

Graceland University Catalog

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The Higdon Administration Building, the symbol of Graceland University, was built in 1897. Over the years it has housed classrooms, a library, science labs, a dining hall and administrative offices. It was renovated in 1998.

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About the University

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ACCREDITATION

Graceland University is a member of the North Central Association and is accredited by the Higher Learning Commission, www.ncahlc.org, (800) 621-7440.

Graceland University's teacher education programs are accredited by the National Council for Accreditation of Teacher Education (NCATE), www.ncate.org.

The nursing programs are accredited by the Commission on Collegiate Nursing Education (CCNE), www.aacn.nche.edu, and are approved by the Missouri State Board of Nursing and the Iowa Board of Nursing.

These academic standards ensure that a degree from Graceland University will be recognized by educational, business, and professional communities.

This catalog is an official document of Graceland University, and the programs and policies in it have been approved by the Board of Trustees or its duly authorized agents.

While these programs and policies may be subject to change without notice, the university publishes this catalog with the intention that students can expect reasonable continuity in academic areas.

Changes in other areas — such as cost, campus life, the housing arrangement — occur in an orderly fashion.

History of Graceland University

Graceland University was founded in 1895 by the Community of Christ church as a “non-sectarian institution of higher education [open] to all people.” More than 110 years later, Graceland is still committed to providing a solid liberal arts education to a diverse student population. Today, Graceland students represent 39 states and 37 countries and can choose from more than 40 academic majors.

Graceland began as a high school academy and four-year college. In 1917, became Iowa's first accredited junior college. The university's mission took another decisive turn in the late 1950s by founding a four-year program, graduating its first BA degree in 1958.

In 1971, Graceland granted its first baccalaureate degree in nursing. Students in that program spend two years on the Lamoni campus followed by two years on the university's Independence, Missouri, campus. In 1987, the college launched an Outreach Nursing Program for registered nurses that has evolved into complete online degree programs in healthcare and education.

Recognizing that not everyone who would like to earn a degree can attend traditional college classes, Graceland's campus-based studies was established in the late 1990s to create opportunities for baccalaureate degree completion programs at two-year institutions. Students can transfer credits from previously attended colleges and complete their junior and senior coursework at Graceland by attending classes taught on area community college campuses.

The university's first graduate degree program was launched in 1994. The Master of Arts in Religion became the first program in the Community of Christ Seminary, which was established in 2002. Currently, students can earn a Master's degree in Education, Religion, Christian Studies, or Nursing. The Center for the Study of the Korean War, a unique primary resource library and archive, became a part of the Independence Campus in 2000. The Sandage Center for the Study of Free Enterprise is located on the Lamoni Campus.

While many aspects of campus life have changed through its first 110 years, Graceland University has been true to its commitment to provide a quality liberal arts education that contributes to the growth of the whole student.

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Vision, Mission, Values

Vision

Graceland University will become a recognized educational leader, inspiring and empowering persons for transformational service and leadership.

Mission

Graceland creates learning communities where students develop their potential for meaningful and productive lives.

Values

Graceland values learning, wholeness, and community. Graceland encourages the development of these values for

the enrichment of lives and the betterment of the world.

Learning

We believe in the life long process of the open and free pursuit of truth.

Wholeness

We believe that the development of the intellectual, physical, social, and spiritual dimensions of all persons is necessary for healthy and fulfilling lives.

Community

We appreciate and welcome diversity and, as an institution sponsored by the Community of Christ, believe in the inherent worth of all persons expressed through relationships built on the foundation of unconditional love and acceptance.

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Mission of Graceland University

Graceland University educates students for advanced study, for productive careers, and for rich lives. Its student body is a targeted, yet diverse group that includes persons of different ages, backgrounds, and national origins who share a commitment to learning. Its curriculum, firmly rooted in the liberal arts tradition and enhanced by career-oriented practical experiences, affirms different styles of learning and prepares students to become competent professionals. Its highly qualified faculty excel in teaching and engage in scholarly, creative and professional activities. Together with the administration and staff, they care deeply about students.

Graceland offers a learning environment for the residential as well as the non-residential student that nurtures personal growth. Its challenging academic program stresses the joy of lifelong learning, the rigor of intellectual discipline, and the relationship of both to a satisfying professional and personal life. Its size fosters genuine concern for the individual while providing fellowship and a sense of belonging. For the residential student, its rich co-curricular program of interest groups, athletics, student government, residential life, and leisure activities provides opportunity to develop interpersonal skills, relationships, creativity, and leadership.

Based on the Christian values of human dignity, mutual respect, and social responsibility, Graceland welcomes persons of all faiths. It actively supports the counsel of its sponsoring denomination, the Community of Christ, to "learn by study and by faith" and indeed offers tangible expression of the church's commitment to the open and free pursuit of knowledge through higher education.

Graceland promotes opportunity, justice, and world peace through practical and visionary action.

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Goals of the University

The people of Graceland University
help students grow to
work, care, and enjoy life intelligently.
Toward these goals, we help students nurture their abilities to
think, learn, and communicate;
develop broad knowledge and sound values;
lead and cooperate in building a better world.

1. To become knowledgeable in the natural sciences, history/political science, and the social/behavioral sciences.
2. To develop an appreciation of the arts and humanities.
3. To develop foundational skills, including skills of quantitative analysis, oral and written communication, ethical consciousness and sound values, and healthful living.
4. To be knowledgeable and appreciative of human diversity as expressed in cultures other than one's own.

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Policy on Non-Discrimination

It is the policy of Graceland University to extend equal opportunities to all applicants for employment, to all employees seeking advancement, and to all students applying for enrollment who meet the basic criteria established. It is further the policy of Graceland University not to discriminate against any employee, prospective employee, student, or prospective student, on the basis of race, color, religion, age, sex, national origin, sexual orientation, or disability.

Graceland University is committed to the elimination of those conditions and attitudes from which discrimination is spawned and desires to give leadership in solving those problems that impede the broad application of justice and equity in all human relationships. A university with a Christian commission has a mandate to search for and apply these principles of fairness in all aspects of its operation over and above its legal obligation to comply with the tenants of Equal Opportunity requirements.

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Graceland University Educational Sites

Graceland University offers a quality educational program at multiple locations using various course delivery-methods to provide opportunities for many students. Students may take Graceland University courses at the following locations.

Lamoni Campus



The home campus, located in Lamoni, Iowa, provides education for many full- and part-time residential students, who seek the Bachelor of Arts, Bachelor of Arts (Honors), Bachelor of Science, Bachelor of



Science (Honors), or Master of Education degrees in 43 different majors. Courses are available for non-degree seeking students interested in enrolling for personal enrichment.

In addition to degree programs, Graceland University offers courses for personal enrichment at the Lamon and Independence locations, as well as through the Center for Professional Development and Life-Long Learning, Inc., which includes SkillPath Seminars located in Overland Park, Kansas.

Independence Campus



The Graceland University Independence Campus located at 1401 West Truman Road in Independence, Missouri, provides on campus education for students pursuing a Bachelor of Science in Nursing, Bachelor of Arts in Business, Bachelor of Arts in Education, or a Master of Education degree.

The Independence Campus is also home to our online programs which allow students the flexibility to earn either the RN to B.S.N. or B.A. degree, a Master of Science in Nursing, or a Master of Education degree. In addition, a Master of Arts in Christian Ministry and a Master of Arts in Religion can be earned through combined on campus and online courses.

Graceland University Non-residential Programs

Several off-campus sites share in the extended campus experience, and allow non-traditional students the opportunity to complete their degrees or pursue a Master's degree. North Central Missouri College in Trenton, Missouri, and Indian Hills Community College in Centerville, Iowa, assist students in completion degrees in undergraduate Elementary Education. Students transfer credits from previously attended colleges and complete their junior and senior coursework with Graceland by attending classes offered in their area.

