as agents of change among the individuals, families, communities, and organizations that they serve. Students learn the knowledge, skills, and values of the profession, and incorporate these components into a final field experience. With a commitment to social justice, social work students learn the core competencies necessary to operate as transformational professional social workers. Graduates are dually prepared to contribute to the field at the generalist practice level and continue with graduate education.

#### *Learning Outcomes*

The social work 10 core competencies, as identified by the Educational Policy and Accreditation Standards (EPAS), are used by the Council of Social Work Education (CSWE) to identify competency-based social work education. Mastery of the core competencies reflects preparation for proficient professional social work practice. The Grand View Social Work Program student learning outcomes are based on the 10 core competencies, as listed below.

Students who major in Social Work will learn to:

1. Identify as a professional social worker and conduct oneself accordingly.
2. Apply social work ethical principles to guide professional practice.
3. Apply critical thinking to inform and communicate professional judgments.
4. Engage diversity and difference in practice.
5. Advance human rights and social and economic justice.
6. Engage in research-informed practice and practice-informed research.
7. Apply knowledge of human behavior and the social environment.

8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
9. Respond to contexts that shape practice.
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

#### *Prerequisites and minimum courses required for Admission*

SWRK 101, ENGL 101, PSYC 101, SOCS 101

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

#### *Requirements for the Major*

52-53 semester credits including:

- SWRK 205, 210, 215, 310, 320, 340, 405, 410, 450, 455
- PSYC 212, 350
- PSYC/SOCS 310
- SOCS 315
- MATH 241 or PSYC 239

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

Students may select an optional concentration in an area of interest. Possible concentrations are described below; custom concentrations may also be developed.

#### **Child Welfare Specialty**

- Choose 3-4 courses (9-12 credits) from PSYC/SOCS 361, PSYC 315, SOCS 340, PSYC/SOCS 362, PSYC 410

#### **Gerontology Specialty**

- Choose 3-4 courses (9-12 credits) from SOCS 321, PSYC 363, PSYC 410, THEO 332

#### **Mental Health/Substance Abuse Specialty**

- Choose 3-4 courses (9-12 credits) total from PSYC 320, 353 and 1-2 courses from PSYC 277, 373, 410

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

## Theatre Arts

### Majors

#### Theatre Arts

*Degree Earned:* Bachelor of Arts

The 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 support and practice of the theatre arts.

#### *Requirements for the Major*

45 semester credits including:

- THTR 101, 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 101, 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.

##### *Requirements for the Minor*

18 semester credits including:

- THEO 105, 106, 201, 202
- Take 6 additional upper division credits in Theology

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



## **Alternative Credit and Collaborative Programs**

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

### **Experiential Learning**

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

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

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

### **Experiential Learning Portfolio Option**

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

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

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

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

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

### **Departmental Credit by Examination**

Currently enrolled students may, at the discretion of the department, receive credit after successfully completing a course content examination. Credit cannot be earned by examination if it duplicates credit earned previously (grade of D or 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). Students should check with the Registrar's Office to determine how specific CLEP and DSST exams are accepted.

Credit cannot be earned by examination if it duplicates credit earned previously (grade of D or 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 Student Life and Success Office at Grand View University or the

Center for Graduate, Adult, and Online Learning. For more information, contact the Director of Disability Services. To see a listing of CLEP and DSST tests and their Grand View course equivalents, please go to [www.grandview.edu](http://www.grandview.edu).

## Advanced Placement

Entering students who have participated in Advanced Placement Programs of the College Entrance Examinations Board while in high school may receive college credit if they attain scores of three or 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 a Joint Services Transcript (JST), when available, is preferred. If a JST transcript is not available, submission of a DD-214 or other approved military credit documentation is acceptable.

### Job-Related Courses

Credit may be granted for certain job-related courses as recommended by the American Council on Education Guide.

Grand View University allows credit for learning that has occurred in off-campus educational programs evaluated and endorsed by the

government or by selected professional organizations such as: the American Council on Education, the Armed Services, the Building Owners and Managers Association (BOMA), the international Association of Administrative Professionals, the Life Management Institute (LOMA), and the Insurance Institute of America.

## Collaborative Programs

### Cross-Enrollment Program

In 1975 the Des Moines Area Consortium for Higher Education implemented a Cross-Enrollment Program, extending the course offerings available to students attending Grand View, Drake University, and Des Moines Area Community College. Under this program, full-time students at Grand View may enroll for one three credit course offered at Drake or Des Moines Area Community College each semester at no additional tuition cost. The Grand View University Registrar's Office coordinates this process and must be notified prior to registration for the class. Additional information is available in the Registrar's Office. Cross-enroll courses do not interrupt nor add to the last 30 hours of Grand View requirements.

### Air Force ROTC

The Department of Aerospace Studies at Iowa State University administers the Air Force Reserve Officers Training Corps (AFROTC) 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 or visit the Career Center for more information. A maximum of six credits may be earned from Internship.

## **Independent Study**

Students may engage in independent study according to their needs and interests through most departments of the University as faculty time permits. These courses enable students to undertake independent study, research, or field work in selected topics. An independent study project should cover an academic topic or provide a learning experience that is not offered by any of the courses identified in the current University catalog.

To be eligible, students must have attained sophomore standing and must have their proposals for study approved by the Registrar and the instructor. Students may earn up to a maximum of eight semester credits for independent study work. No more than four credits may be awarded for a single project.

## **Summer Session**

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

## **Additional Educational Opportunities**

### **International Learning Opportunities**

#### **Summer, Semester and Year-long Programs**

Grand View students have several opportunities to study off-campus in numerous locations around the world. In addition to our exchange programs in Denmark, students can work with the Office of International Studies to design a study abroad experience for varying time periods almost anywhere in the world, from Austria to Thailand. All students interested in studying abroad should contact the International Studies Office as early as possible to begin the planning process.

Students must meet the following requirements in order to participate in summer, semester, or year-long programs:

1. Have a minimum cumulative grade point average of 2.5.
2. Secure approval from the Director of International Studies.
3. Secure approval from the sponsoring institution or international study program (if applicable).
4. Pay a non-refundable administrative fee to the Business Office once approved to participate. Please go to [www.grandview.edu](http://www.grandview.edu) for an up-to-date listing of tuition and fees.
5. Attend Grand View on at least a half-time basis for at least one semester prior to the start of the international study program.
6. Have no outstanding debts to the University.

Students may have to meet additional requirements established by the sponsoring institution in order to participate in that institution's programs. Please visit the myView website under Academics, Study Abroad to review all of the policies and guidelines. Grand View reserves the right to choose the summer, semester, or year-long program providers with which it will participate. Students should start this process at least one full semester prior to the semester abroad.

Once approved for a program, students will meet with the Director of Financial Aid at least one semester prior to the semester abroad to discuss financing options. Grand View allows four (4)

students per year to use their institutional aid for study abroad for up to one semester. 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.

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. The Director of International Studies before beginning their course of study is there to help students find a good study abroad match.

For application forms and additional 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 is a one-semester experience at University College Capital (UCC). The Grand View – IBA International Business Academy in Kolding is a one or two semester option for students in the Business and Art and Design departments. These programs provide an opportunity to live and learn in a Danish college environment. The language of instruction is English. Students follow the semester calendars at the sponsoring institutions.

For application forms and additional information contact the 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 in 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.

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 International Studies Office; or contact the Study Tour Faculty Sponsor Directly.

**For non-student participants:** If you are not a Grand View student, but are participating in a Study Tour program, you will need to complete all of the required forms and pay the deposit and all program fees by the established deadlines. Failure to meet all deadlines will disqualify you from participation in the program.

## Associate in Ministry Program

Throughout the ages, the Christian community has been nurtured by men and women who have committed their talents and energies to serving the Church. Some members of this community have been identified and trained for specific roles of service. The Evangelical Lutheran Church in American recognizes two specific ministries: the ordained ministry and commissioned ministry (Associates in Ministry).

Associates in Ministry are members of the Evangelical Lutheran Church in America called to specific ministries which equip and support the ministries of the whole people of God. These men and women serve as administrators for congregations, synods, social agencies, and church camps; directors and teachers in parish education programs, Christian day schools, seminaries, and institutions of higher education; ministers of music, congregational organists, music and drama teachers; parish workers, counselors, chaplains, and youth directors; and ministries in parish nursing.

All Associates in Ministry commissioned and rostered by the Evangelical Lutheran Church in America shall:

- Meet the basic standards as set forth in the Evangelical Luther Church in America

- Constitution, Bylaws, and Continuing Resolution (10.42.11);
- Be a member of a congregation of the Evangelical Lutheran Church in America;
- Work with the appropriate Synodical Candidacy Committee for at least one year before being recommended by the committee for certification;
- Hold a baccalaureate (or its equivalent) or master's degree in an appropriate field of study;
- Complete at least 20 semester credits of approved undergraduate or graduate courses in religion;
- Complete a supervised Field Work Experience; and
- Receive a valid call by a congregation, synod, agency, or institution of the Evangelical Lutheran Church in America.

Having received a Letter of Call, the new Associate in Ministry will be installed by the synodical bishop and placed on the roster of Evangelical Lutheran Church in America commissioned Associates in Ministry and on the roster of the synod.

The Grand View University Associate in Ministry Program is a collaborative project with the Southeastern Iowa Synod, the Northeastern Iowa Synod, and the Western Iowa Synod of the Evangelical Lutheran Church in America. It is designed to help prepare candidates for approval as Associates in Ministry in the Evangelical Lutheran Church in America.

As part of its commitment of service to the Church, Grand View offers 10 undergraduate courses – seven in religion and three in specialized ministries of service – which can be applied to the Church's requirements for commissioning. These courses are:

Required Courses	
Course Title	
Sem. Hrs.	Course Number
Introduction to the Literature of the Old Testament	
3	THEO 201
Introduction to the Literature of the New Testament	
3	THEO 202
Early Christian Thinkers	

3	THEO 310
The Life and Thought of Luther	
3	THEO 315
Modern Christian Thinkers	
3	THEO 322
Worship and the Arts	
3	THEO 330
Internship	
3	THEO 399

### Elective Courses

#### Course Title

Sem. Hrs.	Course Number
Parish Teaching Ministry	
3	EDUC 430
Parish Music: Ministry and Leadership	
3	MUSC 430
Service as a Ministry	
3	PSYC 430

## Non-credit and Continuing Education Units (CEUs) Programming

### Non-credit and Corporate Training

Non-credit courses and training are available to meet personal or professional needs of adult learners. Course work is developed to meet the specific needs and interests of special groups. The Center for Graduate, Adult, and Online 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

Students interested in pursuing careers in engineering may take a series of courses at Grand View to prepare them for entry into schools offering this major. This pre-engineering curriculum includes prerequisite classes in mathematics, chemistry and physics, as well as classes that satisfy general education requirements.

Grand View offers students the opportunity to work with an academic advisor to tailor a plan of study for a particular area of engineering and/or a specific school (e.g. Iowa State University or the University of Iowa - among others). For further information about this option, please contact the Chair of the Mathematics Department.

## Pre-Seminary Program

The Pre-Seminary Program offers a historically based philosophical and theological curriculum aimed at preparing students for graduate study in theology. Students from any denominational tradition are welcome in this program. Students interested in post-baccalaureate seminary study should contact the chair of the departments of philosophy and religion for assistance in planning their course work.

## Teacher Endorsement Academy

Selected Teacher Education teaching endorsements such as Reading, Instructional Strategist I, and Driver and Safety Education are offered in condensed class schedules. The summer Teacher Endorsement Academy offers classes in two or three week sessions. Accelerated weekend and evening endorsement classes are offered during the academic year. These classes are designed for licensed teachers who wish to obtain additional teaching endorsements.

## Graduate Degree Programs

### Program Characteristics

Grand View University is committed to developing leaders in athletic training, business, education, nursing and sport management who are evidence-based practitioners. Features of the program include:

- Emphasis on analysis, synthesis, and application.
- Comprehensive commitment to the development of critical thinking and writing skills.
- Emphasis on preparing independent, self-directed and collaborative practitioners.
- Instructional/learning methodologies that value and make significant use of primary sources and case studies.
- Opportunity to participate in a learning experience that includes “engaged” practitioners who strive to connect theory and practice.
- Opportunity to develop and practice skills of collaborative decision making.
- Commitment to developing leaders who become and remain “cutting edge,” evidence-based practitioners.

### Admission Requirements

#### All Applicants

Each applicant for admission to a graduate program 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 if the coursework is transcribed by a college or university in the U.S.A. that sponsored the study abroad or semester at sea experience, but this situation will be evaluated on a case-by-case basis.

3. Validation of an undergraduate minimum grade point average (G.P.A.) of 3.0 on a 4.0 scale. If your GPA is less than 3.0, please address in an addendum.
4. A cover letter that addresses: 1. The student's interest in the program, including the identification of short-term and long-term career goals; 2. The skills and experiences the student will contribute to the program; 3. Expectations the student has of the program.
5. A professional resume.
6. Application fee of \$40.00, nonrefundable.

Students whose native language is not English must also demonstrate mastery of the English language.

#### Additional Requirements for Athletic Training Applicants

- Scores from the Graduate Record Exam (GRE) or a written essay (in addition to the required cover letter). For instructions on the essay, go to [www.grandview.edu](http://www.grandview.edu).
- Three letters of recommendation, including: 1. One from an undergraduate faculty member (or a substitute approved by the Council of Graduate Studies); 2. One from an employer; 3. One from another person who can attest to the student's ability to successfully engage in graduate study.
- Required prerequisite courses, with a minimum grade of C: Human Anatomy and Human Physiology; Nutrition or Sports Nutrition; Exercise Physiology; Biomechanics or Kinesiology; Statistics (may be taken concurrently in first term).

- Complete 50 hours of observation under the direct supervision of a BOC-certified athletic trainer.
- Meet and retain technical standards established for the professional phase of the MSAT.
- Current CPR/AED Certification.

The following requirements will be met after acceptance but before enrollment in the program:

- NATA student membership.
- Background Check.
- Professional liability insurance of \$1,000,000/\$3,000,000 coverage.
- Up to date vaccinations.

Application to the MSAT program and meeting the minimum requirements does not guarantee admission. Admission will be based on academic record, field experience, letter of intent, and recommendations. Students must have a completed bachelor's degree by the time of admission or have a degree completion plan that meets the requirements of the program. Please see the Master of Science Athletic Training Student Handbook for the most accurate application requirements and instructions.

#### **Additional Requirements for Education Applicants**

- A current or pending license to teach in the state of Iowa.
- Scores from the Graduate Record Exam (GRE) or a written essay (in addition to the required cover letter). For instructions on the essay, go to [www.grandview.edu](http://www.grandview.edu).
- Three letters of recommendation, including: 1. One from an undergraduate faculty member (or a substitute approved by the Council of Graduate Studies); 2. One from an employer; 3. One from another person who can attest to the student's ability to be successfully engage in graduate study.

#### **Additional Requirements for Nursing Applicants**

- Scores from the Graduate Record Exam (GRE) or a written essay (in addition to the required cover letter). For instructions on the essay, go to [www.grandview.edu](http://www.grandview.edu).
- Three letters of recommendation, including: 1. One from an undergraduate faculty member (or a substitute approved by the Council of Graduate Studies); 2. One from an employer; 3.

One from another person who can attest to the student's ability to be successfully engage in graduate study.

- 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 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 application materials should be submitted to the Office of Admissions. Completed application files will be reviewed on a rolling basis.

#### **Additional Requirements for Organizational Leadership Applicants**

- A minimum of two years of full-time employment or approval of the Council Graduate Studies.
- Two letters of recommendation from one of the following: 1. An undergraduate faculty member; 2. An employer; 3. Another person who can attest to the student's ability to successfully engage in graduate study.

#### **Additional Requirements for Sport Management Applicants**

- Scores from the Graduate Record Exam (GRE) or a written essay (in addition to the required cover letter). For instructions on the essay, go to [www.grandview.edu](http://www.grandview.edu).
- Three letters of recommendation, including: 1. One from an undergraduate faculty member (or a substitute approved by the Council of Graduate Studies); 2. One from an employer; 3. One from another person who can attest to the student's ability to be successfully engage in graduate study.

#### **International Application Procedure**

Grand View's Master of Science in Sport Management is currently the only graduate program approved for international students. International students applying for this



program must complete the following in addition to all other application materials for this program:

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

### **Provisional Admission**

The applicant who does not meet all program requirements may be considered for provisional admission on a space available basis. The conditions of provisional admission will be defined, in writing, by the 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. Students earning the STEM education endorsement may transfer up to 12 credits.

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 Financial Aid Office for information.

Grand View University is committed to providing every student a quality education at a reasonable cost. Through the annual contributions of the churches of the Iowa Synods of the Evangelical Lutheran Church in America, gifts from individuals and businesses, and income generated by the Grand View University Endowment Fund, the actual cost to the students may be reduced.

## **Satisfactory Academic Progress**

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

Grand View's Satisfactory Academic Progress Standards for Financial Aid apply to all students who want to establish or maintain financial aid eligibility. **These standards apply to a student's entire academic transcript, including terms for which financial aid was not applied nor disbursed.**

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

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

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

Students must successfully complete at least 67% of the credit hours they attempt. Credits for which students receive grades of W or F are counted as credits that are attempted, but not completed. 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

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

## Technology Fee/Parking Fee/Online Course Fee

Fees are charged to student accounts on a per semester basis. Parking and technology fees are assessed to graduate students. Online course fees are charged per credit hour for all online courses. Fees are not refundable after the start of the semester. Please go to [www.grandview.edu](http://www.grandview.edu) for an up-to-date listing of tuition and fees.

## Payments and Refunds

### Payment of Student Accounts

Payment of charges for tuition is due by the Friday before the start of class for any term. All other charges (fines, etc.) are due within 10 days of the date assessed. Payments can be made online or at the Business Office and may be made by cash, check, MasterCard, Visa, Discover Card or American Express. A convenience fee will be applied to all credit card payments made towards student account balances.

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

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

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

All returned checks will be charged a \$25.00 fee which will be added to the students' tuition accounts, and no further checks will be accepted.

## 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 should then consult with the Financial Aid and Business Offices to understand the financial implications of a complete withdrawal. Students who then decide to officially withdraw from the University must contact the Graduate Studies Office. Students who wish to remain enrolled for a future term must indicate their intention in writing.

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

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

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

## **Advising**

All students admitted to Graduate Studies will be assigned an advisor during their first semester of enrollment. The advisor will prepare and distribute to each student enrolled in the graduate program a two-year Plan of Study which identifies the courses that are to be taken, the requirements that are to be satisfied, and the academic term in which courses and requirements are to be completed.

Graduate students are encouraged to meet with their academic advisor regularly.

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

## **International Students**

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

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

## **Academic Information**

### **Registration**

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

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

The times of registration for Graduate Students are stated in connection with the announcement of course offerings prior to the opening of each session.

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

## Academic Load

Full time graduate load is 9 semester hours. Those enrolled for fewer than 9 hours are considered part-time students. Half time is considered 5 semester hours. Typically a semester is designed to have 7 credit hours. Full-time and part-time standing requirements for other organizations (such as VA educational benefits) may vary.

## Changes in Registration

When necessary, changes in registration may be made. However, students should plan their academic programs carefully so that subsequent changes are kept to a minimum. After the first 7% of each class has passed, a student may only add the class with instructor approval. Specific dates are listed on the course schedule for each term, which may be found by going to 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.**

### 3. Active Military Service Withdrawal

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

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

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

### **Final Grade Reports**

Following the end of each term, final grade reports are available on the University computer system. Students who need an official copy may request it online or in the Office of the Registrar.

### **Prerequisites**

Many course descriptions provide a list of prerequisites that provide essential background for successful completion of a class. Prerequisites may include specific courses or may also refer to acceptable class standing, prior academic standing, permission of instructor, departmentally determined competencies or other departmental requirements. Prerequisites must be completed prior to the



beginning of the term in which the course with prerequisites is scheduled. It is the responsibility of the student to comply with the prerequisites for a course that they plan to take. Failure to meet the prerequisites can result in cancellation of registration for a course.

### **Repeating Failed Courses**

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

In regards to financial aid, a failed course may be repeated as many times as needed until passed.

### **Repeating Passed Courses**

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

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

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

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

### **Repeatable Courses**

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

### **Variable Credit Courses**

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

### **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 and committed to truth, excellence, and ethical values. The University strives to promote an appreciation of the dignity and worth of each individual and open interaction among student, faculty and staff. Personal integrity and academic honesty are essential to building a campus of trust. Thus, honesty in all aspects of the college experience is the responsibility of each student, faculty, and staff member.

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

### **Academic Dishonesty Defined**

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

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

### **Typical Violations**

The following list describes various ways in which the principles of academic honesty/integrity can be

violated. Neither the types of violations nor the list of examples are exhaustive.

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

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

**Cheating:** The use or attempted use of unauthorized materials, information, notes, study aids, or other devices in any academic exercise. Cheating also includes submitting papers, research results and analyses, etc. as one's own work when they were, in fact, prepared by others. Some common examples are:

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

- Acquiring a copy of an examination from an unauthorized source prior to the examination.
- Having a substitute take an examination for one.
- Having someone else prepare a term paper or other assignment.

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

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

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

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

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

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

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

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

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

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

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

The student will receive a letter from the Provost and Vice President for Academic Affairs about the incident, the University's expectations regarding academic honesty/integrity, and future possible consequences should the student commit another act of academic dishonesty during their enrollment at Grand View. Copies of the letter will be sent to the student's academic advisor, the instructor, and the registrar.

Following a second incident of academic dishonesty, the student minimally will fail the course and be placed on academic dishonesty probation. Upon receiving notification from the instructor of a violation, and determining that it is a second violation, the Provost and Vice President for Academic Affairs must notify the student about the incident. This letter will inform the student of 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.

When a student is reported for a third incident of academic dishonesty, the student will be suspended from the University and the suspension for academic dishonesty will be noted on the student's transcript. Upon receiving notification from the instructor of a violation, and determining that it is a third violation, the Provost and Vice President for Academic Affairs must notify the student about the incident. This letter will inform the

student of her/his suspension. Copies of the letter will be sent to the student's academic advisor, the instructor, and the registrar. Should the student choose to appeal the decision, he/she would be allowed to complete the term during which the appeal is heard; if upheld, the suspension will occur during the regular term following the appeal.

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

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

### **Procedure for Initiating an Appeal**

A student who wishes to appeal a decision regarding academic dishonesty must initiate that process within 14 calendar days of the postmark of the letter from the Provost regarding the incident. The first section of the Academic Appeal Form, which identifies the reason for the appeal must be completed and hand delivered to the Executive Administrative Assistant of the Provost in the Office of the Provost and Vice President for Academic Affairs. This form and the complete appeal process can be located on myView > Academics > Registrar's Office > Forms > Academic Dishonesty Appeal Form.

## **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 Chair of the Nursing Department). Students who wish to appeal a previously made decision must submit a Letter of Intent to File a Grievance to the Chair of the Nursing Department 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 Chair's office.

**To appeal decisions regarding admission, progression, or graduation in the education program** (Office of the Chair of the Education Department). The student must submit a written letter and schedule a meeting with the Education Department Chair within 14 calendar days after the end of the academic term in which the issue of disagreement occurred.

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

## Graduation Requirements

Students must complete the graduation requirements listed in the Grand View catalog in effect at the time of initial registration. These requirements are in effect unless the students have

been out of Grand View for over four years. Then the requirements for graduation become those in effect at the time of re-entry into the program.

## Applying for Graduation

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

Students who are within six semester credits of completing all requirements for April graduation may petition the Registrar, in writing, to participate in the commencement ceremony. This petition must include a plan to earn the remaining credit hours throughout the summer terms which follow the April commencement ceremony.

Any changes made to a graduation application after it has been granted, including the intended graduation date, must be submitted in writing to the Registrar's Office in order for the changes to be accepted by the University.

## Graduation Requirements for a Master of Science, Master of Science in Athletic Training, Master of Science in Nursing, or Master of Education Degree

- Successful completion of all requirements for the course components of the specific degree.
- Achievement of a cumulative grade point average of 3.0 with no more than 2 grades of C.

## Graduate Degrees

### Master of Education

#### *Learning Outcomes*

The graduate will be able to:

1. Advocate, nurture, and sustain a school culture and instructional program conducive to student learning, professional development, and community partnerships.
2. Analyze the ramifications of economic, social and political influences on education decision making and policy development.
3. Utilize current educational research to create effective learning environments that meet the needs of diverse students and enhance student achievement.
4. Strengthen one's content knowledge to improve instructional practice.

### **Requirements for the Degree**

A minimum of 33 semester credits, including one Core area and one endorsement specialization, OR both Teacher Leader and Urban Education Core areas. Students may also pursue one of the Core areas as a stand-alone Certificate, or one of the Endorsement areas to add to their State of Iowa license.

#### **Teacher Leader Core**

18 semester credits, including:

- EDGR 540, 551, 561, 562, 582, 591

#### **Urban Education Core**

18 semester credits, including:

- EDGR 520, 522, 524, 528, 526, 591

#### **English as a Second Language Endorsement**

21-22 semester credits, including:

- EDGR 528, 549, 583, 586, 587, 588
- EDGR 577 or One foreign language course

#### **Instructional Strategist I Endorsement**

23 semester credits, including:

- EDGR 531 or 532
- EDGR 533 or 534
- EDGR 515, 535, 536, 538, 539, 543
- Note: The State of Iowa endorsement also requires the equivalent of EDUC 242 (Pedagogies of Exceptional Learners) and PSYC 212 (Human Development).

#### **Instructional Strategist II: Intellectual Disability Endorsement**

22 semester credits, including:

- EDGR 535, 536, 538, 539, 566, 567, 568, 569, 572, 574
- Note: The State of Iowa endorsement also requires the equivalent of EDUC 242 (Pedagogies of Exceptional Learners).

#### **Instructional Strategist II: Learning Disabilities and Behavioral Disorders Endorsement**

22 semester credits, including:

- EDGR 515, 535, 536, 538, 539, 563, 564, 573.

- Note: The State of Iowa endorsement also requires the equivalent of EDUC 242 (Pedagogies of Exceptional Learners).

#### **Reading Endorsement**

18 semester credits, including:

- EDGR 541, 542, 543, 547, 549, 586
- EDGR 544 or 548
- Note: The State of Iowa endorsement also requires the equivalent of EDUC 243 (Instructional Planning and Assessment), EDUC 324, (Teaching Literacy in the Primary Grades K-2 - elementary only), and EDUC 325 (Teaching Literacy in the Intermediate and Middle Grades 3-8).

#### **STEM Endorsement**

17 semester credits, including:

- EDGR 510, 511, 512, 513
- 7 credits of STEM electives (selected with your advisor)
- Note: The State of Iowa endorsement also requires: 12 credit hours of Science, 12 credit hours of Math, an elementary or secondary math methods course, and an elementary or secondary science methods course.

Students may also pursue one of the Core areas as a stand-alone Certificate, or one of the Endorsement areas to add to their State of Iowa license.

#### **Master of Science in Athletic Training**

The Master of Science in Athletic Training (MSAT) utilizes a competency-based approach for the delivery of classroom and clinical education. It will combine a comprehensive didactic base with rigorous clinical application. The master's degree requires two years of demanding classroom education with multiple clinical rotations to develop entry-level practitioners in athletic training. Clinical rotations may extend past the traditional semester schedule. Students will be informed in advance when this may occur. Application to the MSAT program and meeting the minimum requirements does not guarantee admission. Admission will be based on academic record, field experience, letter of intent, and recommendations. Students must have a completed bachelor's degree by the time of admission or have a degree completion plan that meets the requirements of the program. Please see the Master of Science Athletic Training Student

Handbook for the most accurate application requirements and instructions.

*Learning Outcomes*

The MSAT graduate will be able to:

1. Develop preventative measures to decrease injuries and illnesses.
2. Perform a clinical evaluation and diagnosis for a patient's medical condition.
3. Activate and perform immediate or emergency care for a patient.
4. Design and perform treatment and rehabilitation protocols to foster healing.
5. Utilize best practices in the organization and administration of health care.
6. Translate evidence into practice.

*Prerequisite courses for the MSAT*

Human Anatomy, Human Physiology, Nutrition or Sports Nutrition, Exercise Physiology, Biomechanics/Kinesiology, and Statistics.

*Grand View Equivalent courses (Prerequisite courses for the MSAT)*

BIOL 160, BIOL 165, BIOL 140 or 320, KINH 391, KINH 371 or 376, MATH 241.

*Other requirements for entry*

Athletic Training observation (50 hours); Undergraduate GPA (3.0/4.0); First Aid, CPR, AED Certification; Completion of the MSAT application; Acceptance by MSAT Admission Council

*Requirements for the degree:*

51 semester credits including:

- ATGR 501, 502, 511, 512, 513, 521, 522, 523, 531, 536, 541, 542, 551, 552, 560, 580, 590.

Students must maintain a 3.0 GPA or higher throughout the athletic training curriculum. Course grades of 70% or lower will not be counted towards graduation in the MSAT program. Students must also receive and 80% or higher in each clinical rotation course or they will not be allowed to move on to the next clinical rotation. Courses may be repeated once. Failure to meet these standards will result in removal from the MSAT program.

**Master of Science in Nursing**

The master's degree in nursing at Grand View University is accredited by the Commission on Collegiate Nursing Education, One DuPont Circle,

NW, Suite 530, Washington, DC 20036, 202-887-6791.

Majors in Clinical Nurse Leader and Nursing Education

*Learning Outcomes*

The MSN graduate will be able to:

1. Lead change to improve quality outcomes.
2. Advance a culture of excellence through lifelong learning.
3. Build and lead collaborative interprofessional care teams.
4. Navigate and integrate care services across the healthcare system.
5. Design innovative nursing practices.
6. Translate evidence into practice.

The Clinical Nurse Leader will be able to:

1. Effect change through advocacy for the profession, interprofessional health care team, and the client.
2. Communicate effectively to achieve quality client outcome and lateral integration of care for a cohort of clients.
3. Actively pursue new knowledge and skills as the CNL role, needs to clients, and the health care system evolve.
4. Properly delegate and utilize the nursing team resources (human and fiscal) and serve as a leader and partner in the interprofessional health care team.
5. Identify clinical and cost outcomes that improve safety, effectiveness, timeliness, efficiency, quality and the degree to which they are client centered.
6. Use information systems and technology at the point of care to improve health care outcomes.
7. Participate in systems review to critically evaluate and anticipate risks to client safety to improve quality of client care delivery.
8. 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.

9. Synthesize and apply research-based information to design, implement, and evaluate client and care environment outcomes.
10. Use appropriate teaching/learning principles, strategies, and standards, as well as current information, materials, and technologies to facilitate the learning of clients, groups, and other health care professionals.

The Nursing Educator will be able to:

1. Nurse educators are responsible for creating an environment in classroom, laboratory, and clinical settings that facilitates student learning and the achievement of desired cognitive, affective, and psychomotor outcomes.
2. Nurse educators recognize their responsibility for helping students develop as nurses and integrate the values and behaviors expected of those who fulfill that role.
3. Nurse educators use a variety of strategies to assess and evaluate student learning in classroom, laboratory and clinical settings, as well as in all domains of learning.
4. Nurse educators are responsible for formulating program outcomes and designing curricula that reflect contemporary health care trends and prepare graduates to function effectively in the health care environment.
5. Nurse educators function as change agents and leaders to create a preferred future for nursing education and nursing practice.
6. Nurse educators recognize that their role is multidimensional and that an ongoing commitment to develop and maintain competence in the role is essential.
7. Nurse educators acknowledge that scholarship is an integral component of the faculty role, and that teaching itself is a scholarly activity.
8. Nurse educators are knowledgeable about the educational environment within which they practice and recognize how political, institutional, social and economic forces impact their role.

*Requirements for the degree:*

36 semester credits including a common core of 23 credits and 13 additional credits in one of the two majors: Clinical Nurse Leader and Nursing Education.

### **Common Core**

- GRST 511, 520
- NUGR 541, 542, 545, 550, 555, 570

### **Clinical Nurse Leader**

- NUGR 560, 565, 590

### **Nursing Education**

- NUGR 561, 566, 591

### **Clinical Nurse Leader post-graduate Certificate**

*Prerequisite:*

Master of Science in Nursing

*Requirements for the Certificate:*

18 semester credits including:

- NUGR 542, 560, 565, 570, 590

Students who graduate from Grand View University with the Master of Science in Nursing (MSN) will receive credit for the Teaching/Learning course and the Leadership course, thus reducing the total credits to 13 for the certificate. Students who have the MSN conferred from another nursing program will have their transcripts evaluated individually by the graduate nursing faculty to determine course credit transfers.

### **Nursing Education post-graduate Certificate**

*Prerequisite:*

Master of Science in Nursing

*Requirements for the Certificate:*

18 semester credits including:

- NUGR 542, 561, 566, 570, 591

Students who graduated from Grand View University with the Master of Science in Nursing (MSN) will receive credit for the Teaching/Learning course and the Leadership course, thus reducing the total credits to 13 for the certificate. Students who have the MSN conferred from another nursing program will have their transcripts evaluated individually by the graduate nursing faculty to determine course credit transfers.

### **Master of Science in Organizational Leadership**

*Learning Outcomes*

The graduate will be able to:



1. Assess and apply current and historical theories and practices of leadership.
2. Demonstrate evidence based decision making and financial resource allocation.
3. Develop an organizational systems thinking approach to innovation and change leadership.
4. Understand the impact leaders have on shaping social responsibility.
5. Apply strategic thinking and incorporate global awareness in developing and implementing organizational strategies.
6. Build effective communication competencies to gain commitment and influence action.
7. Facilitate effective team building, conflict management, and performance among teams of individuals with diverse backgrounds and expertise.

*Requirements for the degree:*

30 credits including:

- BSGR 502, 510, 513, 521, 550, 555, 560, 570, 580, 595

## **Master of Science in Sport Management**

*Learning Outcomes*

The graduate will be able to:

1. Develop practical management and leadership skills within the sport industry.
2. Demonstrate knowledge of specific components of sport management including brand management, financing, and events management.
3. Apply relevant theoretical models of the discipline in the relevant professional context.
4. Demonstrate the value of ethical practice, moral leadership, and equity in the workplace.

*Requirements for the degree:*

30 semester credits including:

- BSGR 510, 516, 517, 536, 555, 576, 577, 586, 587, 588, 596, 599

## **Course Descriptions**

### **Interdisciplinary Courses**

#### **GRST 511**

##### **Decision Making**

##### **3 credits**

This course will examine leadership and decision making in its organizational context. The emphasis will be on exploring the role of cognitive processes, developing problem diagnostic skills and developing an understanding of the challenges involved in implementing decisions. The course will continually emphasize the acquisition of the skills necessary to apply concepts from decision making theory to areas of professional practice.

#### **GRST 520**

##### **Interpersonal Workplace Dynamics**

##### **3 credits**

This course will examine roles, role expectations, and social systems in the workplace. Human motivation theories, group dynamics, and strategies for building community and a shared vision will be studied. Students will learn how to connect theory and practice, identify system components for best practice, mobilize resources, apply knowledge in diverse and authentic work settings, and manage conflict. How to act with integrity and fairness to create efficient, effective, and healthy work environments will be emphasized.

### **Courses in Majors**

#### **BSGR 502**

##### **Theory and Practice of Leadership**

##### **3 credits**

This course provides an introduction to historical and emergent research perspectives on leadership. Students will compare and contrast various leadership theories and models and identify their strengths and weaknesses for potential application in organizational settings. An integral component of this course is students' personal reflections about their leadership abilities and style and completion of various leadership assessments. This course should be taken as one of the first two courses within the MSOL program.

### **BSGR 510**

#### **Evidence Based Practice**

##### **3 credits**

This course focuses on the analysis of evidence (both quantitative and qualitative data) for application to the students' professional practice setting. This course will provide a foundation for students to explore the strengths and limitations of various research designs and develop critical skills essential to the interpretation and application of evidence (data). Students will learn how to identify and evaluate the credibility of data and how to use data from multiple sources to make informed decisions.

### **BSGR 513**

#### **Leadership Communication**

##### **3 credits**

This course will enhance students' written and oral communication skills as well as the ability to effectively inform, influence, and/or inspire both internal and external stakeholders. Students will explore and expand upon their own communication processes and increase their ability to meet the needs of different audiences. A central focus will be on developing and practicing skills and techniques to gain commitment and influence action through written communication, persuasive presentations, negotiation, coaching conversations, and more.

### **BSGR 516**

#### **Governance in Sport Management**

##### **3 credits**

This course is designed to understand the organization and governance of sport services and businesses. Examination of sport delivery systems in the United States including Olympic sport, sport through education systems, professional sport leagues, sport clubs, sport development, the coordination of sport in the United States. The course then examines U.S. sport in its international context.

### **BSGR 517**

#### **Sport Ethics**

##### **3 credits**

This course is designed to encourage the potential sport marketers, sport managers, athletic directors, and coaches to think about the moral and ethical dilemmas typically encountered by them in our athletically competitive world. The activities of

this course are designed to better acquaint and refine within the individual, their understandings of sport relative to such issues as marketing ethics, violence and intimidation, eligibility, gamesmanship, winning and losing, ergogenic aids, and gender.

### **BSGR 521**

#### **Innovation and Change**

##### **3 credits**

This course will focus on innovation, change, and interrelated systems and functions within the organization. The student will gain an understanding of how the impact of innovation and change in one system has on other systems within the organization. The course will provide students with the opportunity to develop organizational processes and environments that foster creativity and innovation. The student will gain various skill sets to help generate overall organizational effectiveness in regards to innovation and change.

### **BSGR 536**

#### **Sports Communication**

##### **3 credits**

This course is designed to understand and examine the field of sport communication. This course examines the interrelationship between sports and media in today's society and how that interrelationship reinforces social values, sometimes challenges social norms, and draws on the cultural identification of class, race, and gender to identify sports values with cultural values. Drawing on theories of sport communication and sport media, we will examine media's role in telling the story of sports and, in telling that story, shaping and reinforcing cultural values. Students will study several critical approaches to sports and public discourse and will apply those approaches to sports organizations, the news media, and popular media. Therefore, this course is a macro analysis of the field from personal, organizational, and external perspectives.

### **BSGR 550**

#### **Ethics, Employee Engagement, and Organizational Culture**

##### **3 credits**

This course examines contemporary approaches to ethical employee engagement and organizational culture. There is a strong emphasis in the course on the student developing the skill set necessary to move from theoretical knowledge to implementation

of ethical leadership practices and programs in the actual work setting. Students will learn how to analyze the culture of an organization and apply the most effective motivational practices based on this analysis. The course will also focus on the need to develop and apply cultural and ethical awareness when motivating employees.