Undergraduate students benefit from Graceland's articulation and equivalency agreements. The Master of Education in Collaborative Learning and Teaching is offered at Grant Wood AEA in Cedar Rapids, Iowa, and Graceland University campus in Independence, Missouri. Off-campus courses are offered evenings and weekends, allowing most students to hold a job, fulfill family and community obligations and still earn a degree.

The academic year is most often divided into five nine-week terms, but alternative scheduling may also be available. Classes are offered in a variety of formats including: 1) Traditional classes — Classes offered at the community college campus or on the Graceland campus taught by Graceland University faculty and adjunct professors; 2) Online classes. Courses may be taken by campus students as part of their normal class load on a space-available basis.

For more information concerning Graceland's non-residential programs, please call 1-800-833-0524 or visit our website on the Graceland University homepage at www.graceland.edu.

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Fall 2009 Academic Calendar

August

Wed. Thurs. 26, 27 Faculty Fall Conference
 Sat. 29 New Students Arrive
 Mon. 31 Returning Students Arrive
 Classes Begin, IC

September

Tues. 1 Classes Begin, Lamoni

October

Fri.-Sun. 9-11 Homecoming Weekend
 Fri. 16 Midterm
 Fri. 16 (5:00 p.m.) Midterm Break Begins
 Wed. 21 (8:00 a.m.) Classes Resume

November

Tues. 24 (9:00 p.m.) Thanksgiving Recess Begins
 Mon. 30 (8:00 a.m.) Classes Resume

December

Fri. 11 Classes End
 Mon.-Thurs. 14-17 Semester Examinations

IC indicates Independence Campus, including the School of Nursing, when dates differ from Lamoni campus.

Spring 2010 Academic Calendar



Front entrance of Graceland University.

January

Mon. 4	Winter Term Begins
Sat. XXX (tentative)	Master of Education Commencement, Cedar Rapids
Thurs. 21	Winter Term Ends
Mon. 25	Classes Begin, Lamoni, IC

March

Fri. 12	Midterm Evaluation
Fri. 12 (5:00 p.m.)	Spring Recess Begins
Mon. 22 (8:00 a.m.)	Classes Resume

April

Mon. 5	Easter Break
Mon. 5 (5:00 p.m.)	Classes Resume

May

Fri. 7	Classes End
Mon.-Thurs. 10-13	Semester Examinations
Fri. 14	Nursing Recognition Ceremony
Sat. 15	Baccalaureate
Sun. 16	Commencement
Mon.-Tues. 17-18	Faculty Spring Conference

IC indicates Independence Campus, including the School of Nursing, when dates differ from Lamoni campus.

Summer 2010 Academic Calendar

May

Thurs. 20 Summer Session Begins, Lamoni

July

Thurs. 1 IC Summer session begins

August

Fri. 13 IC Summer Session Ends

Fri. 20 Lamoni Summer Sessions End

IC indicates Independence Campus, including the School of Nursing, when dates differ from Lamoni campus.

Fall 2010 Academic Calendar

August

Wed. Thurs. 25, 26	Faculty Fall Conference
Sat. 28	New Students Arrive
Mon. 30	Returning Students Arrive
	Classes Begin, IC
Tues. 31	Classes Begin, Lamoni

October

Fri.-Sun. 1-3	Homecoming Weekend
Fri. 15	Midterm
Fri. 15 (5:00 p.m.)	Midterm Break Begins
Wed. 20 (8:00 a.m.)	Classes Resume

November

Tues. 23 (9:00 p.m.)	Thanksgiving Recess Begins
Mon. 29 (8:00 a.m.)	Classes Resume

December

Fri. 10	Classes End
Mon.-Thurs. 13-16	Semester Examinations

IC indicates Independence Campus, including the School of Nursing, when dates differ from Lamoni campus.

Spring 2011 Academic Calendar

January

Mon. 3	Winter Term Begins
Sat. XXX (tentative)	Master of Education Commencement, Cedar Rapids
Thurs. 20	Winter Term Ends
Mon. 24	Classes Begin, Lamoni, IC

March

Fri. 11	Midterm Evaluation
Fri. 11 (5:00 p.m.)	Spring Recess Begins
Mon. 21 (8:00 a.m.)	Classes Resume

April

Mon. 25	Easter Break
Mon. 25 (5:00 p.m.)	Classes Resume

May

Fri. 6	Classes End
Mon.-Thurs. 9-12	Semester Examinations
Fri. 13	Nursing Recognition Ceremony
Sat. 14	Baccalaureate
Sun. 15	Commencement
Mon.-Tues. 16-17	Faculty Spring Conference

IC indicates Independence Campus, including the School of Nursing, when dates differ from Lamoni campus.

2009-2010 18 Week Academic Calendar

Fall 2009

August

Mon. 3 Classes Begin, 9 Week Fall Subsession A

October

Fri.-Sun. 11-13 Homecoming Weekend

Sat. 3 Classes End, 9 Week Fall Subsession A

Mon. 5 Classes Begin, 9 Week Fall Subsession B

November

Tues. 24 (9:00 p.m.) Thanksgiving Recess Begins

Mon. 30 (8:00 a.m.) Classes Resume

December

Sat. 12 Classes End, 9 Week Fall Subsession B

Spring 2010

January

Mon. 4 Classes Begin, 9 Week Spring Subsession A

March

Sat. 6 Classes End, 9 Week Spring Subsession A

Mon. 8 Classes Begin, 9 Week Spring Subsession B

Fri. 12 (5:00 p.m.) Spring Recess Begins

Mon. 22 (8:00 a.m.) Classes Resume

May

Sat. 15 Classes End, 9 Week Spring Subsession B

Sat. 15 Baccalaureate

Sun. 16 Commencement

Summer 2010

May

Mon. 17 Classes Begin, 9 Week Summer Session

July

Sat. 17 Classes End, 9 Week Summer Session

2010-2011 18 Week Academic Calendar

Fall 2010

August

Mon. 2 Classes Begin, 9 Week Fall Subsession A

October

Fri.-Sun. 1-3 Homecoming Weekend

Sat. 2 Classes End, 9 Week Fall Subsession A

Mon. 4 Classes Begin, 9 Week Fall Subsession B

November

Tues. 23 (9:00 p.m.) Thanksgiving Recess Begins

Mon. 29 (8:00 a.m.) Classes Resume

December

11

Sat. 11 Classes End, 9 Week Fall Subsession B

Spring 2011

January

Mon. 3 Classes Begin, 9 Week Spring Subsession A

March

Sat. 5 Classes End, 9 Week Spring Subsession A

Mon. 7 Classes Begin, 9 Week Spring Subsession B

Fri. 11 (5:00 p.m.) Spring Recess Begins

Mon. 21 (8:00 a.m.) Classes Resume

May

Sat. 14 Classes End, 9 Week Spring Subsession B

Sat. 14 Baccalaureate

Sun. 15 Commencement

Summer 2011

May

Mon. 16 Classes Begin, 9 Week Summer Session

July

Sat. 16 Classes End, 9 Week Summer Session

2009-2010 Trimester Academic Calendar

Fall 2009

August

Mon. 31 Classes Begin, 16 Week Fall Session
 Classes Begin, 8 Week Fall Subsession A

October

Fri.-Sun. 11-13 Homecoming Weekend
 Fri. 23 Classes End, 8 Week Fall Subsession A
 Mon. 26 Classes Begin, 8 Week Fall Subsession B

December

Fri. 18 Classes End, 8 Week Fall Subsession B
 Classes End, 16 Week Fall Session

Spring 2010

January

Mon. 4 Classes Begin, 16 Week Spring Session
 Classes Begin, 8 Week Spring Subsession A

February

Fri. 26 Classes End, 8 Week Spring Subsession A

March

Mon. 1 Classes Begin, 8 Week Spring Subsession B

April

Fri. 23 Classes End, 8 Week Spring Subsession B
 Classes End, 16 Week Spring Session

Summer 2010

May

Mon. 3 Classes Begin, 16 Week Summer Session
 Classes Begin, 8 Week Summer Subsession A
 Sat. 15 Baccalaureate
 Sun. 16 Commencement
 Mon.-Tues. 17-18 Faculty Spring Conference

June

Fri. 25 Classes End, 8 Week Summer Subsession A
 Mon. 28 Classes Begin, 8 Week Summer Subsession B

August

Fri. 20 Classes End, 8 Week Summer Subsession B
 Classes End, 16 Week Summer Session

2010-2011 Trimester Academic Calendar

Fall 2010

August

Mon. 30 Classes Begin, 16 Week Fall Session
 Classes Begin, 8 Week Fall Subsession A

October

13

Fri.-Sun. 1-3 Homecoming Weekend
 Fri. 22 Classes End, 8 Week Fall Subsession A
 Mon. 25 Classes Begin, 8 Week Fall Subsession B

December

Fri. 17 Classes End, 8 Week Fall Subsession B
 Classes End, 16 Week Session

Spring 2011**January**

Mon. 3 Classes Begin, 16 Week Spring Session
 Classes Begin, 8 Week Spring Subsession A

February

Fri. 25 Classes End, 8 Week Spring Subsession A
 Mon. 28 Classes Begin, 8 Week Spring Subsession B

April

Fri. 22 Classes End, 8 Week Spring Subsession B
 Classes End, 16 Week Spring Session

Summer 2011**May**

Mon. 2 Classes Begin, 16 Week Summer Session
 Classes Begin, 8 Week Summer Subsession A
 Sat. 14 Baccalaureate
 Sun. 15 Commencement
 Mon.-Tues. 16-17 Faculty Spring Conference

June

Fri. 24 Classes End, 8 Week Summer Subsession A
 Mon. 27 Classes Begin, 8 Week Summer Subsession B

August

Fri. 19 Classes End, 8 Week Summer Subsession B
 Classes End, 16 Week Summer Session

Academic Policies & Procedures

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Academic Forgiveness

Graceland University enables undergraduate students who have not earned a baccalaureate degree an opportunity for continuing their university education by forgiving past unsatisfactory academic performance.

1. POLICY

- A. After a minimum of five calendar years have elapsed since the requested credits were attempted, and after the student has completed at least 12 semester hours with a grade point average of 2.50 or above, he/she may request that the previous performance be forgiven.
- B. One or two sessions may be forgiven. Academic forgiveness does not apply to the Satisfactory Academic Progress requirements in place to maintain eligibility for federal and state student financial aid. However, academic forgiveness may be cited as a mitigating factor in a student's appeal for financial aid probation.
- C. Upon approval, all attempted courses for the requested session(s), including courses with grades of A, B, and/or C, are removed from all grade point average calculations and earned hours. However, the courses will remain on the academic record with appropriate notations regarding the academic forgiveness.
- D. Forgiven credits may not be used to apply toward graduation requirements.
- E. Students, who have been forgiven credits, do not qualify for the Gold Seal for Scholarship upon graduation from Graceland University.
- F. A maximum of one request for academic forgiveness will be allowed during a student's enrollment at Graceland University.
- G. Academic forgiveness granted at Graceland University may or may not be recognized by other colleges and universities.
- H. After approval, a request for academic forgiveness cannot be rescinded.
 - I. The Curricular Adjustment Committee is responsible for reviewing and acting on the request. The action of the Curricular Adjustment Committee is final.

2. PROCEDURE

- A. Requests for academic forgiveness are made by the student on the Graceland University [Academic Forgiveness Request](#) form, and submitted to InfoCentral or the Registrar's Office.
- B. The Registrar verifies that the student qualifies for academic forgiveness based on policy guidelines, and forwards the request to the Curricular Adjustment Committee for action.
- C. After action is taken by the Curricular Adjustment Committee, the Registrar adjusts the student's record, if appropriate, and informs the student of the action.

Academic Integrity Policy

Academic integrity is a highly valued principle that undergirds all facets of academic life at Graceland University. Adherence to principles of honesty is a requisite for preparing students as competent responsible persons. Students admitted to the university are expected to uphold standards of academic integrity, i.e. the avoidance of fraud, plagiarism and cheating in any form.

1. **FRAUD.** Fraud is the act of deceit or misrepresentation.
The following list describes ways to avoid the most common forms of fraud.
 - A. Do not alter or falsify or misrepresent an academic document.
 - B. Do not help someone alter or falsify an academic document.
 - C. Do not communicate false information whether oral, written, electronic or nonverbal.
 - D. Do not forge signatures.
2. **PLAGIARISM.** Plagiarism is representing someone else's work as your own.
The following list describes ways to avoid the most common forms of plagiarism.
 - A. Set off all direct quotations within quotation marks or within the text in a block quote form. To fail to indicate direct quotations by one of these two methods is to commit plagiarism even if the failure is accidental and even if you give the source of the quotation. In a speech you must also indicate the beginning, ending and source of all direct quotations to the audience.
 - B. If you derive an idea from another source, cite the source unless the idea is common knowledge, that is, unless people familiar with the subject you are discussing are aware of the idea.
 - C. Cite the source of paraphrased material and avoid excessive paraphrasing. Too much paraphrasing minimizes your contribution.
 - D. Submit papers that consist substantially of your own work. Do not buy, borrow or use complete, or nearly complete, papers from any source, electronic or otherwise.
3. **CHEATING.** The following list describes ways to avoid the most common forms of cheating.
 - A. Do not give assistance to, or receive assistance from, another person, or use unauthorized notes, books, etc., when an examination or assignment is supposed to be your own work.
 - B. Do not falsify research results or violate codes for the treatment of human or animal subjects.
 - C. Do not violate the policies of proctors, preceptors or supervisors.
 - D. Do not use an electronic copy of another person's work as the starting point of your own work without the instructor's permission.
 - E. On collaborative works, include the names of all participants on any copies that are submitted for evaluation.

An instructor may assign a grade of "F" for the course in cases of fraud, plagiarism and/or cheating. When an "F" grade is assigned, the student may not drop the course. All cases of fraud, plagiarism and/or cheating will be reported to the respective dean or division chair, and dean of faculty. Violation of the academic integrity policy may have additional consequences including sanctions or dismissal from a program or from Graceland University.

Exceptions to Academic Policy

Purpose: To delineate responsibility for approving exceptions to established academic policy.

I. Policy

- A. Academic policies are designed to provide consistency in, and uphold the integrity of Graceland University's academic programs.
- B. Academic policies may be proposed and approved by various schools, divisions, councils, or committees on the Graceland University campus, and are published as appropriate in the *Graceland University Catalog* and/or in the *Graceland University Policies and Procedures*. Academic policies include faculty-approved degree, general education, major, minor, and program requirements.
- C. Requests for exceptions to undergraduate academic policies regarding major, minor and program requirements are reviewed and acted upon by the appropriate school, or divisions. Requests for all other academic policies are reviewed and acted upon by the Curricular Adjustment Committee. Appeals may be made to the appropriate Academic Council.
- D. Requests for exceptions to graduate academic policies are reviewed and acted upon by the appropriate school. Appeals may be made to the Graduate Council.

II. Procedure

- A. Students requesting exceptions to academic policies, including exceptions to degree, general education, major, minor, and program requirements, use the [Student Petition](#) form to communicate the exception requested and rationale for the request to the appropriate committee or council.
- B. Recommendations with rationale from the student's academic advisor and the appropriate academic department, division, or school must be included on the Student Petition form.
- C. After the action is taken, the decision-making body will submit the form to the Registrar's Office which will notify the student of the decision.