### **BSGR 555**

#### **Financial Management**

##### **3 credits**

This course examines the role of financial resource management as a tool to organizational success. Focus will be on budgeting, short-term and long-term planning, financial resources, allocation of resources, as well as general understanding of the role of financial statements in decision making. Students will use financial tools to plan and evaluate decisions through case analyses as well as hands-on projects.

### **BSGR 560**

#### **Leading Effective Teams**

##### **3 credits**

This course will focus on developing the conceptual base and skill sets that are used in building effective work teams. There will be particular focus on developing an understanding of the challenges and opportunities encountered in building impactful culturally diverse teams. Students will learn how to build and lead a team, facilitate team performance, and manage team conflict and decision making.

### **BSGR 570**

#### **Mentoring, Coaching, and Leadership Development**

##### **3 credits**

This course will examine the role of mentoring and coaching in leadership development. Each student will complete a leadership assessment instrument to identify strengths and weaknesses in core and adaptive leadership skills. The student will identify desired areas of growth, collaborate with a mentor/coach, and develop skill sets for personal leadership development and for developing leadership in others.

### **BSGR 576**

#### **Sport Brand Management**

##### **3 credits**

This course is designed to provide understanding of sport brand management of both national and international sport organizations. The course will explore brand-product strategies; increase understanding of the important issues in planning and evaluating brand strategies that are key steps of the analytical process to help grow a brand globally; understand the appropriate theories, models, and other tools to make better branding decisions.

### **BSGR 577**

#### **Professional Franchise and College Sport Operations**

##### **3 credits**

This course is designed to understand the operation management process of professional franchises and college sports. This course offers a unique perspective about the business of sports by exposing students to specific managerial challenges and issues facing different sport industry. Current course addresses the flow of funds in the sports industry. This course examines the two most critical entities influencing the sports business in the area of media, public subsidies, and other revenue sources etc. Current class introduces the understanding of numerous industry stakeholders, ranging from network television and corporate marketing executives to collegiate athletic department administrators and sports economists.

### **BSGR 580**

#### **Strategic Thinking, Globalization, and Social Responsibility**

##### **3 credits**

This course will examine aspects of strategic leadership from the strategic management and corporate social responsibility perspectives. Emphasis will be placed on the role and skills of strategic leaders in the development and implementation of strategies in the local, national, and global environments. Students will explore various aspects of strategic decision making focusing on organizational performance, corporate social responsibility, and sustainability.

**BSGR 586**

**Sport Consumer Behavior**

**3 credits**

Sport has a tremendous social, psychological, cultural, and economic impact on people's lives. This course looks at consumer behavior with sport participants from a variety of recreational and spectator sports. What key determinants influence sport choice and buying choice. The purpose of this class is to acquaint students with academic research and theories in various areas of consumer behavior and how they relate to sport.

**BSGR 587**

**Management of Sporting Events**

**3 credits**

This course is designed to management strategies in major sporting events and/or mega events in America and global. A functional study of market organization designed to introduce the student to the major sporting events and basic theories in the field of event management. Principal topics include the management marketing process and its implementation within the environment of the sports organization.

**BSGR 588**

**Sport Marketing and Sponsorship**

**3 credits**

This course will focus on how companies develop, execute and measure marketing strategies and tactics to use sports teams, leagues and other organizations to market their products and services domestically and internationally to consumers and business partners. The course will examine the marketing strategies employed by sports teams and leagues. In addition, the course intends to provide students with an understanding of the fundamental sponsorship principles and other advanced marketing techniques applied to sports and sporting events.

**BSGR 595**

**Leadership Capstone Seminar**

**3 credits**

This course is designed to synthesize students' learning in the program by examination of their leadership philosophy and professional development achieved in the program. Students will develop a leadership portfolio that will compile and document students' leadership competencies and

understanding of the leadership principles covered in the program's coursework. In addition, the students will have the opportunity to apply their knowledge to various scenarios, projects, or cases to help evaluate their individual leadership development growth. This course should be taken as one of the last two courses within the MSOL program.

**BSGR 596**

**Special Topics in Sport**

**3 credits**

This course will examine numerous topics covered in previous courses and expand on the basic from those courses. Particular focus will be placed on the most current topics and controversies in sports on a local, national and global basis. Emphasis will be placed on the best ways to deal with these issues.

**BSGR 599**

**Internship**

**3 credits**

The Internship in Sport Management enables students to gain practical experience in their program. Students have opportunities to integrate classroom theory with onsite practical training under professional supervision and guidance. Students also gain work experience and make valuable professional contacts.

**EDGR 508**

**STEM Teaching: Earth Science**

**3 credits**

This course will help teachers gain greater understanding of earth science concepts while exploring effective pedagogy for teaching STEM. Specifically, the course content will include: fundamental earth science concepts, conceptual change theory, assessment strategies, teacher interactions, scientific argumentation, cross-cutting concepts, the nature of technology, and connections between the STEM disciplines.

**EDGR 510**

**Engineering, Programming & Design for Educators**

**3 credits**

This course provides opportunities for students to engage in engineering and technological design processes to explore solutions to everyday issues.

At the conclusion of the course students will have gained a deep understanding of the iterative nature of engineering and technological design by experiencing hands-on, problem-based challenges. Students will be provided opportunities to increase knowledge in design, programming, robotics and the creation of a problem-based challenge through collaborative experiences. Offered Summer.

### **EDGR 511**

#### **The Nature of STEM**

##### **3 credits**

This course will explore the purposes, assumptions, values, and habits of mind of each of the STEM disciplines to understand similarities and differences between the disciplines. We will discuss effective STEM teaching practices including: teaching STEM through inquiry, teaching the nature of STEM, and effectively integrating STEM content and practices through analyzing and solving authentic problems. Offered Fall.

### **EDGR 512**

#### **Models and Methods for Teaching STEM**

##### **3 credits**

This course focuses on using interdisciplinary/trans-disciplinary approaches such as problem and project-based learning models to teach STEM content and practices. Students will use a variety of integrative approaches to promote STEM learning in authentic environments. Prerequisites: EDGR 511 or instructor permission.

### **EDGR 513**

#### **Experiential STEM**

##### **1 credit**

This course provides students with the opportunity to engage in scholarship in STEM education or gain internship/leadership experience in STEM teaching and learning. Regular meetings with the class are provided to connect theories and practical experience. Prerequisite: admission to the Teacher Education Program or instructor permission.

### **EDGR 515**

#### **Mental Health First Aid/Trauma-Informed Care: What to Know to Be Successful with Children**

##### **1 credit**

This course is designed to help students recognize risk factors and warning signs of mental health problems, acquire skills to assess immediate problems, intervene to connect people with professional care, understand the prevalence of disorders and the need to reduce stigma as well as understand common treatments. Students who complete the course will receive Mental Health First Aid certification.

### **EDGR 520**

#### **Foundations of Urban Education**

##### **3 credits**

This course examines the context of urban education in the United States, providing a theoretical and historical foundation for understanding urban education today. Participants will examine case studies and real-world examples of how school leaders apply various theoretical lenses to address issues related to urban schooling. Offered Fall (odd).

### **EDGR 522**

#### **Current Issues in Urban Education**

##### **3 credits**

This course will focus on issues that have historically been unique to urban schools, but that now are more and more common in suburban and rural schools as well. Some of the issues under study will be immigration, overpopulation, low funding, segregation, linguistic diversity, race and discrimination, and low achievement. Students will explore the ways in which these issues are currently being addressed through the examination of case studies and real world examples. Offered Spring (odd).

### **EDGR 524**

#### **Economics of Educational Inequality**

##### **3 credits**

This course will examine issues of social class and poverty in American society and its schools. We will examine how social and political structures in the U.S. maintain class structures, particularly through educational curricula, practices, funding, and policies. We will be asking questions about

living in/with poverty, the causes of poverty, how poverty affects children in schools and society, what actions schools and communities as well as the government could/should take to ameliorate poverty, and what we as educators could/should do at the local level to support families in poverty. In particular, we will be exploring what it means to take this knowledge of injustice and use it to teach or work for equity through pedagogy, activism, professional development, and community service. Students will design and implement pragmatic plans for addressing these issues in their own practice. Offered Fall (even).

**EDGR 526**

**Community Education**

**3 credits**

In order to meet the demands of the 21<sup>st</sup> century, schools need to create organized and planned partnership programs that fosters an environment which encourages families to become actively involved and contribute to their student's academic success. These partnership programs must recognize that student learning is not confined to the school, but takes place in both in the home and the greater community. This course, therefore, features an introduction to the theory and principles of community education, an approach to education that builds upon the strengths and actively addresses needs within a community. Some of the examples studied will be full-service community schools, after school programs, adult and cooperative learning programs, and community based efforts to bring about social change. Students will analyze current and historical examples of community education and design strategic plans for fostering community-school collaboration in their own practice. Offered Summer (odd).

**EDGR 528**

**Serving Immigrant and Multi-Lingual Students**

**3 credits**

Given Iowa's growing immigrant and migrant populations in rural, suburban, and urban school districts, it is critical that educators prepare to create learning environments that enhance the educational experiences of youths from what Bruna (2007) calls underrepresented cultural and linguistic groups. This course, therefore, will address and the impact of immigration and ethnicity on schooling in the United States. Students will explore the ways in

which educators are currently addressing the needs of immigrant and bilingual students in their schools and classrooms. Offered Spring (even).

**EDGR 531**

**Instructional Strategist I Methods K-8**

**4 credits**

This course provides prospective K-8 special education teachers with information concerning instructional strategies and methods and programming concentration available to students receiving educational services in an Instructional Strategist I special education program. A laboratory experience correlates with the information presented in the classroom and through lecture topics. Prerequisites: Concurrent enrollment in EDGR 533. Offered Spring.

**EDGR 532**

**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: Concurrent enrollment in EDGR 534. Offered Spring.

**EDGR 533**

**Ed Practicum: Instructional Strategist I K-8**

**3 credits**

This educational practicum is required for students seeking the K-8 Instructional Strategist I Teaching Endorsement. Students are placed in an elementary school Instructional Strategist I program to observe and to experiment with teaching materials and methods. Specific teaching strategies and issues are emphasized. Regular on-campus class meetings are provided to connect theories and practical experience. Field Experience: 6 hours per week arranged on a regular basis in a K-8 Instructional Strategist I program. This assignment is made in consultation with the education faculty. Permission to take this practicum concurrently with another practicum must be obtained from the instructors. Prerequisites: Concurrent enrollment in EDUC 531. Offered Spring.

**EDGR 534****Ed Practicum: Instructional Strategist I 5-12****3 credits**

This educational practicum is required for students seeking the 5-12 Instructional Strategist I Teaching Endorsement. Students are placed in a 5-12 Instructional Strategist I program to observe and to experiment with teaching materials and methods. Specific teaching strategies and issues are emphasized. Regular on-campus class meetings are provided to connect theories and practical experience. Field Experience: 6 hours per week arranged on a regular basis in a 5-12 Instructional Strategist I program. This assignment is made in consultation with the education faculty. Permission to take this practicum concurrently with another practicum must be obtained from the instructors. Prerequisites: Concurrent enrollment in EDGR 532. Offered Spring.

**EDGR 535****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. Offered Summer.

**EDGR 536****Working with Families, Teachers, and Community Agencies****3 credits**

This course focuses on developing skills and strategies needed for working with families, other school teachers and paraprofessionals, service personnel, community agencies, and individuals involved in the education program. Topics include assessing needs of individuals and families and examining community resources. Parental rights and involvement are described, as is communication with parents and other professionals. Prerequisite: EDUC 242. Offered Summer.

**EDGR 538****Diagnosis and Evaluation of Special Education Students****3 credits**

Prospective K-12 special education teachers gain practical experience in interpreting standardized, criterion referenced, and informal diagnostic instruments. Functional and curriculum based assessments are examined as students use diagnostic and assessment instruments to plan appropriate instructional strategies. Prerequisites: EDUC 243 or 244, 242, EDGR 531 or 532, EDGR 533 or 534, and EDGR 543. Offered July.

**EDGR 539****Individual Behavior Management****3 credits**

Students are required to apply acquired techniques of behavior management and instructional accommodation to situations commonly encountered in school settings. Students are expected to contribute case studies, research current methods and strategies, and develop instructional plans. Prerequisites: EDUC 242, EDGR 533 or 534, EDGR 534 or 535, and EDGR 538. Offered July.

**EDGR 540****Teacher Leadership****3 credits**

This course will assist students in exploring their leadership style, leadership theories, and change theory as it relates to establishing a shared vision, promoting positive change, and creating a mindset focused on accountability. Students will study various processes for creating a climate that is productive and collaborative and focused on growth. Students will reflect on issues in their schools and consider processes for enacting change within their sphere of influence. Offered Fall (even).

**EDGR 541****Teaching Individualized Reading****1 credit**

The focus of this class is to reinforce methods for instructing students who struggle with reading. Students will build on knowledge from previous reading courses to assess the needs of and develop lesson plans for students they are tutoring in the Reading Practicum, EDUC 544/545. They will

track data and present a case study summarizing assessments, areas of instruction, response of the student, and ideas for the future. Methods of small group literacy instruction will be covered as students will also work with a small group in their reading practicum classroom. Prerequisites: Concurrent enrollment in EDGR 543 and either EDGR 544 or 545.

### **EDGR 542**

#### **Content Area Reading**

#### **3 credits**

This course covers strategies for teaching reading in content areas. Attention is given to unique text structures and comprehension strategies applicable to specific subject areas. Teaching tools to engage learners in the metacognitive processes of reading are included and students consider the needs of learners from varied cultural, linguistic, and socioeconomic backgrounds. Offered Fall (Eve), Spring, July.

### **EDGR 543**

#### **Assessing and Instructing Struggling Readers**

#### **3 credits**

This course embeds individual instruction of a struggling reader with strategies to support accelerated learning. Participants will engage in an array of activities to support accelerated learning, including: identification of reading issues, on-going assessment to guide instruction, techniques supporting reading acquisition, and student monitoring. Time in the classroom. Prerequisites for Elementary Education majors: EDUC 324 and 325; concurrent enrollment in EDUC 307 and 325 is encouraged, but 325 MUST be taken prior to or concurrently with EDGR 543. Prerequisite for Secondary Education majors: EDGR 542. Offered Fall (Eve), Spring, Summer.

### **EDGR 544**

#### **Ed Practicum: Reading K-8**

#### **2 credits**

This educational practicum is required for students seeking the K-8 Reading Teaching Endorsement. Students are placed in an elementary school classroom during literacy instruction and provided an opportunity to apply various teaching methods they have learned throughout their program. They tutor two individual students and work with a small group in reading instruction. Regular on-campus class meetings are

provided in conjunction with EDUC 441 Teaching Individualized Reading to connect theories and practical experience. Field Experience: 4 hours per week arranged on a regular basis in a K-8 literacy classroom. This assignment is made in consultation with the education faculty. Prerequisites: EDUC 306 or 307, and EDUC 324, 325, and EDGR 543. Take concurrently with EDUC 541. Offered Spring.

### **EDGR 547**

#### **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. Offered Fall, June.

### **EDGR 548**

#### **Ed Practicum: Reading 5-12**

#### **2 credits**

This educational practicum is required for students seeking the 5-12 Reading Teaching Endorsement. Students are placed in a secondary school classroom during literacy instruction and provided an opportunity to apply various teaching methods they have learned throughout their program. They tutor two individual students and work with a small group in reading instruction. Regular on-campus class meetings are provided in conjunction with EDUC 441 Teaching Individualized Reading to connect theories and practical experience. Field Experience: 4 hours per week arranged on a regular basis in a 5-12 literacy classroom. This assignment is made in consultation with the education faculty. Prerequisites: EDUC 308 or 309, and EDUC 324, 325, and EDGR 543. Take concurrently with EDUC 541. Offered Fall, Spring. Offered Spring.

### **EDGR 549**

#### **Language Acquisition and Learning**

#### **3 credits**

This course is designed to prepare educators and allied professionals to guide young children through the process of language acquisition. The stages of language development from birth through the



elementary school years are covered. Influences on language learning are explored and ways to support children of varying language backgrounds are identified. Classroom activities provide synthesis of knowledge and practical application of learning. Prerequisites: PSYC 212. Offered Fall, Spring, Summer.

### **EDGR 551**

#### **Teaching and Leading in 21<sup>st</sup> Century Schools** **3 credits**

This course will help students identify and address problems encountered in our current school settings. Possible current issues may include: diversity, discrimination, low achievement, infusing literacy and technology in all classrooms, including the use of new literacies and multi-literacies. Students will reflect on their own practice and develop the ability to more clearly articulate their position related to a variety of educational issues. Offered Summer (even).

### **EDGR 561**

#### **Creating a Collaborative Culture through Coaching, Modeling, and Mentoring** **3 credits**

In this course, students will explore a variety of strategies and models for creating a collaborative culture and will develop the effective communication skills required when serving as an instructional coach or mentor. This course focuses on establishing the theoretical foundations for using non-evaluative techniques for peer feedback. Students will gain experience conducting walk-through observations, designing questions focused on promoting instructional growth, providing specific, constructive feedback to peers, modeling effective teaching strategies for peers, goal-setting, and problem-solving. Offered Spring (odd).

### **EDGR 562**

#### **Learning Theory and School Improvement** **3 credits**

This course focuses on understanding the foundations of neuroscience and learning theory, theories related to delivering instruction with best practices to meet needs of individual learners and on students using knowledge of how adults learn to lead school improvement efforts. Students will gain experience in modeling instructional practices based on learning theory in their own classrooms and in designing evidence-based professional

development for small and large groups of educators. Offered Summer (odd).

### **EDGR 563**

#### **Instructional Strategist II: LD/BD Methods (K-12)** **4 credits**

This course includes information on numerous instructional strategies utilized in the education of behavior and learning disabled students, and sources curriculum materials for students age 5-12 with these disabilities. Includes characteristics of students with behavior disorders and learning disabilities as well as the development of curricula for those with exceptional learning needs. This curriculum focuses on the development of cognitive, academic, social, language, and functional life skills, and related instructional and remedial methods and techniques, including appropriate assistive technology. Prerequisites: EDUC 242; take concurrently with EDGR 564, LD/BD Practicum. Methods and Practicum are recommended as the final courses in the Instructional Strategist II sequence.

### **EDGR 564**

#### **Instructional Strategist II: LD/BD Practicum (K-12)** **3 credits**

This education practicum is required for students seeking an Instructional Strategist II endorsement. Students are placed in local special education classrooms to observe and to experiment with teaching materials and methods. The course includes guidance on working with special education students ages 5-21 with behavior and/or learning disabilities, emphasizing classroom management strategies. Regular on-campus class meetings are provided to connect theories and practical experience. Field Experience: 5-7 hours per week, hours divided between elementary and secondary. This assignment is made in consultation with the education faculty. Prerequisites: EDUC 242; concurrent enrollment in EDGR 563, LD/BD Methods. Methods and Practicum are recommended as the final courses in the Instructional Strategist II sequence.

**EDGR 566**

**Instructional Strategist II ID Methods: Using Assistive Technology**

**1 credit**

This course will focus on different approaches to create positive K-12 learning environments for individuals with special needs. It will highlight methods to utilize assistive devices for individuals with special needs. Students will understand the role that assistive technology plays in working with students with intellectual disabilities. This course is required for those pursuing an ID endorsement, but beneficial for all teachers. Prerequisite: EDUC 242. Methods and Practicum are required as final courses in the Instructional Strategist sequence.

**EDGR 567**

**Instructional Strategist II ID Methods: Curriculum and Instruction for Students with ID**

**1 credit**

This course will focus on the design and implementation of age-appropriate instruction based on the adaptive skills of students with intellectual disabilities. Students will learn numerous methods and strategies for providing curricular and instructional methodologies utilized in the education of students age 5-21 with intellectual disabilities. A focus will be placed on the development of curriculum to meet the cognitive, academic, social, language, and functional life skills for individuals with exceptional learning needs and emphasis on the ability to select and use argumentative and alternative communications methods and systems. All this will help provide a knowledge of culturally responsive functional life skills relevant to independence in the community, personal living, and employment. Prerequisite: EDUC 242. Methods and Practicum and required as final courses in the Instructional Strategist sequence.

**EDGR 568**

**Instructional Strategist II ID Methods: Challenging Behaviors**

**1 credit**

This course will cover individual behavioral management, behavioral change strategies, and classroom management theories, methods, and techniques for individuals ages 5-21 with intellectual disabilities. Students will gain an

understanding of the impact of speech-language development on behavior and social interactions. An examination of the theories of behavior problems in individuals with intellectual disabilities and the use of nonaversive techniques for the purpose of controlling targeted behavior and maintaining attention of individuals with disabilities will be discussed. This course is required for those pursuing an ID endorsement, but beneficial to all teachers. Prerequisite: EDUC 242. Methods and Practicum are required as final courses in the Instructional Strategist sequence.

**EDGR 569**

**Instructional Strategist II ID Methods: Education Assessment (for ages 5-21)**

**1 credit**

Students will gain an understanding of the legal provisions, regulations and guidelines regarding unbiased assessment and use of psychometric instruments and instructional assessment measures with individuals with disabilities. These assessments are examined as students use the assessment results to then develop individualized program development and management, and see the relationship between assessment and placement decisions. Discussion of and practice in specialized strategies such as functional behavioral assessment, alternate assessment, and any specialized terminology used in the assessment of various disabling conditions will be conducted. Prerequisites: EDUC 242. Methods and Practicum are required as final courses in the Instructional Strategist sequence.

**EDGR 573**

**Instructional Strategist II: Characteristics of LD/BD**

**2 credits**

This course will cover various etiologies of learning disabilities and behavior disorders, an overview of current trends in educational programming for these students, educational alternatives and related services, and the importance of the multidisciplinary team in providing more appropriate educational programming from age 5 to age 21. Students will gain knowledge of the social, emotional, and behavioral characteristics of these individuals, including the impact of such characteristics on classroom learning as well as associated domains such as social functioning and at-risk behaviors

which may lead to involvement with the juvenile justice or mental health system. The effects of dysfunctional behavior on learning, and the social and emotional aspects of individuals with learning disabilities including social perceptiveness and juvenile delinquency.

### **EDGR 574**

#### **Instructional Strategist II: Characteristics of Intellectual Disabilities**

#### **3 credits**

This course will cover various etiologies of intellectual disabilities, an overview of current trends in educational programming for these students, educational alternatives and related services, and the importance in the multidisciplinary team in providing more appropriate educational programming from age 5 to age 21. Students will gain knowledge of the general developmental, academic, social, career and functional characteristics of individuals with intellectual disabilities as the characteristics relate to levels of instructional support required. The social-emotional aspects of intellectual disabilities, including adaptive behavior, social competence, social isolation and learned helplessness will be addressed.

### **EDGR 577**

#### **Modern Language for Today's 21<sup>st</sup> Century Classroom**

#### **3 credits**

Course participants will develop an understanding of the linguistic challenges that are encountered by Culturally Linguistically Diverse students in the local public school system. Participants will become aware of the cultural barriers, and the impact it has upon academic growth, student success, and pedagogy. This course will also allow course participants to engage in an accelerated exposure to the prevalent languages in the local school district in order to acquire minor acquisition to communicate with Culturally Linguistically Diverse students in participants' classrooms.

### **EDGR 582**

#### **Using Data to Inform Instructional Practice**

#### **3 credits**

This course will examine a variety of methods for assessing knowledge, skills and attitudes, including informal and formal measures. Students will

analyze assessment data to determine classroom and district student achievement trends and will use these data to inform instructional and programmatic decisions. Students will gain experience using critical/collaborative conversation models to facilitate learning communities focused on making data-driven decisions. Offered Fall (odd).

### **EDGR 583**

#### **ELL Methods**

#### **3 credits**

This course focuses on the approaches, method, strategies and assessment techniques appropriate to the language development and content-area instruction of multilingual learners. The major topics to be addressed include, but are not limited to: assessments and grammar for English language learners; development or adaptation of instructional material for diverse learners; advocacy for multilingual learners; and ongoing development of literacy skills in multilingual learners.

### **EDGR 586**

#### **Linguistics for Educators**

#### **3 credits**

This course focuses on the application of linguistic concepts in educational contexts. Basic theory and research related to linguistics will expose educators to the foundations of the English language. Topics to be addressed include: phonology, morphology, etymology of words, syntax, semantics, and the relationship of these components to reading development and multiple/foreign language teaching and learning. Students will consider word study, language formation and processing, grammar, and other considerations of applied linguistics.

### **EDGR 587**

#### **ELL Assessment**

#### **3 credits**

This course will provide course participants with the theory and methodology associated with ELL testing and evaluation. Course content includes, but is not limited to: investigation of literature containing theoretical foundations of and research for second language testing. Course participants will be expected to use research findings in the practical application of test construction, administration, and evaluation. Prerequisite: EDGR 583; concurrent enrollment in EDGR 588.

**EDGR 588**

**Education Practicum: ELL**

**2 credits**

This educational practicum is required for those seeking the ESL endorsement. The practicum provides an opportunity to design and deliver instruction for ELL students and consider their experiences in schools and the community. Prerequisite: EDGR 583; concurrent enrollment in EDGR 587.

**EDGR 591**

**Research in Education**

**3 credits**

This course will focus on exploring the strengths and limitations of various research designs and the use of research in education. Students will have the opportunity to read a variety of research and explore differing purposes of various kinds. They will design a small research project focused on improving instructional practice in their classroom, building, or district. Students will reflect on their own practice and develop strategies for incorporating new research findings and resources into their practice to increase Pre-K/12 students' achievement. Offered Spring.

**NUGR 541**

**Scholarship for Advanced Nursing Practice**

**4 credits**

This course focuses on the relationship between theory and evidenced-based practice for advanced professional nursing practice. Students develop critical skills essential to the interpretation and application of evidence. Prerequisite: Take concurrently with GRST 520.

**NUGR 542**

**Teaching/Learning**

**2 credits**

This course will develop the role of the master's prepared nurse as educator. The focus will include teaching and learning principles and strategies, current resources and technologies, teaching/learning theories and research. Program planning, design and evaluation will be explored. Prerequisite: NUGR 541; take concurrently with GRST 511.

**NUGR 545**

**Advanced Assessment of Well-Being**

**2 credits**

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 or nurse educator 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 NUGR 542.

**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 advanced practice nurse role including health promotion, health maintenance and care issues. Prerequisite: Undergraduate pathophysiology course, and NUGR 545.

**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 decision-making in the advanced practice nurse role. Prerequisite: Undergraduate pharmacology course, and NUGR 550. Take 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 45 clinical hours with a population consistent with the student's practice interest. Prerequisite: NUGR 550; must be taken concurrently with NUGR 555.

**NUGR 561****Curriculum/Instructional Design  
4 credits**

This course is designed for the advanced practice student nurse to look at curriculum in a comprehensive manner. Students examine the multiple factors and components of curriculum in nursing education. Curriculum and instructional designs are compared and contrasted. Participants are responsible for designing a nursing curriculum and developing an instructional strategy that promotes critical thinking. This course includes a practicum of 45 clinical hours with a population consistent with the student's practice interest. Prerequisite: NUGR 550. Take 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 45 clinical hours with a population consistent with the student's practice interest. Prerequisite: NUGR 560.

**NUGR 566****Evaluation and Assessment  
4 credits**

This course is focused on student/nurse assessment and nursing curriculum assessment/evaluation. It is designed to examine and implement the evaluation process including the use of models, selection of instruments, data collection procedures and the means to interpret, report, and use findings. Results are used to make decisions about improvement in student learning, faculty performance, and the course, curriculum, and program quality. Participants are responsible for evaluating student learning, course/clinical experiences, curriculum, and program outcomes as well as their own teaching practices. This course includes a practicum of 45 clinical hours with a population consistent with the student's practice interest. Prerequisite: NUGR 561.

**NUGR 570****Advanced Nursing Situation: Leadership  
3 credits**

This course focuses on leadership and management of the learning/care environment 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/learning environment. Models for leadership and management are discussed with respect to nursing and the interprofessional health team. Skills in delegation, negotiation, coordination and utilization of resources, and the change process are addressed. This course includes a practicum of 45 clinical hours with a population consistent with the student's practice interest. Prerequisite: For Clinical Nurse Leader focus: NUGR 565; for Nursing Education focus: NUGR 566.

**NUGR 590**

**Clinical Nurse Leader Immersion (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.

**NUGR 591**

**Nursing Education Immersion (Capstone)**

**5 credits**

Designed as a practicum 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 nursing education practice interest. The nurse educator role development will build upon a core of nursing graduate education classes and include foundation curriculum, instructional design, and assessment content essential to all nursing education practice regardless of the functional focus. The practicum capstone consists of a 300 hour immersion in the multiple dimensions of the nurse educator role specifically tailored to the student's career goals.

## Course Numbering and Identification

Courses are arranged within departments by level of difficulty. Those courses designated with 100 or 200 numbers are lower division courses, while those with 300 or 400 numbers are upper division. As a general rule students should not enroll for courses more than one level ahead of their class status.

Courses may not be offered every year. Students should plan carefully with their advisors to ensure that they complete all degree requirements.

### Definition of a Credit Hour

One credit hour is equivalent to approximately 750 minutes of classroom instruction or direct faculty instruction and 1500 minutes of out-of-class student work in a given term (with the understanding that occasional holidays may alter this amount).

All courses, regardless of delivery modality, must include the defined learning outcomes and assessments expected by the relevant department and by the University.

#### Face-to-Face

- One credit hour is equivalent to:
  - Approximately 750 minutes of faculty-determined student engagement activities accessed through the face-to-face classroom (e.g., guided instruction, multi-media interaction, discussion boards, exams, or quizzes as documented in the syllabus).
  - Approximately 1500 minutes of student course engagement will be completed independent of the face-to-face classroom (e.g., readings, homework, writing assignments, and other learning activities).

#### Blended (less than 75% of instruction is delivered other than through face-to-face interaction)

- Fewer face-to-face hours of instructional time than specified by the credit hour definition but less than 75% other than through face-to-face.
- One credit hour is equivalent to

- 750 minutes of faculty-determined student engagement activities accessed through the face-to-face and non-face-to-face classroom (e.g., guided instruction, multi-media interaction, discussion boards, exams, or quizzes as documented in the syllabus). Faculty will document in the syllabus the proportion of instruction presented in the face-to-face classroom and the proportion presented in the non-face-to-face classroom. Faculty will also document in the syllabus the anticipated amount of time for the typical student to complete each non face-to-face engagement activity, in order to assure adherence to the credit hour requirement.
- 1500 minutes of student course engagement completed independent of the face-to-face or non-face-to-face classroom (e.g., readings, homework, writing assignments, and other learning activities).

#### Online (75% or more of instruction is delivered other than through face-to-face interaction)

- One credit hour is equivalent to
  - 750 minutes of faculty-determined student engagement activities accessed through the online classroom (e.g., guided instruction, multi-media interaction, discussion boards, exams, or quizzes as documented in the syllabus). Faculty will document in the syllabus the anticipated amount of time for the typical student to complete each online engagement activity, in order to assure adherence to the credit hour requirement.
  - 1500 minutes of student course engagement completed independent of the online classroom (e.g., readings, homework, writing assignments, and other learning activities).

## **Special Departmental Courses Practicum**

Majors in certain departments are required to enroll in a practicum. This enrollment is arranged through the department.

## **Selected Topics – 298**

This seminar topics course is designed to address subject matter not covered in other departmental courses. The appropriate department determines the title and content. These courses carry one to three semester hours of credit and are repeatable as long as the content of the course is not the same. A topics course may only be offered during one two-year catalog cycle.

## **Cooperative Education – 299**

Under this program eligible students have the opportunity to earn college credit while working as employees or volunteers. Participation requires consent of the head of the department through which credit is to be granted. A cooperative education course is repeatable as long as the student's work builds on itself and is not the same. Students may earn up to three credit hours. Students must be degree-seeking at Grand View University. Grading is on a pass/fail basis.

## **Independent Study – 392**

Most departments of the University give students with at least sophomore status the opportunity to enroll for Independent Study under the direction of a faculty member in that department. Independent study is repeatable as long as the content of the study is not the same. Students may earn up to a maximum of eight semester credits for independent study work. No more than four credits may be awarded for a single project. Students must be degree-seeking at Grand View University.

## **Internship – 399**

Several of the programs offered at Grand View are enriched by internships. When not otherwise designated in the listing of departmental courses of instruction, internships carry one to three hours of credit. No single internship may exceed three credit hours. Students are required to complete a minimum of 25 hours of internship per credit hour. Departments may require additional hours of internship per credit hour. An internship is repeatable as long as the professional experience

is different, or the work of the internship builds on itself and is not the same. Students may earn up to six credits of internship. Students must be degree-seeking at Grand View University.

## **Special Topics – 430**

Special courses are periodically offered in topics designed to examine a detailed area of a given discipline. These courses carry one to four hours of upper division credit and are repeatable as long as the content of the course is not the same. A topics course may only be offered during one two-year catalog cycle.

## **Special Research Projects – 499**

This learning opportunity is available to those students who have reached junior status and have been identified by Grand View faculty sponsors to collaborate with them on a research project. Research projects are repeatable as long as the content of the study is not the same or the work of the project builds upon itself and is not the same. Students may earn 1 – 3 credits for a project per term and accumulate up to a total of 6 semester hours of credit for research projects.

## **Experimental Courses**

All courses described on the pages which follow are fully approved and offered on a regular basis. Departments occasionally offer other courses on an experimental basis. These courses are designated as experimental by an "X" behind the course number (e.g., English 365X).

## **General Education Core Outcomes**

Courses which are embedded with one or more of the 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 Rotation Information

Course offerings are indicated at the end of the course description. Grand View intends to offer courses according to these listings, but reserves the right to make changes based on student needs and curricular changes.

## Course Descriptions

### ACCT 211

#### Financial Accounting

**3 credits**

This course will provide a beginning level of knowledge in the field of financial accounting and build a foundation for those students who desire to expand their knowledge of financial accounting principles and concepts. The course will be divided into four major areas with subtopics applying to each major topic: fundamental foundations of financial accounting, current assets, non-current assets, liabilities, and equity and cash flows. Prerequisite: Sophomore status or consent of instructor. Offered Fall, Spring, M1, M3, M5.

### ACCT 212

#### Managerial Accounting

**3 credits**

This course is structured to provide students with the skills and knowledge needed to make better managerial decisions. The course uses a problem-oriented approach where students apply decision making techniques introduced in class to solve business problems. Techniques include Breakeven Analysis, Profit Planning and Budgeting, Capital Budgeting and Sensitivity Analysis. Prerequisite: ACCT 211 or consent of instructor. Offered Fall, Spring, M2, M4, M6.

### ACCT 303

#### Intermediate Accounting I

**4 credits**

Students study the theoretical foundation for financial reporting. Included are communication of financial data on the income statement, statement of cash flows, and the balance sheet. Accounting concepts related to current, long-term and intangible assets also are covered. Prerequisite: ACCT 211 or consent of instructor. Offered Fall, M3.

### ACCT 304

#### Intermediate Accounting II

**4 credits**

The course covers accounting theory and practice relating to current and long-term liabilities and stockholders' equity. More complex accounting topics are covered, including pension costs, leases, earnings per share, and income taxes. There is also a detailed study of the Statement of Cash Flows. Prerequisite: ACCT 303. Offered Spring, M4.

### ACCT 330

#### Governmental & Non-Profit Accounting

**3 credits**

A course designed to study accounting procedures of non-profit entities, such as governmental units, public schools, colleges, and hospitals. Topics include accounting and financial reporting for public and private non-profit organizations. This is a recommended course for those planning to sit for the CPA exam. Prerequisite: ACCT 211 or consent of instructor. Offered Fall, M2 (even).

### ACCT 381

#### Advanced Managerial Accounting

**3 credits**

Topics covered are cost terms and objectives, cost behavior, job-order and process costing, cost analysis, budgeting, pricing decisions, manufacturing statements, in-depth variance analysis, standard costing, allocation of service departments and joint product costs, activity based costing, break-even analysis, and capital budgeting. Class is taught with a decision-making focus and builds upon prior content in Managerial Accounting courses. Core outcomes met: Q. Prerequisite: ACCT 212 or consent of instructor. Offered Spring, M1 (even).

### ACCT 401

#### Advanced Accounting

**3 credits**

Accounting and reporting procedures for partnerships, business combinations and consolidations are covered. Also covered are accounting for foreign currency transactions and an introduction to accounting for estates and trusts. Prerequisite: ACCT 304. Offered Spring, M5.

## **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. Offered Fall, M1 (odd).

## **ACCT 412**

### **Advanced Income Tax**

#### **3 credits**

This course emphasizes income taxation of partnerships, corporations, estates, trusts, and gift transfers. This is a recommended course for those planning to sit for the CPA exam. Prerequisite: ACCT 303. Offered Spring, M2 (odd).

## **ACCT 431**

### **Auditing Theory**

#### **3 credits**

This course covers the audit process, audit standards, ethics, internal controls, audit evidence, and determining materiality and sampling techniques. Core outcomes met: V. Prerequisite: ACCT 304. Offered Fall.

## **AFAS 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 laws 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. Offered Fall, Spring, Fall (eve), Spring (eve).

## **ARTS 101, 102**

### **Foundations of Drawing I, II**

#### **3 credits per semester**

Students are introduced to basic graphic theories and practices as well as different approaches to drawing, which emphasize media and fundamental drawing skills. Studies in both black and white and in color are included. ARTS 101 offered Fall; ARTS 102 offered Spring.

## **ARTS 103**

### **Principles of Design I**

#### **3 credits**

Introduction to elements and principles of two dimensional design. Emphasis is on manual skills and foundational design knowledge. Offered Fall.

## **ARTS 104**

### **Principles of Design II: Digital Media**

#### **3 credits**

Utilizing elements and principles of design, students apply traditional and digital media to visual problems. Offered Spring.

## **ARTS 110**

### **Introduction to Ceramics**

#### **3 credits**

Introduction to Ceramics covers the total process of producing ceramic objects through personal experimentation along with lectures and demonstrations on ceramic history, glazing materials and techniques, and the theory and outcome of pottery firing. Offered at off-campus facility. Offered Fall.

## **ARTS 111**

### **Intermediate Ceramics**

#### **3 credits**

This course concentrates on further development of both handbuilding and wheel-throwing techniques. Emphasis is on expanding and experimenting with technical processes, and utilizing glazing and firing techniques to their fullest potential. Offered at an off-campus facility.

## **ARTS 142**

### **Methods of Elementary Art Education**

#### **1 credit**

This is an introductory methods course designed for elementary education majors. It includes experiences in relating the elements of art to the needs and interests of the elementary school child. Offered Fall, Spring.