Academic Standings

Students' academic standings are determined at the end of each regular session of study or at the time that documentation of transfer work or grade changes are received. Students' cumulative GPAs determine one of the following academic standards: (1) Good Standing; (2) Probation; (3) Continued Probation; and (4) Academic Dismissal. Academic Dismissal may be imposed only at the end of a regular session.

Students are placed on Probation when their cumulative grade point average falls below the following, expressed in terms of semesters of full-time college enrollment:

End of 1st semester (or at least 12 s.h. attempted): 1.50

End of 2nd semester (or at least 24 s.h. attempted): 1.70

End of 3rd semester (or at least 36 s.h. attempted): 1.90

End of 4th semester (or at least 48 s.h. attempted): 2.00

Students placed on Probation after a given session will be placed on Continued Probation if they do not attain the required cumulative GPA. Students on Continued Probation must earn either the appropriate cumulative GPA or at least a 2.25 GPA for the current session in order to continue enrollment. Those who do not achieve the required cumulative GPA but do achieve a 2.25 GPA for the current session will be allowed to enroll on Continued Probation.

Students placed on Probation will be strongly encouraged to take advantage of free tutoring services provided by Institutional Support Services.

Freshmen who fail to achieve a 2.00 GPA during their first full-time semester of enrollment at Graceland, and who have not already successfully completed, Academic Success (DEVL1220), will be required to enroll in DEVL1220 during their next semester of full-time enrollment.

Full-time students and part-time students enrolled for at least 8 semester hours will be academically dismissed when they:

1. fail to satisfactorily complete more than half of the hours attempted in a given semester, or
2. earn less than a 1.00 grade point average for a given semester, or
3. are on Continued Probation and fail to achieve the required cumulative GPA or at least a 2.25 GPA for the current session.

Previous deficient academic standing will not be held against students who have subsequently achieved good standing.

Winter terms and summer sessions may affect probationary status, but cannot cause dismissal.

The academic performance of those enrolled for 7 semester hours or less cannot cause automatic dismissal— i.e., dismissal based on a single session's work. However, their cumulative hours earned and cumulative GPA will be evaluated on the same basis as those of full-time students and thus may lead to probation or dismissal.

Grade changes and late receipt of college transfer work may affect probationary status at the time documentation is received by the Registrar's Office. Academic Dismissal, however, may occur only at the end of the regular session.

Readmission After Academic Dismissal (Undergraduate Programs)

A student who has been dismissed may be readmitted only after applying for readmission and being approved by the Curricular Adjustment Committee (CAC). Academic dismissal is for a minimum period of one semester for the first dismissal, two semesters for a second dismissal, and six semesters for a third dismissal. Only extreme circumstances would warrant consideration by the CAC for consideration prior to the minimum period defined above. Summer Session may be considered a semester. Demonstration of academic success will improve chances for readmission. Print an [Application for Readmission](#) here now. The form is also available at InfoCentral or the Registrar's Office in Patroness Hall.

Any decision by the CAC with regard to this policy is final.

Advising and Registration

Each student will be assigned an academic adviser who will be available for help in planning an academic program. Entering freshmen and students who have not declared a major will be advised by a staff member of the CAP Center; sophomores, juniors, and seniors who have declared a major will be advised by a faculty member in the appropriate discipline. **The academic adviser will give advice and information, but the final responsibility for planning a schedule that will meet graduation requirements rests with the student.**



Freshmen may take courses numbered from 1000 to 1999.

Sophomores may take courses numbered up to 2999. Juniors and seniors may take courses numbered up to 4999. (A student who has at least a 2.50 college grade point average may enroll in a course one level above his/her classification; entering freshman may enroll in sophomore-level courses if high school GPA is 2.80 or higher).

Juniors and Seniors enrolled in programs on the Lamoni and Independence campuses may register for classes using the online registration system "MyInfo" on the Graceland website. Freshman and Sophomores must first see their academic advisor for registration clearance to use the system. It is strongly recommended that all students meet with their advisor to review their course selection and academic requirements. A student may make changes to their schedule online up until the first day of classes using "MyInfo". Once classes have begun, a [Change of Registration \(Add/Drop\) Form](#) with the course instructor and advisor's signature must be processed. Refunds in courses for which special tuition is charged will be based on the date of the change of registration.

Generally, students may add a course during the first 13% of the session with the instructor's consent and may withdraw without penalty from a course during the first 60% of the session. Graceland University students may withdraw from a course through the 20% point of the session without a "W". A grade of "W" is recorded in any course from which the student withdraws after 20% and through 60% of the session. After 60% of the session is complete, the student is not allowed to withdraw from the course, and will be awarded the appropriate grade in the course. Deadlines for adding and/or dropping courses offered in educational programs that are not taught on the normal semester or nine-week term schedule usually differ. Contact the Registrar in Patroness Hall on the Lamoni, IA, campus for this information.

Students who are not in good standing, not making satisfactory progress, or who earned less than a 2.00 grade point average in the previous semester are required to review their schedules with their advisers before enrolling for the next semester.

Athletic Eligibility

Students are eligible to participate in any activity of the university including intercollegiate athletics, except during the semester following academic dismissal (if allowed to re-enroll). For athletic eligibility, the student must also meet the following NAIA requirements. National Association of Intercollegiate Athletics (NAIA) Eligibility Regulations apply to all student athletes at all NAIA affiliated institutions of higher learning.

The following regulations apply to new freshman student athletes.

1. Be a graduate of an accredited high school or be accepted as a regular student in good standing as defined by the enrolling institution. An official high school transcript is required to be on file at the participating institution.
2. Meet two of the three entry level requirements:
 - a. Achieve a score of 18 or higher on the Enhanced ACT or a score of 860 or higher, achieved on the Critical Reading and Math sections of the SAT. The test score must be achieved at a single test sitting administered by a certified tester on a National or International testing date to apply to this requirement. The ACT/SAT must be taken prior to the beginning of the term in which the student initially participates.
 - b. An overall high school grade point average of 2.00 or higher on a 4.00 scale.
 - c. Graduate in the upper half of the student's high school graduating class.

Students not meeting at least two of the three standards shall be denied athletics participation at a member institution for the first full year of attendance.



All student athletes, including freshmen, are subject to the following regulations:

1. Full time status — Students must be identified and enrolled in a minimum of 12 institutional credit hours at the time of participation.
2. Students must have accumulated a minimum of nine institutional credit hours prior to identification for the second term of attendance. Only those hours earned after identification may be applied toward meeting the nine hours for a second term freshman. However, Graceland University requires that 12 s.h. be earned before the student's second semester of attendance to be considered making satisfactory progress. (See D below)
3. After completion of the second term of attendance and from then on, students must have accumulated a minimum of 24 institutional credit hours in the two immediately previous terms of attendance. NO MORE THAN 12 institutional credit hours earned during summers and/or during non-terms may be applied to meet the 24 institutional credit hour requirement. Such credit must be earned after one or both of the two immediately previous terms of attendance.
4. The student must be making normal progress toward a recognized baccalaureate degree and maintain the minimum grade point average as defined by the institution and the NAIA. (See [Satisfactory Academic Progress Standards for Receiving Financial Aid and Athletic Eligibility](#).)
5. Upon reaching junior academic standing, as defined by the institution, students must have a cumulative GPA of at least 2.00 on a 4.00 scale. The 2.00 cumulative GPA or higher must be certified each grading period in which the student wishes to compete after junior academic standing is reached.
6. To participate a second season in a sport, all students must have accumulated at least 24 semester/37 quarter institutional credit hours.
7. To participate the third season in a sport, all students must have accumulated at least 48 semester/72 quarter institutional credit hours.
8. To participate the fourth season in a sport, all students must have accumulated at least 72 semester/108 quarter institutional credit hours. In addition, students must have completed 48 semester hours of general education and major requirements to be eligible for the fourth season.
9. Repeat courses — Courses previously passed with a grade of "D" or better in any term, during summer, or during a non-term cannot count toward satisfying the 24 credit hour rule. A maximum of one repeat course per term previously passed with a grade of "D" may be counted toward satisfying the 12 hour enrollment rule. Repeat courses previously passed with a grade of "C" or better cannot be applied to meet either the 12 hour enrollment rule or the 24 credit hour rule.

***Whatever the situation, the current NAIA Official Handbook contains the details of which each case is determined. For further information regarding eligibility concerns please contact the Graceland University Registrar, Faculty Athletics Representative, or Athletic Director.

Class Attendance

Students are expected to attend classes regularly, be punctual, and complete all work whether present or not. Whenever possible, the opportunity for making up coursework missed as a result of an excused absence is to be worked out between the instructor and the student upon the student's initiative.

Excused absences include the following:

1. The student has contacted the faculty member prior to the absence due to a University sponsored activity,
2. The student has contacted the faculty member prior to the absence and the faculty member concurs that the absence is unavoidable and legitimate.
3. For Lamoni students, the Dean of Students (or faculty member) determines that the student has missed classes/assignments due to factors beyond the student's control (i.e. illness, family misfortune, etc.) and the faculty member concurs.
4. For non-Lamoni students, the faculty member makes the determination and, when appropriate, the Dean of School, or his or her designate, concurs that the absence was unavoidable and legitimate.

All other absences are considered unexcused, in which case the instructor is not obligated to provide an opportunity for making up coursework for credit.

* See Administrative Withdrawal Policy listed below.

Course Withdrawal by Instructor

To validate enrollment in a course, students must attend at least one class during the first week. If a student misses the first week of a course without obtaining prior approval from the instructor, the instructor has the option of dropping the student from the course. The instructor will notify the registrar and student of the drop prior to the eighth day of the semester for semester based courses. Students must attend one of the first two days of a Winter Term course to validate registration in the course. The instructor will notify the registrar and student of the drop prior to the third day.

Administrative Withdrawal from Online Courses

Students not participating in an online course before the withdrawal date may be administratively withdrawn with or without penalty.

Students who present with administrative situations such as the following will be referred to their Program Consultant/Registrar for action.

1. A Graceland University student enrolled in any online course who does not log in and begin completion of course assignments in the online course during the first week of the course (unless special arrangements have been made between student and instructor) will be referred by the instructor to the Program Consultant/Registrar, who will contact the student. If the student elects to not continue the program, the Program Consultant/Registrar will administratively withdraw the student.
2. Graceland University students enrolled in any online course must demonstrate an ongoing presence in their online course. If a student who has been previously participating in course assignments ceases all participation for two consecutive weeks (unless special arrangements have been made between student and instructor), that student will be referred by the instructor to Program Consultant/Registrar for counseling and withdrawal.

Classification of Students

Classification is determined at the end of each term according to the number of hours of college credit previously completed and total grade point average.

Basis for classification:

- Freshman 0-23 s.h.
- Sophomore 24 s.h.
- Junior 56 s.h. and 112 grade points (2.00 cumulative GPA)
- Senior 88 s.h. and 176 grade points (2.00 cumulative GPA)
- Post Graduate student has earned a baccalaureate degree and is pursuing additional undergraduate course work
- Graduate student has been admitted to one of Graceland's graduate programs

Courses by Arrangement

Permission may be granted for arranged courses when irresolvable scheduling conflicts exist that preclude enrollment in a regularly scheduled class. Arranged courses are selected from the courses listed in the current Graceland University Catalog. The grading basis, as indicated in the course description, is followed. If policy allows, students may opt to change letter-graded courses to a pass-fail grading basis. All semester course deadlines apply to arranged courses.

The following procedure applies to arranged courses:

1. A completed [Application for Enrollment in Arranged Course](#) is submitted by the student to the Division Chairperson responsible for the proposed course. The completed form must clearly include the rationale for the arranged course, the student's desired grading basis, and signatures from the student's academic adviser, and instructor.
2. The Division Chairperson notes the appropriate action and forwards the application to the Registrar.

Credit for Extracurricular Learning

Extracurricular learning related to subject areas, courses, and programs of study is evaluated for students registered at Graceland University. Extracurricular learning is defined as learning that is attained outside the sponsorship of legally authorized and accredited postsecondary education institutions. The term applies to learning acquired from work and life experiences, independent reading and study, the mass media, and participation in formal courses sponsored by associations, business, government, industry, the military and unions. Established institutional evaluation procedures are followed, using one or more of the authorized publications and methods for effecting assessment. Questions concerning extracurricular learning credit should be directed to the Registrar in Patroness Hall.

TYPES OF EXTRACURRICULAR CREDIT

[Advanced Placement Tests](#)
[College Level Examination Program \(CLEP\)](#)
[Excelsior](#)
[Experiential Learning Credit](#)
[International Baccalaureate Diploma](#)
[Language Placement Examination](#)
[Proficiency Exams](#)

Advanced Placement Tests

Graceland participates with the College Entrance Examination Board (CEEB) in its Advanced Placement Program. Credit will be granted to students who score a 3, 4, or 5 as recommended by the American Council on Education. The amount of credit granted will be the same as the Graceland corresponding course, but will not exceed 8 semester hours for any one course.

A student who scores a 3 will be granted credit for a one-semester course or the first half of a one-year course. He/she will be permitted to enroll in a year long course at the beginning of the second semester. Scores of a 4 or 5 may merit credit in a one-year course.

College Level Examination Program (CLEP)

CLEP exams may be taken either before or during enrollment at the university. CLEP exams are designed to award university credit to those students who have met a satisfactory level of proficiency in a subject area without having had formal college classwork. Recommendations for credit made by the American Council on Education are followed.

A list of examinations acceptable for credit is available at the Office of the Registrar in Patroness Hall or you may view the Credit Allowed List in PDF format [here](#).

If you are interested in earning credit through CLEP and want to learn more about it, the Registrar suggests the following website: <http://www.collegeboard.com/student/testing/clep/about.html>

Excelsior

The School of Nursing utilizes the Excelsior program as an option to enable qualified Registered Nurses to earn credit towards the Bachelor of Science in Nursing degree.

Credit may also be awarded for other courses through the successful completion of Excelsior examinations. A listing of acceptable examinations is available from the Registrar in Patroness Hall.

Experiential Learning Credit

Graceland University may award up to 30 semester hours of undergraduate credit for college-level learning that has occurred from prior work and life experiences. Prior learning is evaluated by appropriate department faculty for degree-seeking students who have been admitted to the university. Students are assessed a nonrefundable evaluation fee and a recording fee for each credit hour recorded.

Students requesting experiential learning credit must submit, at least one year prior to graduation, a completed [Request for Experiential Learning Credit](#) form for each course and supporting documentation that verifies learning. Credit is generally awarded for learning that:

1. will apply toward the student's undergraduate degree program;
2. is measurable;
3. demonstrates a level of achievement defined by department faculty, i.e., course objectives are understood at the same level of understanding achieved through enrollment in the course;
4. has a knowledge base; and
5. is conceptual as well as practical.

Credit awarded to students is recorded on the academic record as experiential learning credit with a grade of "P" (Pass) after payment of the recording fee has been made.

International Baccalaureate (IB) Diploma

Graceland University awards college credit for the successful completion of the International Baccalaureate (IB) Diploma. Students who have completed the diploma, as evidenced by an official IB transcript, will receive 30 semester hours of credit toward graduation. Students who have not completed the diploma, but have scored a 4, 5, 6, or 7 on the higher level examination, generally receive 6 s.h. of credit in the subject area. Those who score a 5, 6, or 7 on the subsidiary level examination, generally receive 3 s.h. of credit in the subject area. A listing of credits awarded through the IB Diploma is maintained by the Registrar.