## **ARTS 199**

### **Sophomore/Transfer Portfolio Review**

#### **0 credits**

Art faculty will review portfolios during spring semester for sophomore status students in art and design majors. For transfer students, art faculty will

review portfolios in the spring semester after at least one full semester is completed at Grand View. Pass/Fail. Core outcomes met: V. Offered Spring.

## **ARTS 201, 202**

### **Intermediate Drawing I, II**

#### **3 credits per semester**

Students utilize a variety of materials and techniques to explore modes of visual expression; including, but not limited to, the human figure. Core outcomes met for 202: O. Prerequisite: ARTS 102 or consent of instructor. ARTS 201 offered Fall; ARTS 202 offered Spring.

## **ARTS 211, 212**

### **3-D Design I, II**

#### **3 credits per semester**

This course is designed to give students a basic understanding of three dimensional design. Light, form, and space relationships are emphasized. Students have the opportunity to work with a variety of materials and working methods as they pertain to three dimensional design. Prerequisites: ARTS 101 and 103. Offered as needed.

## **ARTS 221, 222**

### **Beginning Painting I, II**

#### **3 credits per semester**

This course is an introduction to basic painting techniques and methods. Emphasis is placed on observational studies of form. Prerequisites: ARTS 102 or 103; or consent of instructor. ARTS 221 offered Fall; ARTS 222 offered Spring.

## **ARTS 231, 232**

### **Survey of the History of Art I, II**

#### **3 credits per semester**

The course traces the history of art from prehistoric times to the modern era. Emphasis is on the diversity of human expression, and how this is reflected in the cultural record. All media is considered with emphasis on two-dimensional work. Core outcomes met for 231: W. ARTS 231 offered Fall; ARTS 232 offered Spring.

## **ARTS 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. Offered Fall, M1.

### **ARTS 260, 262**

#### **Introduction to Printmaking I, II**

##### **3 credits per semester**

Students receive an introduction to traditional hand-pulled printmaking techniques. Emphasis is on relief methods such as linocut, collagraph, and monotype. Imagery development, process and experimental techniques are explored. In the second semester, more emphasis is placed on multiple color prints, and students are introduced to screenprinting. Prerequisite for 260: sophomore status or consent of instructor. Prerequisite for 262: ARTS 260 or consent of instructor. Offered as needed.

### **ARTS 261**

#### **Graphic Design I**

##### **3 credits**

Students will explore systems of typographic form, both historic and inventive. Offered Fall.

### **ARTS 265**

#### **Graphic Design II**

##### **3 credits**

This course concentrates on combining type and image into effective compositions. Students will explore visual communication strategies. A working knowledge of basic graphic design software is recommended. Core outcomes met: O, Q. Prerequisite: ARTS 261 or consent of instructor. Offered Spring.

### **ARTS 275**

#### **Bookbinding**

##### **3 credits**

This course explores skills and processes of basic book formats as well as less traditional artist's books. Papermaking, printmaking, and a variety of binding techniques are used to produce several one-of-a-kind books. Students study the history of the book, styles of visual narrative, and the book as 3D object. Core outcomes met: GA. Offered as needed.

### **ARTS 300**

#### **Graphic Design III**

##### **3 credits**

This class focuses on the tools and media currently utilized in the profession. Students will explore varieties of print and interactive media. Design culture and information literacy are emphasized. Prerequisite: ARTS 265 or consent of instructor. Offered Fall.

### **ARTS 319**

#### **Art Methods for Elementary Schools**

##### **3 credits**

This is a basic art education methods course for students studying to become art teachers. Areas covered include development of an art curriculum, long- and short-range planning, creative development in the elementary-aged child, appropriate media and assessment. Practical application of this is provided through concurrent enrollment in EDUC 306 or 307. Prerequisite: Admission to the Teacher Education program. Offered Fall (odd).

### **ARTS 320**

#### **Art Methods for Secondary Schools**

##### **3 credits**

This course provides an overview of art classroom methods and practical experience. The focus is on curriculum development, teaching methods, classroom management, and evaluation of art learning at the secondary level. Practical application of this is provided through concurrent enrollment in EDUC 308 or 309. Prerequisite: Admission to the Teacher Education program. Offered Spring (even).

### **ARTS 321, 322**

#### **Intermediate Painting I, II**

##### **3 credits per semester**

Utilizing the skills developed in ARTS 221 and 222, students will explore subject matter and modes of expression within the context of visual culture. Prerequisite: ARTS 221 or 222 or consent of instructor. ARTS 321 offered Fall; ARTS 322 offered Spring.

## **ARTS 330**

### **Visual Culture and Rhetoric**

#### **3 credits**

By examining a variety of texts - writings, films, paintings, new media, and performative works - students will become better acquainted with the phenomenon of global visual culture. Theories of rhetoric will be applied in analyzing cultural artifacts, their creation and impact on societies. Of particular interest is a comparison of the marketing of ideas and products in various cultures. Core outcomes met: CI, GA, W. Prerequisite: ENGL 101 or ENGL 252 with a grade of C or higher. Offered Spring.

## **ARTS 331, 332**

### **Advanced Drawing I, II**

#### **3 credits per semester**

Students will utilize a variety of media to develop imagery within the context of visual culture. Prerequisite: ARTS 102 or consent of instructor. ARTS 331 offered Fall (even); ARTS 332 offered Spring (odd).

## **ARTS 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. Offered Spring, M2.

## **ARTS 340**

### **The History of Graphic Design**

#### **3 credits**

This course examines the evolution of graphic design from its beginnings to contemporary practice. The relationship between design and the social/political context in which it was created is explored. The impact of technologies on visual communications is emphasized. Core outcomes met: CI, W, GA. Prerequisite: ARTS 231, 232, or consent of instructor. Offered Spring.

## **ARTS 342**

### **Twentieth Century Art History**

#### **3 credits**

Beginning with Symbolism and Expressionism in Europe, this course explores movements and styles

of Europe in the early twentieth century. The development of the U.S. as the world art center and Abstract Expressionism through the work of the present era are the focus. Core outcomes met: CI, IL, W. Prerequisite: Junior status or consent of instructor. Offered Fall.

## **ARTS 351**

### **Introduction to Art Therapy**

#### **3 credits**

Art Therapy combines the disciplines of psychology and art to achieve a unique form of intervention in the emotional development of self. It offers direct access to the subconscious through the use of visual symbols. This course consists of lectures, discussions, student presentations, readings, and individual/group art therapy experiences in class. Offered Fall (Eve), Spring (Eve).

## **ARTS 352**

### **Theory and Methods of Art Therapy**

#### **3 credits**

This course expands the students' awareness of the creative process as it applies to therapeutic intervention. Students study theories and techniques of art therapy through assignments in class, textbook readings, library research, and presentations. Students have the opportunity to further assess emotional needs through group art activities and critiques. Prerequisite: ARTS 351. Offered Fall (Eve).

## **ARTS 353**

### **Fieldwork Seminar I: Art Therapy with a Community Group**

#### **3 credits**

In the Fieldwork Seminar I: Art Therapy with a Community Group students explore, discuss, and evaluate art therapy techniques/methods used with a community population. These students plan and work with the community group one hour weekly throughout the semester and discuss their observations with the instructor. Students make several short presentations, from their observations, to the Theories and Methods class during the semester. A Case Study from the field work experience is presented at the end of the course. Prerequisites: ARTS 351 and 352; or consent of instructor. Offered Spring (Eve).

## **ARTS 360**

### **Intermediate Printmaking**

#### **3 credits**

Building on skills developed in beginning printmaking, students explore relief methods and are introduced to screen printing. Imagery development and color printing are emphasized. Presentation and editing are strong areas of consideration. Prerequisite: ARTS 262. Offered Fall.

## **ARTS 361**

### **Graphic Design IV**

#### **3 credits**

Emphasis is on the design process from initial concept to finished product. Projects are collaborative and client driven. Core outcomes met: O. Prerequisite: ARTS 300 or consent of instructor. Offered Spring.

## **ARTS 366**

### **Advanced Digital Imaging**

#### **3 credits**

Students will use a variety of technologies to create and enhance original images. Traditional and contemporary methods are explored within the context of visual culture. Prerequisite: ARTS 104 or consent of instructor. Offered Fall.

## **ARTS 367**

### **Publication Design**

#### **3 credits**

Students will create complex documents requiring special attention to typographic systems and structures. File preparation for both print and interactive media will be explored. Prerequisite: ARTS 104 or consent of instructor. Offered Spring.

## **ARTS 371**

### **Advanced Printmaking**

#### **3 credits**

Students with well-developed imagery and mastery of basic techniques will develop a body of work using the most appropriate print technique. Integrating digital with traditional media is emphasized. Editing, presentation, and consistent imagery are primary concerns. Prerequisites: ARTS 260 and ARTS 360. Offered Spring.

## **ARTS 375**

### **Interactive Design III**

#### **3 credits**

This course 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. Offered Fall, M3.

## **ARTS 401**

### **Graphic Design V**

#### **3 credits**

Students research contemporary issues and develop design strategies to solve them. Core outcomes met: IL, V. Prerequisite: ARTS 361. Offered Fall.

## **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. Offered Spring, M4.

## **ARTS 431**

### **Special Topics in Art History**

#### **3 credits**

This course is a periodical offering that will explore in detail a specific medium, movement, or genre in Art History. Topic to be determined by instructor. Prerequisite: ARTS 231, 232, or consent of instructor. Offered as needed.

## **ARTS 435**

### **App Design**

#### **3 credits**

User experience is an integral and necessary segment of design. Its focus is how we interact with technology and products by considering emotions, psychological and physical responses, and subsequent behaviors. Emphasis is on ideation, research, and process. Project work includes designing a working prototype for an app using industry-standard software. The emphasis is not on

coding/programming. Prerequisite: ARTS 245 or consent of instructor. Offered May.

### **ARTS 440, 441**

#### **Advanced Studio Practice I, II**

##### **3 credits per semester**

This course will facilitate senior-level students' preparation of a mature, consistent body of artwork. Students develop themes and ideas in their work, and participate in intensive critiques with faculty and other advanced students. This course will also assist students in preparation for graduate school or pursuit of a career in studio arts. Core outcomes met: O, GA. Prerequisite: Senior status. ARTS 440 offered Fall; ARTS 441 offered Spring.

### **ARTS 450**

#### **Senior Seminar**

##### **3 credits**

This course deals with the theoretical and practical applications of being a visual artist. Students will assemble a wide range of presentation strategies to be used for professional exhibition purposes and further educational opportunities. This course serves as the capstone for the studio arts major. Core outcomes met: CI, Q, V. Prerequisite: Senior status or consent of instructor. Offered Fall.

### **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. Offered Fall.

### **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. Offered Spring.

### **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. Offered Spring.

### **BIOL 100**

#### **How Life Works**

##### **4 credits**

Designed for non-science majors, this course will build on students' natural curiosity about living things. A combination of active lecture and hands-on laboratory activities will focus students' attention on discovering how biology plays a major role in our lives, the health of people, and the planet. Topics that will be explored include how curiosity guides scientific research, how we define life, the beauty of life's diversity, how we are what we eat, the codependence of living things, the inheritance of our traits, and how life and the environment change. Core outcomes met: CI, IL. Lecture: 3 hours per week. Laboratory: 2 one and one-half hours per week. Offered Fall, Spring.

Lecture: 3 hours per week.

Laboratory: 2 and one-half hours per week.

### **BIOL 101**

#### **General Biology I**

##### **4 credits**

The fundamental concepts of life are studied with consideration given to the requirements of both science majors and non-majors. Topics that are emphasized include science history and philosophy, the cell, basic chemistry, organic chemistry, enzymes, respiration, photosynthesis, and both Mendelian and molecular genetics. A laboratory experience correlates with these topics. Core outcomes met: CI, W. Offered Fall, Spring.

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. Offered Spring.

Lecture: 3 hours per week.

Laboratory: 2 and one-half hours per week.

## **BIOL 140**

### **Introduction to Nutrition**

#### **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: Biology 100 is helpful, but not required. Offered Fall, Spring.

## **BIOL 150**

### **Careers in Biology**

#### **1 credit**

This course is required for all students who major in Biology. The course introduces students to the nature of the scientific discipline and to professionals working in various scientific fields. Through written and oral assignments, students assess their attitudes toward potential areas of employment in the field of biology. Through the development of a resume and professional portfolio, students document their growing achievements. Core outcomes met: V. Offered Fall.

## **BIOL 160**

### **Human Anatomy**

#### **4 credits**

This course examines the structural and functional relationships between systems of the human body. Topics covered in the class include

body plan organization, histology, integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, pulmonary, digestive, renal, and reproductive systems. Laboratory exercises will include the use of models, animal, and human specimens. Offered Fall, Spring.

Lecture: 3 hours per week.

Laboratory: 2 hours per week.

## **BIOL 165**

### **Human Physiology**

#### **4 credits**

This class will focus on the processes human systems perform to maintain homeostasis and is designed primarily for allied health professionals. Topics include biochemistry, cellular and membrane transport, metabolism, muscle physiology, electrophysiology, hormone actions, cardiac and vascular function, pulmonary physiology, renal physiology, and acid/base/electrolyte balance. Laboratories will be human-based and data collection through physiological data acquisition systems. Prerequisite: BIOL 101 with a grade of C or better. Offered Fall, Spring.

Lecture: 3 hours per week.

Laboratory: 2 hours per week.

## **BIOL 209**

### **Environmental Science**

#### **3 credits**

This course provides the ecological background necessary to enable citizens to become stewards of the planet. Problems and possible solutions currently facing the world such as our energy usage, sustaining the human population, pollution, land use, and maintaining biodiversity are discussed. Work in this course examines how differences in belief systems and cultural views impact the way humans utilize natural resources. Core outcomes met: CI, GA, V. Offered Fall, Spring, M2, M4.

## **BIOL 225**

### **Plant Biology**

#### **4 credits**

This course introduces students to the complexity and importance of plant life. The role of plants in agriculture, human nutrition, and medicine will be discussed to emphasize the importance of studying

plant sciences. Topics that are presented include the structure/function of plant organs, the evolution of plants, identification/classification of plant species, and plant diversity within different biomes. Laboratory exercises will apply concepts discussed in lecture to reinforce and enhance students' understanding of the material. Lecture: 3 hours per week. Laboratory: 1 three-hour period per week. Prerequisites: BIOL 101 with a grade of C or better. Offered Fall.

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 with a C or better and sophomore status. Offered Fall, Spring.

### **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. Prerequisite: BIOL 101 with a grade of C or better. Offered Fall, Spring.

Lecture: 3 hours per week.

Laboratory: 3 hours per week.

### **BIOL 285**

#### **Biotechnology**

#### **3 credits**

This course covers the recombinant DNA technology and immunology techniques used in the biotech industry, applications of biotechnology including microbial biotechnology, plant and animal biotechnology, marine biotechnology, genomics and medical biotechnology, biotechnology in the

food industry, forensics and biofuels, as well as social, ethical, and economical issues relevant to the biotech industry. Core outcomes met: CI, GA. Prerequisite: BIOL 101 with a grade of C or better. Offered Fall.

### **BIOL 310**

#### **Field Ecology**

#### **4 credits**

Classroom lectures cover basic ecological principles and several biological communities and coincide with field experiences. Time spent in the field emphasizes identification and adaptations of plants and animals and how they affect their communities. Prerequisite: Biology 101 or a comparable course with a grade of C or better. Offered May (even).

### **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: junior or senior status with at least 4 hours of upper division (300-400 level) Biology courses with a C or better. Offered Fall.

### **BIOL 325**

#### **Plant Physiology**

#### **4 credits**

This course provides students with a detailed overview of plant physiological and biochemical processes. In addition, this course examines how

variation in abiotic and biotic factors affect plant responses from the cell- to whole plant-level. The importance of these responses will be emphasized in relation to plant production for human use and the roles of plants in the natural world. Students will utilize many techniques to measure plant responses in the laboratory sessions. Prerequisites: BIOL 101 with a grade of C or better and BIOL 225. Offered Spring (even).

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 101 and CHEM 112 with grades of C or better. Offered Fall.

Lecture: 3 hours per week.

Laboratory: 3 hours per week.

**BIOL 360**  
**Genetics**  
**4 credits**

This course covers Mendelian inheritance, chromosome and DNA structure and replication, gene cloning, gene expression, mutations, recombination, and 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. Prerequisite: BIOL 101 with a grade of C or better. Offered Fall, Spring.

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 functions, cytoskeleton, cell signaling, cell cycle control, cancer and stem cells. Laboratory exercises introduce students to mammalian cell culture, phase/fluorescence microscopy and cell fractionation, lysis and protein extraction. Core outcomes met: Q. Prerequisites: BIOL 101 with a grade of C or better; MATH 121. Offered Fall 2017, and thereafter every Spring.

Lecture: 3 hours per week.

Laboratory: 1 three-hour period per week.

**BIOL 399**  
**Biology Internship**  
**3 credits**

The Internship program allows students to gain practical experience in the field of Biology. It is a learning experience which integrates classroom and/or laboratory training with practical on-site training. Students are required to complete a minimum of 75 hours on site during the semester. Students will also be required to maintain a journal and meet regularly with their internship supervisor and complete assignments related to their internship experience. A final reflective report will be submitted detailing the student's experiential learning. Applications for internship are to be submitted to the Biology department 2 months prior to the beginning of the semester in which the internship is proposed. Prerequisites: Junior or Senior status and at least 8 hours of 300-400 level Biology courses taken at Grand View University. Offered as needed.

**BIOL 401**  
**Methods in Biotechnology**  
**3 credits**

In this course, students will learn the techniques of food fermentation, PCR, electrophoresis, ELISA, protein purification and DNA fingerprinting, among others, associated with acquisition of a skill set necessary to be successful in the area of Biotechnology. These varied methods and techniques are associated with research and development, and manufacturing and processing of a wide range of products applicable to biopharmaceuticals, laboratory diagnostics, fermentation, biomanufacturing, and forensics. This course will also allow students to develop data collection, data processing and problem-solving skills necessary for job success in the biotechnology field. Core outcomes met: Q.

Prerequisite: C or better in BIOL 385 or consent of instructor. Offered Spring (odd).

Lecture: 1 hour per week.

Laboratory: 3 hours per week.

### **BIOL 410**

#### **Histology**

#### **4 credits**

Through study of the microscopic anatomy of selected cells, tissues, and organ systems students appreciate how structure is related to function. Therefore, this course complements the study of both gross anatomy and physiology. Where appropriate, pathological states are compared to a normal state. A laboratory experience involving slide work and tissue preparation correlates with lecture topics. Prerequisites: Biology 101 with a grade of C or better; BIOL 102. Offered Fall.

Lecture: 3 hours per week.

Laboratory: 2 two-hour periods per week.

### **BIOL 415**

#### **Molecular Biology**

#### **4 credits**

This course covers methods in molecular biology, transcription and translation in prokaryotes and eukaryotes, post-transcriptional events, DNA replication, recombination, and transposition and genomics. Laboratory exercises utilize yeast to demonstrate mutagenesis, analysis of mutations, PCR-mediated targeted gene cloning, and DNA analysis including Southern blots and DNA sequencing in a semester-long project in gene therapy. Prerequisite: C or better in BIOL 360, or equivalent; or consent of instructor. Offered Spring.

Lecture: 3 hours per week.

Laboratory: 2 two-hour periods per week.

### **BIOL 420**

#### **Gross Anatomy**

#### **4 credits**

This intensive course examines the morphology of the human body using a regional approach. Didactically, the course employs lecture presentations and student dissection of the human cadaver as a means to discover normal form and anatomical variations. Prerequisite: Junior or senior status. A previous anatomy course is

strongly recommended. Offered Fall (Eve), Spring (Eve).

### **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. Offered Fall.

### **BIOL 450**

#### **Senior Seminar**

#### **2 credits**

This course represents the capstone course for all Biology majors. Students prepare a research paper and oral presentation 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: IL, W, O, V. Prerequisite: Senior status, BIOL 250, and BIOL 360 with a C or better. Offered Fall, Spring.

### **BSAD 145**

#### **Fundamentals of Information Systems**

#### **3 credits**

This course introduces systems concepts, information technology, and application software. It also introduces students to the use of information in organizations and how information technology enables improvement in quality and timeliness of information. Students extend their knowledge and develop and improve skills in the use of packaged software by solving sets of organizationally related problems. Offered Fall, Spring, M1 M5.

### **BSAD 202**

#### **Entrepreneurship and Business Fundamentals**

#### **3 credits**

This course introduces students to all business functions and explores the interactions between these functions and the external environment impacting businesses. This class is taught from an entrepreneurship perspective where students learn firsthand different aspects of being an entrepreneur. Offered Fall, M1 (even).

**BSAD 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. Offered as needed.

**BSAD 217****Introduction to Sport Management****3 credits**

The Introduction to Sport Management course is designed to introduce students to the management skills and occupational opportunities available in the sport management field. Students develop an increased awareness of the sport management industry and understand sport management as it relates to professional sports, intercollegiate athletics, recreation, fitness/wellness, etc. Topics covered include: historical overview, human resource management, labor relations, ethics, facility management, sport marketing, and administration. Offered Fall, M6 (even).

**BSAD 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, MATH 094 with an A or B, or MATH 095 or 096 with a C or above. Offered Fall, Spring, M1, M2, M3, M5.

**BSAD 241****Computer Science I****3 credits**

This course is an introduction to computer programming, problem solving, and algorithm development. Topics include data types, expressions, control structures, subprograms, strings, I/O, and arrays. Prerequisite or Corequisite: MATH 095, 096, or 116, or satisfactory score on Math Placement. Offered Fall, Spring, M3.

**BSAD 252****Introduction to Personal Finance****3 credits**

Personal Finance is a course designed to help students understand the impact of individual choices on professional goals and future earnings potential. Real world topics covered will include income, money management, spending and credit, as well as saving and investing. Students will design personal and household budgets; simulate use of checking and saving accounts; demonstrate knowledge of finance, debt, and credit management; and evaluate and understand insurance and taxes. This course will provide a foundational understanding for making informed personal financial decisions. Core outcomes met: CI, Q. Prerequisite: Completion of Core Quantitative Reasoning requirement. Offered Fall, Spring (Sat, odd), M4 (even).

**BSAD 310****Principles of Management****3 credits**

This course is an introduction to the principles of management of organizations. Each of the management functions of planning, organizing, leading and controlling are examined in light of classical and recent theories and approaches of management. The role of the manager is managing these functions is also emphasized. Prerequisite: Sophomore status or consent of instructor. Offered Fall, Spring, M1, M3, M5.

**BSAD 311****Operations Management****3 credits**

This course introduces students to the management of the operations functional area. It covers both service and goods producing organizations. Topics include operations strategy,

product and process design, quality, capacity, scheduling, and inventory control. The students practice solving operations management problems using case studies, application projects, and operations management models. Recommended prerequisites: MATH 116 or equivalent; MATH 241 or BSAD/POLS/PSYC 239. Offered Fall, Spring, Fall, Fall(evening), M2.

### **BSAD 315**

#### **Marketing**

##### **3 credits**

This course is designed to provide students with a basic understanding of the consumer market and elements of marketing strategy. Topics covered include: consumer behavior, market segmentation, market research, the contemporary marketing environment, and the elements of the marketing mix. Prerequisite: Sophomore status or consent of instructor. Offered Fall, Spring, M1, M4, M5.

### **BSAD 316**

#### **Facilities and Event Management**

##### **3 credits**

The topics in this course include: Construction planning/scheduling; contractor relationships, facilities management (indoor, outdoor, ancillary); building/grounds-keeping systems management; facility maintenance, security, crowd control; staffing; materials management; budgeting, financial planning, fund-raising, and scheduling of events. Prerequisites: BSAD 217 or 310 or consent of instructor. Offered Spring, M1.

### **BSAD 317**

#### **International Marketing**

##### **3 credits**

Students in this course will consider and evaluate the forces of the International Marketing environment - cultural, political, legal, and economic factors - to analyze firm strategy, market entry scenarios, product and service adaptation requirements, pricing issues, challenges in logistics and distribution, and global branding and communication issues when products and services enter the global marketplace (i.e. global marketing mix). Students will acquire the basic knowledge, concepts, tools, and international terminology necessary to understand the international business environment. Prerequisite: junior status. Offered Spring.

### **BSAD 320**

#### **Advertising and Promotional Strategies**

##### **3 credits**

Using a managerial emphasis, students are put in a position to intelligently plan and control a sound promotional program. The course is designed for people who will use promotion as a business tool and provides insights into dealing with the many specialists serving the promoter. Included is an area on product positioning, with consumer, behavioral, and quantitative approaches used in budgeting and media selection. Prerequisite: Sophomore status or consent of instructor. Offered Spring, M6 (odd).

### **BSAD 323**

#### **Networking and Telecommunication**

##### **3 credits**

This course examines the principles and methods of data communication, focusing on the OSI and TCP/IP models for describing network protocols, security, standards, and network design and implementation. Prerequisite: CPSC 242. Offered Fall (even), M5.

### **BSAD 325**

#### **Web Design and Development for E-Commerce**

##### **3 credits**

This course is designed to provide students with a fundamental understanding of the concepts and technologies of e-commerce. Students develop a comprehensive business and marketing plan for their business and then learn the skills to create a Web site to support it. Students study the concepts of domains, databases, shopping cart, on-line payment processing capabilities, scripting languages, security and Internet marketing as they apply to Web site creation. Prerequisite: BSAD 145 or BSAD/CPSC 241 or consent of instructor. Offered Fall, M4.

### **BSAD 331**

#### **International Management**

##### **3 credits**

The course considers the objectives and strategies of international management. It provides students exposure to the framework that managers use to formulate international strategies that will help them win in the global marketplace, including cross-cultural communication, regulations, foreign financial markets and international strategies. As

corporations strive to find or maintain a competitive advantage they are increasingly looking abroad for growth opportunities. This course seeks to provide students with the skills, knowledge and sensitivity required to successfully conduct business within the global environment. Prerequisite: junior status. Offered M2, M5.

### **BSAD 340**

#### **Business Law I**

##### **3 credits**

This course introduces students to the legal system and basic business law principles that are relevant to the daily lives of managers and administrators. Topics include introduction to the legal system, the Constitution, criminal and civil legal procedure, alternative dispute resolution, and law governing our rights and duties in the areas of criminal law, tort law, contract law, and agency law. Prerequisite: Sophomore status or consent of instructor. Offered Fall, Spring, M1, M3, M5.

### **BSAD 341**

#### **Business Law II**

##### **3 credits**

This course is a continuation of Business Law I. Course content includes commercial papers, secured transactions, negotiable instruments, agency, property, trust, bankruptcy, and ownership entities. The students work to achieve an understanding of the complexity of how legal principles affect business relationships, corporations, and partnerships. Prerequisite: Sophomore status or consent of instructor. Offered Fall, M1 (odd), M6.

### **BSAD 343**

#### **Sport Law**

##### **3 credits**

This course is designed to provide a framework of the laws which impact the sport 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 from instructor. Offered Spring.

### **BSAD 350**

#### **Insurance and Risk Management**

##### **3 credits**

This course covers the concept of risk and risk management, what insurance is and how it is distributed to the public, essential insurance terms, concepts, various insurance products, career opportunities available in the industry and the importance of the various lines of insurance to society. Prerequisite: Sophomore status or consent of instructor. Offered Spring, M1 (even).

### **BSAD 351**

#### **Consumer Behavior**

##### **3 credits**

This course is the study of what influences consumers and organizations to select, purchase, consume, and dispose of goods and services. The course provides students with an understanding of how socioeconomic, demographic, cultural, and psychological factors influence the consumer decision making process. Prerequisite: BSAD 315 or consent of instructor. Offered Fall, M2.

### **BSAD 352**

#### **Corporate Finance**

##### **3 credits**

This course is designed to provide students with a conceptual understanding of the financial decision making process from a corporate perspective. Topics include the business environment, financial analysis and planning, working capital management, capital budgeting, valuation of securities, time value of money, cost of capital, capital structure, and long term financing. Core outcomes met: Q. Prerequisite: ACCT 211 or consent of instructor. Offered Fall, Spring, M2, M4, May.

### **BSAD 360**

#### **Principles of Real Estate**

##### **3 credits**

Introduction of the fundamentals of the decision making process for the real estate profession. Topics include basic appraisal and value analysis, introduction to property development and real estate economics, fundamental finance, closing and settlement and law as applied to real estate. Prerequisite: Junior status or consent of instructor. Offered M1 (even).

## **BSAD 362**

### **Property Management**

#### **3 credits**

Study of the various aspects of managing commercial property and associated risks. Topics include managing owner and tenant relations, managing leases, managing residential property, working with local government and other regulatory bodies. Offered M3 (even).

## **BSAD 365**

### **Project Management**

#### **3 credits**

This course is a study of the theory, principles, techniques and practice of project management. It includes scope definition, plan development and execution, sequencing scheduling and controlling activities for timely completion of projects, collection, and dissemination of project-related information, organizational planning, team development, and risk analysis and control. A blend of theory and practice is provided by exposing the students to realistic examples and case studies. Students utilize project management software such as Primavera or other appropriate software. Prerequisites: Junior level or ACCT 211. Offered Fall, M3, M6.

## **BSAD 367**

### **White Collar Crime**

#### **3 credits**

White Collar Crime focuses on contemporary corporate and business crime. Environmental and computer crime issues are also examined through cases. The course provides students with a basic understanding of the impact of white collar crime on American society, the general economy, and employee well-being. Offered Fall (Sat).

## **BSAD 371**

### **Fundraising and Finance of Sport**

#### **3 credits**

An analysis of the core concepts related to revenue generation in sports. Emphasis will be on fundraising, pricing strategies, and public sources of funds. Students will apply theory and techniques to cases and projects and focus on short-term as well as long-term decision-making. Prerequisite: ACCT 211 or BSAD-217 or consent of instructor. Offered Fall.

## **BSAD 375**

### **Human Resource Management**

#### **3 credits**

The course is a survey of human resource management topics and current issues including human resource strategy, recruitment, selection, training and development, and performance management. It focuses on the role of a human resource unit within an organization and the interface between human resource unit managers and general managers within an organization. Professional orientation including skills required and relevant ethical issues is covered. Prerequisites: BSAD 310 or consent of instructor. Offered Fall, M1, M2, M4.

## **BSAD 377**

### **Staffing, Training, and Development**

#### **3 credits**

Study of methods to create appropriate training and development programs that will meet the needs of 21st century organizations. Emphasis is on assessing the needs, designing of appropriate programs, and evaluating the success of training. In addition, staffing issues are discussed as they relate to training and development. Prerequisite: BSAD 375 or consent of instructor. Offered M2, M3, M6.

## **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. Offered M2.

## **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. Offered Spring (odd), M1.

### **BSAD 384**

#### **Security Policy Management**

##### **3 credits**

The course emphasizes the multidisciplinary aspects of information assurance which derives from information security, technology and risk management disciplines. Students assess information security risks faced by modern organizations and understand the technical, organizational, and human factors associated with these risks. Utilizing case analysis, students evaluate IT tools to protect against threats facing organizations and study the Information Assurance lifecycle including planning, development, acquisition, and implementation of secure infrastructures in modern businesses. Prerequisite: BSAD/CPSC 381 or BSAD 365 or consent of instructor. Offered M1.

### **BSAD 399**

#### **Internship**

##### **3 credits**

This course consists of two components: professional work experience at an employer's site and participation in various career development activities. Junior and senior level students spend a minimum of 80 hours working in a business, governmental or service organization applying skills learned in various business courses. Throughout the course students participate in a number of career development activities and conduct an in-depth reflection on their internship experience. The students complete a portfolio and share their internship experiences through a presentation or discussion. Core outcomes met: V. Prerequisites: Junior status or consent of instructor. Offered Fall, Spring, M1, M2, M3, M5, M6.

### **BSAD 402**

#### **Real Estate Law**

##### **3 credits**

In-depth study of the law as applied to real estate profession. Includes property description rights and interests, zoning ordinances, leasehold interests, contacts, ownership and broker duties, elements of the sales transactions, and real estate improvements. Prerequisites: BSAD 340 or 360, or consent of instructor. Offered as needed.

### **BSAD 405**

#### **Entrepreneurship and Small Business Management**

##### **3 credits**

This course examines the steps and methods needed to begin a new business with the preparation of a business plan as a course goal. It also develops the management functions needed to be an entrepreneur or operate a small business on a sound basis with emphasis on financial analysis, management control, government regulations, and taxes. Prerequisites: BSAD 315 or ACCT 211 or consent of instructor. Offered Spring, M5(even), M6.

### **BSAD 407**

#### **Compensation and Benefits**

##### **3 credits**

This course studies historical and modern approaches to compensation as well as the relationship of compensation and benefits to organizational strategy. Prerequisites: BSAD 375. Offered M1, M4.

### **BSAD 408**

#### **Employment Law and Labor Relations**

##### **3 credits**

Study of law as it impacts the human resource function in personnel, selection, managing, compensation, evaluation, and termination. Course also includes fundamental issues relative to modern labor relations. Prerequisites: BSAD 375 or 340 or consent of instructor. Offered M2, M4.

### **BSAD 410**

#### **Organizational Behavior**

##### **3 credits**

Behavioral theory is applied to the relevant problems of how to set business goals, how to use problem-solving models, how to be more persuasive, and how to handle disciplinary problems. Use of authority, understanding individual and group needs, and motivation within the organization are analyzed. Prerequisites: SOCS 101 or PSYC 101 or BSAD 310 or 365. See also BSAD 410. Offered Fall, Spring, M2, M4, Summer (Sat).

## **BSAD 416**

### **Sport Marketing**

**3 credits**

This course will introduce students to the unique nature of sport marketing at both the professional and amateur levels. Extensive time will be spent discussing fans as consumers, impact of brand equity for sport entities, effectiveness of promotional strategies, and strategic marketing decisions to maximize revenue and loyalty over the long term. Prerequisite: BSAD 315. Offered Spring, M6 (odd).

## **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. Offered as needed.

## **BSAD 420**

### **Investments**

**3 credits**

This course focuses on an analysis of personal investments with emphasis on portfolio theory. Students are introduced to quantitative and analytical procedures used in investment analysis and exposed to the modern philosophies of portfolio analysis and selection. Prerequisite: BSAD 352 or consent of instructor. Offered Fall, Spring (odd), M6.

## **BSAD 421**

### **Relational Databases**

**3 credits**

Database design and implementation, from inception to physical design, are studied. Data definition and data manipulation are covered in the context of relational databases and SQL. The course covers techniques for transaction processing, query optimization, and indexing. Core outcomes met: CI, W, O. Prerequisite: CPSC 242. Offered Fall (odd), M2.

## **BSAD 422**

### **Intermediate Corporate Finance**

**3 credits**

A rigorous and in-depth analysis of the core concepts introduced in Corporate Finance. The course is intended to amplify and apply these basic concepts. The areas covered include: capital structure, capital budgeting, valuation of the firm, cash budgeting, cost of capital, and case analysis. Basic options pricing concepts also are included. Prerequisite: BSAD 352 or consent of instructor. Offered Fall, Spring, M5.

## **BSAD 423**

### **Strategic Marketing**

**3 credits**

Analysis of major elements of strategic marketing management with emphasis on the marketing manager's role in developing and presenting goal-oriented marketing strategies. Elements analyzed include marketing practices in industry, global marketing trends, and information technology among others. The course uses case studies and marketing simulations to integrate topics from this course as well as earlier marketing courses. Prerequisite: BSAD 315 or consent of instructor. Offered Spring, M2.

## **BSAD 425**

### **Knowledge and Information Management**

**3 credits**

This is the study of leveraging information resources and knowledge within an organization for competitive advantage. The course focuses on knowledge management system life cycle and its four main components: knowledge acquisition, analysis, preservation, and use. Students study real-world knowledge management systems and organizational structures and determine how they add value. Prerequisites: BSAD 310 or 381, or consent of instructor. Offered as needed.

## **BSAD 426**

### **Commercial Real Estate Analysis and Investments**

**3 credits**

Study of commercial real estate as an investment. Includes basic urban economics analysis, micro-level, including cash flow analysis, macro-level real estate valuation, including REIT's, mortgages as investments and real estate portfolio

analysis. Prerequisites: BSAD 352, 360, or 378, or consent of instructor. Offered M3.

### **BSAD 432**

#### **Business Ethics and Professional Behavior**

##### **3 credits**

This course distinguishes between legal, moral, and ethical imperatives in business and societal institutions. This course examines current ethical and legal responsibilities of managers in business. Topics include stakeholder and shareholder considerations, corporate social responsibility, managing ethical risk through organizational structure and the effect of ethical decision making and ethical leadership. The presentation of course concepts is facilitated by the use of cases, discusses, and/or ethical dilemmas to provide students an introspective look at outcomes based on ethical decision making. Core outcomes met: V. Prerequisites: Sophomore level or consent of Instructor. Offered Spring, M4.

### **BSAD 436**

#### **Object-Oriented Systems**

##### **3 credits**

The objective of the course is to introduce students to the issues of object oriented systems development and promote understanding of good software design. Topics include object-oriented concepts, object-oriented methods, business and system modeling, static and dynamic analysis, system design, and testing. By the end of the semester, students should understand object-oriented analysis and design methods and techniques and be able to apply these methods and techniques to medium to large software development projects. Prerequisites: BSAD/CPSC 241 or BSAD/CPSC 330 or semester of object oriented programming coursework. Offered M2.

### **BSAD 437**

#### **IT Audit and Control**

##### **3 credits**

This course will provide students with the technical, organizational, accounting/auditing, and managerial background to plan and conduct IT audit and control activities. It will cover the following conceptual areas: business risks and the management of business risk, IT risk as a component of business risk, the need to manage IT risks, basic type of controls required in a business system in order to control IT risks, controls

associated with top management, system development, programming, data resource management, security, operations management, quality assurance, and communications. Prerequisite: ACCT 211 and BSAD 384. Offered M3.

### **BSAD 450**

#### **Business Capstone Seminar**

##### **3 credits**

This is a senior seminar which is the capstone of the business student's educational career. The course focuses on integrating all business functions in developing long-term business strategies. The students relate previous course material to current social, economic, political, and business developments using written and verbal report formats and class discussion. Presentations by various business leaders, supplemented with current business periodicals and case studies are discussed and analyzed. Core outcomes met: IL, W, O, GA, V. Prerequisite: ENGL 309, BSAD 352, and senior status. Offered Fall, Spring, M2, M5.

### **BSAD 451**

#### **MIS Capstone Seminar**

##### **3 credits**

This is a senior seminar which is the capstone of the MIS students' educational career. Students analyze cases and complete projects that incorporate previous course material as well as current technology and information management issues. Additionally students consider issues affecting careers in this field. Core outcomes met: IL, O, GA, V. Prerequisites: BSAD 365 or 381, and senior status. Offered M4.

### **BSAD 452**

#### **Service Management Capstone Seminar**

##### **3 credits**

Capstone course for the Service Management major. Integrates knowledge of a service industry with the various functions in business to make strategic and operational decisions within a service organization. Extensive use of case studies and discussion of concept of service and an organization's effectiveness. Core outcomes met: IL, O, GA, V. Prerequisites: BSAD 310 and 315 or consent of instructor. Offered as needed.

### **BSAD 453**

#### **Sport Management Capstone Seminar**

**3 credits**

This is a senior capstone seminar for students studying sport management. The main goal of this course is to provide students with opportunities to analyze external and internal environments faced by sport organizations, identify strategic problems and decisions faced by managers of a variety of sport organizations, and learn how to formulate and implement strategies in these organizations. Core outcomes met: IL, O, GA, V. Prerequisite: BSAD 315 and BSAD 371. Offered Spring.

### **CHEM 103**

#### **Introduction to Chemistry**

**4 credits**

This course offers a basic introduction to the fundamentals of general, inorganic, organic, and biochemistry. It provides a survey of selected key concepts and explores their applications to the real world. The course uses an investigative, hands-on approach that includes some laboratory activities. No previous chemistry background is assumed. Core outcomes met: CI, Q. Prerequisite: Successful completion of the General Education Core Quantitative Reasoning Requirement. Offered Fall.

### **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 MATH 095 or MATH 096 or equivalent, or placement into MATH 121 or higher. Offered Fall, Spring, Summer trimester.

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: Successful completion of or concurrent enrollment in MATH 121. Offered Fall, Spring.

Lecture: 3 hours per week.

Laboratory: 3 hours per week.

### **CHEM 112**

#### **General Chemistry II**

**4 credits**

This course is a study of 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. Offered Spring, Fall.

Lecture: 3 hours per week.

Laboratory: 3 hours per week.

### **CHEM 199**

#### **Chemistry Research**

**1-3 credits**

This learning opportunity is available to those students who have been identified by Grand View faculty for collaboration with them on a research project. Students may earn 1-3 credits for a project per term and accumulate up to a total of 6 semester hours of credit for research projects.

### **CHEM 321**

#### **Organic Chemistry I**

**5 credits**

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. Offered Fall, Spring.

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. Core outcomes met: O. Prerequisite: C or better in CHEM 112, and C or better in CHEM 321. Offered Spring.

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. Offered Fall.

Lecture: 3 hours per week.

Laboratory: One four hour period 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. Offered Fall, Spring.

### **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. Offered Spring..

Lecture: 3 hours per week.

Laboratory: 3 hours per week.

### **CHEM 450**

#### **Senior Seminar**

#### **2 credits**

This course represents the capstone course for 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. Offered Spring.

### **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.  
Offered Spring.

### **CHEM 453**

#### **Biochemical Techniques**

**3 credits**

This laboratory course, which may accompany Biochemistry (CHEM 351), offers experience in the purification, identification, and analysis of biological macromolecules. Core outcomes met: V.  
Prerequisites: Previous completion of or concurrent enrollment in CHEM 351. Offered Spring.

Lecture: 2 hours per week.

Laboratory: One three hour lab per week.

### **CHEM 499**

#### **Research in Chemistry**

**1 to 3 credits**

This learning opportunity is available to those students who have reached junior 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. Offered Fall, Spring, May.

### **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. Core outcomes met: GA. Offered Spring.

### **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. Offered Fall, Spring.

### **COMM 129**

#### **Voice Delivery and Performance**

**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. Offered Fall, Spring.

### **COMM 141**

#### **Multimedia Storytelling**

**3 credits**

This is an introductory writing course that teaches the fundamental rules of telling a story for multimedia sources, including print, online, radio, television, and corporate publications. Students will understand how the distinct formats differ and are related through writing exercises and projects. Ethical and legal issues will also be examined. Core outcomes met: GA. Offered Fall.

### **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. Prerequisite: COMM 141. Offered Spring.

### **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 141 or consent of instructor. Repeatable. Offered Fall, Spring.

## **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. Offered Fall, Spring.

## **COMM 263**

### **Digital Publishing**

#### **3 credits**

In this course, students work to create multimedia story packages that serve the Grand View community. Students cover campus news and sports beats and work - sometimes individually and other times in teams - to write stories, shoot videos, record audio files and shoot photographs that will be packaged into multimedia stories and placed on the Grand Views newspaper website. Students will also be encouraged to explore the uses and limitations of websites, blogs, social media platforms and tablet devices in order to better understand how storytelling best works on various platforms. Offered Fall, Spring.

## **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 KINH 270. Offered Fall, Spring, May.

## **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. Offered Spring.

## **COMM 323**

### **Video Producing and Directing**

#### **3 credits**

Students produce and direct studio and field video projects. Classwork includes scriptwriting, shooting and editing. Music videos, online Webisodes and mini-movies are created and edited on the Final Cut Pro editing system. Prerequisites: COMM 121, 222, and junior status. Offered Fall (odd).

## **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. Offered Spring.

## **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. Core outcomes met: O. Prerequisite: COMM 121, 129 and 222; or consent of instructor and junior status. Repeatable. Offered Fall, Spring.

## **COMM 349**

### **Publication Design Essentials**

#### **3 credits**

Publication production skills are the basis of this course, which concentrates on headline writing, photography, layout and design. Prerequisites: COMM 119, 151, and junior status. Offered Fall (odd).

## **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. Offered Fall.

## **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. Offered Fall, Spring, May.

## **COMM 359**

### **Advanced Journalism Lab**

#### **1 credit**

Practical assignments are given in writing, photography, art, editing, video, and other multimedia for upper-level students. Prerequisites: COMM 151, 159, and junior or senior status; or consent of instructor. Repeatable. Offered Fall, Spring.

## **COMM 399**

### **Internship – Communication**

#### **1 to 3 credits**

The internship program enables students to gain practical experience in their major area of academic interest. It is intended to be a learning experience which integrates classroom theory with on-site practical training. Students are required, as a minimum, to work 25 hours for each hour of credit earned. Site must be selected and paperwork must

be completed within the first month of the semester in which the internship occurs. Students may apply at the end of their junior year. Offered Fall, Spring, Summer trimester.

## **COMM 404**

### **Communication Law and Ethics**

#### **3 credits**

Students will learn how U.S. law and leading ethical models interact with the fields of TV, radio, print, web, advertising and public relations through research presentations and papers, in-class activities, and, most prominently, roundtable discussions. They will also explore the ethical and legal judgments of media professionals both past and present in an attempt to reveal the process by which important communication decisions are made. By exploring the successes and failures of others, students will learn to hone their own decision-making skills. Core outcomes met: IL, W. Prerequisites: COMM 110 and senior status; or consent of instructor. Offered Fall.

## **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. Offered Spring.

## **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. Offered Fall.



## **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.

Offered Fall (even).

## **COMM 425**

### **Publication Editing**

#### **3 credits**

A successful mass communicator in the modern field must have a firm grasp of the English language, a thorough understanding of AP style rules, a keen eye for detail and an insatiable appetite of accuracy. This class will help you develop these and other skills via rigorous copyediting assignments, lectures on the various roles and responsibilities of editors and activities that help students better understand the administrative functions inherent in the various editorial roles. Prerequisites: COMM 119, 151, and 349. Offered Spring.

## **COMM 430**

### **Topics in Communication**

#### **1 to 3 credits**

This course is a study of problems or topics in the mass communication field. Content and emphasis may vary according to a theme or be centered on a particular field of communication, such as radio, television, journalism, or photography. Prerequisite: Junior status or consent of instructor. Repeatable. Offered as needed.

## **COMM 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. Offered Spring (odd).

## **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. Offered Fall.

## **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. Offered Spring.

## **COMM 470**

### **Communication Career Seminar**

#### **3 credits**

This senior-level capstone course assists students with employment readiness for multimedia careers. In addition to helping students define professional goals, the course introduces them to job-seeking strategies and interviewing techniques, as well as in the preparation of a resume and cover letter. Multimedia technology techniques will be utilized for students to publish materials to a student-created website and to create a professional career portfolio. Core outcomes met: O, Q, V. Prerequisite: Senior status. Offered Fall, Spring.

### **CPSC 155**

#### **Programming Using Visual Basic**

**3 credits**

This course introduces programming using Visual BASIC. The course emphasizes problem solving, designing algorithms, and implementation of algorithms using Visual BASIC. Concepts of event driven programming, and techniques for good user interface design are also studied. Prerequisite: MATH 095 or consent of instructor. Offered Fall.

### **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, GA, IL. Prerequisite: Basic computer competency is assumed. Offered M4 or as needed.

### **CPSC 241**

#### **Computer Science I**

**3 credits**

This course is an introduction to computer programming, problem solving, and algorithm development. Topics include data types, expressions, control structures, subprograms, strings, I/O, and arrays. Prerequisite or Corequisite: MATH 095, 096, or 116, or satisfactory score on Math Placement. Offered Fall, Spring, M3.

### **CPSC 242**

#### **Computer Science II**

**3 credits**

This course provides further instruction on topics started in BSAD/CPSC 241 with an emphasis on introductory computer science topics. These topics include basic data structures, algorithm analysis, recursion, searching, sorting, and elements of software design. Core outcomes met: IL. Prerequisite: CPSC/BSAD 241. Offered Fall, Spring, M4.

### **CPSC 260**

#### **Programming in R**

**3 credits**

This course introduces R as a programming language and as a software environment for statistical computing and graphics. Topics will include: data entry, merging files, cleaning data, running procedure statements, do loops, if/then statements, creating your own scripts and functions that extend the language, and the application of statistical methods to analyze data. Prerequisites: MATH 095 or 096 with a grade of C or better, or a satisfactory score on Math Placement.

### **CPSC 297**

#### **Programming in \_\_\_\_**

**3 credits**

This course serves to gain a deep understanding of the syntax and standard library of a particular language. It will focus on the programming techniques of a particular to solve problems for common applications of the language. This course is repeatable for credit with a different language. Prerequisite: CPSC 241. Offered: M1.

### **CPSC 300**

#### **Computer Architecture and Operating Systems**

**3 credits**

This course introduces fundamental machine organization and associated operating system software components. Machine architecture topics include processor function, data representation and arithmetic, and assembly language programming. Operating system functionality in support of the process model, memory management, file management, and I/O systems is studied. Prerequisite: CPSC 242 and either MATH 231 or 212. Offered Spring.

### **CPSC 310**

#### **High Performance Computing**

**3 credit**

This course provides an introduction to the current techniques used in high performance computing. Topics include parallel algorithms, current software and hardware frameworks, and program optimization. Prerequisite: CPSC 242 and MATH 331. Offered Spring.

**CPSC 316****Web Application Development****3 credits**

This course gives students an introduction to web development with hands on instruction to current server-side and client-side languages. Topics include basic security, basic web server administration, and software to help with collaborative work. Prerequisites: BSAD/CPSC 241. Offered Fall.

**CPSC 323****Networking and Telecommunication****3 credits**

This course examines to principles and methods of data communication, focusing on the OSI and TCP/IP models for describing network protocols, security, standards, and network design and implementation. Prerequisite: CPSC 242. Offered Fall (even), M5.

**CPSC 330****Data Structures and Algorithms****3 credits**

This course provides instruction on the creation and use of advanced data structures with an emphasis on algorithm development and analysis using these structures. Topics include basic data structures, self-balancing trees, heaps, has-tables, graphs, graph algorithms, algorithm analysis, complexity classes, and algorithm design techniques. Prerequisite: CPSC 242 and MATH 300. Offered Fall.

**CPSC 360****Programming Languages****3 credits**

This course provides students with a fundamental understanding of the different paradigms of programming languages, with an emphasis on formal syntax and semantics. Other topics include parsing, language classifications, names and scoping, data and control abstractions, and formal methods. Prerequisite: CPSC 330 and MATH 340. Offered Fall, Spring.

**CPSC 363****Software Development****3 credits**

This course presents the design, development, operation and maintenance of software. Topics include the software lifecycle, specifications, current programming practices, and problem solving. Core outcomes met: W. Prerequisite: CPSC 242 and MATH 121. Offered Fall.

**CPSC 399****Internship****3 credits**

This course offers students the opportunity to gain hands-on work experience related to their studies. Students participate in career development activities, and conduct an in-depth reflection on their internship experience, and share internship experiences in a formal presentation. The course also explores computing as a worldwide social and political force through which frameworks for ethical and professional decision making are being redefined. Available to Grand View degree-seeking students only. Core outcomes met: V. Prerequisite: senior status. Offered Spring.

**CPSC 421****Relational Databases****3 credits**

Database design and implementation, from inception to physical design, are studied. Data definition and data manipulation are covered in the context of relational databases and SQL. The course covers techniques for transaction processing, query optimization, and indexing. Prerequisite: CPSC 242. Offered Fall (odd), Spring, M2.

**CPSC 430****Topics in Computer Science****1 to 3 credits**

Designed to provide opportunity for more in-depth study of some area of computer science not currently covered in the catalog courses. No more than six credits of Computer Science 430 may be applied to the major. Offered as needed.

## **CPSC 440**

### **Theory of Computation**

#### **3 credits**

This course serves as an introduction to the theory of computation. Topics include computability, automata, Turing machines and other models of computation, formal languages, and complexity classes. Prerequisite: CPSC 360. Offered Spring (even).

## **CPSC 451**

### **Computer Science Capstone Seminar I**

#### **2 credits**

The capstone course for Computer Science majors equips students with the skills to initiate and carry out both directed research and software development projects. Students demonstrate their ability to synthesize knowledge, skills, and attitudes acquired through their course work by defining and developing project proposals. Prerequisite: CPSC 330. Offered Fall.

## **CPSC 453**

### **Computer Science Capstone Seminar II**

#### **1 credit**

CPSC 453 continues the Computer Science Capstone. Students complete and present their research and project work started in CPSC 451. Presentations are critically examined by students' peers and department members. Core outcomes met: W. Prerequisite: CPSC 451. Offered Spring.

## **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. Offered as needed.

## **ECON 101**

### **Principles of Macro Economics**

#### **3 credits**

Topics covered include demand and supply concepts; determination of market equilibrium; national income accounting; monetary and fiscal policies used to examine the problems of economic stability and economic growth; the impact of

international trade on the US economy. Offered Fall, Spring, M1, M3, M6 (even).

## **ECON 102**

### **Principles of Micro Economics**

#### **3 credits**

Topics covered include opportunity costs, supply and demand, comparative and absolute advantage, the decisions of household (consumption and labor) and firms (production and pricing), and the role of government on those decisions (taxes and price controls), along with market structure (perfect competition, monopolistic competition, oligopoly and monopoly). Offered Fall, Spring, M2, M4, M6 (odd).

## **ECON 315**

### **Money, Banking and Financial Markets**

#### **3 credits**

This course covers contemporary concepts in financial markets, money, and banking. This includes technology's effects on the financial system, the changing role of financial intermediaries, the role of money on the domestic and world economy, government regulation of the financial industry, bank management concepts, and the role of the Federal Reserve Bank. Prerequisites: ECON 101 or 102. Offered Spring, M1.

## **ECON 415**

### **International Finance**

#### **3 credits**

This course is designed as an introductory course in International Finance. The relevant topics are presented from the perspective of the multi-national corporation. The topics covered include: exchange rate theory, the foreign exchange market, management of exchange rate risk, country risk assessment, and global mobilization of financial resources. Prerequisite: ECON 101 or consent of instructor. Offered Spring (odd).

## **EDUC 111**

### **Introduction to Education**

#### **3 credits**

This is both a practical and theoretical course. Students meet in class to discuss educational theory and to analyze experiences. They take part in a regularly scheduled field experience in a local school outside of course meeting times. The

purposes are to study the history and philosophical foundations of American education, build a foundation of knowledge and skills needed for teaching, obtain actual in-school experience, understand the underlying theory of classroom activities and teacher practice, determine early in students' academic preparation whether they have the necessary abilities and interests to become teachers, and receive an orientation to the teacher preparation program at Grand View University. Core outcomes met: W. Offered Fall, Spring.

### **EDUC 145**

#### **Educational Psychology**

##### **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 brain-based education. Core outcomes met: O. Prerequisite: PSYC 101; may be taken concurrently with EDUC 111. Offered Fall, Spring.

### **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. Offered Fall (eve), Spring.

### **EDUC 242**

#### **Pedagogies of Exceptional Learners**

##### **3 credits**

This K-12 course focuses on the exceptionalities of children including the etiologies, characteristics and learning needs of children with disabilities and giftedness. Students learn about Multi-tiered

Systems of Support (MTSS), interventions, Individualized Education Program (IEP), differentiated instructional planning/techniques, history, current trends of special education, co-teaching/collaboration and legal requirements. Core outcomes met: IL, Q, GA. Prerequisite: PSYC 212 and EDUC 145. Offered Fall, Fall (Eve), Spring.

### **EDUC 243**

#### **Instructional Planning and Assessment**

##### **3 credits**

This course focuses on instructional planning and assessment of learning in K-12 classrooms. Students learn how to select and construct classroom assessments; how to use assessment information to inform instructional decisions; how to use assessment to motivate students to strive for excellence; and how to effectively communicate and report assessment information. 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: O, Q. Prerequisite: EDUC 111, EDUC 145. Offered Fall, Spring, May.

### **EDUC 244**

#### **Planning and Assessment for Art, Music, and Physical Education**

##### **2 credits**

This course focuses on instructional planning and assessment of learning in K-12 art, music and physical education. Students' involvement in this course will be an authentic example of how performance data is collected and used to make educational decisions about instruction and student achievement. Students learn how to select and construct classroom assessments; how to use assessment information to inform instructional decisions; how to use assessment to motivate students to strive for excellence; and how to effectively communicate and report assessment information. The course includes use of Chalk and Wire ePortfolio tool which students must subscribe to prior to acceptance into Teacher Education and will use throughout the completion of the major, as required by Iowa Department of Education. This

course is the entry point for admission into the Education program for Art, Music and Physical Education pre-education students. Transfer credit is not accepted for this course. Prerequisite: EDUC 111 and EDUC 145. Offered Spring.

### **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. Offered Fall, Spring, May.

### **EDUC 280**

#### **Social Issues in Education**

##### **3 credits**

This course meets the Iowa Department of Education's requirement for dedicated coursework in human relations and cultural competency and for core curricula which addresses collaboration, ethics, and relationships. Students will acquire knowledge about and demonstrate skill in interpersonal and inter-group relations. The desired student outcome is the development of sensitivity to and understanding of the values, beliefs, life styles, and attitudes of individuals and the diverse groups found in a pluralistic society. Students will be expected to translate their knowledge of human relations into attitudes, skills, and techniques which will result in favorable learning experiences for diverse learners in PreK-12 settings. Content includes discussion of behaviors expected of Iowa teachers and consequences of violations as outlined in State Code, specifically Chapter 25: Code of Professional Conduct and Ethics and Chapter 26: Code of Rights and Responsibilities. Core outcomes met: GA. Prerequisite: EDUC 111; EDUC 145 may be taken prior to or concurrently with EDUC 280. Offered Fall, Spring.

**NOTE: Students must have been formally admitted to the Teacher Education Program in order to be eligible to register for education**

**practicums and methods courses at the 300 or above level.**

### **EDUC 304**

#### **Education Practicum: Foreign Language**

##### **2 credits**

This educational practicum is required for all Secondary Education or Elementary Education majors pursuing a Foreign Language Endorsement. Students are placed in a local elementary, middle, or high school foreign language classroom to observe and to experiment with teaching materials and methods. Guidance for elementary, middle, or high school students and classroom management strategies are emphasized. Regular on-campus class meetings are provided to connect theories and practical experience. Field Experience: 6 hours per week arranged on a regular basis in an elementary, middle, or high school classroom. This assignment is made in consultation with the education faculty. Prerequisite: Must be taken concurrently with EDUC 317. Offered Spring (eve).

### **EDUC 306**

#### **Education Practicum: Primary Elementary (Grades Kindergarten, 1, 2, 3)**

##### **2 credits**

This educational practicum is required for Elementary Education majors. Students are placed in a local primary-grade classroom to observe and to experiment with teaching materials and methods. Guidance for primary-grade children and classroom management strategies are emphasized. Regular on-campus class meetings are provided to connect theories and practical experience. Field Experience: 4 hours per week arranged on a regular basis in a primary-grade classroom. This assignment is made in consultation with the education faculty. Cannot be taken concurrently with Education 307. Core outcomes met: V. Prerequisites: Admission to Teacher Education Program and concurrent enrollment in one of the methods courses. Offered Fall, Spring.

### **EDUC 307**

#### **Education Practicum: Intermediate Elementary (Grades 4, 5, 6)**

##### **2 credits**

This educational practicum is required for Elementary Education majors. Students are placed in a local intermediate-grade classroom to observe and to experiment with teaching materials and

methods. Guidance for intermediate-grade children and classroom management strategies are emphasized. Regular on-campus class meetings are provided to connect theories and practical experience. Field Experience: 4 hours per week arranged on a regular basis in a primary-grade classroom. This assignment is made in consultation with the education faculty. Cannot be taken concurrently with EDUC 306. Core outcomes met: V. Prerequisites: Admission to Teacher Education Program and concurrent enrollment in one of the methods courses. Offered Fall, Spring.

### **EDUC 308**

#### **Education Practicum: Middle School (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: Admission to the Teacher Education program; concurrent enrollment in EDUC 310; may not be taken concurrently with EDUC 309. Offered Fall, Spring.

### **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: Admission to the Teacher Education program; concurrent enrollment

in EDUC 341; may not be taken concurrently with EDUC 308. Offered Fall, Spring.

### **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. Core outcomes met: W. Prerequisites: Admission into the Teacher Education program; concurrent enrollment in EDUC 308. Offered Spring (Eve).

### **EDUC 312**

#### **Teaching of Elementary Science**

#### **3 credits**

This course focuses on the study, development, and application of methods for providing appropriate science learning experiences and processes for elementary school children. Upon completion of this course, students are able to understand theories of inquiry and problem solving processes, identify appropriate and effective teaching strategies, and plan and present appropriate Science lessons in K-6 grade classes. The course requirements include reading, research, class observation, and lesson presentation. The class meets on campus on a regular basis while providing opportunity for students to observe and experiment with science teaching methods and materials in elementary school settings. Prerequisites: Admission into the Teacher Education program; concurrent enrollment in EDUC 306 or 307. Offered Fall.

### **EDUC 313**

#### **Teaching of Elementary Math**

#### **3 credits**

This course focuses on the study of children's acquisition of mathematics understanding and mathematics instruction methods and models in the elementary classroom (K-6), including theories, research, lesson planning, and assessing strategies. Upon completion of this course students are able to understand the systems of mathematics, identify and apply effective mathematics teaching strategies, plan appropriate

lessons, and teach in K-6 grades. The course requirements include reading, research, class observation, and lesson presentation. The class meets on campus on a regular basis while providing opportunity for students to observe and experiment with teaching methods and materials in elementary school settings. Prerequisites: Admission into the Teacher Education program, MATH 145 and concurrent enrollment in EDUC 306 or 307. Offered Fall, Spring.

### **EDUC 314**

#### **Teaching of Elementary Social Studies**

##### **3 credits**

This course focuses on the study of both social studies content and instructional methods for teaching social studies in the elementary classroom (K-6), including theories, research, lesson planning, and assessing strategies. Upon completion of this course students are able to understand the content that is taught in elementary social studies, identify and apply effective teaching strategies, plan appropriate lessons, and teach in K-6 grades. The course requirements include reading, research, and lesson presentation. Core outcomes met: W, GA. Prerequisites: Admission into the Teacher Education program; concurrent enrollment in EDUC 306 or 307. Offered Fall, Spring.

### **EDUC 317**

#### **Foreign Language Teaching Methods**

##### **3 credits**

Foreign Language Teaching Methods presents various techniques and materials for foreign language instruction in elementary and secondary schools. Areas that are covered include planning, objectives, evaluation, and teaching techniques. Prerequisite: Four college semesters of a foreign language. Offered Spring (Eve).

### **EDUC 324**

#### **Teaching Literacy: K-2**

##### **3 credits**

This class covers the principles and methods of emergent, progressing, and transitional reading and writing. The course focuses on phonics, phonemic awareness, the alphabetic principle, reading comprehension strategies, fluency, and assessments for K-2 classrooms. Additionally, the stages of writing, 6 + 1 traits of writing, and the writing process will be covered. Students will plan and present lessons modeling effective teaching

practices. Course requirements include reading research, modeling of lessons, and practice with primary assessments. Prerequisites: Admission into the Teacher Education program; concurrent enrollment in EDUC 306. Offered Fall, Spring.

### **EDUC 325**

#### **Teaching Literacy: 3-8**

##### **3 credits**

This class covers the principles and methods of teaching reading, literature, writing, and vocabulary development in grades 3-8. This course explores various structures of classroom design for literacy instruction including the workshop format. Students will consider and experiment with the role of technology in teaching literacy. Special attention is given to the unique qualities of individual learners within the literacy classroom and students complete a project that requires time in a school to assess and instruct a struggling reader. Prerequisites: Admission into the Teacher Education program; EDUC 324 for elementary education majors; concurrent enrollment in EDUC 307 recommended. Offered Fall, Spring.

### **EDUC 326**

#### **Physical Education and Health Methods in the Elementary School (K-8)**

##### **3 credits**

This is a basic physical education and health methods course for students studying to become elementary physical education and/or health teachers. This course focuses on developmentally-appropriate physical education and health methods, curriculum, resources and practices for the elementary-age child. Upon completion of this course, students are able to understand the issues of physical education and health, identify and apply effective teaching strategies, plan appropriate lessons, and teach physical education and health lessons in grades K-8. Practical application of this is provided through concurrent enrollment in EDUC 327. Prerequisite: Admission to Teacher Education. Offered Fall.

### **EDUC 327**

#### **Elementary Physical Education/Health Practicum: K-8**

##### **2 credits**

This educational practicum is required for Physical Education majors. Students are placed in 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; KINH 188, 191, 205, 213, 214 and 215. Offered Fall.

### **EDUC 328**

#### **Physical Education and Health Methods in the Secondary School (5-12)**

##### **3 credits**

This is a basic physical education and health methods course for students studying to become secondary physical education and/or health teachers. This course focuses on developmentally-appropriate physical education and health methods, curriculum, resources and practices for the secondary education students. Upon completion of this course, students are able to understand the issues of physical education and health, identify and apply effective teaching strategies, plan appropriate lessons, and teach physical education and health lessons in grades 5-12. Practical application of this course is provided through concurrent enrollment in EDUC 329. Prerequisite: Admission to Teacher Education. Offered Spring.

### **EDUC 329**

#### **Secondary Physical Education/Health Practicum (5-12)**

##### **2 credits**

This educational practicum is required for Physical Education majors. Students are placed in a local secondary education classroom to observe and to experiment with physical education and health teaching materials and methods. Regular on-campus class meetings are provided to connect theories and practical experience. Field Experience: 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; KINH 188, 205, 213, 214 and 215. Offered Spring.

### **EDUC 336**

#### **Driver Education I**

##### **3 credits**

This course teaches students how to organize a driver and safety education program and how to utilize class time to meet state regulations. This course also explores different techniques and methods for teaching driver education. Students need to earn a grade of C or better to receive credit towards certification. Offered M2, M4.

### **EDUC 337**

#### **Driver Education II**

##### **3 credits**

This course includes 16 hours of practicum in behind the wheel instruction. Course instructor will help coordinate placement. Course focuses on teaching student drivers to develop skills and attitudes that support safe and responsible driving. Students need to earn a grade of C or better to receive credit towards certification. Prerequisites: EDUC 336 or consent of instructor. Offered M2, M4.

### **EDUC 338**

#### **Driver Education III: Traffic Safety**

##### **3 credits**

This class is designed for students who are seeking teacher licensure in Driver and Safety Education. The course addresses the curriculum of Driver Education including traffic safety and accident prevention, and drug and alcohol abuse. Out of class experiences, such as attending traffic court, are required. Offered M2, M4.

### **EDUC 341**

#### **Methods of Secondary Education**

##### **2 credits**

This course provides students with an introduction to the methods and materials for teaching high school. Students will learn theories of classroom management, instructional and assessment strategies, and begin developing their own teaching styles and philosophies as they relate to a 9-12 setting. To gain practice in evaluating the subject matter and devising teaching plans consistent with present educational research in their particular discipline, students are required to enroll in EDUC 309 and ONE of the following courses: EDUC 347, 348, 349, 351, 352, 353. Prerequisites: Admission to the Teacher Education

program; concurrent enrollment in EDUC 309 and a particular secondary content teaching methods course. Offered M1.

### **EDUC 343**

#### **Instructional Strategist I Methods (K-6)**

##### **4 credits**

This course provides prospective K-6 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: EDUC 242, EDUC 306 or 307, AND concurrent enrollment in EDUC 361. Offered Spring (Eve).

### **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: EDUC 242, EDUC 308 or 309, AND concurrent enrollment in EDUC 362. Offered Spring (Eve).

### **EDUC 347**

#### **Secondary English/Reading Teaching Methods**

##### **2 credits**

Students learn teaching methods and resources unique to 5-12 English/Language Arts instruction such as: writing process; language specifics; oral language; literature; media literacy; and evaluation of student work. They work with lesson plan theory and write lesson plans. A personal resource file is developed. Prerequisite: Concurrent enrollment in EDUC 309 and 341. Offered M2.

### **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. Offered M2.

### **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. Offered M2.

### **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. Offered Fall, Spring (Eve), June.

### **EDUC 351**

#### **Secondary Social Science Teaching Methods**

##### **2 credits**

Social studies methods will encourage students to make meaningful connections between the theory and practice of social studies education. Our focus will be on common pedagogical concepts and themes relevant to all social studies disciplines, while providing students with opportunities to apply specific understandings to their own content area. The primary theme of this course will be to demonstrate the seamless relationship between social studies theory, practice, and education in a

democratic society. Students will be encouraged to critique the present promise of democracy and to envision democratic spaces within their classrooms, because it is imperative that social studies educators bring the world outside the classroom into the school and the classroom to the world outside. Prerequisites: Concurrent enrollment in EDUC 309 and 341. Offered M2.

### **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 course 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. Offered Fall, June.

### **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. Offered Summer trimester.

### **EDUC 361**

#### **Education Practicum: Instructional Strategist I (K-8)**

##### **3 credits**

This educational practicum is required for students seeking the K-8 Instructional Strategist I Teaching Endorsement. Students are placed in an elementary school Instructional Strategist I program to observe and to experiment with teaching materials and methods. Specific teaching strategies and issues are emphasized. Regular on-campus class meetings are provided to connect theories and practical experience. Field Experience: 6 hours per week arranged on a

regular basis in a K-8 Instructional Strategist I program. This assignment is made in consultation with the education faculty. Permission to take this practicum concurrently with another practicum must be obtained from the instructors. Prerequisites: EDUC 306 or 307; concurrent enrollment in EDUC 343. Offered Spring.

### **EDUC 362**

#### **Education Practicum: Instructional Strategist I (5-12)**

##### **3 credits**

This educational practicum is required for students seeking the 5-12 Instructional Strategist I Teaching Endorsement. Students are placed in a 5-12 Instructional Strategist I program to observe and to experiment with teaching materials and methods. Specific teaching strategies and issues are emphasized. Regular on-campus class meetings are provided to connect theories and practical experience. Field Experience: 6 hours per week arranged on a regular basis in a 5-12 Instructional Strategist I program. This assignment is made in consultation with the education faculty. Permission to take this practicum concurrently with another practicum must be obtained from the instructors. Prerequisites: EDUC 308 or 309; concurrent enrollment in EDUC 344. Offered Spring.

### **EDUC 363**

#### **Working with Families, Teachers, and Community Agencies**

##### **3 credits**

This course focuses on developing skills and strategies needed for working with families, other school teachers and paraprofessionals, service personnel, community agencies, and individuals involved in the education program. Topics include assessing needs of individuals and families and examining community resources. Parental rights and involvement are described, as is communication with parents and other professionals. Prerequisite: EDUC 242. Offered June.

### **EDUC 366**

#### **Instructional Strategist II: Characteristics of LD/BD**

##### **2 credits**

This course will cover various etiologies of learning disabilities and behavior disorders, an

overview of current trends in educational programming for these students, educational alternatives and related services, and the importance of the multidisciplinary team in providing more appropriate educational programming from age 5 to age 21. Students will gain knowledge of the social, emotional, and behavioral characteristics of these individuals, including the impact of such characteristics on classroom learning as well as associated domains such as social functioning and at-risk behaviors which may lead to involvement with the juvenile justice or mental health system. The effects of dysfunctional behavior on learning, and the social and emotional aspects of individuals with learning disabilities including social perceptiveness and juvenile delinquency. Prerequisite: EDUC 242.

### **EDUC 367**

#### **Instructional Strategist II: Characteristics of Intellectual Disabilities**

##### **3 credits**

This course will cover various etiologies of intellectual disabilities, an overview of current trends in educational programming for these students, educational alternatives and related services, and the importance in the multidisciplinary team in providing more appropriate educational programming from age 5 to age 21. Students will gain knowledge of the general developmental, academic, social, career and functional characteristics of individuals with intellectual disabilities as the characteristics relate to levels of instructional support required. The social-emotional aspects of intellectual disabilities, including adaptive behavior, social competence, social isolation and learned helplessness will be addressed. Prerequisite: EDUC 242.

### **EDUC 371**

#### **ELL Methods**

##### **3 credits**

This course focuses on the approaches, method, strategies and assessment techniques appropriate to the language development and content-area instruction of multilingual learners. The major topics to be addressed include, but are not limited to: assessments and grammar for English language learners; development or adaptation of instructional material for diverse learners; advocacy for multilingual learners; and ongoing development of

literacy skills in multilingual learners. Offered Summer.

### **EDUC 377**

#### **Modern Language for Today's 21<sup>st</sup> Century Classroom**

##### **3 credits**

Course participants will develop an understanding of the linguistic challenges that are encountered by Culturally Linguistically Diverse students in the local public school system. Participants will become aware of the cultural barriers, and the impact it has upon academic growth, student success, and pedagogy. This course will also allow course participants to engage in an accelerated exposure to the prevalent languages in the local school district in order to acquire minor acquisition to communicate with Culturally Linguistically Diverse students in participants' classrooms.

### **EDUC 386**

#### **Linguistics for Educators**

##### **3 credits**

This course focuses on the application of linguistic concepts in educational contexts. Basic theory and research related to linguistics will expose educators to the foundations of the English language. Topics to be addressed include: phonology, morphology, etymology of words, syntax, semantics, and the relationship of these components to reading development and multiple/foreign language teaching and learning. Students will consider word study, language formation and processing, grammar, and other considerations of applied linguistics. Prerequisite: Admission to the Teacher Education Program, or instructor approval.

### **EDUC 408**

#### **STEM Teaching: Earth Science**

##### **3 credits**

This course will help teachers gain greater understanding on earth science concepts while exploring effective pedagogy for teaching STEM. Specifically, the course content will include: fundamental earth science concepts, conceptual change theory, assessment strategies, teacher interactions, scientific argumentation, cross-cutting concepts, the nature of technology, and connections between the STEM disciplines.

## **EDUC 410**

### **Engineering, Programming, and Design for Educators**

#### **3 credits**

This course provides opportunities for students to engage in engineering and technological design processes to explore solutions to everyday issues. At the conclusion of the course students will have gained a deep understanding of the iterative nature of engineering and technological design by experiencing hands-on, problem-based challenges. Students will be provided opportunities to increase knowledge in design, programming, robotics and the creation of a problem-based challenge through collaborative experiences. Prerequisite: Admission to the Teacher Education program.

## **EDUC 411**

### **Problem Solving, Inquiry and the Nature of STEM**

#### **3 credits**

This course will explore the purposes, assumptions, values, and habits of mind of each of the STEM disciplines to understand similarities and differences between the disciplines. We will discuss effective STEM teaching practices including: teaching STEM through inquiry, teaching the nature of STEM, and effectively integrating STEM content and practices. Prerequisite: Admission to the Teacher Education program. Offered Spring (Eve).

## **EDUC 415**

### **Mental Health First Aid/Trauma-Informed Care: What to Know to Be Successful with Children**

#### **1 credit**

This course is designed to help students recognize risk factors and warning signs of mental health problems, acquire skills to assess immediate problems, intervene to connect people with professional care, understand the prevalence of disorders and the need to reduce stigma as well as understand common treatments. Students who complete the course will receive Mental Health First Aid certification.

## **EDUC 420**

### **Elementary Student Teaching**

#### **12 credits**

This is 16 weeks of supervised unpaid, full-time teaching in an elementary school for all elementary

school student teachers. Placements are usually made for 8 weeks of student teaching at the primary level (K-2) and 8 weeks at the intermediate level (3-6). Students earning an Instructional Strategist I: Mild and Moderate endorsement complete one of their placements by working with special education students. Core outcomes met: O, V. Prerequisites: Senior status. Students make application for student teaching ONE YEAR IN ADVANCE of the semester they plan to student teach. Students are placed as student teachers ONLY if all program and endorsement requirements have been met. Offered Fall, Spring.

## **EDUC 421**

### **Content Area Reading**

#### **3 credits**

This course covers strategies for teaching reading in content areas. Attention is given to unique text structures and comprehension strategies applicable to specific subject areas. Teaching tools to engage learners in the metacognitive processes of reading are included and students consider the needs of learners from varied cultural, linguistic, and socioeconomic backgrounds. Prerequisite: Junior standing. Offered Fall (Eve), Spring, July.

## **EDUC 425**

### **Secondary Student Teaching**

#### **12 credits**

This is 16 weeks of supervised, unpaid, full-time teaching in a secondary school. Placements are usually made for 8 weeks of student teaching at the middle school level (5-8) and 8 weeks at the high school level (9-12). Students earning an Instructional Strategist I: Mild and Moderate endorsement complete one of their placements by working with special education students. Core outcomes met: O, V. Prerequisites: Senior status. Students make application for student teaching ONE YEAR IN ADVANCE of the semester they plan to student teach. Students are placed as student teachers ONLY if all program and endorsement requirements have been met. Offered Fall, Spring.

## **EDUC 428**

### **Serving Immigrant and Multi-Lingual Students**

#### **3 credits**

Given Iowa's growing immigrant and migrant populations in rural, suburban, and urban school

districts, it is critical that educators prepare to create learning environments that enhance the educational experiences of youths from what Bruna (2007) calls underrepresented cultural and linguistic groups. This course, therefore, will address and the impact of immigration and ethnicity on schooling in the United States. Students will explore the ways in which educators are currently addressing the needs of immigrant and bilingual students in their schools and classrooms.