Language Placement Examinations

All students who have had high school or non-academic experience with a foreign language and who wish to enroll in courses in this language at Graceland must take the Language Placement Examination. It is given on campus during orientation. Examinations are presently offered for Spanish. The results of the examination will determine the placement of students in the proper language course level: beginning, intermediate, or advanced. Those students who place in the intermediate or higher classes will have met the equivalent of the foreign language requirement listed under the general education goal 7.

Proficiency Exams

There are many courses in which proficiency exams may be given. These exams provide an opportunity for students to receive credit in areas where previous experience or study has given them an understanding of the course material.

To initiate a [request for a proficiency exam](#), the student will first get the approval of the instructor of the course. The application will then be presented for division approval and for the signature of the Dean of Faculty.

A list of courses acceptable for proficiency examinations will be prepared by and available from each division.

Such examinations are subject to the following limitations:

1. They may be taken only by persons who have matriculated at Graceland.
2. They may not be taken by students who have already received credit for the specific course or equivalent.
3. They may be taken only if the credit earned applies toward graduation.
4. They may not be taken to raise grades or to remove failures in courses.
5. They may be taken only once for a given course.
6. They may not be taken by a student during the final term before graduation.
7. They may not be counted as residence work.

The grade given on the examinations is either "credit," "waiver" (meets course requirement but carries no credit), or "no-entry."

Final Examinations

All classes will meet during final examination week for a meaningful, educational experience, i.e., examination, presentations, discussion, lecture, etc. Scheduled examination times will be published in each course syllabus and the Schedule of Classes.

Students having more than two final examinations on a single day, as evidenced by the Final Examination Schedule, should be permitted to reschedule their examinations so as not to exceed two examinations on a single day. However, rescheduling will not be permitted for the first two exams on a single day based on the final exam schedule. The rescheduling needs to be determined before the last day of classes for the semester. If arrangements cannot be made on an informal basis, the Dean of Faculty will initiate a request for the student to be granted relief from having to take more than two exams on a single day. Travel arrangements are not justification for requesting changes in the final examinations schedules.

Global Campus Online Courses

Lamoni and Independence Campus students who wish to supplement their program of study with Global Campus online courses may do so by receiving approval from their advisor, and their department chair. The hours will be billed as residential campus hours, and may count toward the student's on-campus load.

The following procedure applies to Global Campus online courses:

1. Student is advised to enroll in an online course to meet program requirements, or the student expresses an interest in enrolling in an online course.
2. Student and Advisor complete the [Application for Enrollment in Arranged or Global Campus Online Course](#).
3. Division Chair approves the application form.
4. The form is routed to the Registrar's Office to complete the registration process. Book orders are placed and charges are applied to the student's account.
5. The student is then subject to the Global Campus policies for completion of the course ([withdrawal policy](#), [participation policy](#)).

Grade Reports

Grade reports are issued to each student enrolled in courses at Graceland through MyInfo. Midterm grades are issued to students earning "Ds", "Fs", or "Is" at the end of the first quarter during the fall and spring semesters, but are not calculated into the student's cumulative grade point average. A final grade report of courses is issued by the Registrar to each student at the conclusion of each semester or term of enrollment.

Honors and Awards

Graceland provides a number of vehicles for promoting academic excellence on campus. Students who excel academically may choose to pursue an honors degree that culminates in the preparation of an original thesis or project during the senior year. (See [Honors Program](#) for specific requirements.) Alpha Chi, a national honor society that recognizes and promotes outstanding academic achievement in all areas of study, is open to juniors and seniors who meet eligibility criteria of the national society and its local chapter. Phi Alpha Theta and Alpha Mu Gamma recognize outstanding achievement in history and the modern foreign languages, respectively. The Pi Eta Chapter of Sigma Theta Tau International Honor Society of Nursing inducts student nurses in recognition of their outstanding scholastic achievement and registered nurses for their contributions to nursing.

Each year during commencement exercises, special honors are conferred upon graduates who have maintained distinguished academic records throughout their years at Graceland. In order to qualify for the following honors, the graduate must have at least 75 semester hours on a graded basis, excluding "P"s, recorded on his/her Graceland University permanent record and will be completing all requirements for graduation with their current enrollment.

1. Cum Laude signifies special honor and requires a cumulative GPA of 3.50-3.74.
2. Magna Cum Laude signifies achievement worthy of great honor and requires a cumulative GPA of 3.75-3.89.
3. Summa Cum Laude signifies achievement of the highest order and requires a cumulative GPA of 3.90-4.00.

Grade point averages as of May 1 are used to calculate graduation honors. Changes in honor designations may occur following submission of final grades, and will be reflected on the graduate's diploma and official academic record.

The graduating senior(s) with the highest grade point average in his/her class is awarded the gold seal of the university in recognition of the special value Graceland University places on academic achievement. Grade point averages used to determine the recipient(s) of the Gold Seal for Scholarship will be verified prior to the graduation ceremony.

Each semester, outstanding students who achieve the grade point averages indicated below are recognized by being officially placed on one of three lists of distinction:

1. Dean's List, 3.25-3.64 GPA
2. Honors List, 3.65-3.99 GPA
3. President's List, 4.00 GPA

Students enrolled for 12 or more semester hours may qualify for the Dean's, Honors, or President's List by passing a minimum of 12 semester hours, of which 9 are on a graded basis. (A student enrolled in student teaching is exempt from this latter requirement.) Students enrolled for less than 12 semester hours may also qualify by completing at least six semester hours on a graded basis. Students who have an incomplete grade do not qualify for the Dean's, Honors, or President's Lists.

Honors Contracts

Honors contracts that convert regular class offerings to honors courses should be submitted on the [Application for Honors Contract](#) form to the [Honors Program](#) Director. Honors contracts may be submitted any time during the semester so long as the student's proposal to the Honors Program Director proceeds the end of the term by at least three weeks for each semester hour of credit to be received.

Normal Progress for Graduation

Normal progress refers to a student's progress toward achieving in four years the 124 semester hours and 2.00 grade point average required for graduation. Academic standing and normal progress are not synonymous.

Normal progress is maintained by a student when he/she meets the following criteria:

Semesters Completed	Minimum Semester Hours Earned	Minimum Grade Point Average
1	15	2.00
2	30	2.00
3	45	2.00
4	60	2.00
5	76	2.00
6	92	2.00
7	108	2.00
8	124	2.00

Policy for Individual Study Programs

Individual study programs are self-directed learning experiences designed and carried out by the student with minimal assistance from others. Programs may be proposed for 1-3 s.h. credit as a means of meeting the student's specific educational objectives beyond the regular course offerings. Individual study programs are not normally designed to replace regularly offered courses and are not normally available to freshmen unless ability to perform independently can be demonstrated.

1. 2000 level - a sophomore-level project designed for general exploration.
2. 3000 level - a junior/senior-level project of some significant focus and depth.
3. 4000 level - a senior-level project in a student's major.

Before registering for an individual study program, the study must be [described in writing](#), endorsed by the supervising instructor and approved by the division Committee for Individual Study.