### **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 for Elementary Education majors: EDUC 324 and 325; prerequisite for Secondary Education majors: EDUC 421. Reading Endorsement students must take concurrently with EDUC 441 and either 444 or 445. Offered Fall (Eve), Spring, July.

### **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. Offered July.

### **EDUC 441**

#### **Teaching Individualized Reading**

##### **1 credit**

The focus of this class is to reinforce methods for instructing students who struggle with reading. Students will build on knowledge from previous reading courses to assess the needs of and develop lesson plans for students they are tutoring in the Reading Practicum, EDUC 444/445. They will track data and present a case study summarizing assessments, areas of instruction, response of the student, and ideas for the future. Methods of small group literacy instruction will be covered as students will also work with a small group in their reading practicum classroom. Core outcomes met: W. Prerequisites: EDUC 324 and 325; concurrent enrollment in EDUC 431 and 444 or 445 for Reading Endorsement students. Offered Fall (Eve), Spring.

### **EDUC 442**

#### **Elementary Classroom Management**

##### **2 credits**

This course is designed to cover elementary (Pre-Kindergarten, Kindergarten, grades 1-6) classroom management strategies. Topics include setting student expectations, positive reinforcement, character education, organization techniques, improving student self-esteem, and developing management skills to deal with diversity, such as students "at risk". Students participate in solving classroom situations, observing effective classrooms, and developing their own management techniques. Prerequisites: EDUC 306 or EDUC 307 or concurrent enrollment. Offered Fall, Spring.

### **EDUC 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, 309, 327, or 329, or concurrent enrollment. Offered Fall (Eve), Spring (Eve).

### **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. Offered Fall, Spring.

### **EDUC 445**

#### **Education Practicum: Reading 5-12**

**2 credits**

This educational practicum is required for students seeking the 5-12 Reading Teaching Endorsement. Students are placed in a secondary school classroom during literacy instruction and provided an opportunity to apply various teaching methods they have learned throughout their program. They tutor two individual students and work with a small group in reading instruction. Regular on-campus class meetings are provided in conjunction with EDUC 441 Teaching Individualized Reading to connect theories and practical experience. Field Experience: 4 hours per week arranged on a regular basis in a 5-12 literacy classroom. This assignment is made in consultation with the education faculty. Prerequisites: EDUC 308 or 309, and EDUC 324, 325, and 431. Take concurrently with EDUC 441. Offered Fall, Spring.

### **EDUC 450**

#### **Models and Methods of Teaching STEM**

**3 credits**

This course focuses on using interdisciplinary/trans-disciplinary approaches such as problem and project-based learning models to teach STEM content and practices. Students will

use a variety of integrative approaches to promote STEM learning in authentic environments. Prerequisites: EDUC 411 or instructor permission.

### **EDUC 451**

#### **Experiential STEM**

**1 credit**

This course provides students with the opportunity to engage in scholarship in STEM education or gain internship/leadership experience in STEM teaching and learning. Regular meetings with the class are provided to connect theories and practical experience. Prerequisite: admission to the Teacher Education Program or instructor permission. Offered Fall, Spring.

### **EDUC 463**

#### **Instructional Strategist II: LD/BD Methods**

**4 credits**

This course includes information on numerous instructional strategies utilized in the education of behavior and learning disabled students, and sources curriculum materials for students age 5-12 with these disabilities. Includes characteristics of students with behavior disorders and learning disabilities as well as the development of curricula for those with exceptional learning needs. This curriculum focuses on the development of cognitive, academic, social, language, and functional life skills, and related instructional and remedial methods and techniques, including appropriate assistive technology. Prerequisites: EDUC 242; take concurrently with EDUC 464, LD/BD Practicum. Methods and Practicum are recommended as the final courses in the Instructional Strategist II sequence.

### **EDUC 464**

#### **Instructional Strategist II: LD/BD Practicum**

**3 credits**

This education practicum is required for students seeking an Instructional Strategist II endorsement. Students are placed in local special education classrooms to observe and to experiment with teaching materials and methods. The course includes guidance on working with special education students ages 5-21 with behavior and/or learning disabilities, emphasizing classroom management strategies. Regular on-campus class meetings are provided to connect theories and practical experience. Field Experience: 5-7 hours per week, hours divided between elementary and

secondary. This assignment is made in consultation with the education faculty. Prerequisites: EDUC 242; concurrent enrollment in EDUC 463, LD/BD Methods. Methods and Practicum are recommended as the final courses in the Instructional Strategist II sequence.

### **EDUC 466**

#### **Instructional Strategist II ID Methods: Using Assistive Technology**

##### **1 credit**

This course will focus on different approaches to create positive K-12 learning environments for individuals with special needs. It will highlight methods to utilize assistive devices for individuals with special needs. Students will understand the role that assistive technology plays in working with students with intellectual disabilities. This course is required for those pursuing an ID endorsement, but beneficial for all teachers. Prerequisite: EDUC 242. Methods and Practicum are required as final courses in the Instructional Strategist sequence.

### **EDUC 467**

#### **Instructional Strategist II ID Methods: Designing Curriculum and Instruction for Students with ID**

##### **1 credit**

This course will focus on the design and implementation of age-appropriate instruction based on the adaptive skills of students with intellectual disabilities. Students will learn numerous methods and strategies for providing curricular and instructional methodologies utilized in the education of students age 5-21 with intellectual disabilities. A focus will be placed on the development of curriculum to meet the cognitive, academic, social, language, and functional life skills for individuals with exceptional learning needs and emphasis on the ability to select and use argumentative and alternative communications methods and systems. All this will help provide a knowledge of culturally responsive functional life skills relevant to independence in the community, personal living, and employment. Prerequisite: EDUC 242. Methods and Practicum and required as final courses in the Instructional Strategist sequence.

### **EDUC 468**

#### **Instructional Strategist II ID Methods: Challenging Behaviors**

##### **1 credit**

This course will cover individual behavioral management, behavioral change strategies, and classroom management theories, methods, and techniques for individuals ages 5-21 with intellectual disabilities. Students will gain an understanding of the impact of speech-language development on behavior and social interactions. An examination of the theories of behavior problems in individuals with intellectual disabilities and the use of nonaversive techniques for the purpose of controlling targeted behavior and maintaining attention of individuals with disabilities will be discussed. This course is required for those pursuing an ID endorsement, but beneficial to all teachers. Prerequisite: EDUC 242. Methods and Practicum are required as final courses in the Instructional Strategist sequence.

### **EDUC 469**

#### **Instructional Strategist II ID Methods: Education Assessment**

##### **1 credit**

Students will gain an understanding of the legal provisions, regulations and guidelines regarding unbiased assessment and use of psychometric instruments and instructional assessment measures with individuals with disabilities. These assessments are examined as students use the assessment results to then develop individualized program development and management, and see the relationship between assessment and placement decisions. Discussion of and practice in specialized strategies such as functional behavioral assessment, alternate assessment, and any specialized terminology used in the assessment of various disabling conditions will be conducted. Prerequisites: EDUC 242. Methods and Practicum are required as final courses in the Instructional Strategist sequence.

### **EDUC 472**

#### **Instructional Strategist II: ID Practicum**

##### **3 credits**

This practicum is required for all students seeking an Instructional Strategist II: ID endorsement. Guidance working with students with intellectual disabilities and experiencing different methods and



materials will be emphasized. Students will visit various community settings to learn the use of appropriate physical management techniques including positioning, handling, lifting, relaxation, and range of motion including the use and maintenance of adaptive medical aspects of intellectual disabilities and their implications for learning, including seizure management, tube feeding, catheterization and CPR. Students will gain a knowledge of different sources of services, organizations, and networks for individuals with mental disabilities, including career, vocational and transitional support to post school settings with maximum opportunities for decision making and full participation in the community. Field Experience: 5-7 hours per week, hours divided between elementary and secondary. This assignment is made in consultation with the education faculty. Prerequisite: EDUC 242. Methods and Practicum are required as final courses in the Instructional Strategist sequence.

### **EDUC 475**

#### **Individual Behavior Management**

#### **3 credits**

Students are required to apply acquired techniques of behavior management and instructional accommodation to situations commonly encountered in school settings. Students are expected to contribute case studies, research current methods and strategies, and develop instructional plans. Prerequisites: EDUC 242, 343 or 344, 361 or 362, and 440. Offered July.

### **EDUC 487**

#### **ELL Assessment**

#### **3 credits**

This course will provide course participants with the theory and methodology associated with ELL testing and evaluation. Course content includes, but is not limited to: investigation of literature containing theoretical foundations of and research for second language testing. Course participants will be expected to use research findings in the practical application of test construction, administration, and evaluation. Prerequisite: EDUC 371; concurrent enrollment in EDUC 488.

### **EDUC 488**

#### **Education Practicum: ELL**

#### **2 credits**

This educational practicum is required for those seeking the ESL endorsement. The practicum provides an opportunity to design and deliver instruction for ELL students and consider their experiences in schools and the community. Prerequisite: EDUC 371; concurrent enrollment in EDUC 487.

### **EDUC 499**

#### **Researching Current Issues in Education**

#### **1 to 3 credits**

This course will allow the student to identify and address a practical problem encountered in a school setting. A national or international learning experience may be considered for this course. This course may be repeated for credit as long as the content of the study is not the same or the work of the project builds upon itself and is not the same. Prerequisite: Admission to the Teacher Education Program. Offered as needed.

### **ENGL 100**

#### **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. Students must earn a C or better to enroll in ENGL 101. Offered Fall, Spring.

### **ENGL 101**

#### **First Year Composition**

#### **3 credits**

First Year Composition emphasizes the process model of academic writing. The course focuses on organization of ideas, clarity of statement, smoothness of expression and general academic conventions. Students compose expository and persuasive essays including the writing of an original research paper. Students also critique models of writing, gather information from an academic library and appropriate Internet sources, and practice formal styles of documentation. 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.  
Offered Fall, Spring.

### **ENGL 103**

#### **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. Offered Fall, Spring.

### **ENGL 111**

#### **Interpretation of Literature**

**3 credits**

In Interpretation of Literature, students will enjoy great literature, discover how to analyze what they read and see, and learn to communicate their interpretations both orally and in writing. Studying genre, literary technique, and cultural context, students will gain a greater appreciation of aesthetics; finding literature they connect to and encountering unfamiliar lives, they will gain insight into themselves and the world around them. Core outcomes met: CI, O, GA. Prerequisite: ENGL 101 or ENGL 252 with a grade of C or higher. Offered Fall, Spring.

### **ENGL 120**

#### **Academic English for Multilingual Students**

**4 credits**

This course supports students' further development of the English language by focusing on reading, writing, speaking, and listening activities, with an emphasis on American university expectations. Core outcomes met: O (one time only). Repeatable. Offered Fall.

### **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: V. Offered Fall.

### **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, Q, W. Prerequisite: ENGL 101 or ENGL 252 with a grade of C or higher. Offered Fall, Spring, M5 (odd), M6 (even).

### **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 or ENGL 252 with a grade of C or higher. Offered Fall (even).

### **ENGL 212**

#### **Good and Evil**

**3 credits**

In this class students will tackle a core ethical, religious, and philosophical question: what is the nature of good and evil? Each section of this course will adopt a specific thematic focus, such as slavery or superheroes. Through extensive reading and intensive discussion, students will engage with the ways in which groups have sought to define good and evil, confronting the contested nature of these concepts. Core outcomes met: CI, GA, V. Prerequisite: ENGL 101 or ENGL 252 with a grade of C or higher. Offered Fall, Fall (eve), Spring, M6.

### **ENGL 217**

#### **Literature for Children and Adolescents**

**3 credits**

This is a general survey of literature for children and adolescents, genre by genre, which analyzes and evaluates classic and contemporary works by major writers, illustrators, and poets. Core outcomes met: W, V. Prerequisite: ENGL 101 or

ENGL 252 with a grade of C or higher. Offered Spring.

### **ENGL 220**

#### **Academic English for Multilingual Students II**

**4 credits**

This course supports students' further development of the English language by focusing on reading, writing, speaking, and listening activities, with an emphasis on understanding the expectations within different majors. Offered Fall, Spring.

### **ENGL 231**

#### **Survey of American Literature I**

**3 credits**

This survey course covers American literature, precolonial to mid-19th century. Numerous cultures, worldviews and authors are represented, from Native American texts to the Transcendentalists. Prerequisite: ENGL 111. Offered Fall.

### **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: O, GA. Prerequisite: ENGL 111. Offered Spring.

### **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, GA, W. Prerequisites: ENGL 101 or ENGL 252 with a grade of C or higher. Offered Fall, Spring, M5.

### **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. Offered Fall (even).

### **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. Offered Spring(Odd).

### **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. Prerequisites: ENGL 111. Offered Fall.

### **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. Prerequisite: English placement or junior or senior status. Offered Fall (even), Spring, M1 (odd).

### **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: W, GA. Prerequisite: ENGL 101 or ENGL 252 with a grade of C or higher. Offered Spring.

### **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. Offered Spring.

### **ENGL 305**

#### **Shakespeare**

##### **3 credits**

Students will read selected Shakespeare plays. Reading tragedies, comedies, and histories, students will learn to appreciate the universal nature of the bard's work, his ongoing influence on Western culture, and his relevance to contemporary society. Watching different film versions of Shakespeare's plays, we will explore how production choices develop and change the meaning of the text. Core outcomes met: O. Prerequisite: ENGL 111. Offered Fall (odd).

### **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 with a grade of C or higher. Offered Fall, Spring, M1, M2, M3, M4, M5, M6.

### **ENGL 311**

#### **Literary Theory**

##### **3 credits**

This course is an introduction to the intricacies and methods of literary analysis. Students will learn close textual reading using a variety of critical lenses. Prerequisite: ENGL 111. Offered Fall.

### **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, GA, IL. Prerequisite: ENGL 101 or ENGL 252 with a grade of C or higher. Offered Fall, Spring (odd).

### **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. Offered Spring (Even).

### **ENGL 322**

#### **Linguistics**

##### **3 credits**

Linguistics provides an overview of the history and impact of some of the major subdisciplines in Linguistics such as Sociolinguistics, Language Development, Psycholinguistics, or others. The course provides students with an understanding of the universals of all languages (Psycholinguistics) and insight into the natural evolution of spoken and written language of all groups (Sociolinguistics). Offered all springs. Core outcomes met: Q, GA. Prerequisite: ENGL 101 or ENGL 252 with a C or above. Offered Spring.

### **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, GA, W. Prerequisite: ENGL 101 or ENGL 252 with a grade of C or higher. Offered Spring.

### **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. Prerequisite: ENGL 101 or ENGL 252 with a grade of C or higher. Offered Spring (odd), M5.

### **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. Offered as needed.

### **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. Offered Spring (odd).

### **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. Core outcomes met: W. Prerequisite: ENGL 101 or ENGL 252 with a grade of C or higher. Offered Fall.

### **ENGL 410**

#### **Writing Center Tutor Training**

#### **1 credit**

This course focuses on both the theory and practice of writing center work. Through assigned readings and classroom discussions, students will begin to develop their own tutor identity and philosophy of tutoring. Successful completion of this course is required to be a tutor in the Grand View Writing Center. Tutors in the Writing Center may take this course up to three times for credit. Core outcomes met: V. Prerequisite: consent of instructor. Offered Spring.

### **ENGL 420**

#### **Issues in Tutoring Writing**

#### **1 credit**

This course extends students' understanding of Writing Center theory and practice by incorporating and reflecting on students' experiences as tutors. Each semester will focus on a different topic of interest for further development and professionalization of the Grand View Writing Center tutoring staff. Students must enroll in this course each semester they are a writing tutor. Prerequisite: ENGL 410. Offered Fall, Spring.

### **ENGL 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. Offered as needed.

## **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: ENGL 101 or ENGL 252 with a grade of C or higher. Offered Fall (odd), M4.

## **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. Offered Fall (even).

## **ENGL 471**

### **Professional Writing Portfolio**

#### **1 credit**

The Professional Writing Portfolio course affords students the opportunity to participate in the practice of longer term writing processes. Students create a professional writing portfolio using completed writing project documents from their current and previous writing courses. They also prepare a written reflection of their experiences with the course in developing their portfolio.

Prerequisite: Completion of GV Composition requirement and completion of the majority of the required courses for the Professional Writing Certificate (concurrent enrollment in one or two remaining certificate courses is acceptable). Offered M6.

## **ENGL 481**

#### **3 credits**

### **The Teaching of Writing**

This course explores the basis for the teaching of writing at multiple levels of education. It is designed to give students an overview of relevant practices and theories in Rhetoric and Composition studies. We will connect these theories to our own experiences as writers and learners. Additionally, we will conduct field experience, informal and formal writing, and research to better understand and apply course material. No education training is

necessary. Core outcomes met: V. Prerequisite: ENGL 101 or ENGL 252 with a grade of C or higher. Offered Spring (even).

## **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: W, V. Prerequisite: ENGL 251. Offered Spring.

## **FREN 101, 102**

### **French I, II**

#### **4 credits per semester**

The course includes elements of pronunciation and grammar, composition related to reading selections, insights (through the language) to French civilization; and development of language skills in class and in the language laboratory. Offered as needed.

## **FREN 201, 202**

### **French III, IV**

#### **4 credits per semester**

This course includes practice in the use of reading and conversational skills; reading and discussion of short stories, magazines, and novels; and language laboratory participation. Prerequisites: FREN 101 and 102 or two years or more of high school French and consent of instructor. Offered as needed.

## **GAME 201**

### **Introduction to Theory of Play**

#### **3 credits**

While games are often thought of as an entertainment medium, they are frequently more complicated than simple vehicles for enjoyment. This class explores the fundamental aspects of games as interactive play. To that end we will begin to parse out what constituent elements or mechanics are required to make something a "game," and how we as human beings experience those elements through interaction. Offered Fall.

## **GAME 301**

### **Theory of Play**

#### **3 credits**

Moving beyond basic constructions of interactivity, games are about complex representational systems that seek to achieve particular rhetorical purposes. Games are "affective" in the sense that they move us towards actions in how they ask us to interact with them. They offer us information and data in procedural or ludic representations and open up the possibility of choice in relationship to that information. This class explores these relationships by building theoretical models of interaction that can serve as simulations or representations of experiences. In short, we will be making games. This class will not be about making digital games, though. Instead we will focus on refining our foundational knowledge of interactive mechanics and representational systems to make non-digital ludics. If you can't make a game in a non-digital environment, you are not ready to make a digital one. Offered Spring.

## **GAME 470, 471**

### **Game Design Capstone**

#### **2 credits per semester**

Students in this two-semester course will conceive, produce and promote a game that pushes the boundaries of lucidity, narrative, and design. Possible outcomes include, but are not limited to, a digital game of negotiable genre. Students will establish a business plan, editorial plan, design philosophy, and marketing plan as well as a budget and timetable for production. Students will develop an awareness of the game industry and of trends in game design. The first semester is generally devoted to planning, writing, editing and designing a game direction. The second semester will be devoted to production, polish and distribution of the final game product. GAME 470 offered Fall; GAME 471 offered Spring.

## **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, GA, O. Offered Fall, M4 (odd), M5.

## **GEOG 205**

### **World Regional Geography**

#### **3 credits**

A survey of the physical, cultural, and political geography of the world's regions or realms to include demographics, economics, religion, environment, urbanization, and current issues. Students will gain map literacy and regional awareness. Offered Fall, M6.

## **GERM 101**

### **Introduction to German Language and Culture**

#### **3 credits**

This is an introductory course to German language and culture. It is meant for those who have had little or no previous experience with the language. Students will learn vocabulary, pronunciation, grammar and various aspects of German culture by interacting with their instructor, classmates, guest speakers, videos, and CDs. Offered as needed.

## **GREK 251**

### **Greek of the Ancient Mideast I**

#### **3 credits**

This course introduces students to the grammar and basic vocabulary of ancient Greek. The goal is to prepare students to read Septuagint and New Testament Greek, as well as translate selections from Plato, Plutarch, Aristotle, and others encountered in GREK/THEO 252: Greek of the Ancient Mideast II. Strongly recommended for all pre-seminary students. See also THEO 251. Offered Fall (even).

## **GREK 252**

### **Greek of the Ancient Mideast II**

#### **3 credits**

This course continues the introduction of grammar and basic vocabulary of GREK/THEO 251 by providing ample opportunity to read and translate texts from the Septuagint, the New Testament, the works of Plato, Plutarch, and others. Strongly recommended for all pre-seminary students. Prerequisite: GREK/THEO 251 or consent of instructor. See also THEO 252. Offered Spring (odd).

### **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, GA, IL. Offered Fall, Spring, M3, Summer Trimester.

### **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, GA, IL. Offered Fall, Spring.

### **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, GA, IL. Offered Fall, Spring.

### **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, GA, IL. Offered Fall.

### **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, GA, IL. Offered Fall, Spring.

### **HIST 113**

#### **The American Century 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, GA, IL. Offered Fall, Spring.

### **HIST 280**

#### **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. Core outcomes met: W, O, V. Prerequisite: completion of Core Composition requirement. Offered Spring.

### **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. Offered Fall (even).

### **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. Offered Spring (even).

### **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 Core Composition requirement. Offered Spring (odd).

### **HIST 324**

#### **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: CI, W, GA. Prerequisite: Completion of the Core Composition requirement. Offered Fall (even).

### **HIST 326**

#### **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. Prerequisite: Completion of the Core Composition requirement. Offered Fall (odd).

### **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 Core Composition requirement. Offered Spring (odd).

### **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 Core Composition requirement. Offered Spring (odd).

### **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, W, GA. Prerequisite: Completion of the Core Composition requirement. Offered Spring (even).

### **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: IL, GA.

Prerequisite: Completion of the Core Composition requirement. Offered Spring (even).

### **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. Prerequisite: Completion of Core Composition requirement. Offered Fall (even).

### **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: CI, GA. Prerequisite: Completion of Core Composition requirement. Offered Spring (odd).

### **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, W, GA. Prerequisite: Completion of the Core Composition requirement. Offered Summer Trimester (even).

### **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 Core Composition requirement. Offered M4 (even).

### **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 Core Composition requirement. Offered M1 (even).

### **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 Core Composition requirement. Offered Fall (odd).

## **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. Offered Summer (even).

## **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, GA. Offered Summer (odd).

## **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. Offered Fall (even).

## **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. Core outcomes met: V. Prerequisite: completion of Core Composition requirement or consent of instructor. Offered as needed.

## **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. Core outcomes met: V. Offered as needed.

## **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. Offered Fall.

## **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. Offered Spring.

### **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. Offered Fall, Spring (beginning 2017).

### **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. Offered Spring.

### **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 300. Offered Spring.

### **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.

### **KINH 144**

#### **Tennis and Volleyball**

#### **1 credit**

### **KINH 145**

#### **Tennis and Bowling**

#### **1 credit**

### **KINH 146**

#### **Volleyball and Badminton**

#### **1 credit**

### **KINH 147**

#### **Bowling and Badminton**

#### **1 credit**

### **KINH 148**

#### **Volleyball and Golf**

#### **1 credit**

### **KINH 149**

#### **Bowling and Golf**

#### **1 credit**

**KINH 150**  
**Physical Fitness**  
**1 credit**

**KINH 151**  
**Lifetime Jogging and Fitness**  
**1 credit**

**KINH 153**  
**Flag Football and Basketball**  
**1 credit**

**KINH 156**  
**Bicycling and Bowling**  
**1 credit**

**KINH 155**  
**Careers in Kinesiology and Health Promotion**  
**1 credit**

This is an introductory course to the fields of kinesiology and health promotion. Students will explore career and vocational opportunities in kinesiology, exercise science, fitness, health promotion, health education, corporate wellness, and additional health fields. Introduction to the seven dimensions of wellness, required competencies, areas of specialization, certifications and introduction to professional organizations and journals will be discussed. Pass/Fail. Offered Fall.

**KINH 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. Offered as needed.

**KINH 188**  
**Personal and Community Health**  
**3 credits**

This course provides students with a knowledge base to build a substantial foundation for the formation of desirable attitudes affecting the health of the individual and the community. Course

emphasis is from a biological perspective. Topics addressed include: body systems, disease prevention/control (communicable, non-communicable), stress/mental health, chemical dependency, personal health (cardiovascular endurance, fitness, nutrition), life cycle/sexuality, and environmentalism/consumerism. Promotion of better physical/mental health is stressed. Offered Fall, Spring.

**KINH 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. Offered Fall.

**KINH 200**  
**Fitness and Well-Being**  
**1 credit**

This course is designed to equip students with an understanding of and appreciation for the attitudes and behaviors that foster good physical health/fitness and mental health. The aspects of a healthy lifestyle and its effects on self and others is stressed. Offered as needed.

**KINH 205**  
**Lifetime Fitness and Wellness**  
**3 credits**

This course reflects the whole person philosophy of addressing the Dimensions for Wellness. It is designed to equip the student with techniques and concepts that foster a healthy balance and a healthy lifestyle. This course allows students to assess their own wellness/fitness levels and develop personal programs for lifelong physical and mental wellness. Students will acquire knowledge regarding the effects of a healthy and unhealthy lifestyle and how these factors impact society and health care costs. Topics include: cardiovascular endurance, muscular strength/endurance, flexibility, body composition, nutrition, stress management, environmental and global awareness, motivation for change, and spirituality. Core outcomes met: CI, V. Offered Fall, Spring.

**KINH 213**

**Theories and Techniques of Teaching Team Sports**

**3 credits**

This course focuses on the rules, techniques, and fundamental skills essential in the teaching, playing, and assessment of team sports, such as softball, volleyball, soccer, and flag football. Offered Fall.

**KINH 214**

**Theories and Techniques of Teaching Individual Sports**

**3 credits**

This course focuses on the rules, techniques, and fundamental skills essential in the teaching, playing, and assessment of individual sports, such as archery, tennis, golf, and badminton. Offered Spring.

**KINH 215**

**Concepts in Movement Education**

**3 credits**

This course is designed to equip students with the basic knowledge, understanding and value of movement. It will introduce students to the concepts of movement, rhythm, tumbling, dance and the use of manipulatives. This course demonstrates how dance, human kinetics and body awareness can be effective educational tools in the movement area. Prerequisite: KINH 191. Offered Fall.

**KINH 221**

**Introduction to Weight Training**

**1 credit**

This physical activity course introduces students to resistance training. Emphasis will be placed on free weight, multi-joint, multi-planar movements. Students will learn the American College of Sports Medicine's recommendations for resistance training frequency, intensity, duration, and activity. The course will cover muscular endurance, hypertrophy, strength, and power training. Offered as needed.

**KINH 247**

**Leadership Skills for Conditioning/Strength Training Instruction**

**1 credit**

This course is designed to prepare the Health Promotion major interested in becoming certified via recognized health/fitness organizations. It identifies the development of personal fitness using a variety of cardiovascular, flexibility, and muscle development techniques such as aerobic conditioning, stretching, and strength training. Knowledge on the design of safe and effective programs is explored with the emphasis on personal one-on-one training combined with leadership skills. Prerequisite: KINH 205 and CPR documentation; KINH 276 strongly suggested. Offered Fall, Spring.

**KINH 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. Offered Fall, Spring.

**KINH 276**

**Principles and Foundations of Health Promotion**

**3 credits**

This course provides an introduction to the field of health promotion. The historical, theoretical, and philosophical foundations of health and health promotion are explored. Major emphasis is given to theories and models of health behavior change. Students are exposed to responsibilities, opportunities, and employment settings found within the field of health promotion. Students will identify a health problem and be provided with multiple experiences in gathering research based information and create a review of the literature. Core outcomes met: IL, W. Offered Fall, Spring.

**KINH 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. Offered Fall, Spring.

### **KINH 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 College intramural program is included. Offered Fall.

### **KINH 321**

#### **Basketball Skills and Coaching**

##### **2 credits**

This course focuses on the various components of basketball as well as current coaching techniques and philosophies. Offered as needed.

### **KINH 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. Offered as needed.

### **KINH 330**

#### **Theory and Techniques of Coaching Interscholastic Athletes**

##### **2 credits**

This course emphasizes the profession of coaching. Coaching ethics and principles are included. Students examine research in the sports psychology field. Practical laboratory experience is acquired in the areas of organizational skills, public relations, and athlete/coach relationship building. Prerequisite: KINH 191 strongly suggested. Offered Spring.

### **KINH 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. Offered Fall.

### **KINH 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. Offered Fall.

### **KINH 345**

#### **Worksite Health Promotion**

##### **3 credits**

This course provides an introduction to various health promotion programs in worksite settings. Students study the evolution of worksite health promotion programs from a historical perspective. Students explore the implementation, administration, and evaluation of health promotion programs and address significant areas that greatly impact the organizational culture and health and well-being of employees. This course contains a mix of theory, research, and practical experience designed to give students a background in worksite health promotion and the building of supportive environments. Prerequisite: KINH 276 recommended. Offered Fall, Spring.

### **KINH 351**

#### **Exercise Psychology**

##### **3 credits**

This course covers the application of psychological principles to the promotion and maintenance of leisure-time physical activity and exercise. The psychological theories for understanding and predicting health behavior and exercise adoption and adherence will be covered. Additionally, the psychological and emotional consequences of leisure-time physical activity and exercise will be addressed in this course. Prerequisite: PSYC 101. Offered Fall, Spring.

### **KINH 361**

#### **Motor Control and Learning**

##### **3 credits**

This course will introduce students to major concepts within motor control and motor learning across the human lifespan. The course will cover neural and behavioral levels of analysis. The

course will cover motor control theories, how the central nervous system contributes to motor control, factors that facilitate motor learning, and the symptoms and motor control of various movement disorders. Prerequisites: PSYC 101, BIOL 160, BIOL 165. Offered Fall, Spring.

### **KINH 371**

#### **Kinesiology**

##### **3 credits**

This course is the study of the human musculoskeletal system and human movement. This course combines both structural and applied concepts. In addition to learning basic anatomy, students develop the skills necessary to understand the fundamentals of human movement and its application to training and athletic performance. Prerequisite: BIOL 100 or 101. BIOL 160 and 165 strongly recommended. Offered Fall, Spring.

### **KINH 376**

#### **Biomechanics**

##### **3 credits**

This course will cover the mechanical basis of human performance and the application of mechanical principles to exercise, sport and other physical activities. Students will be able to describe motion with mechanical and anatomical terminology. The course will cover the topics of linear and angular kinetics and linear and angular kinematics. Functional anatomy, or the study of the body components needed to achieve or perform a human movement or function will also be covered. Prerequisites: BIOL 160 and 165. Offered Fall, Spring.

### **KINH 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. Offered Fall, Spring, Summer Trimester.

### **KINH 391**

#### **Exercise Physiology**

##### **3 credits**

This course is a study of the physiological effects of exercise and physical activity upon the human body. Consideration is given to immediate and long-term effects as well as the changes and adaptations that occur during muscular activity, physical conditioning, and cardiovascular training. Emphasis is placed upon the physiology of the muscular, respiratory, circulatory, skeletal, and cardiovascular systems. Consideration is given to areas such as metabolism/energy production, systemic responses to exercise, measurement of fitness and exercise performance, and exercise adapted to age, gender, and environment. Core outcomes met: W. Prerequisite: BIOL 101 and KINH 188; KINH 371 strongly suggested. Offered Fall, Spring.

### **KINH 399**

#### **Internship**

##### **3 credits**

The internship in Kinesiology and Health Promotion enables students to gain practical experience in their major area of academic interest. Students have opportunities to integrate classroom theory with on-site practical training under professional supervision and guidance. Students also gain work experience and make valuable professional contacts. Students are required, as a minimum, to work 50 hours for each hour of credit earned. Site must be selected and paperwork must be completed with supervising instructor the semester before the internship occurs. A minimum of 150 hours of on-site career related experience is required. Some of the areas included in the internship are: defining professional goals, mentoring, strategies, resume development, interviewing techniques, portfolio readiness, and exploring current literature and significant issues. Core outcomes met: W. Prerequisite: Senior status. Offered Fall, Spring, Summer Trimester.

### **KINH 410**

#### **Program Planning and Evaluation**

##### **3 credits**

This course provides knowledge and applications of needs assessment, implementation, and evaluation of health promotion programs in various settings and diverse populations. Students are



exposed to both theoretical and practical information. They design a culturally sensitive program while understanding effective marketing, health communication, and learning strategies. Students are exposed to current issues and case studies. Emphasis is placed on developing presentation skills. Prerequisite: KINH 276 and 345 or consent of instructor. Offered Spring.

**KINH 421**

**Advanced Strength and Conditioning**

**3 credits**

This course is designed to enhance the students' current level of knowledge and expertise to an advanced level in the area of strength training and conditioning. In addition, this course will also prepare students interested in taking the National Strength and Conditioning Association Certified Strength and Conditioning Specialist's exam. The course will focus on the assessment and implementation of training programs with strong emphasis on the areas of resistance training, metabolic training, flexibility, reaction time, speed, and agility. Offered Fall.

**KINH 440**

**Kinesiology and Health Promotion Practicum**

**3 credits**

This course is designed to provide learning and practicum experiences in a variety of settings which will deepen students' knowledge of the field of kinesiology and health promotion. Students will make the connection of the seven dimensions of wellness, and the role of the mind, body and spirit as it relates to kinesiology and health promotion. Students are involved in providing learning experiences within the Wellness Center, the Grand View and greater Des Moines community. Core outcomes met: O. Prerequisite: Senior status. Offered Fall, Spring.

**KINH 447**

**Exercise Testing and Prescription**

**3 credits**

This course introduces students to various instruments, activities, and health risk appraisals that explore fitness and wellness. Clinical and medical history, cardiovascular disease risk factor assessment and modification, physical fitness assessment, and aerobic, resistance, and flexibility exercise prescription will be covered. Core

outcomes met: Q. Prerequisite: KINH 391. Offered Fall, Spring.

**KINH 450**

**Senior Seminar**

**3 credits**

This senior seminar is a capstone experience of the Kinesiology and Health Promotion students' educational careers. It provides students with an opportunity to demonstrate their abilities in synthesizing knowledge, skills, insights, and applications relevant to the field. This seminar also assists students with employment readiness by defining professional goals, job seeking strategies, and interviewing techniques. Students complete a comprehensive professional portfolio indicative of their work and academic preparation. Core outcomes met: GA, V. Prerequisite: Senior Status. Offered Fall, Spring.

**LDCR 250**

**Foundations of Leadership**

**3 credits**

This course is designed to provide a general overview of the field of leadership. Students will examine various historical and contemporary theories and models of leadership and develop their philosophy of leadership. In addition, the model of the VLC program will be introduced with the key elements of self, group, and community and each of these elements will be explored for future development during the program. Through a variety of self-assessment instruments, students will clarify their self-concept, engage in activities for interpersonal development and explore ways to serve the needs of the immediate and greater community. Prerequisite: sophomore status or higher. Offered Fall.

**LDCR 355**

**Leadership Skills**

**3 credits**

This course is designed to engage students in activities that will broaden and deepen their understanding of leadership skills and the importance of employing these skills at Grand View University and in the larger community. During this course students will focus on learning and practicing skills in the following areas: ethical decision making and problem solving, effective communication, conflict management and negotiation, diversity and human relations,

facilitating teamwork, and motivating and empowering others, event planning and management. During this course students will engage in a variety of experiential learning exercises, role-playing, reflection, and action planning. Prerequisite: LDCR 250. Offered Spring.

### **LDCR 365**

#### **Leadership Practice/Experience I – Viking Leadership Experience**

##### **0-1 credit**

This course is designed to provide students with opportunities for practical application of leadership skills gained in LDCR 250 (Foundations of Leadership) and LDCR-355 (Leadership Skills) by participating in a leadership service position on campus. Students are expected to apply and be elected/selected for a leadership position and serve for one academic year. Each service position must be approved by the instructor of the course and must provide opportunities for the application of at least three leadership skills developed earlier in the program. In addition to completing the service, students should reflect on their experiences at the end of the term in the leadership position. Prerequisites: LDCR 250 and 355. Offered Fall.

### **LDCR 366**

#### **Leadership Practice/Experience II – Viking Leadership Experience**

##### **0-1 credit**

The course is designed to provide students with opportunities for practical application of leadership skills gained in LDCR 250 (Foundations of Leadership) and LDCR 255 (Leadership Skills) by participating in a leadership service position on GV's campus. Students are expected to apply and be elected/selected for a leadership position and serve for one academic year. Each service position must be approved by the instructor of the course and must provide opportunities for the application of at least three leadership skills developed earlier in the program. In addition to completing the service, students should reflect on their experiences at the end of their term in the leadership position. Prerequisites: LDCR 250, 355, and 365. Offered Spring.

### **LDCR 375**

#### **Leadership Practice/Experience III – Community Service**

##### **0-1 credit**

This course is designed to provide students with opportunities for practical application of leadership skills gained in LDCR 250 (Foundations of Leadership) and LDCR 355 (Leadership Skills) by participating in a community service project. Students are expected to establish their own 35 hour service opportunity according to the following service credit criteria: involvement with diversity, service and benefit to others in the community, direct involvement in various stages of planning and implementation of the project, and opportunities for the application of at least three leadership skills developed in LDCR 355 (students must submit a description of the proposed project for approval to the instructor of this course). REMINDER: This is not a volunteering project, but an involvement at the leadership level in a community service project. Prerequisites: LDCR 250, 355, and 365. Offered Fall.

### **LDCR 450**

#### **Leadership Capstone Seminar**

##### **3 credits**

This course is designed to provide students with an opportunity to synthesize their leadership learning from their curricular, co-curricular, and service opportunities and further enhance their leadership skills. During the class students will have an opportunity to engage in applying various leadership theories to case analyses and to reflect on their leadership learning throughout the VLC program. Students will also clarify their leadership philosophy, further cement skills of working with others and explore opportunities for their future leadership involvement. The main artifact of this course is the leadership portfolio which will address the achievement of the learning outcomes of the VLC program. Students will make a formal presentation to a panel on their leadership growth and development during the VLC program. Prerequisite: Completion of all curricular and co-curricular Leadership Credential requirements. Offered Spring.

**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. Offered Fall, Spring.

**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. Offered Spring.

**LIBA 130, 131****Co-Curricular: Iowa AmeriCorps Program****0 credits**

The Iowa College AmeriCorps Program was created to increase levels of volunteerism among college students in Iowa as part of their academic experience, while engaging them in their local campus community. Members help meet the greatest needs in their local campus community by volunteering 300 hours of service during in a year. Grand View University is a member of the Iowa College AmeriCorps Program. Core outcomes met: V, after successful completion of LIBA 131.