Programs of individual study are to be guided by the following policies:

1. Individual study may appropriately replace free elective hours in a student's program, but will not normally be submitted for general education requirements.
2. A student with a cumulative grade point average below 2.50 will have to petition the Curricular Adjustment Committee for permission to enroll for individual study programs.
3. The number of hours credit and grading policy must be included in the program proposal when it is submitted for division approval. Individual studies are available on either a pass/fail or a letter graded basis.
4. Credit hours for individual study projects may range from one to three semester hours.
5. The Individual Study Committee may grant approval for an individual study to satisfy a specific course requirement in the major, subject to the endorsement of the appropriate division and/or its delegate representative.
6. The student must meet periodically with the faculty member sponsoring the study program.
7. Freshman may enroll in individual study projects if ability to perform independently can be determined or has been demonstrated.
8. Individual study projects may be undertaken any time during the semester so long as the student's formal proposal to the division's Individual Study Committee precedes the end of the term by at least three weeks for each semester hour of credit to be received.
9. Individual study projects will be completed during the term they are begun.
10. Individual study programs in the winter term period follow these guidelines.
11. Individual study projects *may be used to meet up to two* of the three winter terms required.

Release of Information

In accordance with the Family Educational Rights and Privacy Act, academic information about a student is not released unless written authorization is given by the student. However, the university may use its discretion to release directory information unless the student specifically requests otherwise. The following is designated as directory information: name, local and home address, local and home telephone number, email address, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards earned, most recent previous school attended, and photograph.

The complete policy on Privacy, Disclosure, and Access to Student Records is available [on the next page](#).

Privacy, Disclosure, and Access to Student Records

Graceland University Policy and Procedure

SUBJECT: Privacy, disclosure and access to student records.

PURPOSE: To comply with the Federal Educational Rights and Privacy Act (FERPA), and to delineate Graceland's policy for disclosure of, and access to, educational records.

POLICY AND PROCEDURE:

Definitions:

Student: A student is any person who attends or has attended Graceland University.

Directory Information: Graceland designates the following as directory information: name, local and home address, local and home telephone number, e-mail address, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards earned, most recent previous school attended, and photograph.

Graceland may disclose any of the above items without prior consent, unless notified in writing to the contrary prior to the start of classes each period of enrollment. Requests not related to office duties and functions are to be directed to the record custodian and/or the designated office for release of information.

Education records: any record (in handwriting, print, film, tapes, video, or other medium) maintained by Graceland or an agent of the University, which is directly related to a student, except the following:

- A personal record in any form (including paper, electronic mail, and voice mail forms) kept by a staff member if it is kept in the sole possession of the maker of the record and is not accessible or revealed to any other person except a temporary substitute for the maker of the record;
- An employment record of an individual whose employment is not contingent on the fact that he or she is a student, provided the record is used only in relation to the individual's employment;
- Records maintained by Health Services if the records are used only for treatment of a student and made available only to those persons providing the treatment;
- Alumni records which contain information about a student after he or she is no longer in attendance at the University and which do not relate to the person as a student.

Compliance: In accordance with Section 99.7 of the Family Education Rights and Privacy Act (FERPA) regulations to provide annual notification of students' FERPA rights, Graceland University includes such notification in the student handbook.

Access Of Education Records

Student's inspection of education records: Students may inspect and review their education records upon request to the appropriate record custodian. Students may be required to complete a written request identifying as precisely as possible the record or records he or she wishes to inspect. The record custodian will make the needed arrangements for access as promptly as possible and notify the student of the time and place where the records may be inspected. We will provide the copy as expeditiously as possible, but no later than 45 days from the receipt of the request. When a record contains information about more than one student, the student may inspect and review only the records which relate to him/her.

Right of refusal to inspect records: Graceland reserves the right to refuse to permit a student to inspect the following records:

- The financial statement of the student's parents.
- Letters and statements of recommendation for which the student has waived his or her right of access, or which were placed in file before January 1, 1975.
- Records connected with an application to attend Graceland University if the application was denied.
- Those records which are excluded from the FERPA definition of educational records.

Right to deny transcripts and copies of records: Graceland reserves the right to deny transcripts or copies of records not required to be made available by the FERPA in any of the following situations:

- The student has an unpaid or delinquent financial obligation to the University.
- There is an unresolved disciplinary action against the student.

Fee for copies: The standard fee for copies will apply for any records made available in accordance with this policy.

Designated Record Custodians

The following positions are the designated record custodians for purposes of this policy:

Types of Data	Record Custodian
Admissions Records for students prior to enrollment for all programs administered by the Lamoni campus	Vice President for Enrollment Management
Admissions Records before and following enrollment for all programs administered by the Independence campus	Dean, School of Nursing - Independence Campus
Admissions Records following enrollment for all programs administered by the Lamoni Campus	Vice President for Student Life
Credential and Placement Records	Director of CAP Center
Cumulative Academic Records	Registrar

Cumulative Academic Records	Registrar
Discipline Records	Vice President for Student Life
Employment Records for Students	Director of Human Resources
Financial Records for Students	Director of Student Finance
	Director of Accounting Services
Health Records for Student - Lamoni	Director of Health Services
Health Records for Students in programs administered by Independence	Dean, School of Nursing - Independence
Progress Records, for courses in progress	Course Instructor
Progress Records, for degree in progress	Registrar
Miscellaneous Records	The appropriate official will collect such records, direct the student to their location, or otherwise make them available for inspection and review

Disclosure Of Education Records

No written consent required: Directory information may be disclosed without prior consent of the student unless Graceland is notified in writing to the contrary prior to the start of classes. (See written consent required section below)

Written consent required: Graceland will disclose information from a student's educational records only with written consent of the student, except the following:

- To Graceland officials who have a legitimate educational interest in the records.
 - A Graceland official has a legitimate educational interest if the official is:
 1. Performing a task that is specified in his or her position description or by a contract agreement.
 2. Performing a task related to the student's education.
 3. Performing a task related to the discipline of a student.
 - A Graceland official is:
 1. A person employed by the University in an administrative, supervisory, academic or research, support staff or student worker position.
 2. A person s/elected to the Board of Trustees.
 3. A person employed by or under contract to the University to perform a special task, such as an attorney or auditor.
 4. Employees or students appointed to official University committees.
- To officials of another school, upon request, in which the student seeks or intends to enroll.
- To certain officials of the U.S. Department of Education, the Comptroller General, and state and local educational authorities, in connection with certain state or federally supported education programs.
- In connection with a student's request for or receipt of financial aid, as necessary to determine the eligibility, amount or conditions of the financial aid, or to enforce the terms and conditions of the aid.
- If required by a state law requiring disclosure that was adopted before November 19, 1974.
- To organizations conducting certain studies for or on behalf of the University.
- To accrediting organizations to carry out their functions.
- To parents of a student, if the student is claimed as a dependent for income tax purposes.
- To comply with a judicial order or a lawfully issued subpoena.
- To appropriate parties in a health or safety emergency.
- To an alleged victim of any crime of violence of the results of any institutional disciplinary proceeding against the alleged perpetrator of that crime with respect to that crime.

Record of requests for disclosure: Graceland University will maintain a record of all requests for and/or disclosure of non-directory information from a student's education records, other than a Graceland official with a legitimate educational interest. The record will indicate the name of the party making the request, any additional party to whom it may be redisclosed, and the legitimate interest the party had in requesting or obtaining the information. The record may be reviewed by the student, and/or parents of the student if the parents claim the student as a dependent for income tax purposes.

Correction Of Education Records

Student's right to request correction of records: Students have the right to request corrections of records they believe are inaccurate, misleading, or in violation of their privacy rights. Following are the procedures for the correction of records:

A student's request to amend a record must be directed to the designated record custodian. The student must identify the part of the record to be changed and specify why the information is inaccurate, misleading or in violation of the student's privacy or other rights. If the record custodian agrees with the request, the record will be changed.