**LIBA 132, 133****Co-Curricular: Student 2 Student Peer Leadership****0 credits**

Student 2 Student is a group of Peer Counselors that provide direct peer support through counseling and referral to campus services; as well as present programs promoting healthy and responsible

lifestyle choices for college students. Student 2 Student is an excellent opportunity for students to develop leadership skills and explore interests in social & health education promotion, marketing, program implementation, and peer support. Student 2 Student is designed to give the student practical experience in health education and peer counseling while under the supervision of a university Staff member. Core outcomes met: V, after successful completion of LIBA 133.

**LIBA 134, 135****Co-Curricular: Career/Vocation Development Plan****0 credits**

This non-course iteration provides students with experiences to help them identify their calling(s) and to connect to needs in the world for the purpose of being fully engaged with life. In concert with Core Seminar I's focus on demonstration of critical inquiry and information literacy, students who wish to iterate the vocation outcome might do so by participating in the Career/Vocation Development Plan (CVDP) as outlined below. Core outcomes met: V, after successful completion of LIBA 135. -Participation in CVDP annual programming series as offered through Career Center. -Pre and Post Tests - Assess vocational awareness and understanding of skills, passions and strengths. -Written communication/reflection on each sponsored activity in which a student participates (volunteer, club/org, job shadow). - Demonstrate critical inquiry and written communication/reflection by conducting informational interviews and academic major analyses. -Written demonstration of "current story" of self in development of professionally formatted resume.

**LIBA 136, 137****Co-Curricular: Residence Life: Leadership Impact****0 credits**

During the course of this program, Residence Life student staff members will have the opportunity to grow in their service and leadership skills by reading an assigned text, and by reflecting on their learning and growth through assignments. This is a full academic year course when taken with LIBA 137. Core outcomes met: V, after successful completion of LIBA 137.

## **LIBA 138, 139**

### **Co-Curricular: Viking Brigade Leadership**

#### **0 credits**

Think of the best student section you have ever seen...that's what we want here at Grand View University! If you have the ability to lead, this is your chance. Some of your responsibilities will include: signing up members, promoting big games, creating cheers or signs, halftime competitions, and keeping a budget. Your effectiveness has a direct impact with home-court advantage and building school spirit. This is an opportunity for you to fulfill a Vocation iteration as you will become more aware of yourself in regards to your strengths and passions. Core outcomes met: V, upon successful completion of LIBA 139.

## **LIBA 140, 141**

### **Co-Curricular: Getting Uncomfortable With...**

#### **0 credits**

Students will have the opportunity to expand on their knowledge and skills when it comes to working with diverse populations and recognizing their own diversity. Our society has always been diverse but it is becoming more global thanks to mobility and technology advances. It is important for our students to acknowledge and experience other true elements of diversity different from their own. Students will be provided with experiences to discern their place in this global society and to respond to the calling and the needs of others through their participation in multicultural events on and off campus. Core outcomes met: GA, after successful completion of LIBA 141.

## **LIBA 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. Offered Fall (Day, Eve), Spring (Day, Eve), M1, M3, May, Summer Trimester, June, M5, M6.

## **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. Offered Fall (Day, Eve), Spring (Day, Eve), M2, M3, M4, May, Summer Trimester, M5, M6.

## **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 instructor or consent of advisor. Offered M1.

## **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. Offered as needed.

**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. Offered as needed.

**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 094****Introduction to Algebra****4 credits\***

This course is a college preparatory course designed for students who need to learn or revisit concepts typically taught in a high school Algebra I course. This course covers the fundamentals of arithmetic skills necessary in daily life and builds a foundation of algebraic understanding. Topics included are: operations with real numbers, percent, ratio, proportion, expressions, linear equations, polynomials, and radicals. This course does not fulfill the Quantitative Reasoning Core Requirement. Offered Fall, Fall (Eve), Spring, May, Summer Trimester, M6.

\*Credits earned in this course will not apply to a student's graduation requirements.

**MATH 095****Intermediate Algebra****3 credits\***

This course is a college preparatory course designed for students who need to learn or revisit concepts typically taught in a high school Algebra II course. This course will include a brief review of: sets, integers, algebraic expressions and

operations, polynomials, rational expressions, and equations. This course will emphasize: roots, radicals and complex numbers, linear equations/functions and graphing, systems of linear equations and inequalities, quadratic functions, and exponential and logarithmic functions. Prerequisite: A satisfactory score on the Mathematics Placement Test or MATH 094 with a grade of C or better. This course does not fulfill the Quantitative Reasoning Core Requirement. Offered Fall, Spring, June.

\*Credits earned in this course will not apply to a student's graduation requirements.

**MATH 096****Introductory and Intermediate Algebra****5 credits\***

This course is a college preparatory course designed for students who need to learn or revisit algebraic topics that are typically taught in high school and are prepared for a fast paced course that covers both MATH 094 and MATH 095 in one semester. This course covers: operations with numeric and algebraic expressions, polynomials, rational expressions and equations, roots, radicals and complex numbers, linear equations/functions and graphing, systems of linear equations and inequalities, quadratic functions, and exponential and logarithmic functions. Prerequisite: A satisfactory score on the Mathematics Placement Test. This course does not fulfill the Quantitative Reasoning Core Requirement. Offered Fall, Spring, July.

\*Credits earned in this course 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, Math Placement, or College Preparatory Coursework: MATH 094 with an A or B; or MATH

095 or 096 with a C or above. Offered Fall, Spring, M4, May.

### **MATH 116**

#### **Finite Mathematics**

##### **3 credits**

Topics include elementary linear functions, systems of equations, linear inequalities, matrices, linear programming (using the graphical method and optionally the Simplex Method), set theory, mathematics of finance, introductory statistics and probability. Game theory, decision making, and counting may be included. Applications to such diverse fields as business, economics, life sciences, and social sciences are covered. Core outcomes met: CI, Q. Prerequisite: Math ACT of 22 or above, Math Placement, MATH 094 with an A or B, or MATH 095 or 096 with a C or above. Offered Fall, Spring, M4, M5.

### **MATH 121**

#### **College Algebra**

##### **3 credits**

Topics include: topics of algebra, sequences and series; functions and graphing; general polynomial, rational, exponential, logarithmic and basic trigonometric functions; systems of linear equations and inequalities. Core outcomes met: CI, Q. Prerequisite: Math ACT of 24 or above, Math Placement, or successful completion of MATH 095 or 096 with a C or above. Offered Fall, Spring, Summer Trimester.

### **MATH 122**

#### **Trigonometry**

##### **3 credits**

Topics included are the trigonometric functions, fundamental identities, trigonometric reductions, radian measure, variation and graphs of the trigonometric functions, functions of a composite angle, logarithms, solution of triangles, trigonometric equations, inverse trigonometric functions, and vectors. If time allows, additional topics may include complex numbers, polar and parametric equations. Prerequisite or Corequisite: MATH 121 or Math Placement. Offered Spring.

### **MATH 145**

#### **Mathematics for the Elementary Teacher I**

##### **3 credits**

Mathematics for Elementary Teachers helps future teachers develop a deep understanding of the mathematics they will likely teach. Topics include: Numbers (counting numbers, negative numbers, decimals, and fractions), operations on numbers (addition, subtraction, multiplication, division), proportional reasoning, and problem solving. Core outcomes met: CI, Q. Prerequisite: Math ACT of 22 or above, Math Placement, or successful completion of MATH 095, 096, or 111 with a C or above. Offered Fall, Spring.

### **MATH 155**

#### **Mathematics for the Elementary Teacher II**

##### **3 credits**

Mathematics for Elementary Teachers II helps future teachers develop a deep understanding of the mathematics they will likely teach. Topics include: geometry (shapes in two and three dimensions and their properties, measurement, and transformations), algebra (algebraic thinking, variables, expressions, and equations), statistics, and probability. Prerequisite: MATH 145. Offered Fall, Spring.

### **MATH 212**

#### **Applied Calculus**

##### **3 credits**

This course investigates applications of modeling techniques used in a variety of disciplines, including the natural sciences, mathematics, computer science and business. The nature and use of calculus (both differential and integral) is a primary focus of the course. Prerequisite: MATH 121. Offered Spring.

### **MATH 231**

#### **Calculus with Analytic Geometry I**

##### **5 credits**

Topics to be covered include: Functions (including trigonometric, exponential, and logarithmic) and Derivatives from a graphical and symbolic view point; product, quotient, and chain rules; implicit differentiation; applications of derivatives; l'Hopital's Rule; and basic integration. Core outcomes met: Q. Prerequisites: MATH 121 and MATH 122; or consent of instructor. Offered Fall.

**MATH 232****Calculus with Analytic Geometry II****5 credits**

Topics to be covered include: integration, evaluation of integrals, applications of integrals, symbolic antidifferentiation techniques, function approximation, improper integrals, infinite series, an introduction to vectors and polar coordinates along with partial derivatives. Prerequisite: MATH 231. Offered Spring.

**MATH 241****Principles of Statistics****4 credits**

This course will provide students with an understanding of reasoning involved in the statistician's approach to a variety of problems in modern society. Topics include descriptive statistics, graphical displays of data, distributions, confidence intervals, hypothesis testing, correlation and linear regression, categorical data analysis, and ANOVA. Core outcomes met: CI, Q. Prerequisites: MATH 095 or 096 with a grade of C or better or a satisfactory score on the Mathematics Placement Test. Offered Fall, Spring, Summer Trimester.

**MATH 245****Mathematics for the Elementary Teacher III****3 credits**

Mathematics for Elementary Teachers III deepens and extends the mathematical knowledge and skill of future teachers, particularly those planning to be a mathematics specialist and/or get a mathematics endorsement. The focus is on mathematics in grades K-8, including topics from number and operations, algebra, functions, geometry, statistics, and probability. Prerequisite: MATH 155.

**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: Q. Prerequisite: MATH 121. Offered Spring.

**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: Q. Prerequisite: MATH 231. See also PHIL 300. Offered Spring.

**MATH 301****Modern Geometries****3 credits**

Foundations and axiomatic development of elementary Euclidean and non-Euclidean geometries are studied. Prerequisites: MATH 300. Offered Fall (odd).

**MATH 310****Introduction to Mathematical Modeling****3 credits**

Introduction to Mathematical Modeling is a mathematical tool for solving real world problems. In this course, students study a problem-solving process. They learn how to identify a problem, construct or select appropriate models, figure out what data needs to be collected, test the validity of a model, calculate solutions and implement the model. Emphasis lies on model construction in order to promote student creativity and demonstrate the link between theoretical mathematics and real world applications. Core outcomes met: CI, IL, W, O, Q. Prerequisite: MATH 232 or equivalent. Offered Spring.

**MATH 322****Introduction to Differential Equations****3 credits**

Topics covered include: first-order differential equations, linear differential equations including differential operator theory, the Laplace transform, and systems of linear differential equations. Prerequisites: MATH 232 and 331; or consent of instructor. Offered Spring.

### **MATH 327**

#### **Multivariable Calculus**

**4 credits**

Topics to be covered include geometry in space, vectors, the derivative in n-space, the integral in n-space, and vector calculus including Green's Theorem and Stokes's Theorem. Prerequisite: MATH 232. Offered Fall.

### **MATH 331**

#### **Linear Algebra**

**3 credits**

This course includes the algebra of matrices, linear equations, vector spaces, determinants, linear transformations, eigenvalues and eigenvectors, inner product spaces, and applications. Prerequisite: MATH 231. Offered Fall (Even).

### **MATH 335**

#### **Introduction to Abstract Algebra**

**3 credits**

This course includes an introduction to deductive logic, set theory, relations and functions, and the study of algebraic systems (groups, rings, fields, and vector spaces). Prerequisites: MATH 232 and 300. Offered Spring (odd).

### **MATH 340**

#### **Discrete Computational Structures**

**3 credits**

Topics included are propositional logic, set theory, graph theory and combinatorial analysis, and Boolean algebra. Applications and theory are discussed. Prerequisites: MATH 300 and either CPSC 241 or CPSC 155. Offered Fall (even).

### **MATH 348**

#### **Biostatistics**

**2 credits**

This course will introduce and detail the intermediate statistical concepts that are essential for health professionals. There will be an emphasis on the appraisal of quantitative research. Topics include: research methods, design of experiments, sample size determination, probability, multiple regression techniques, ANOVA, and additional hypothesis tests for categorical and non-normal data. Core outcomes met: CI, Q. Prerequisite: MATH 241. Offered as needed.

### **MATH 350**

#### **Introduction to Real Analysis**

**4 credits**

Topics included are: error analysis, curve fitting, function approximation, interpolation, numerical methods for solving equations and systems of equations, numerical differentiation and integration, optimization, numerical solutions of ODE and PDE and eigenvalues/eigenvectors. Prerequisites: MATH 232, 322 and 331 or consent of instructor. Offered Spring (odd), Fall (even).

### **MATH 351**

#### **Introduction to Numerical Analysis**

**4 credits**

Topics included are: error analysis, curve fitting, function approximation, interpolation, numerical methods for solving equations and systems of equations, numerical differentiation and integration, optimization, numerical solutions of ODE and PDE and eigenvalues/eigenvectors. Prerequisites: MATH 232, 322 and 331 or consent of instructor. Offered Spring (odd).

### **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. Offered Fall (odd).



**MATH 399****Internship****3 credits**

This course offers a unique application experience for the students. Senior students spend 80 hours working at educational, business, governmental or service organizations getting a hands-on experience in regard to the topics studied in the courses of the mathematics curriculum. Available to Grand View degree-seeking students only. Prerequisite: Senior status. Offered as needed.

**MATH 430****Topics in Mathematics****1 to 3 credits**

Designed to provide opportunity for more in-depth study of some areas of mathematics not currently covered in the catalog courses. No more than six credits of MATH 430 may be applied to the major. Repeatable. Offered as needed.

**MATH 450****Senior Seminar****3 credits**

This course represents the capstone course for Mathematics majors. Emphasis is placed on further development of skills in the areas of written and oral communication, problem solving, and research. Students, with guidance from an instructor, choose a topic. On their chosen topic, students prepare a research paper and give an oral presentation to mathematics faculty and other mathematics students. Core outcomes met: CI, IL, W, O, Q, V. Prerequisites: MATH 300, MATH 331 or 335, and 6 additional credits of MATH electives numbered 300 or above. Offered Fall.

**MLAN 311****Global Perspectives****3 credits**

Global Perspectives teaches students to understand their own cultural identity, cultural conditioning and how to interact or to respond effectively from other cultural backgrounds, thus fostering intracultural and intercultural competence (i.e., gender, race, or demographics). This course will expand their awareness of worldviews and cultural behaviors in order to engage more effectively in their vocation with the ever changing global world. By reading, discussing, listening to

speakers and engaging with individuals from diverse backgrounds, students will be equipped in their vocation in order to become an effective global citizen and leader. Core outcomes met: CI, GA, V. Offered Spring.

**MUSC 101****Performance Attendance****0 credits**

All music, music education, and church music majors are required to attend a minimum of 10 concerts each semester. Offered Fall, Spring.

**MUSC 104****Fundamentals of Music****3 credits**

This is an introductory-level music course consisting of the study of musical language. The course begins with music's foundation in math/science, expands to address the central musical topics of notation, rhythm, scales, harmony, melody, and beginning harmony, and concludes with an application of these topics in the form of a simple final composition. This course may be taken alone, or it may serve as a precursor to Music Theory I. It is expected that students taking this course have no previous background in music theory. Core outcomes met: CI, Q. Offered Spring.

**MUSC 105****Music Appreciation****3 credits**

This course is designed to help students develop an understanding of art music in the Western tradition. Students learn to build listening skills and to recognize the various elements of music, including melody, rhythm, harmony, texture, tone color, and form and how they are applied to music. Students also learn the significance of music's historical/cultural/intellectual background and the effect that has on the music. Listening and analysis then are applied to keystone pieces in Western art music. No formal training is required. Core outcomes met: CI, GA, IL, W. Offered Fall, Spring, Fall (Sat, odd), M4, M6.

### **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.) Offered as needed.

### **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. Offered Fall.

### **MUSC 121**

#### **Grand View Choir**

**0 or 1 credit**

Choir is open to students of all departments by audition. The program of study consists of musical, ensemble, and vocal development through the preparation and performance of a repertoire of quality choral music from all periods of music literature. The Choir performs for events both on and off campus, including Julefest, and tours over Spring Break. Repeatable. Offered Fall, Spring.

### **MUSC 122**

#### **Wind Ensemble**

**0 or 1 credit**

Students will perform concert band literature on woodwind, brass, percussion, and string instruments. Music written for or arranged for the contemporary concert band will be studied and performed. Public performances are scheduled intermittently throughout the semester. Offered Fall, Spring.

### **MUSC 131**

#### **Music Theory I**

**4 credits**

This course is the first in a series of courses in music theory. Topics of study include intervals, scales, rhythm and meter, melodic organization, transposition, ear training, sight-singing, and harmony. Some instruction is computer assisted. Placement by examination or Music 104. Core outcomes met: CI, Q. Offered Fall.

### **MUSC 132**

#### **Music Theory II**

**4 credits**

This course is a continuation of Music 131. Topics include harmony and part-writing, analysis, sight singing and ear training. Some instruction is computer generated. Core outcomes met: CI, Q. Prerequisite: MUSC 131. Offered Spring.

### **MUSC 142**

#### **Music for the Elementary Classroom**

**2 credits**

This methods course is geared toward helping elementary education majors learn to use music in their classroom teaching. Students will study the effects of music in developing young brains and various ways of implementing music to increase learning. Topics of the course include music and the brain, music notation, building a repertoire of songs, literature, and musical games that can be used in classroom instruction, and developing confidence in leading music-making in class. Prerequisite: EDUC 111. Offered Fall, Spring.

**Applied lessons are offered in all areas.** These courses include the development of proper technique and literature appropriate to each instrument. Lessons at the 100-level of instruction (1 credit hour), which covers beginners through intermediate college-level, consist of 1/2 hour private lesson each week. Lessons at the 300-level (2 credit hours) are reserved for advanced students as determined by the instructor, and consist of 1 hour private lesson each week. The prerequisite for the 300-level courses is the 100-level of instruction in the same applied area. Repeatable. Offered Fall, Spring.

- **MUSC 153, 353 Voice**
- **MUSC 155, 355 Percussion**
- **MUSC 161, 361 Piano**

- MUSC 162, 362 Organ
- MUSC 171, 371 Trumpet
- MUSC 173, 373 French Horn
- MUSC 175, 375 Baritone Horn/Tuba
- MUSC 177, 377 Trombone
- MUSC 181, 381 Flute
- MUSC 182, 382 Oboe
- MUSC 183, 383 Clarinet
- MUSC 184, 384 Bassoon
- MUSC 186, 386 Saxophone
- MUSC 193, 393 Guitar
- MUSC 195, 395 String Bass
- MUSC 196, 396 Violin
- MUSC 197, 397 Viola
- MUSC 198, 398 Cello

### **MUSC 221**

#### **Kantorei**

**0 or 1 credit**

This ensemble consists of selected members of the Grand View Choir. Literature involves challenging music suited to a small number of voices. Kantorei sings regularly for chapel services and other College events including Julefest and Spring Tour. Repeatable. Offered Fall, Spring.

### **MUSC 222**

#### **Jazz Ensemble**

**0 or 1 credit**

Jazz Ensemble is open to select members of the Grand View Band. Students perform jazz band literature ranging from the 1920's through today. Original music for the ensemble as well as transcriptions will be performed. The art of improvisation will also be studied and performed. Public performances are planned intermittently throughout the semester. Students should take Jazz Band concurrently with MUSC 122. Repeatable. Offered Fall, Spring.

### **MUSC 231**

#### **Theory and History of 17<sup>th</sup> and 18<sup>th</sup> Century Music**

**4 credits**

This is a continuation of Music 132. Topics include Baroque and Classical Theory, styles, forms and history. Ear training and sight singing continue. Core outcomes met: CI, O, Q, GA. Prerequisite: MUSC 132. Offered Fall (even).

### **MUSC 232**

#### **Theory and History of 19<sup>th</sup> Century Music**

**4 credits**

This is a continuation of Music Theory/History Sequence. Topics include the theory, styles, forms, and history of Romantic music. Ear training and sight singing are also continued. Core outcomes met: CI, IL, W, Q, GA. Prerequisite: MUSC 132. Offered Spring (odd).

### **MUSC 242**

#### **Elementary Music Methods**

**3 credits**

This methods course presents a variety of techniques and materials necessary for teaching elementary music. Students explore topics such as the importance of music in brain-based learning, building music literacy using Takadimi and Kodaly methods, and working with the National Association for Music Education standards for music education, and developing age-appropriate repertoire and lesson plans. Prerequisite: MUSC 132. Offered Fall (even).

### **MUSC 253**

#### **Diction I**

**1 credit**

This course will use the International Alphabet to assist learning correct pronunciation of languages most commonly used by students of singing. Italian and French will be the focus of this class. Offered Fall.

### **MUSC 254**

#### **Diction II**

**1 credit**

This course will use the International Alphabet to assist learning correct pronunciation of languages most commonly used by students of singing. German and English will be the focus of this class. Offered Spring.

### **MUSC 311**

#### **Brass and Strings**

**3 credits**

This course focuses on the basic principles of tone production, technique, and pedagogy pertaining to brass and stringed instruments. Students also investigate some of the issues, evaluation criteria, and methodologies in working

with instrumental ensembles through classroom discussion and on-site field experience. Instruction also includes the exploration of strategies for building vocabulary and increasing reading and writing skills through music, including developing accurate musical vocabulary and the incorporation of periodic reading and writing assignments. Core outcomes met: CI, O, V. Prerequisite: MUSC 132 or consent of instructor. Offered Fall (odd).

### **MUSC 312**

#### **Woodwinds and Percussion**

##### **3 credits**

This course focuses on the basic principles of tone production, technique, and pedagogy pertaining to percussion and woodwind instruments. Students also investigate some of the issues, evaluation criteria, and methodologies in working with instrumental ensembles through classroom discussion and on-site field experience. Instruction also includes the exploration of strategies for building vocabulary and increasing reading and writing skills through music, including developing accurate musical vocabulary and the incorporation of periodic reading and writing assignments. Core outcomes met: CI, O, V. Prerequisite: MUSC 132 or consent of instructor. Offered Spring (even).

### **MUSC 313**

#### **Vocal Methods and Pedagogy**

##### **3 credits**

Vocal pedagogy will examine the science and art of vocal instruction. It will examine what singing is, how the voice works, and how to instruct proper singing technique. Offered Fall (even).

### **MUSC 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. Offered as needed.

### **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. Offered Fall (odd).

### **MUSC 332**

#### **Theory and History of 20<sup>th</sup> Century Music**

##### **4 credits**

This course is a continuation of the theory/history sequence, examining both the theoretical underpinnings and historical framework of music in the 20th century. Topics include chromatic harmony, atonal and aleatoric music, serial theory composition, set theory, non-western influences, musique concrete, and minimalism. Ear Training and Sight-singing are also continued. Core outcomes met: CI, O, Q. Prerequisite: MUSC 132. Offered Spring (even).

### **MUSC 341**

#### **Conducting I**

##### **2 credits**

Conducting I is the first of a two-semester sequence. It is an experiential course covering the beginning level of principles and techniques involved in the art of conducting vocal and instrumental ensembles. Students will conduct prepared examples in class and critique themselves and each other. Core outcomes met: CI, V. Prerequisite: MUSC 132. Offered Fall.

### **MUSC 342**

#### **Conducting II**

##### **2 credits**

Conducting II is the second of a two-semester sequence. It is an experiential course covering the advanced level of principles and techniques involved in the art of conducting vocal and instrumental ensembles. It also addresses issues of leadership, group dynamics, error detection, and the care and feeding of choral and instrumental ensembles. Students will conduct prepared

examples in class and critique themselves and each other. They will also work with their primary performing ensemble. Prerequisites: MUSC 132 and 341. Offered Spring.

### **MUSC 442**

#### **Secondary Methods and Management**

##### **4 credits**

The purpose of this course is to introduce novice teachers to topics, issues, and skills necessary to become successful general music teachers and choral directors in middle school, junior high, and high school settings. Also covered will be techniques for teaching instrumental performance ensembles in secondary schools. Emphasis will include program design and philosophy, administrative responsibilities, rehearsal techniques, appropriate literature for each grade level, job acquisition and educational ethics. Classroom management techniques appropriate to secondary rehearsals and classes will be addressed. Offered Spring (odd).

### **MUSC 450**

#### **Senior Recital**

##### **1 credit**

All music, music education, and church music majors must complete a senior recital. Students work with their major applied professor to select material to be performed. In addition they research and write a complete paper on the pieces they are performing, addressing both the historical background and analytical understanding of their recital pieces. Core outcomes met: CI, W. Prerequisites: Music 131, 132, 231, 232, 331, 332, 341, at least six semesters of applied study and permission of applied music instructor. Offered Fall, Spring.

### **NSGP 325**

#### **The Caring Professional Nurse**

##### **4 credits**

In this course, the students will come to know and understand the underpinnings of the nursing profession as a baccalaureate-prepared nurse. Students apply the continuum of care as they learn to care for self and others. Caring and leadership theories are introduced along with evidence based practice and interpersonal/interprofessional communication as nurses build on their understanding of professional nursing practice.

Core outcomes met: W. Prerequisite: Admission to the Nursing major.

### **NSGP 355**

#### **Foundations of Baccalaureate Nursing Practice**

##### **4 credits**

In this course, students will explore concepts essential to baccalaureate nursing practice with appraisal of evidence-based practice through policy, advocacy, and ethical decision making. Leadership will be examined through analysis of theory, collaboration, and membership in professional organizations. The importance of the continuum of care will be highlighted through culture and caring for self. Core outcomes met: IL. Prerequisite: NSGP 325.

### **NSGP 425**

#### **Leadership in Baccalaureate Nursing Practice**

##### **4 credits**

This course focuses on organizational leadership and theory as it relates to promoting high quality and safe patient care. Ethical awareness and critical decision making are emphasized through exploration of evidence-based practice and microsystem assessment. Students explore leadership and management skills that integrate interprofessional communication and collaboration as well as strategies for effective delegation, advocacy, and conflict resolution. Course outcomes met: V. Prerequisite: NSGP 355.

### **NSGP 465**

#### **Community and Population Health Nursing**

##### **5 credits**

This course focuses on a synthesis of nursing, social, and public health theories and principles underlying current community and population health nursing practice. The focus of care is on individuals and aggregates in the community with emphasis on health maintenance, health promotion and disease prevention as facilitated by health teaching and appropriate use of community resources with vulnerable populations. This course requires 25 practicum hours in an approved community setting. Core outcomes met: O, GA. Prerequisite: NSGP 425.

## **NSGP 485**

### **Scholarship for Professional Practice for RNs**

#### **5 credits**

In this capstone course, students will explore the inter-relationship of theory, evidence-based practice, and policy through numerous models. Students examine the impact of health care policy as it relates to organizational, local, national, and global issues of equity, access, affordability, and social justice to health care. Core outcomes met: W, Q. Prerequisite: MATH 241.

## **NURS 210**

### **Basic Physical Assessment**

#### **2 credits**

In this foundation course, students come to know, understand and perform a head to toe physical assessment on an adult client. Utilizing essential equipment, each student will assess health parameters, using developmentally and culturally sensitive approaches. Prerequisite: Admission to the Nursing major; concurrent enrollment in or previous completion of BIOL 160. Offered Fall, Spring.

## **NURS 220**

### **The Caring Professional Nurse**

#### **3 credits**

In this course, students will come to know and understand the underpinnings of the nursing profession. Students learn to care for self as well as others. The caring nursing theorists are introduced and explored in clinical experiences. An emphasis on professionalism includes professional organizations and comportment. Core outcomes met: V. Prerequisite: Admission to the Nursing major. Offered Fall, Spring.

## **NURS 250**

### **Foundations of Nursing I: Pathophysiology, Pharmacology, Assessment, and Skills**

#### **5 credits**

In this course, students are introduced to concepts in pathophysiology, pharmacology, and assessment. The focus is on the relationship among these concepts and include cultural and life span considerations. Students will apply knowledge of the relationship among pathophysiology, pharmacology, assessment, and basic nursing care. Students will begin implementing clinical reasoning in laboratory and community client

situations. Core outcomes met: Q. Prerequisites: NURS 210, 220, BIOL 160, PSYC 212; MATH 095, 096, or placement into MATH 121. Concurrent enrollment in or previous completion of BIOL 165. Offered Fall, Spring.

## **NURS 310**

### **Foundations of Nursing II: Pathophysiology, Pharmacology, Assessment, and Skills**

#### **5 credits**

In this course, students build upon concepts in pathophysiology, pharmacology and assessment. The focus is on the relationship among these concepts and include cultural and life span considerations. Students will apply knowledge of the relationship among pathophysiology, pharmacology, assessment, and basic nursing care. Students will begin implementing clinical reasoning in institutional client situations. Core outcomes met: IL. Prerequisites: NURS 250, BIOL 140, 165. Offered Fall, Spring.

## **NURS 320**

### **Adult Health I**

#### **4 credits**

In this course students will come to know nursing practice as a caring professional while providing nursing care for adults with acute and chronic illness. Nursing care for adults will also include care for the adult's significant other or family. Issues surrounding nursing practice as a caring professional will also be explored. Core outcomes met: IL. Prerequisites: NURS 310, PSYC 320. May be taken concurrently with NURS 340 and NURS 350. Offered Fall, Spring.

## **NURS 340**

### **Maternal/Newborn Nursing**

#### **3 credits**

This course focuses upon synthesis of maternal/newborn nursing, health promotion, and maintenance principles related to current nursing practice within a holistic, caring framework. The student enters into caring relationships with the intent of nurturing the well-being of the childbearing family from diverse backgrounds. Emphasis is placed upon development of clinical reasoning through noticing, interpreting, responding and reflecting in various clinical situations with the childbearing population. Care will focus upon the childbearing family with the intent of determining the health status of the clients within the context of

the patients' values. Core outcomes met: W. Prerequisites: SOCS 101, NURS 310. May be taken concurrently with NURS 320 and 350. Offered Fall, Spring.

### **NURS 350**

#### **Pediatric Nursing**

##### **3 credits**

This course focuses on care delivery to the child and their families in the institutional settings. Care delivery is focused in acute care/institutional settings, including acute and chronic health needs affecting children and their families. Core outcomes met: Q. Prerequisites: NURS 310. May be taken concurrently with NURS 320 and 340. Offered Fall, Spring.

### **NURS 410**

#### **Comprehensive Nursing Care of Clients with Psychiatric/Mental Health Diseases**

##### **3 credits**

This course will focus on comprehensive nursing care of clients with psychiatric/mental health diseases that affect individuals across the life span. Students will have opportunities to work with individuals and their families with the goal being the demonstration of compassion and advocacy. Students will learn the biopsychosocial impact of these diseases and what current treatment options improve the lives of individuals and their family. Central to this course is the student understanding of the implications for clients and families, including the successful strategies employed by them while living with a chronic mental illness. Students will use cultural considerations with the goal of strengthening the health portion of the individual/family. Prerequisite: NURS 320. Offered Fall, Spring.

### **NURS 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. Students will be assigned a nurse manager and are required to complete a minimum of 32 hours of on-site clinical experience. Students will also be assigned a nurse preceptor and will complete a minimum of 88 hours of on-site clinical experience. Core outcomes met: V. Prerequisites: NURS 332 and 333. NURS 417 must be taken in the last semester of nursing coursework. Offered Fall, Spring (final term Fall 2017).

### **NURS 420**

#### **Adult Health II**

##### **4 credits**

In this course students will come to know nursing practice as a caring professional while providing nursing care for adults with acute and chronic illness. Nursing care for adults will also include care for the adult's significant other or family. Issues surrounding nursing practice as a caring professional will also be explored. Prerequisite: NURS 320. Offered Fall, Spring.

### **NURS 440**

#### **Complex Older Adult Health**

##### **3 credits**

This course focuses on the care of patients and families with emphasis on improving quality of life for older adults with complex and multiple health co-morbidities. Care is centered in assessment, decision-making, evidence-based practice and encompasses collaboration among multiple health care professionals to promote healthy aging and healing. Synthesis of nursing principles and theories with particular emphasis on palliative and end-of-life care within the healthcare system is emphasized. Core outcomes met: O. Prerequisite: NURS 340 and 350. Successful completion of or concurrent enrollment in NURS 410 and 420. Offered Fall, Spring.

### **NURS 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. Offered Fall, Spring (final term Fall 2017).

### **NURS 460**

#### **Community Health Nursing**

##### **3 credits**

This course focuses on a synthesis of nursing, social, and public health theories and principles underlying current community health nursing practice. The focus of care is on family and community with emphasis on health maintenance, health promotion and disease prevention as facilitated by health teaching and appropriate use of community resources with vulnerable populations. Core outcomes met: O, GA. Prerequisites: NURS 340, 350, 420. May be taken concurrently with NURS 410 and 440. Offered Fall, Spring.

### **NURS 470**

#### **Baccalaureate Practice Immersion**

##### **5 credits**

This course will include concepts related to being a provider of care, a manager of care, a leader, and a member of the nursing profession. An immersion experience will provide opportunities for building clinical reasoning, leadership, management, and evaluation skills. Students will be assigned a nurse manager and are required to complete a minimum of 32 hours of on-site clinical experience. Students will also be assigned a nurse preceptor and will complete a minimum of 88 hours of on-site clinical experience. Core outcomes met: V. Prerequisites: Taken final semester of the nursing program; must be taken concurrently with NURS 480. Offered Fall, Spring.

### **NURS 480**

#### **Scholarship for Professional Practice**

##### **4 credits**

In this capstone course, the inter-relationship of theory, research, practice and policy is explored through experiential learning. Interprofessional, evidence-based practice is emphasized. The Grand View Critical Analysis Model is utilized as a framework to engage students in the complexity of policy design and analysis. Health care policy shapes the nature, quality, and safety of the practice environment. Policy is examined relative to the issues of access, advocacy, equity,

affordability, globalization, and social justice. Through a linked learning project, students transition to baccalaureate practice. Core outcomes met: CI. Prerequisites: MATH 241 or 348, NURS 410, 420, and 440. Must be taken concurrently with NURS 470. Offered Fall, Spring.

### **PHIL 205**

#### **Introduction to Philosophy**

##### **3 credits**

This course introduces students to basic questions about meaning, meaningfulness, and truth that thoughtful people have asked throughout history. It explores sound thinking, and the nature of reality, knowledge, and the good. Core outcomes met: CI, W. Offered Fall, Spring, M6 (odd).

### **PHIL 210**

#### **Introduction to Ethics**

##### **3 credits**

This course introduces students to ethical theory and the application of this theory to real-life matters. Ethical stances such as deontology, utilitarianism, divine will ethics and virtue ethics are explored. Core outcomes met: CI, W, V. Offered Fall, Spring, M4.

### **PHIL 260**

#### **History and Philosophy of Science**

##### **3 credits**

This course traces the development of selected ideas in the history and philosophy of science, from the ancient Greeks to the present day. A primary theme of the course is the nature and development of the scientific process. Core outcomes met: CI, O, IL. Offered Spring.

### **PHIL 300**

#### **Introduction to Mathematical Reasoning**

##### **3 credits**

This course introduces students to the basics of propositional and predicate logic in symbolizing natural language and determining validity, and introduces such topics as the logic of set theory, functions, relations, and transfinite sets. Emphasis is placed upon strategies involved in constructing proofs. While the course presupposes no post-algebra work in math, students with a strong math background have an advantage. Recommended for math, computer science, and science majors



and for all philosophy minors. Core outcomes met: Q. Prerequisite: MATH 231. Offered Spring.

### **PHIL 305**

#### **Human Nature**

#### **3 credits**

Readings from different philosophers (such as Plato, Aristotle, Hobbes, Pascal, Rousseau, Sartre) on basic human capacities, needs, motives, and experiences provide the focus for discussions of what human beings are, what they are capable of becoming, and how they get from one to the other. Core outcomes met: CI, W. Offered Spring, M1 (even).

### **PHIL 311**

#### **Ancient and Medieval Philosophers**

#### **3 credits**

A survey of major thinkers, philosophic schools, and movements from Pre-Socratics to Ockham. Particular attention is given to the fundamental ideas in the ancient and medieval eras by which the Western philosophical tradition in Plato, Aristotle, Augustine, and Thomas Aquinas was established. Core outcomes met: CI, W. Offered Fall.

### **PHIL 312**

#### **Modern Philosophers**

#### **3 credits**

A survey of major thinkers, philosophic schools, and issues from the Renaissance to the late 19th century. The course surveys the beginnings of modern thought and traces the development of rationalism, empiricism and idealism. The course will highlight Hobbes' Locke's, Kant's, Hegel's, Marx's, and Rawls' contributions to political thought. Core outcomes met: CI, W. See also POLS 312. Offered Spring, M3.

### **PHIL 325**

#### **Bioethics**

#### **3 credits**

The purpose of this course is to explore the influence of moral/ethical positions in the behavior and decision making in health care. Emphasis is on: the basis for positions taken; moral and ethical principles/theories; rights and responsibilities; and conflict. Offered Fall (eve), Spring (eve).

### **PHIL 430**

#### **Special Topics**

#### **1 to 4 credits**

This course focuses on a specific philosophic topic, movement, or major figure. The context varies each time the course is taught. Prerequisite: Junior status or consent of instructor. Offered as needed.

### **PHOT 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. Offered Fall, Spring, M1, M3, May, Summer (Sat).

### **PHOT 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: PHOT 131. Offered Fall, Spring.

### **PHOT 332**

#### **Narrative Photography**

**3 credits**

This course explores the pictorial narrative and visual storytelling within photography through single and multiple image making. Students will develop literal and non-literal, themed and chronological projects based on the impact of this universal form of communication. Course methods include lectures and critique. A digital single lens reflex or sophisticated point and shoot digital camera is required. Prerequisite: PHOT 131 and junior status. Offered Fall (odd).

### **PHOT 333**

#### **Light and Lighting**

**3 credits**

This is an advanced course in lighting techniques for photographers. Course methods include lectures, studio demonstrations, and critique. Projects include use of natural and artificial lighting environments, lighting equipment usage (including flash and strobe), manipulating available light sources and color balance. A digital single lens reflex camera with manual settings and a hot shoe or pc socket required. Studio and computer lab space are provided by the University. Core outcomes met: Q. Prerequisite: PHOT 131, PHOT 231, and junior status. Offered Spring.

### **PHOT 337**

#### **Creative Photography**

**3 credits**

Topics change from class to class, but normally approach photography from a creative or expressive point of view rather than from a practical point of view. Some examples of class titles are: Close-up; High Contrast; Multiple Images; Point of View; and Photo Montage. 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: PHOT 131 or junior status. Offered Fall, Spring, May.

### **PHSC 101**

#### **Physical and Earth Science**

**4 credits**

This is a liberal arts science course designed for non-science majors. The nature and philosophy of science 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: Successful completion of MATH 095 or MATH 096 (with a C or better) or equivalent, or placement into MATH 121. No previous science courses are required. Offered Fall, Spring.

### **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. Offered Fall, Spring (Eve), M1, M2 (even).

### **PHSC 260**

#### **History and Philosophy of Science**

**3 credits**

This course traces the development of selected ideas in the history and philosophy of science, from the ancient Greeks to the present day. A primary theme of the course is the nature and development of the scientific process. Core outcomes met: CI, O, IL. Offered Spring.

### **PHYS 131, 132**

#### **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 131 offered Fall; PHYS 132 offered Spring.

**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. Offered as needed.

**PHYS 241, 242****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. Offered as needed.

**PHYS 250****Statics and Properties of Materials****3 credits**

This course provides students with an introduction to engineering mechanics. Topics covered may include: fundamentals of mechanics, forces, systems in equilibrium, stress, strain and deformation, equivalent force/moment systems, rigid body equilibrium, torsional loading, flexural loading, combined static loading and columns. The primary purpose of this course is to prepare pre-engineering students for upper level engineering courses at Iowa State University. Prerequisites: One year of calculus (MATH 231 and 232) and the first semester of calculus-based physics (PHYS 221). Offered as needed.

**POLS 110****National Government****3 credits**

Students study the organization, process, and function of the national government of the United

States. Topics considered include the legislative, executive, and judicial branches of government; political parties; interest groups; the Constitution; Federalism; civil liberties; civil rights; political behavior; elections. Core outcomes met: CI, IL. Offered Fall, Spring, M1, M6.

**POLS 120****State and Local Government****3 credits**

Students examine the political process of the state and local levels of government. Special concern is given to the study of policy-making and administration at the state level and its implementation at the local levels of government. Core outcomes met: CI, IL. Offered Spring, M3.

**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. Offered Spring (even), M4.

**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. Offered as needed.

**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. Offered as needed.

## **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, or College Preparatory Coursework: MATH 094 with an A or B; or MATH 095 or 096 with a C or above. See also POLS 239 and PSYC 239. Offered Fall, Spring, M1, M2, M3, M5.

## **POLS 312**

### **Modern Philosophers**

#### **3 credits**

A survey of major thinkers, philosophic schools, and issues from the Renaissance to the late 19th century. The course surveys the beginnings of modern thought and traces the development of rationalism, empiricism and idealism. The course will highlight Hobbes' Locke's, Kant's, Hegel's, Marx's, and Rawls' contributions to political thought. Core outcomes met: CI, W. Offered Spring.

## **POLS 315**

### **Introduction to Public Administration**

#### **3 credits**

Introduction to Public Administration is a course designed to provide students analytical perspectives which are useful for understanding the scope of public administration and its impact on both the public and private sectors. The course is broad in scope and acquaints students with the underlying themes and organizing principles of public administration, as well as provides students a better understanding of the governmental framework in order to nurture a critical perspective useful for both public and private sector administration. Core outcomes met: O, GA, V.

Prerequisite: POLS 110 or consent of instructor. Offered Fall, Spring, M2, M5 (even).

## **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. Offered Spring (even), M4.

## **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. Offered Fall, M3.

## **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. Offered Spring, M4 (even), May (odd).

## **POLS 350**

### **Social Science Research Methods**

#### **3 credits**

Social Science Research Methods is designed to introduce the student to both the theory and practice of research in the social sciences. The course is designed to teach students how to conduct a social science research project from selecting a research problem, researching and writing a literature review, writing a research design, collecting data and analyzing data. Students are exposed to both qualitative and quantitative research tools in this course and how to select appropriate methods for the problem they are investigating. Extensive research writing is practiced in this course; students will complete a research portfolio by the end of the course. Other course topics include data analysis, critiquing research studies, survey design, and evidence-based decision-making. Core outcomes met: CI, IL, W, Q. Prerequisites: 12 credit hours in the Social Sciences including SOCS 101 or POLS 110 or PSYC 101. See also SOCS 350. Offered Fall, Spring, M4, M6.

## **POLS 361**

### **Comparative Politics**

#### **3 credits**

Comparative Politics offers a country-by-country approach that allows students to fully examine similarities and differences among countries and within and between political systems. The course

offers an analysis of political challenges and changing agendas within countries and provides detailed descriptions and analysis of the politics of individual countries. The course focuses on making meaningful connections and comparisons about the countries presented. Readings in the course consist of eight country case studies, selected for their significance in terms of the comparative themes, and because they provide an interesting sample of types of political regimes, levels of economic development, and geographic regions. Topics to be discussed include theories used for comparative analysis, consolidated democracies, authoritarian regimes, collective identities, and political challenges and changing agendas. Core outcomes met: IL, W. Prerequisite: POLS 110. Offered Fall, M1, M5.

## **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. Offered Spring, M3 (even).

## **POLS 399**

### **Internship**

#### **3 credits**

The internship is an integral component of career development efforts at the University. It is an academic experience in a career-related work

setting supervised jointly by the University and an associated employer. The internship at Grand View is the application of classroom experience to the work setting. A student should see their advisor and the Student Handbook for more information. Prerequisite: Junior or senior status and acceptance into the course by the Grand View University Political Studies department. Offered Fall, Spring, Summer Trimester.

### **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. Offered M1 (odd).

### **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. Offered Spring (even), M5.

### **PSYC 101**

#### **General Psychology**

##### **3 credits**

This is an overview of psychology as a behavioral science. Students are introduced to topics in learning, perception, personality, memory, neuropsychology, cognition, and related concepts.

Psychological theories and methodology are reviewed as well as the application of psychology to modern life. Core outcomes met: CI, W. Offered Fall, Spring, M3, July, M6.

### **PSYC 105**

#### **Psychology Seminar**

##### **1 credit**

This course is an introduction to the profession of Psychology. Students are introduced to the specialties in the discipline, have an opportunity to explore several graduate programs, and evaluate their interest in a career in psychology. Core outcomes met: IL, V. Offered Fall, M4, M5.

### **PSYC 210**

#### **Introduction to Human Services**

##### **4 credits**

This course is a review of the history and development of contemporary human services with a study of human services in public and private settings through casework, group work, and community organizations. Specific techniques used in working with people in the social service profession are emphasized. Students are expected to serve approximately 30 hours in community agencies. Core outcomes met: W, O, V. Prerequisite: SOCS 101 or PSYC 101; or consent of instructor. Offered Fall, Spring, M1, M3.

### **PSYC 212**

#### **Human Development**

##### **4 credits**

This course is a study of the individual from conception to death. The course explores the simultaneous cognitive, social, physical, and psychological changes which occur during the lifespan and the theories which attempt to explain these changes. The history of developmental psychology and research methods used to study developmental change also are explored. Prerequisite: PSYC 101. Offered Fall, Spring, M4, M6.

### **PSYC 239**

#### **Statistics for Social Sciences**

##### **3 credits**

An introduction to 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, or College Preparatory Coursework: MATH 094 with an A or B; or MATH 095 or 096 with a C or above. See also POLS 239 and PSYC 239. Offered Fall, Spring, M1, M2, M3, M5.

### **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. Offered as needed.

### **PSYC 277**

#### **Addictive Behaviors**

**3 credits**

The course consists of a thorough introduction to chemical abuse, dependency, and drug characteristics. In addition, the social and legal aspects of addictive behavior are addressed, as well as assessment, treatment, and prevention strategies. Prerequisites: PSYC 101 or SOCS 101. Offered Fall, Spring, M1, June.

### **PSYC 310**

#### **Social Psychology**

**3 credits**

This course presents a scientific study of the individual in the social environment with emphasis on the effects of other individuals and groups upon the individual's behavior. The course focuses on theories of self, social attitudes, leadership, social influence, with regard to conformity, aggression, prejudice, helping behavior, and attraction. Prerequisite: PSYC 101 or SOCS 101; or consent of instructor. See also SOCS 310. Offered Fall,

Spring, Fall (eve), M4, Summer Trimester, M6 (even).

### **PSYC 315**

#### **Psychology of Exceptional Children**

**3 credits**

This course focuses upon the characteristics of atypical children from a psychological/educational perspective. Areas of exceptionality include 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. Offered Fall, Spring, M1, M5.

### **PSYC 320**

#### **Abnormal Psychology**

**3 credits**

This course is an analysis of psychopathology with consideration of etiological theories, factors which contribute to the maintenance of maladaptiveness and treatment strategies from several theoretical viewpoints. Current research that is pertinent to psychopathology is presented. Core outcomes met: IL, W. Prerequisite: PSYC 101. Offered Fall, Spring, J2, M4, May.

### **PSYC 322**

#### **Marriage and Family**

**3 credits**

This course is designed to introduce upper-division students to the institution of marriage and the family-- historically and cross-culturally-- including its formation, research and theory, and elements of successful and problematic relationships. Prerequisite: PSYC 101 or SOCS 101. See also SOCS 322. Offered Fall, M3, May.

### **PSYC 325**

#### **Counseling Theories**

**3 credits**

The major thrust in this course is an in-depth look at nine of the major theories of counseling. Attention is focused on applied aspects of these theories. In addition students are exposed to current issues in counseling and discussion of professional ethics in human services. Offered Fall, Spring, M1, May.

## **PSYC 326**

### **Personality Theory and Assessment**

#### **3 credits**

This course involves a thorough review of clinically based, trait based, and interactional theories of personality and the assumptions underlying them. Other important aspects of personality and its measurement will be addressed. Students get experience with the assessment of personality using a variety of instruments. Prerequisite: PSYC 101. Offered Fall, M2.

## **PSYC 327**

### **Techniques of Individual and Group Counseling**

#### **3 credits**

This is a lab course designed to help students develop listening and communication skills. The emphasis is on developing skills that are primarily used in working with individuals, but which also are applicable to working with groups. Students spend time in labs both on a one-to-one basis and as members of a group. Skills emphasized are listening, empathetic listening, probing, confronting, and problem solving with the major emphasis on listening skills. Core outcomes met: V. Prerequisites: PSYC 325. Offered Fall, Spring, M2, June.

## **PSYC 346**

### **Sustainability**

#### **3 credits**

This course is committed to exploring the empirical literature from various social science perspectives (sociology, anthropology, psychology) on what factors, both culturally and individually, are most strongly related to environmentally sustainable behaviors. The course examines the pertinent literature on the identification and development of environmentally relevant beliefs, attitudes, and actions. The course intent is twofold: increase awareness of environmentally friendly practices; provide the student an opportunity to assess and affect their own and their chosen community's impact. Core outcomes met: CI, V. See also SOCS 346. Offered as needed.

## **PSYC 350**

### **Psychology Research Methods**

#### **3 credits**

Methods of psychology research including design, measurement, analysis of data, and

reporting of data are covered. Emphasis is placed on the application of the scientific method to the analysis of psychological phenomena. Core outcomes met: IL, W, Q. Prerequisites: 12 credit hours in Psychology including PSYC 101, MATH 241, and junior status or consent of instructor. Offered Fall, Spring, M2.

## **PSYC 352**

### **Evidence-Based ID/DD Services**

#### **3 credits**

This course introduces students to the philosophy and skills of Positive Behavior Support. The philosophy is a proactive process for addressing behavioral challenges, which includes teaching adaptive skills and improving quality of life for persons with developmental disorders. Learning outcomes will include person-centered planning, functional assessment, applied behavior analysis, and designing/implementing an effective behavior and environmental support plan. The student will also learn how to use data to drive decision-making. Offered Spring (odd), M4 (even).

## **PSYC 353**

### **Evidence-Based MH Services**

#### **3 credits**

This course introduces students to the philosophy and principles of recovery and rehabilitation interventions. The philosophy includes a person-oriented recovery intervention, focused on functioning, support and choice, which is outcome oriented and maximizes growth potential for recovery from mental illness. The skills include establishing an overall recovery/rehab goal, functional assessment, direct skills teaching along with facilitating recovery and building resilience. The student will learn intervention applications of illness-management, assertive community treatment, family psychoeducation, and supported employment. Offered Fall (odd), M1 (even).

## **PSYC 361**

### **Family Law**

#### **3 credits**

This course is an introduction to law as it affects families. Topics to be covered include the American legal system and specific areas such as marriage, privacy, adoption, divorce, due process in welfare and education, civil commitment, guardianship, and estate planning. In addition, the role of lawyer, court proceedings, and the rules of



evidence are covered. Prerequisite: PSYC 101 or SOCS 101. Offered M3.

### **PSYC 362**

#### **Forensic Socio-Psychology**

##### **3 credits**

This course addresses the fundamental theories underlying the legal system, explores the conflicting pressures and perspectives that affect the law, describes the human behavior factors influencing the legal system, defines the major areas of research in forensic sociology/psychology and assists students in practical understanding of the legal process of trial, testimony, and jury selection. Core outcomes met: GA. Prerequisite: PSYC 101 or SOCS 101. See also SOCS 362. Offered Spring, M1, M5.

### **PSYC 363**

#### **Psychology and Health**

##### **3 credits**

This course addresses the fundamental theories underlying health and medicine, describes the human behavior factors influencing health and well-being, defines the major areas of research in health psychology, and helps students understand the complex interaction of mind, body, spirit, and social forces that affect wellness and illness. It also examines major illness areas and addresses the complexities of the interaction between behaviors and illnesses. Prerequisite: PSYC 101 or consent of instructor. Offered M4, M6.

### **PSYC 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. Offered Spring.

### **PSYC 372**

#### **Human Sexuality**

##### **3 credits**

This course is an investigation of human sexuality in its biological, psychological, and social dimensions. The course is designed to assist students in exploring their own attitudes and practices of personal sexuality in a nonjudgmental environment. Core outcomes met: GA. Prerequisite: SOCS 101 or PSYC 101. See also SOCS 372. Offered Spring, M3, M6, June.

### **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. Offered as needed.

### **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: PSYC 101 or SOCS 101. Offered Spring.

### **PSYC 380**

#### **Sport Psychology**

##### **3 credits**

This course will cover the fundamentals, methods, and applications of psychology in the field of sports. In pursuit of this goal, the course will focus upon the ranges of psychological variables that affect sporting performance and participation, covering the underlying principles and techniques of application with the goal of preparing students for further professional pursuit and for continuing critical interpretation of the sports psychology literature. Prerequisite: PSYC 101. Offered Fall.

## **PSYC 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 University degree-seeking students only. Core outcomes met: W, V. Prerequisite: PSYC 327 or consent of instructor. Offered Fall, Spring, M1, M3, Summer Trimester.

## **PSYC 410**

### **Case Management in Human Services**

#### **3 credits**

This course introduces the Human Services students to the theory, methods, and technology of case management. Using cases, lectures, and discussion, the course presents guidelines for developing and tailoring case management systems in a variety of fields. In addition, students review the value system underlying Human Services case management and ethical issues that practitioners and administrators may face in the case management process. Prerequisite: Junior status or consent of instructor. Offered M4.

## **PSYC 411**

### **Cognitive Psychology**

#### **3 credits**

This course presents a survey of cognitive psychology. The course assumes the student has a solid background in General Psychology (a prerequisite for this course.) Students are exposed to relevant background, theory, and research in the

area of cognitive psychology. Prerequisites: PSYC 101; junior or senior status. Offered Fall.

## **PSYC 430**

### **Special Topics**

#### **1 to 4 credits**

Topics of special interest are offered periodically by the Psychology Department supplemental to the current curriculum. Prerequisites: PSYC 101 and junior status. Offered as needed.

## **PSYC 440**

### **Senior Research Project**

#### **3 credits**

This course is the research capstone course for Psychology majors. Students prepare and submit a research proposal which must be approved by the instructor before students conduct the research projects. Upon completion of the projects, students present their findings in a poster session format. Core outcomes met: IL, W, O, Q. Prerequisites: MATH 241, PSYC 350; senior status or consent of instructor. Offered Fall, M4.

## **PSYC 442**

### **Biopsychology**

#### **3 credits**

This course investigates the relationships between brain systems (neuro-mechanisms) and behavioral/cognitive functions. Because of its interdisciplinary nature, integrating a wide variety of scientific disciplines, such as biology, cognitive psychology, and perception - it is an exciting and challenging field of study. This upper-division course is an in-depth introduction to various themes in contemporary biopsychology (or "Behavioral Neuroscience"), including, but not limited to: nervous system anatomy/functioning, neural information-processing, brain plasticity, sensory systems and learning/memory. Prerequisite: Junior status or higher and PSYC 101, or consent of instructor. Offered Spring, M5.

## **PSYC 445**

### **Capstone: Program Evaluation**

#### **3 credits**

This course articulates the elements of program evaluation, including the ethical and contextual issues that shape an evaluation. Students will apply evaluation method to make effective decisions for human service agencies. Quantitative

designs and applications using Excel will be used to gather and analyze data for problem-solving. Core outcomes met: IL, W, O, Q. Prerequisite: Senior status or consent of instructor. Offered Fall (odd), M3.

### **PSYC 450**

#### **Senior Seminar**

##### **3 credits**

This seminar 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, V. Prerequisites: PSYC 325, 327, and senior status; or consent of instructor. Offered Fall, Spring, M2, M4.

### **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. Offered Fall, Spring, M4, M6 (odd).

### **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. Offered Fall, Spring, M1 (odd).

### **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. Offered Fall, M1.

### **SOCS 210**

#### **Introduction to Human Services**

##### **4 credits**

This course is a review of the history and development of contemporary human services with a study of human services in public and private settings through casework, group work, and community organizations. Specific techniques used in working with people in the social service profession are emphasized. Students are expected to serve approximately 30 hours per semester in community agencies. Core outcomes met: W, O, V. Prerequisite: SOCS 101 or PSYC 101; or consent of instructor. See also PSYC 210. Offered Fall, Spring, M1, M3.

### **SOCS 215**

#### **Race and Ethnic Relations**

##### **3 credits**

The theory, history, cultures, and social relations of the major racial and ethnic groups in American society are studied. An analysis of causes, consequences, and solutions to prejudice, discrimination, and intergroup conflict is presented. Core outcomes met: GA. Prerequisite: SOCS 101. Offered Fall (Sat), Spring, M6.

### **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. Offered Fall, M5.

## **SOCS 310**

### **Social Psychology**

#### **3 credits**

This course presents a scientific study of the individual in the social environment with emphasis on the effects of other individuals and groups upon the individual's behavior. The course focuses on theories of self, social attitudes, leadership, social influence, with regard to conformity, aggression, prejudice, helping behavior, and attraction. Prerequisite: PSYC 101 or SOCS 101; or consent of instructor. See also PSYC 310. Offered Fall, Spring, Fall (eve), M4, Summer Trimester, M6 (even).

## **SOCS 315**

### **Social Problems**

#### **3 credits**

This is a study designed to give students a deeper understanding of the major social problems of our society and possible solutions to these problems. Areas of consideration include crime and delinquency, minority groups and prejudice, mental and physical health, drug abuse, deviant behavior, urbanization, the family, sex-role conflicts, and environmental issues. Core outcomes met: CI, IL, W. Prerequisite: SOCS 101. Offered Fall, Spring, Spring (Sat), M2, June (odd), M6 (odd).

## **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. Offered Fall, Spring, M3, May.

## **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. Offered Spring (Sat).

## **SOCS 322**

### **Marriage and Family**

#### **3 credits**

This course is designed to introduce upper-division students to the institution of marriage and the family - historically and cross-culturally - including its formation, research and theory, and elements of successful and problematic relationships. Prerequisite: PSYC 101 or SOCS 101. See also PSYC 322. Offered Fall, M3, May.

## **SOCS 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. Offered as needed.

## **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. Offered as needed.

## **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. Offered M2.

### **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. Offered as needed.

### **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. Offered M2.

### **SOCS 335**

#### **Violence in the Workplace**

**1 credit**

This course provides students with an appreciation of the issue of workplace violence. The use of films, group discussion, and class presentations allow students to identify high risk situations and to develop an understanding of the impact of workplace violence. Prerequisites: SOCS 101 and three additional hours in sociology. Offered M2.

### **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. Offered as needed.

### **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. Offered Fall, M1 (even), M5.

### **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. Offered as needed.

### **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. Offered as needed.

### **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. Offered as needed.

### **SOCS 350**

#### **Social Science Research Methods**

##### **3 credits**

Social Science Research Methods is designed to introduce the student to both the theory and practice of research in the social sciences. The course is designed to teach students how to conduct a social science research project from selecting a research problem, researching and writing a literature review, writing a research design, collecting data and analyzing data. Students are exposed to both qualitative and quantitative research tools in this course and how to select appropriate methods for the problem they are investigating. Extensive research writing is practiced in this course; students will complete a research portfolio by the end of the course. Other course topics include data analysis, critiquing research studies, survey design, and evidence-based decision-making. Core outcomes met: CI, IL, W, Q. Prerequisites: 12 credit hours in the Social Sciences including SOCS 101 or POLS 110 or PSYC 101. See also POLS 350. Offered Fall, Spring, M4, M6.

### **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. Offered Fall, M2.

### **SOCS 361**

#### **Family Law**

##### **3 credits**

This course is an introduction to law as it affects families. Topics to be covered include the

American legal system and specific areas such as marriage, privacy, adoption, divorce, due process in welfare and education, civil commitment, guardianship and estate planning. In addition, the role of lawyer, court proceedings, and the rules of evidence are covered. Prerequisite: PSYC 101 or SOCS 101. Offered M3.

### **SOCS 362**

#### **Forensic Socio-Psychology**

##### **3 credits**

This course addresses the fundamental theories underlying the legal system, explores the conflicting pressures and perspectives that affect the law, describes the human behavior factors influencing the legal system, defines the major areas of research in forensic sociology/psychology, and assists students in practical understanding of the legal process of trial, testimony, and jury selection. Core outcomes met: GA. Prerequisite: SOCS 101 or PSYC 101. See also PSYC 362. Offered Spring, M1, M5.

### **SOCS 363**

#### **Domestic Violence**

##### **1 credit**

This course examines the causes of domestic violence and identifies the main treatment options for batterers. The course includes descriptions of the common beliefs, attitudes, and actions of domestic violence perpetrators and identifies the impact this form of violence has on the victim(s). Prerequisite: SOCS 101. Offered M4.

### **SOCS 364**

#### **Dysfunctional Family**

##### **1 credit**

This course examines the multiple causes of family dysfunction and also reviews some of the main family therapy theories that address family dysfunction. Prerequisite: SOCS 101. Offered M4.

### **SOCS 365**

#### **Divorce in America**

##### **1 credit**

This course is an examination of the psychological and sociological causes of divorce and the consequences for the divorcing couple, the family, and society. Prerequisite: SOCS 101. Offered M4.

**SOCS 367****White Collar Crime****3 credits**

White Collar Crime focuses on contemporary corporate and business crime. Environmental and computer crime issues are also examined through cases. The course provides students with a basic understanding of the impact of white collar crime on American society, the general economy, and employee well-being. See also BSAD 367. Offered Fall (Sat).

**SOCS 372****Human Sexuality****3 credits**

This course is an investigation of human sexuality in its biological, psychological, and social dimensions. This course also is designed to assist students in exploring their own attitudes and practices of personal sexuality in a nonjudgmental environment. Core outcomes met: GA.

Prerequisite: SOCS 101 or PSYC 101. See also PSYC 372. Offered Spring, M3, M6, June.

**SOCS 375****Homeland Security and Law Enforcement****3 credits**

This course is designed to introduce students to the overall view of the idea of homeland security, its historical and socio-political development, the fundamental principles and/or theories underlying the discipline; its corresponding threats (terrorism, war, drugs, ideologies, and gangs and other organized crimes), and the structural mechanisms response (law enforcement, immigration and customs, and polity) to the threats, as well as its relations to the Criminal Justice System.

Prerequisite: SOCS 101. Offered Spring (odd), M4 (even), M6 (odd).

**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. Offered Spring.

**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, V. Offered Fall, Spring, Summer Trimester.

**SOCS 410****Organizational Behavior****3 credits**

Behavioral theory is applied to the relevant problems of how to set business goals, how to use problem-solving models, how to be more persuasive, and how to handle disciplinary problems. Use of authority, understanding individual and group needs, and motivation within the organization are analyzed. Prerequisites: SOCS 101 or PSYC 101 or BSAD 310 or 365. See also BSAD 410. Offered Fall, Spring, M2, M4, Summer (Sat).

**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. Offered Fall (odd), M1 (even), M3.

## **SOCS 421**

### **Sociological Theory**

#### **3 credits**

This course is a study of classical and contemporary sociological theory. The course also examines sociologically relevant theories in the philosophy of science, history, and economics. The practical implications and applications of sociological theory are examined. Prerequisites: SOCS 101, 315, and six additional hours of sociology or psychology; or consent of instructor. Offered as needed.

## **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, V. Prerequisites: Senior status or consent of instructor. Offered Fall, Spring, M2, M4.

## **SPAN 101, 102**

### **Spanish I, II**

#### **4 credits per semester**

Elements of grammar and pronunciation, emphasis on acquisition of oral-aural skills, and insights into culture and history of Spanish-speaking countries through readings and dialog are emphasized. Students who have taken at least three years of high school Spanish may enroll in SPAN 102. If they earn a grade of C or higher, they will earn credit for SPAN 101. The departmental exam fee must be paid in order to receive the credit. Core outcomes met for 101: CI, W, GA. Core outcomes met for 102: O, GA, V. SPAN 101 offered Fall, Spring. SPAN 102 offered Fall, Spring.

## **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. Offered Spring.

## **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. Offered Fall (Eve).

## **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. Offered Fall (Eve), Spring (Eve), M6.

## **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.GrandView.TV.com](http://www.GrandView.TV.com)). Supervised assignments include radio/TV news, sportscasts, promotions, public service announcements, and music announcing. This course may be repeated before taking COMM 329. Offered as needed.

## **SPAN 201, 202**

### **Spanish III, IV**

#### **4 credits per semester**

This course includes a grammar review, continued emphasis on development of oral skills, and study of culture and history of Spain and Latin America through reading and composition. Core outcomes met (202 only): V. Prerequisites: Two years of high school Spanish or SPAN 101 and



102. SPAN 201 offered Fall; SPAN 202 offered Spring.

### **SPAN 204**

#### **Self-Expression in Spanish**

##### **3 credits**

A course for students seeking to perfect their command of Spanish. The course consists of oral assignments on a variety of topics chosen to increase the students' control of the structures and vocabulary of the language. Intensive oral practice and improvement of oral proficiency. Application of specific grammar concepts for development of conversational skills. Offered June.

### **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. Offered as needed.

### **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. Offered Fall.

### **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. Offered as needed.

### **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, IL, GA, W. Offered Fall.

### **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. Offered Spring.

### **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 culture. 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 202 or consent of instructor. Offered Fall.

### **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. Offered as needed.

### **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. Offered as needed.

### **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 College degree-seeking students. Prerequisite: Consent of instructor. Offered as needed.

### **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 202 or consent of instructor. Offered Fall.

### **SPAN 430**

#### **Special Topics**

##### **1 to 4 credits**

This course offers special topics within the Spanish area. Content and emphasis may vary. Prerequisite: Consent of instructor. Offered as needed.

### **SPAN 450**

#### **Spanish 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. Offered Spring.

### **SPCH 103**

#### **Making Connections**

##### **3 credits**

How do you present yourself to others? In this class we will explore the various ways in which we interact with those around us, how our choices impact others, and how we can become better at understanding the messages we send and the messages sent to us. Activities include value clarification exercises, simulations, discussions, decision-making projects, interviews, presentations, and group interactions. Core outcomes met: CI, GA, O. Offered Fall, Spring, June.

### **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. Offered Fall, Spring, M6, May.

### **SWRK 101**

#### **Introduction to Social Work**

##### **3 credits**

Offered during the freshman year, this course is intended to provide a contemporary and historical overview of social work, with emphasis on the role of social justice and political/economic influences on the profession. A 30-hour introductory agency exposure is integrated within this course, and assessment of performance in that experience is one of the factors used to evaluate the student's application for the social work major. Core outcome met: V. Prerequisite: PSYC 101 or SOCS 101. Offered Fall, Spring and Summer (as needed).

### **SWRK 205**

#### **Human Behavior and the Social Environment**

##### **3 credits**

This course will be taken as a sophomore after acceptance into the major, and includes an examination of the biological and social determinants of human behavior at the individual, family, group, organizational, and community levels. Special attention in this course will be given to understanding the role of person in environment, and theories that complement the work and mission of the social work profession. Core outcome met: W, V. Prerequisite: SWRK 101. Offered Fall.

### **SWRK 210**

#### **Cultural Competence in Social Work Practice**

##### **3 credits**

Students may take this course in the fall of their sophomore or junior year. This course helps social workers understand the role of culture as related to human behavior in the social environment. It is designed to bridge cultural theory and practice in social work and help students to learn how to use culture as a strength and empowerment tool for the individuals, clients, communities and organizations served by social workers. Emphasis is placed on 1) cultural competence as ethical generalist practice 2) culturally competent case management, assessment and intervention and 3) cultural competence in socially justice practice. Prerequisite: SWRK 101 or PSYC 101 or SOCS 101. Offered Fall.

### **SWRK 215**

#### **Social Work Practice, Theory, and Methods I: Individual**

##### **3 credits**

This course will begin the three-part series of practice/theory/methods coursework addressing the range of social work practice. Students will begin the series in the fall of their sophomore year. This course serves as the primary methods course in preparation for generalist social work practice. Students will learn to integrate social work knowledge, skills and values into a strengths-based general practice model. Emphasis is on 1) practicing tools for assessment of individual clients' needs and 2) conducting interventions with individual clients. Prerequisite: SWRK 101. Offered Fall.

### **SWRK 310**

#### **Mental Health and Wellness Through the Lifespan**

##### **3 credits**

This course explores the development of mental health through the lifespan. Students will learn about the impact of Adverse Childhood Experiences (ACE), the role of loss and grief throughout life, and the development of resiliency. This course focuses on mental health, rather than mental illness. Students will learn practical strategies to advocate for programs that emphasize mental well-being and the development of resiliency. Prerequisite: SWRK 101 or SOCS 101 or PSYC 101.

### **SWRK 320**

#### **Social Work Practice, Theory, and Methods II: Families and Groups**

##### **3 credits**

This course is the second in the three-part series of practice/theory/methods coursework. Students will typically take this course in the spring of their sophomore year. The class will apply a generalist approach to understanding the dynamics of families and small groups. Emphasis is on practicing tools for assessment of family dynamics and development of plans to resolve family concerns. Students will also practice skills in group intervention in structured and community settings, as well as apply ethical practice principles and values clarification. Core outcome met: O, GA. Prerequisite: SWRK 215. Offered Spring.

**SWRK 340**

**Social Work Practice, Theory, and Methods III:  
Community Organization**

**3 credits**

This course is the third in the three-part series of practice/theory/methods coursework. Students will typically take this course in the fall of their junior year. The class will apply a generalist approach to understand the dynamics of large groups, organizations, and communities. Emphasis will be on the development of strategies to proactively respond to and work within larger systems to enhance advocacy and social justice. Core outcome met: O, GA. Prerequisite: SWRK 320. Offered Fall.

**SWRK 405**

**Social Welfare Policy and Programs**

**3 credits**

Students will typically take this course in the spring of their junior year. This course will apply a generalist approach to understand the dynamics of large groups, organizations, and communities. Emphasis will be on the development of strategies to proactively respond to and work within larger systems to enhance advocacy and social justice. Prerequisite: SWRK 340. Offered Spring.

**SWRK 410**

**Social Work Research Project**

**3 credits**

Students will typically take this course in the fall of their senior year. In this course, students will prepare a proposal and conduct research on a topic related to social work practice. Students will learn skills that enable the process of practice informing research, and research informing practice. This course will also provide an introduction to the research process in order to prepare students for advanced research activities, should they elect to enroll in graduate school. Prerequisite: MATH 241 or PSYC 239, and PSYC 350. Offered Fall.

**SWRK 450**

**Social Work Field Education**

**10 credits**

This course is designed to provide students with a guided, intensive social work practice experience, and is to be taken in the spring of the student's senior year. The field education placement provides students an opportunity to blend social work theory

and practice knowledge. Students are placed in an approved setting for field education. The Social Work Senior Seminar is a co-requisite course. The field education experience represents the culmination of social work competency-based education. It is the final step in social work academic preparation for beginning generalist practice. Prerequisite: Senior status, completion of all required courses for the major, and enrollment in SWRK 450. Offered Spring.

**SWRK 455**

**Social Work Senior Seminar**

**2 credit**

The purpose of the seminar is to provide academic context to students enrolled in the Social Work Field Education. Core outcomes met: O, V. Co-requisite: SWRK 450. Offered Spring (eve).

**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, GA. Offered Fall, Spring, M1.

**THEO 106**

**Christian Faith and Life**

**3 credits**

This course explores Christian teachings and practices, and their relationship to wider history and culture. Students will build a theological vocabulary, become familiar with basic biblical content, and address issues of faith and good works, God and evil, and Christian worship, among others. Core outcomes met: CI, W, V. Offered Fall, Spring, M2.

**THEO 201**

**Old Testament**

**3 credits**

This course introduces the content, themes, history and methods of studying Old Testament narratives, poetry, and prophetic writings. Core outcomes met: CI, IL, W. Offered Fall, Spring, M3.

## **THEO 202**

### **New Testament**

#### **3 credits**

This course introduces the content, themes, and methods of studying New Testament narratives and writings, and explores their content, history, and current impact. Core outcomes met: CI, IL, W. Offered Fall, Spring.

## **THEO 251**

### **Greek of the Ancient Mideast I**

#### **3 credits**

This course introduces students to the grammar and basic vocabulary of ancient Greek. The goal is to prepare students to read Septuagint and New Testament Greek, as well as translate selections from Plato, Plutarch, Aristotle, and others encountered in GREK/THEO 252: Greek of the Ancient Mideast II. Strongly recommended for all pre-seminary students. See also GREK 251. Offered Fall (even).

## **THEO 252**

### **Greek of the Ancient Mideast II**

#### **3 credits**

This course continues the introduction of grammar and basic vocabulary of GREK/THEO 251 by providing ample opportunity to read and translate texts from the Septuagint, the New Testament, the works of Plato, Aristotle, Plutarch, and others. Strongly recommended for all pre-seminary students. Prerequisite: GREK/THEO 251 or consent of instructor. See also GREK 252. Offered Spring (odd).

## **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. Offered Fall.

## **THEO 315**

### **The Life and Thought of Luther**

#### **3 credits**

Through reading significant texts of Martin Luther and important sixteenth century confessional statements, students are introduced to major themes, events and figures of the Reformation era. The relationship between earlier theological movements and contemporary life are explored. Core outcomes met: CI, IL, W. Offered Fall, Spring (Eve, odd).

## **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. Offered Spring, M5 (odd).

## **THEO 330**

### **Worship and the Arts**

#### **3 credits**

Throughout its history, the Church has had a close relationship with the arts. This course examines that relationship and focuses on the church year as a vehicle with which to approach the function of arts in the Church. Music, architecture and visual media are examined. Core outcomes met: CI, IL, O. Offered Fall, Spring, M3, M6.

## **THEO 332**

### **Death and Dying**

#### **3 credits**

This course examines the universal end-of-life experiences of death and grief, both individually and in community. Historical views, philosophical traditions, biblical material and society contexts are considered. Questions of faith in connection to death are given particular attention. Core outcomes met: CI, W, V. Offered Fall, Spring, M5.

## **THEO 335**

### **Poverty, Racism and Power**

#### **3 credits**

This course takes up religious, sociological and historical considerations that influence questions of

social issues such as race and gender relations, power and politics, the environment, jobs and vocations, and issues of war and peace. Cultural, social, economic, and philosophical norms that govern our responses to these issues will be examined. Core outcomes met: CI, GA, V. Offered Fall, Spring, M1, M5.

### **THEO 399**

#### **Internship – Theology**

##### **1 to 3 credits**

This course is designed to give students practical experience in the students' chosen "Vocation" in the areas of religion and religious studies; it is designed to develop the students' skills in writing, information gathering, processing, and critical thinking as well. Students are required to complete a minimum of 30 hours of field study for each credit hour earned as well as attend all classroom sessions. Site must be selected and all paperwork completed before internships begin. Internships are available only for Grand View University degree-seeking students. Prerequisite: Second semester junior status or beyond. Offered as needed.

### **THEO 430**

#### **Special Topics**

##### **1 to 4 credits**

Designed to provide opportunity for more in-depth study of some area of theology not currently covered in the catalog courses, this course deals with such topics as religions of the world, Christian ethics, the Lutheran confessional heritage, and period theology surveys. Seminar-like courses on individual theologians are sometimes offered. Prerequisite: At least one philosophy or theology course. Offered as needed.

### **THTR 101**

#### **Acting for Everyone**

##### **3 credits**

Acting for Everyone will offer all students the opportunity to engage with the art of the actor in a challenging yet non-threatening environment. Students will engage in daily in-class exercises and explorations that are designed to enhance creativity, self-expression, imagination and collaborative skills. Partner scene work, solo monologue work, improvisations and creative character presentations are a few of the assignments that develop creative capabilities and strengthen communication skills. This engagement

will inform the student directly so that well-reasoned interpretations about the work of actors as artists can be made in the future. Core outcomes met: CI, O, W. Offered Fall, Spring, June (even).

### **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. Offered as needed.

### **THTR 110**

#### **Theatre Activity**

##### **1 credit**

Students receive credit for preparation and participation in departmental theatre productions. May be repeated to a total of three hours. Offered Fall, Spring.

### **THTR 121**

#### **New Plays: New Perspectives**

##### **3 credits**

New Plays: New Perspectives is a course designed to engage students in exploration of new works of theatre. Students will read and interact actively with a varied selection of contemporary plays written by playwrights from diverse backgrounds. In addition to learning about the structure and creation of scripts and productions, social issues and themes presented in the scripts will be explored in their context and measured against the student's world view. Students will learn to express their personal and critical reactions to scripts and stories with clarity and sensitivity. Students will research playwrights and have the opportunity to present an in-depth research presentation about a particular playwright. The opportunity to attend current productions of new works of theatre read in class will be a highlight of the experience in class. Core outcomes met: CI, GA, O. Offered Fall, Spring, M2, M4 (odd), M5 (even), June (odd).

**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. Offered Spring (even).

**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. Offered Fall (odd).

**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. Offered Fall (odd).

**THTR 222**

**Script Analysis**

**3 credits**

This course is a detailed examination of the methods used to reveal vital production and performance information in the script. In-depth, intentional analysis of a script is the foundation for all involved in the collaborative process of creating a living production. A variety of scripts will be read and analyzed. Focus is placed on how to put the work of analysis into action on the stage as a designer, actor, technician or director. Scripts will be explored through writing, research, and group and solo projects designed for presentation. Core outcomes met: IL. Offered Fall (even).

**THTR 224**

**The Performer's Voice**

**3 credits**

The class is designed to help the major and non-major alike understand the fundamentals of voice production. Students are instructed in a series of voice and diction exercises for relaxation, alignment, breath, resonance, and articulation designed to develop the voice for clear and effective communications. This class is for anyone who ever expects to speak in public. Offered Fall (odd).

**THTR 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 101 or consent of instructor. Offered Spring.

**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. Offered Fall (even).

**THTR 318**

**Acting Styles**

**3 credits**

This course is an advanced study of the elements of acting styles. In this course, which is different each time, students study movement, voice, and character in Greek, Shakespearean, Restoration, Musical Comedy, and Eastern theatrical styles. May be repeated. Prerequisite: THTR 101 or consent of instructor. Offered Spring (even).

### **THTR 320**

#### **Theatre Arts for Children**

##### **3 credits**

This course is designed to provide touchstone experiences in children's theatre for prospective teachers as well as those interested in community or professional theatre for children. Areas of study include elementary staging, creative drama in the classroom, drama in education, and the development of an original children's play. Offered Fall.

### **THTR 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. Offered Spring (even).

### **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. Offered Spring (odd).

### **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. Offered Spring (odd).

### **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. Offered Fall (even).

### **THTR 461**

#### **Senior Seminar – 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. Offered Fall (odd).



## Governance

### Trustees

The University is governed by a 44 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.

### Officers

#### Schickler, Paul E., Chair

President, DuPont Pioneer (Retired)  
Johnston

#### Burrows, Gregory J., Vice Chair

Sr. Vice President of Retirement and Investors  
Services  
The Principal Financial Group  
Des Moines

#### Norian, Anita, Secretary

President, Kemin Human Nutrition and Health  
Kemin Industries  
Des Moines

#### Littlefield, Christopher J., Treasurer

President and Chief Executive Officer  
Fidelity & Guaranty Life  
Des Moines

### Members

#### Austen, W. Kim

President and COO (Retired)  
Allied Group  
Ankeny

#### Bontrager, Mary

Executive Vice President of Regional Talent  
Development  
Greater Des Moines Partnership  
Des Moines

#### Brodie, Karen J.

Community Leader  
Richardson, TX

#### Burk, Michael L. (ex officio)

Bishop  
Southeastern Iowa Synod, Evangelical Lutheran  
Church in America  
Iowa City

#### Burmeister, Eric W.

Executive Director  
Polk County Housing Trust Fund  
Des Moines

#### Cartmill, Nola F.

Attorney  
Belin McCormick  
Des Moines

#### Coffin, Mary C.

Executive Vice President, Loan Servicing  
Wells Fargo Home Mortgage  
Des Moines

#### Cownie, Peter M.

Executive Director  
Iowa State Fair Blue Ribbon Foundation  
Des Moines

#### Crowell, Eric T.

President and Chief Executive Officer  
UnityPoint Health Des Moines  
Des Moines

#### DeDios, Miriam

Chief Executive Officer  
Coopera  
Des Moines

#### Harman, Brett E.

Des Moines

#### Henderson, Jason C.

Vice President, Financial Advisor  
Morgan Stanley Wealth Management  
West Des Moines

#### Henderson, Nick J.

Chief Operating Officer  
Holmes Murphy & Associates  
West Des Moines

#### Henning, Kent L. (ex officio)

President  
Grand View University  
Des Moines

**Hurd, Richard W.**

Hurd Real Estate Services, Inc.  
West Des Moines

**Mandelbaum, Li Zhao**

President, China Operations  
China Iowa Group  
West Des Moines

**Murray, Christian M.**

President and CEO  
Denny Elwell Company  
Ankeny

**Palmer, Gary E.**

President and CEO  
Prairie Meadows Racetrack & Casino  
Altoona

**Rasmussen, Kurt E.**

President  
The Rasmussen Group  
Des Moines

**Taylor, Dawn**

Vice President – Sales  
Heart of Iowa Market Place  
West Des Moines

**Willits, Martha A.**

President and CEO (Retired)  
Greater Des Moines Partnership  
Des Moines

**Honorary Members**

**Brown, Marcia H.**

CPA  
Marcia H. Brown, CPA  
West Des Moines

**Carlson, C. Dean**

Chairman (Retired)  
National By-Products  
Des Moines

**Carver, Garland K.**

Business Consultant, President  
Carver & Associates, Inc.  
Johnston

**Cedarholm, H. Eugene**

Pastor (Retired)  
St. Charles, MN

**DeWaay, Robert S.**

DeWaay Business and Banking  
Des Moines

**Ehm, Phillip D.**

Senior Vice President (Retired)  
Iowa Public Service & Iowa Power and Light  
Olathe, KS

**Fox, Rosalind E.P.**

Factory Manager  
John Deere Des Moines Works  
Ankeny

**Gibson, Thomas R.**

Chief Executive Officer (Retired)  
Farm Bureau Financial Services  
West Des Moines

**Hartsook, Larry D.**

Vice President for Finance (Retired)  
Meredith Corporation  
Des Moines

**Hess, Michael N.**

Pastor  
Sacred Heart Church  
West Des Moines

**Hutchison, Theodore M.**

Vice Chairman (Retired)  
The Principal Financial Group  
West Des Moines

**Johnson, Charles S.**

Chairman, President and Chief Executive Officer  
(Retired)  
Pioneer Hi-Bred International, Inc.  
Las Vegas

**Jury, Carey G.**

Senior Vice President (retired)  
The Principal Financial Group  
Des Moines

**Krumm, Timothy J.**

Attorney  
Meardon, Sueppel & Downer, P.L.C.  
Iowa City

**Mahaffey, Robert L.**

Vice President and Treasurer (Retired)  
Anderson Erickson Dairy  
Des Moines

**Noyce, James W.**

Retired  
West Des Moines

**Rasmussen, Sandra K.**

Director  
The Rasmussen Group/Jensen Construction Co.  
Des Moines

**Richards, Elton P.**

Senior Pastor (Retired)  
St. John's Lutheran Church  
Wyomissing, PA

**Rigler, John P.**

President and Chief Executive Officer  
Security State Bank  
New Hampton

**President's Council**

Date following name indicates first year on  
University staff.

**Barger, Debbie M. 1999**

Vice President for Enrollment Management  
B.A., University of Northern Iowa; Further Study:  
Iowa State University, University of Northern  
Iowa.

**Burma, William H. 2000**

Vice President for Advancement  
B.S., University of Iowa; M.Ed., Colorado State  
University.

**Dillon, Kendall 2016**

Vice President for Marketing and  
Communications  
B.A., Mt. Mercy College; M.B.A., Drake  
University.

**Henning, Kent L. 2000**

President  
B.A., Wartburg College; M.B.A., Duke University.

**Moses, Carl 2016**

Provost and Vice President for Academic Affairs  
A.B., Princeton University; M.S., Ph.D., University  
of Virginia.

**Prescott, Jay B. 2005**

Vice President for Student Affairs  
B.S.E. Westmar College; M.S.E., Ed.D., Drake  
University.

**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.

**Moses, Carl 2016**

Provost and Vice President for Academic Affairs  
A.B., Princeton University; M.S., Ph.D., University  
of Virginia.

**Rider, Paul 1995**

Dean of the College of Social and Natural  
Sciences and Professor of Physics  
B.S., University of Iowa; M.S., Ph.D., University  
of Minnesota.

**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.

**Williams, Patricia A. 2002**

Dean of Graduate and Adult Programs  
B.A., University of Northern Iowa; M.A., J.D.,  
University of Iowa; Ph.D., Iowa State University.

**Alekno, Simone 2017**

Assistant Professor of Education  
B.A., M.A., Ph.D., Capella University.

**Anderson, Ryan 2010**

Associate Professor of Business Administration  
B.A., University of Iowa; M.B.A., Drake  
University; Ph.D., Iowa State University.

**Annis, Thomas 2016**

Assistant Professor of Business  
B.A., M.S., University of Colorado – Boulder.

**Aukes, Jo Ann 2017**

Assistant Professor of Education  
B.S., Minnesota State University-Mankato; M.S.,  
Drake University; Ph.D. candidate, Grand  
Canyon University.

**Avendaño, Felicitas 2008**

Professor of Biology  
B.S./M.S., Universidad Nacional de Mar del  
Plata, Argentina; Ph.D., Michigan State  
University.

**Avery, Jori 2016**

Assistant Professor of Biology  
B.S., Southern Nazarene University; M.S., Des Moines University of Osteopathic Medicine.

**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**

Professor of Mathematics  
B.A., Central College; M.S., Ph.D., University of Iowa.

**Bottenfield, Kip 2010**

Associate Professor of Business Administration  
B.S., Upper Iowa University; M.B.A., University of Iowa; Ph.D., Iowa State University.

**Billy, Roslyn 2016**

Assistant Professor of Education  
B.A., M.A., College of Notre Dame of Maryland; Ph.D., Capella University.

**Bowker, Dawn 2016**

Associate Professor of Nursing  
M.S.N., Augsburg College; Ph.D. candidate, New Mexico State University.

**Brady, Heather 2016**

Associate Professor of Liberal Arts  
B.A., Kalamazoo College; M.A., Ph.D., University of Texas.

**Brooke, Paul C. 1996**

Professor of English  
B.S., M.A., Iowa State University; Ph.D., University of Nebraska-Lincoln.

**Bull, Scott 2015**

Assistant Professor of Business Administration  
B.S., Palm Beach Atlantic University; M.A.Ed., University of Phoenix; Ed.D., Northcentral University.

**Call, Joshua 2009**

Professor of English  
B.S., Morningside College; M.A., Ph.D., University of Nebraska-Lincoln.

**Cottrill, Brittany 2010**

Associate 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. candidate, University of Florida.

**Doering, Barbara E. 2005**

Assistant Professor of Nursing  
B.S.N., Drake University; M.S.N., University of Phoenix, Ph.D., Iowa State University.

**Drafahl, Bridget M. 2016**

Assistant Professor of Nursing  
B.S.N., University of Iowa; M.S.N., University of Phoenix; Ph.D., Capella University.

**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.

**Easter, Jaclyn 2016**

Assistant Professor of Education  
B.A., Simpson College; M.A.T., Ph.D. candidate, Drake University.

**Edler, Jessica R. 2017**

Assistant Professor of Kinesiology and Health Promotion  
B.A., Central College; M.S., Ph.D. candidate, Indiana State University.

**Erickson, Craig 2014**

Assistant Professor of Mathematics  
B.S., Drake University; M.A., Minnesota State University – Mankato; Ph.D., Iowa State University.

**Gannon, Kevin M. 2004**

Professor of History and Director of Center for Excellence in Teaching and Learning  
B.A., James Madison University; M.A., University of Illinois at Urbana-Champaign; Ph.D., University of South Carolina.

**Getty, Amy C. 2002**

Professor of English  
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.

**Hart, Eric 2014**

Professor of Mathematics  
B.S., Boise State University; M.A., University of Washington; Ph.D., University of Iowa.

**Hazan, Idit 2004**

Professor of Biology  
B.Sc., Technion Israel Institute of Technology; Ph.D., University of California, Irvine.

**Highland, Trisha 2015**

Assistant Professor of Nursing  
B.S.N., Grand View College; M.S.N., Ph.D. candidate, University of Phoenix.

**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**

Associate 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.

**Johnson, Michael B. 2016**

Instructor of Physics  
A.A., Olympic College; B.S., Washington State University; M.S., Iowa State University.

**Jones, Kenneth Sundet 2003**

Professor of Theology and Philosophy  
B.A., Augustana College; M.Div., Ph.D., Luther Seminary.

**Judge, Therese M. 2004**

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., University of Iowa; A.B.D., St. Ambrose University.

**King, Marisa O. 2016**

Assistant Professor of Biology  
A.S., San Diego Community College District; B.S., University of California at Santa Barbara; Ph.D., Washington 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.

**Larson, Kristin 2007**

Associate Professor of Theatre Arts and Speech  
B.F.A., Southern Oregon University; M.F.A., University of Montana.

**Laughlin, Lisa 2015**

B.S.N., Grand View College; M.S.N., Walden University.

**Lecaque, Thomas 2017**

Assistant Professor of History  
B.A., M.A., Truman State University; Ph.D.,  
University of Tennessee.

**Loch, Sergio 1993**

Professor of Mathematics and Computer Science  
M.S., Ph.D., University of Wisconsin-Milwaukee.

**Logan, Dayne 2014**

Assistant Professor of Communication  
B.A., Kansas State University; M.A., University of  
Missouri – Columbia.

**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.

**Ma, Xiang 2017**

Assistant Professor of Chemistry  
B.S., M.S., Nanjing University (China), Ph.D.,  
Indiana University.

**Mattes, Mark 1995**

Professor of Theology and Philosophy  
A.A., Waldorf College; B.A., St. Olaf College;  
M.Div., Luther Seminary; Ph.D., The University of  
Chicago.

**McCleary, Ryan 2015**

Assistant Professor of Computer Science  
B.A., Coe College; M.S., Ph.D. candidate,  
University of Iowa.

**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 Science  
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 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.

**Myers, Kristen 2015**

Assistant Professor of Nursing  
B.S.N., Grand View College; M.P.H., Des Moines  
University; M.S.N., Graceland 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.

**Owens, Kristine 2017**

B.S.W., M.A., Ph.D., University of Northern Iowa;  
M.S.W., University of Iowa.

**Plowman, Matthew 2009**

Professor of History  
B.A., Dana College; M.A., University of  
Nebraska-Omaha; Ph.D., University of Nebraska-  
Lincoln.

**Ruisch, Robert, C.P.A. 2011**

Associate Professor of Accounting  
B.A., Dordt College; M.B.A., Drake University.

**Rullestad, Elizabeth 2016**

Assistant Professor of Kinesiology  
B.A., University of Northern Iowa; M.S.,  
University of Toledo; Ph.D. candidate, Iowa State  
University.

**Salazar, Laura A. 2002**

Professor of Chemistry  
B.S., Loras College; Ph.D., Iowa State University.

**Selha, Myke 2016**

Assistant Professor of Social Work  
B.A., Iowa State University; M.S.W., University of  
Iowa.

**Seltz-Falk, Rachel 2016**

Nursing Clinical Educator  
B.S.N., M.S.N., Grand View University.

**Skouson, Eric 2011**

Instructor in Mathematics  
B.S., University of Utah; M.S., Eastern  
Washington University; doctoral candidate, Iowa  
State University.

**Slavich, Mark 2017**

Assistant Professor of Business Administration  
B.S., M.S., Louisiana State University; Ph.D.,  
Virginia Commonwealth University.

**Snyder, Steven C. 1991**

Professor of Humanities  
B.A., Grand View College; M.A., Iowa State  
University.

**Sudak-Allison, Jill 2014**

Assistant Professor of Human Services  
B.A., M.A., Drake University; Ph.D., Iowa State  
University.

**Sullivan, Zebblin 2011**

Associate Professor of Kinesiology  
B.S., M.S., 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 Spanish  
B.A., M.A., University of Northern Iowa.

**Viesselman, Christopher 2015**

Assistant Professor of Kinesiology  
B.S., Iowa State University; M.Ed., Plymouth  
State University; Ed.D., Northeastern University.

**Watts, Sherri 2016**

Assistant Professor of Nursing  
B.S.N., Grand View University; M.S.N., Walden  
University.

**Weichman, Julie 2016**

Nursing Clinical Educator  
A.D.N., Des Moines Area Community College;  
B.S.N., Grand View University; M.S.N., Regis  
University.

**Wells, Douglas 2009**

Assistant Professor of Art and Design  
B.A., M.C.L., Drake University

**Wiley, Cynthia 2012**

Assistant Professor of Art and Design  
B.A., University of Missouri-Columbia; M.F.A.,  
Ph.D., Iowa State University.

**Winzenburg, Stephen M. 1989**

Professor of Communication  
B.A., University of South Dakota; M.A., University  
of Minnesota.

**Woods, Joshua 2014**

Assistant Professor of Psychology  
B.S., Iowa State University; M.A., Ph.D.,  
Lancaster University – Lancaster, U.K.

**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.

**Franzen, Debra B. 1981-2016**

Professor of Nursing  
B.S.N., M.S.N., University of Nebraska; Ph.D.,  
Iowa State University.

**Gaul, Beth Bates, RNC 1985-2016**

Professor of Nursing  
B.S.N., University of Iowa; M.S., University of  
Arizona; Ph.D., Iowa State University.

**Gertenrich, John C., Jr. 1961-1966, 1970-1998**

Professor of Mathematics  
A.A., Waldorf College; B.A., Concordia College,  
Moorhead; M.A., State University of South  
Dakota..

**Goodwin, Judith A. 1981-2008**

Professor of English  
B.A., D.A., Drake University

**Hudgens, Carolyn M. 1981-2016**

Associate Professor of Nursing  
B.S.N., P.N.P., M.A., University of Iowa.

**Huisman, Etta 1989-2008**

Professor of Psychology  
B.A., Central College; M.A., University of Iowa,  
Ed.D. University of Tulsa.

**Hvistendahl, Marion 1968-1989**

Professor of English  
B.S., M.S., South Dakota State University.

**Jensen, Erna C. 1966-2001**

Professor of Mathematics  
B.S., University of Nebraska at Kearney; M.A.,  
University of Northern Iowa.

**Jessen, Marvin P. 1951-1988**

Professor of Biology  
A.A., Grand View College; B.A., M.A., Ph.D.,  
University of Minnesota.

**Kachel, Douglas W. 1970-2004**

Professor of Sociology  
University of Tampa; B.A., Marshall University;  
M.S., University of Oklahoma; Ph.D., Iowa State  
University.

**Kaven, Dennis E. 1970-2012**

Professor of Art and Design  
B.F.A., M.F.A., Certificate of Art Education, Drake  
University.

**Logan, Jean E. 1983-2016**

Professor of Nursing  
B.S.N., Grand View College; M.A., University of  
Iowa; Ph.D., Iowa State University.

**Miller, James Michael 1985-2016**

Professor of Business Administration  
B.A., University of Iowa; M.S., Iowa State  
University.

**Nelson, Solveig 1981-2008**

Professor of English  
B.A., Augustana College; M.A., D.A., Drake  
University.



**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.

**Thomas, Evan A. 1987**

Professor of History  
B.S., Chicago State University; M.A., Ph.D., University of Iowa.

**Van Roekel, Arlan W., CPA 1988-2006**

Professor of Accounting  
B.S., University of South Dakota; M.B.A., University of Iowa.

**Whyte, James A. 1988-2013**

Professor of Sociology  
B.A., University of Nebraska; M.A., Ph.D., Iowa State University.

**Wiig, Douglas M. 1976-2017**

Professor of Political Science  
B.A., M.A., University of Nebraska-Omaha.

**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, Elizabeth 2015**

Administrative Assistant  
B.A., University of Northern Iowa.

**Avise, Mary 2008**

Secretary A.A., Grand View College; B.S., University of Iowa.

**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.

**Barron, Robert 2016**

Special Assistant to the President for  
Governmental and Community Relations  
B.A., Grinnell College

**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.

**Benetti, Mary 2013**

Director of Planned Giving  
B.A., University of Washington

**Bonner, Arliss M. 2014**

Data Specialist

**Bourke, Mackenzie 2014**

Freshman Admissions Counselor  
B.A., Grand View University

**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**

Completion Coach/CPAL Advisor  
B.A., Graceland College; M.S.S., U.S. Sports  
Academy.

**Butler Kim I. 1981**

Director of Buildings and Grounds  
Grand View College; B.A., Drake University.

**Butz, Laurie 2016**

Completion Coach  
B.S., Iowa State University; M.A., University of  
Northern Iowa.

**Carlson, Elizabeth L. 2014**

Director of Degree Completion Planning  
B.A., Cornell College; M.S., Miami University  
(Ohio).

**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.

**Chase, Mary G. 2017**

Administrative Assistant  
A.A., Des Moines Area Community College;  
Further Study, Grand View University.

**Christoffers, Pamela M. 2004**

Special Assistant to the Provost  
B.L.S., M.S., Iowa State University.

**Cruz, Donan 2011**

Head Men's Volleyball Coach  
B.A., Graceland University.

**Culmer, William 2002**

Maintenance Assistant  
B.A., University of Colorado.

**D'Souza, Jonathan 2017**

Instructional Designer  
B.S., M.S., Emporia State University.

**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.

**Demers, Adam 2015**

Director of Residence Life  
B.A., University of Dubuque; M.A., Truman State  
University.

**Dickinson, Angie L. 2004**

Financial Aid Systems Analyst  
B.A., M.A.E., University of Northern Iowa.

**Doetskott, Jordan R. 2016**

Admissions Counselor  
B.A., The College of Saint Benedict/St. John's University; M.S.O.L. in-progress, Grand View University.

**Donahue, Lisa 2016**

Hall Director  
B.A., Westfield State University; M.A., Salem State University.

**Donahue, Mary 2005**

Executive Administrative Assistant  
A.A., Des Moines Area Community College; B.A., Drake University.

**Driscoll, Al 2013**

Assistant Men's Soccer Coach  
B.A., Grand View College.

**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., M.S.O.L., Grand View University.

**Eftink, Rick 2016**

Manager of Business Development and Corporate Engagement  
B.A., University of Northern Iowa.

**Erdmann, Bradley 2012**

Grounds Coordinator  
B.L.A., Iowa State University

**Ernst, Brigid 2012**

Completion Coach  
B.S., Drake University, M.S.O.L., Grand View University.

**Erps, Britt 2013**

Assistant to the Athletic Director  
B.A., Grand View University; M.S., Illinois State University.

**Faas, Kate 2012**

Administrative Assistant, Luther Memorial Church and Grand View  
B.A., Wartburg College.

**Flugum-Collins, Lyndi 2006-2009, 2015**

Assistant Registrar  
A.A., Waldorf College; B.A., Wartburg College, M.S., Drake University.

**Flynn, Austin 2012**

Assistant Football Coach  
B.S., Iowa State 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.

**Gordon, Kenlyn 2015**

Assistant Director of Leadership and Counseling  
B.A., University of Northern Iowa; M.S., Western Illinois University; M.H.C.-T.L., State of Iowa.

**Hackett, Annah E. 2016**

Campus Engagement and Instruction Librarian  
B.A., Loyola University Chicago; M.L.I.S., University of Wisconsin-Madison.

**Hall, Carol P. 1992**

Executive Secretary to the Provost and Vice President for Academic Affairs  
A.A., Des Moines Area Community College.

**Hintzsche, Diane E. 1999**

Mathematics Resource Specialist  
B.S., M.S., Further Study, 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.

**Howat, Connie 2016**

Welcome Center Administrative Assistant  
B.A., Trinity University (Illinois).

**Infante, Catherine 2017**

B.A., Iowa State University.

**Jackson, Jodie L. 2001**

Academic Records Assistant  
Grand View University.

**Jenkins, Deborah A. 2015**

Assistant Women's Soccer Coach  
B.A., Grand View University; M.B.A., Southwestern College; M.S. in-progress, Grand View University.

**Johansen, Travis J. 2013**

Assistant Football Coach  
B.A., Concordia University.

**Johnson, Kristine K. 2005**

Admissions Database Manager  
A.A., American Institute of Business.

**Kavanaugh, Nicholas 2015**

Director of Conferencing  
B.A., M.A.E., University of Northern Iowa.

**King, Corinna 2016**

Executive Administrative Assistant  
A.A., AIB College of Business

**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.

**Krumm, Alex 2014**

Director of Student Ministries  
B.A., Wartburg College.

**Lackey, Russell 2012**

Senior Campus Pastor  
B.A., Westmont College; M.Div., Luther  
Seminary.

**Lee, Ruth M. 1989**

Acquisitions Assistant for the Library

**Link, Eric P. 2001**

LAN Administrator  
B.A., Grand View College

**Luce, Autumn E. 2004**

Transfer Admissions Counselor  
B.A., Grand View College.

**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, Roger M. 2015**

CPAL Enrollment Counselor  
B.B.A., University of Iowa.

**McDowell, Molly 2004**

Human Resources Administrator  
University of Wisconsin-LaCrosse.

**McFadden, Jeffrey R. 2013**

Systems Analyst  
B.S., Iowa State University.

**Mendenhall-Buck, Laine 2015**

Director of Alumni Relations  
B.A., Grand View College

**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.

**Monner, Jerry L. 2004**

Head Men's and Women's Track & Cross  
Country Coach  
B.A., Iowa Wesleyan College; M.A., Loras  
College

**Moritz, Krista 2017**

Campus Services Manager  
Printing Program, Des Moines Area Community  
College.

**Morlan, Tiffany 2017**

LMS Administrator & Instructional Technologist  
A.S., B.S., AIB College of Business; M.A.,  
Walden University.

**Muller, Sheri A. 2003**

Associate Librarian and Archivist  
B.A., M.A., University of Iowa.

**Newton, Angela A. 2017**

Web Content Manager  
B.A., University of Northern Iowa

**Nicholes, Eli 2015**

Graduate Assistant Hall Director  
B.A., Concordia University (Portland, OR).

**Noel, Anna 2016**

Help Desk Administrator  
AIB College of Business, Central College.

**Nuzum, Steve 2011**

Programmer Analyst  
B.A., Grand View College.

**Olson, Kathryn J. 2016**

Admissions Assistant  
B.A., Iowa State University; M.S., University of Louisville.

**Olson, Neil T. 1996**

LAN Administrator  
B.A., Grand View College.

**Olsthoorn, Morgan L. 2015**

Admissions Assistant  
B.A., University of Northern Iowa

**Ostrem, Melissa 2013**

Administrative Coordinator  
B.A., Central College; M.A., University of Northern Iowa.

**Otto, Laura 2005**

Executive Secretary  
B.A., Dordt College.

**Paja, Matthew 2013**

Strength and Conditioning Coach  
B.A., Central College; M.S., Southwest Minnesota State University.

**Patterson, Brian 2008**

Director of Development  
B.A., Grand View College.

**Patterson, Robert 2011**

Assistant Director of Residence Life  
B.A., Drake University; M.S., Grand View University.

**Petersen, Allison 2012**

Purchasing and Office Coordinator  
University of Iowa.

**Peterson, Maggie 2008**

Center for Learning Assistant Coordinator  
B.A., Central College; B.S.N., Grand View College; M.A., Pennsylvania State University.

**Piedras, Alex H. 2005**

Director of Multicultural and Community Outreach and International Students  
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.

**Pries, Heidi 2006**

Director of Student Involvement and New Student Programs  
B.A., Grand View College; M.A.E., University of Northern Iowa.

**Quick, Ashley 2014**

Admissions Counselor  
B.A., Bethel University.

**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.

**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.

**Roy, Ryan 2014**

Student Empowerment Coach  
B.A., Central College.

**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.

**Schaffer, Cindy 2016**

Director of Corporate and Foundation Relations  
B.S., M.B.A., Iowa State University.

**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

**Shupp, Michael 2008**

Director, Bookstore and Campus Services  
B.S., Iowa State University.

**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.

**Swanson, Sherri 2014**

Transfer Admissions Counselor  
B.A., Loras College.

**Terrell, Kelli 2014**

Assistant Women's Basketball Coach  
A.A., North Iowa Area Community College; B.A.,  
University of Iowa.

**Thompson, Ryan 2014**

Director of Admissions  
B.A., Iowa State University.

**Tiffany, Carl 1985**

Assistant Director of Buildings and Grounds

**Van Gorp, Kelly L. 1999**

Center for Learning Coordinator  
B.S.N., Grand View College.

**Weber, Phillip. 2008**

Painter

**Wedemeyer, Jill 2016**

Executive Administrative Assistant  
A.A., AIB College of Business; B.A., Graceland  
College.

**Welty, Jacquie 2007**

Academic Advisor  
B.S., Iowa State University.

**White, Veronica 2006**

Assistant Controller  
B.A., Grand View College.

**Wiley, Daniel 1995**

Maintenance Assistant

**Williamson, Allix 2017**

Admissions Counselor  
A.A., Iowa Central Community College; B.A.,  
Wartburg College.

**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, 45
  - Advisor Responsibilities, 46
  - Graduate, 140
  - Student Responsibilities, 45
- Academic Honesty Policy, 51, 146
- Accounting, 75
- Accreditation, 3, 116, 125
- Adding and Dropping Classes, 28, 29, 42, 139, 140
- Admission, 20
  - Graduate Programs, 135
  - International Students, Graduate, 136
  - Provisional Admission, 24
  - Provisional Admission, Graduate, 137
- Advanced Placement, 130
- Alumni Relations, 41
- Art and Design, 67
  - Des Moines Art Center, 131
- Art Education, 67, 90
- Art Therapy, 71
- Athletic Coach Endorsement/Authorization, 99
- Attendance, Class, 49
- Biochemistry, 80
- Biology, 73
- Biotechnology, 73
- Business Administration, 75
- Calendar, 9, 11, 12, 15
- Career Center, 34
- Certificates, Academic, 66
  - Art Therapy, 71
  - Human Resource Management, 79
  - Post-Baccalaureate Certificate in Accounting, 79
  - Professional Writing, 102
  - Spanish Essentials, 112
  - User Experience Design, 71
- CEU, 134
- Chemistry, 80
- Church Music, 113
- Class status, 42
- CLEP, 129
- Code of Student Conduct, 37
  - Discipline, 37
  - Non-academic Dismissal, 44
- Communication, 81
- Complaints, Student, 39
- Computer Science, 84
- Cooperative Education, 131, 168
- Counseling, 35
- Course Descriptions, Undergraduate, 167–264
- Credit Hour, 167
- Criminal Justice, 85
  - 2+2 Program, 85
  - GV Program, 85
- Cross-Enrollment, 130
- Degree Programs, Graduate, 135
- Degree Programs, Undergraduate, 67–128
- Denmark, 132
- Deposit
  - Enrollment Deposit, 26
  - Housing Deposit, 26
- Digital Media Production, 81
- Disability
  - Services, 36, 54
- Driver and Safety Education, 99
- DSST, 129
- Education, 87
  - Application for Admission to Teacher Education, 88
  - Complementary Elementary Education Teaching Endorsements, 92
  - Complementary Secondary Education Teaching Endorsements, 97
  - Graduate Level Endorsements, 150
  - Other Complementary Endorsements, 99
  - Secondary Education Initial Content Endorsements, 96
  - Student Teaching, 89
- Educational Record, 3
  - Notification to Students on Family Educational Rights and Privacy Act of 1974, 44
- Elementary Education, 91
  - Complementary Elementary Education Teaching Endorsements, 92
- Eligibility, 49
- Emeriti, 271
- English, 101
- Evangelical Lutheran Church in America, 18, 128, 133, 137, 265
- Experiential Learning, 129
- Faculty listing, 267
- Fees, 29
  - Library Fees, 26
  - Parking fees, 29
  - Resident Activity fees, 29
  - Student Activity fees, 29
  - Technology fees, 29
- Financial Aid, 30
  - Appeal Process, 33
  - Completion Rate Requirements and Duration of Eligibility, 32
  - Disbursements of Aid, 33
  - GPA requirements, 32
  - Graduate Program, 137
  - Satisfactory Academic Progress, 31
  - Satisfactory Academic Progress, Graduate, 138

- Food Service, 34
- Game Design and Interactive Analytics, 68
- General Education Core, 57
- Good Academic Standing, 47
- Governance, 265
- Grades, 46
  - Audited Courses, 48
  - Grade Change, 47
  - Grade Point Average, 46
  - Grade Reports, 48
  - Graduate, 143
  - Incomplete Work, 46
  - Mid-term Low Grade Notification, 47
  - Pass/Fail Option, 47
  - Permanent Grades, 46
  - Repeating Failed Courses, 48
  - Repeating Passed Courses, 48
- Graduate Degree Programs, 135
  - Clinical Nurse Leader Post-Graduate Certificate, 152
  - Master of Education, 149
  - Master of Science in Athletic Training, 150
  - Master of Science in Nursing, 151
  - Master of Science in Organizational Leadership, 152
  - Master of Science in Sport Management, 153
  - Nursing Education Post-Graduate Certificate, 152
  - Teacher Leader Certificate, 150
  - Urban Education Certificate, 150
- Graduation
  - Applying for Graduation, 55
  - Applying for Graduation, Graduate, 149
  - Catalog requirements, 54
  - Catalog requirements, graduate, 149
  - Degrees, 55
  - Graduation Requirements for a Baccalaureate Degree, 55
  - Graduation Requirements for a Masters Degree, 149
  - Minor, 55
  - Multiple Majors, 55
- Graphic Design, 68
- Graphic Journalism, 69
- Grievances, Student, 40
  - Athletics, 40
  - Education Program, 40
  - Financial Aid Suspension, 40
  - Grades, 40
  - Graduate, 148
  - Grants and Scholarships, 40
  - Housing Exemption, 40
  - Nursing Program, 40
  - Parking, 40
- Health Promotion, 105
- History, 103
- Honors
  - Dean's and President's Lists, 49
  - Graduation Honors, 50
  - University Honor Society, 50
- Human Resource Management, 79
- Human Services, 123
- Independent Study, 131, 168
- Individualized Major, 108
- Information Technology, 37
- Interactive Media, 70
- International Learning Opportunities, 132
- International Students, 35
  - Admission, 21
  - Graduate, 140
  - Graduate Admission, 136
- Internship, 168
- Internships, 131
- Journalism, 82
- Kinesiology, 105
- Kinesiology and Health Promotion, 105
- Leadership
  - Viking Leadership Credential, 107
- Liberal Arts Major, 108
- Logos, 63, 109
- Majors, Academic, 65
  - Accounting, 75
  - Applied Mathematics, 110
  - Art Education, 67, 90
  - Biochemistry, 80
  - Biology, 73
  - Biotechnology, 73
  - Business Administration, 75
  - Church Music, 113
  - Computer Science, 84
  - Criminal Justice, 85
  - Digital Media Production, 81
  - Elementary Education, 91
  - English, 101
  - Game Design and Interactive Analytics, 68
  - Graphic Design, 68
  - Graphic Journalism, 69
  - History, 103
  - Human Services, 123
  - Individualized, 108
  - Journalism and Public Relations, 82
  - Kinesiology and Health Promotion, 105
  - Liberal Arts, 108
  - Management Information Systems, 76
  - Multimedia Communication, 82
  - Music, 113



- Music Education, 93, 114
- Nursing, 118
- Organizational Studies, 119
- Paralegal Studies, 121
- Photography, 69
- Physical Education, 94
- Political Studies, 121
- Psychology, 123
- RN-BSN Completion, 118
- Secondary Education, 95
- Social Work, 126
- Spanish for Careers and Professionals, 111
- Sport Management, 77
- Studio Arts, 70
- Theatre Arts, 127
- Theology, 128
- Management Information Systems, 76
- Master of Education, 149
- Master of Science in Athletic Training, 150
- Master of Science in Nursing, 151
- Master of Science in Organizational Leadership, 152
- Master of Science in Sport Management, 153
- Mathematics
  - Applied Mathematics, 110
  - Mathematics Lab, 54
- Ministry, 133
- Minors, Academic, 66
  - Accounting, 77
  - Art, 70
  - Biology, 74
  - Chemistry, 80
  - Computer Science, 84
  - English, 101
  - Family Studies, 124
  - General Business, 78
  - Global Studies, 112
  - History, 104
  - Information and Technology Management, 78
  - Interactive Media, 70
  - LOGOS Honors, 109
  - Management, 78
  - Marketing, 78
  - Mass Communication, 83
  - Mathematics, 110
  - Modern Languages, 111
  - Music, 115
  - Philosophy, 128
  - Photography, 71
  - Political Studies, 122
  - Psychology, 124
  - Sociology, 86
  - Spanish, 112
  - Sport Management, 79
  - Theatre, 127
  - Theology, 128
- Mission, 17
- Modern Languages, 111
- Multimedia Communication, 82
- Music, 113
- Music Education, 93, 114
- Non-Degree Students, 24
- Non-discrimination Policy, 3
- Nursing, 116
  - Accreditation, 116
  - Admission to the Major, 116
  - Progression/Graduation Requirements, 117
  - Readmission to the Major, 116
  - RN-BSN Students, 118
- Organizational Studies, 119
- Paralegal Studies, 121
- Parking, 35
- Philosophy, 128
- Photography, 69
- Physical Education, 94
- Physics, 80
- Political Studies, 121
- Portfolio, Learning, 129
- Post-Baccalaureate Certificate in Accounting, 79
- Pre-Education Program, 88
- Pre-Engineering, 134
- Prerequisites, 42
- President's Council, 267
- Probation, Academic, 50
- Probation, Graduate, 146
- Professional Writing Certificate, 102
- Psychology, 123
- Public Relations, 82
- Readmission, 23
  - Readmission - Deployed Veterans, 23
  - Readmission - Suspended Students, 23
- Registration, 42
  - Academic Load, 42
  - Changes to, 42
  - Graduate, 140
  - New Student, 41
- Repeated Coursework
  - Financial Aid & Repeated Coursework, 32
  - Repeating Failed Courses, 48
  - Repeating Passed Courses, 48
- Research, 168
- Residence Life, 35
  - Residency Requirement, 36
- RN to BSN, 117
- ROTC, 130
- Secondary Education, 95, 96

Complementary Secondary Education Teaching  
Endorsements, 97  
Secondary Education Initial Content  
Endorsements, 96  
Seminary, 134  
Social Work, 125  
    Accreditation, 125  
    Admission to the Major, 125  
    Progression/Graduation Requirements, 125  
Spanish, 111  
Spanish Essentials Certificate, 112  
Sport Management, 77  
Staff listing, 273  
Student Health  
    Student Health Insurance, 26  
    Student Health Services, 35  
Student Teaching, 89  
Studio Arts, 70  
Study Tours, 132  
Summer Session, 131  
Suspension, Academic, 50  
Suspension, Graduate, 146  
Theatre Arts, 127  
Theology, 128  
Transcript, 26

Transfer, 21  
    Transfer to Other Institutions, 44  
    Transfer with a BA, 22, 63  
    Transfer with an AA, 22, 63  
Trustees, 265  
Tuition, 27  
    College for Professional and Adult Learning  
        Tuition, 27  
    Graduate Tuition, 27, 139  
    Military Tuition, 27  
    Part Time Day Tuition, 27  
    Payment of Tuition, 28  
    Senior Citizens Tuition, 27  
    Tuition Refunds, 28  
Tutoring, 54  
User Experience Design, 71  
Withdrawal, 29, 42, 140  
    Active Military Service Withdrawal, 43  
    Complete Withdrawal, 43  
    Excessive Withdrawal, 43  
    Individual Course, 42  
    Late Withdrawal, 43  
    Non-academic dismissal, 44  
Work-Study, 31, 37  
Writing Center, 54