If the record custodian believes that the information presented does not merit a change, the student will be notified of that decision and advised of the hearing process. If a hearing is requested the following steps will be followed:

1. A written request for a hearing must be submitted by the student to the record custodian who will arrange for a hearing and notify the student in a timely manner of the date, place and time of the hearing.
2. The hearing will be conducted by an unbiased hearing officer who may be an official of the institution. The student will be afforded a full and fair opportunity to present evidence relevant to the issues raised in the original request to amend the student's education records. The student may be assisted by one or more individuals, including an attorney.
3. The hearing officer will prepare a written decision based solely on the evidence presented at the hearing. The documentation will include a summary of the evidence presented and the reasons for the decision.
4. If the hearing officer decides that the information contested is inaccurate, misleading or in violation of the student's right of privacy, the record will be changed.
5. If the hearing officer decides that the information contested is not inaccurate, misleading or in violation of the student's right of privacy, the record will not be changed. The student will then be notified of his or her

right to place a statement in the record commenting on the challenged information and/or a statement setting forth reasons for disagreeing with the decision. The statement will be maintained as part of the student's education records as long as the contested portion is maintained. If Graceland University discloses the contested portion of the record, it must also disclose the statement.

Approved: March 20, 2001

Satisfactory Academic Progress Standards for Receiving Financial Aid and Athletic Eligibility*

In order to receive any Title IV federal aid, such as Pell, SEOG, William D. Ford Direct Loan or PLUS, or state aid, such as the Iowa Tuition Grant (ITG), State of Iowa Scholarship, etc., or be eligible to participate in intercollegiate athletics, a student must be making satisfactory academic progress. Please note that satisfactory academic progress may be different from good standing, academic probation, or academic dismissal.

The Graceland University satisfactory academic progress standards for financial aid apply to all students who want to establish or maintain financial aid eligibility. **The standards apply to a student's entire academic record whether or not the student received financial aid for previous terms of enrollment.**

*Satisfactory Academic Progress for Graduate Students is defined differently. (See [Satisfactory Academic Progress for Graduate Students](#)) Athletic eligibility is also subject to NAIA regulations. (See [Athletic Eligibility](#))

Duration of Eligibility

To qualify for full-time financial aid and be eligible for intercollegiate sports, students must progress according to the following schedule and be enrolled in 12 s.h. at the time financial aid is disbursed. Students deficient in hours and/or GPA, will be denied aid until the deficiency is corrected. Students are not eligible for federal student aid beyond 12 semesters or 192 credit hours, whichever comes first.

Semesters Completed	Cumulative Earned Hours	Cumulative GPA
1	12	1.50
2	24	1.70
3	36	1.90
4	48	2.00
5	60	2.00
6	72	2.00
7	85	2.00
8	98	2.00
9	111	2.00
10	124	2.00
11	137	2.00
12	150	2.00

The above schedule will be prorated for students who have had part-time semesters.

These standards are the minimum standards that must be completed. Specific aid programs may require more than these minimum standards. Additionally, a department may require the student to earn more credit hours or maintain a higher grade point average (GPA) than required by these minimum standards. Some types of aid may not be available to the student for the entire duration of the satisfactory academic progress standards, e.g. the Iowa Tuition Grant is only available for eight full-time semesters or their equivalent.

Evaluation Process

The standards require that students (1) complete a specified number of credit hours by the end of each academic semester and (2) maintain the minimum required cumulative GPA defined by this standard. The academic progress of financial aid recipients will be monitored at the end of each semester in the academic year. Financial aid eligibility will be evaluated at least once each academic year, usually after the spring semester. If a student is academically dismissed at the end of the fall semester, the student's eligibility for financial aid for the following spring semester will be re-evaluated.

Non-Credit Coursework

Incompletes, repeats in which a passing grade was previously earned, non-credit coursework, audits and withdrawals will not be counted toward meeting the minimal credit requirement.

Appeals

A student must meet the minimum credit hours and cumulative GPA requirements to be maintaining satisfactory academic progress. The Financial Aid Committee will evaluate extenuating circumstances such as a death in the family, serious illness or injury to the student or close family member, that result in the student not meeting one or more of the requirements. The committee typically grants financial aid probation for one semester only during a student's academic enrollment at Graceland University. Appeals must be submitted in writing to the Director of Financial Aid Services, no later than 2 weeks prior to the semester's begin date. The written appeal must contain the following information:

1. A statement by the student that outlines the circumstances that the student believes contributed to his/her lack of academic progress.
2. The steps that the student plans to take to remedy his/her current academic situation. This should include written documentation of your educational plan from your academic advisor or the CAP Center.
3. A list of the classes that the student is planning to take during the next semester.
4. A copy of the student's unofficial transcript.

5. For juniors and seniors, a semester by semester plan of the classes the student will take in order to graduate within the guidelines of satisfactory academic progress.

If students believe their special circumstances warrant exceptions from the published policy, they should send a written appeal to the chairperson of the Financial Aid Committee. Students may contact the Director of Financial Aid Services regarding the intent and interpretation of these standards.

Satisfactory Academic Progress (SAP) for Graduate Students

Purpose: To define the satisfactory academic progress required of graduate students to maintain eligibility for federal financial aid.

Policy

1. Graduate students are required to maintain at least a 3.00 cumulative grade point average to be making satisfactory academic progress (SAP). Schools/Programs may have additional requirements which determine academic progression.
2. SAP is evaluated following grade entry at the end of each session of enrollment.

Procedure

1. Following grade entry, Registrar's Office personnel initiate the process that evaluates SAP and updates SAP codes, as necessary.
2. Action required as a result of the student's failure to maintain satisfactory academic progress is defined and executed by those offices, i.e., Financial Aid Services, etc., requiring satisfactory academic progress.

Student Load

An average of 31 semester hours per year must be earned if a first-time undergraduate student enrolled in residential educational programs is to graduate in four years. Students enrolled for 12 or more semester hours are considered full-time students, but are required to pay full tuition if enrolled on the Lamoni campus or in the Independence campus nursing program for 10 or more semester hours. Most students register for a study program of 14-15 semester hours.

A full-time student must obtain special permission through the Curricular Adjustment Committee to carry an academic load of less than 12 hours or more than 18 hours. Students officially admitted to the Honors Program may take up to 21 semester hours without petitioning. A student wishing to enroll on a part-time basis (less than 12 semester hours) must apply through the Dean of Admissions.

Students enrolled in graduate programs are considered full-time when enrolled for at least 15 semester hours during an academic year.

Study Abroad Program

Graceland recognizes credit for students who participate in study abroad. Initial assistance in proposing study abroad is available from the Coordinator of Study Abroad Programs or the student's academic advisor. As a guiding principle, one semester hour of credit should be awarded for each week of academic endeavor, whether in class, supervised study, or approved special programs. Approval for study abroad programs is obtained through the following procedure:

1. Students will review the catalog from the foreign university they plan to attend and, using their degree audit sheet, identify classes that would appear to fulfill requirements in their majors, then consult with the appropriate faculty members for determination of course equivalency and any other needed assistance.
2. After completing the Study Abroad Proposal Form listing the foreign university's courses that they are considering and attaching photo copies of course descriptions to it, students will submit the completed Study Abroad Proposal Form for review, approval and signature to the appropriate faculty member in their major field. (The Study Abroad Proposal Form is available in the Humanities and Social Science Divisions and the Registrar's Office.)
3. The approved Study Abroad Proposal Form will then be returned to the Registrar's Office for final review. This form is to be used for the evaluation of transfer credit only. If you have questions concerning application of courses to major, minor or graduation requirements, contact the appropriate faculty member.

Final transcripts for students studying abroad should be mailed directly to the Registrar's Office by the study abroad college/university. In rare situations where transcripts are issued to the student, the student will deliver the documents directly to the Registrar's Office in a sealed envelope. Certain situations may require a modified procedure which will be defined and approved by both the Registrar and the appropriate faculty member.

System of Grading

There is an enormous difference between the learning of the best and poorest college student. In assigning grades, this difference is indicated by five groupings, one letter grade being assigned to each group. It is obvious that wide differences may still exist between the learning of two students who receive the same grade in the same course.

A letter grade is, therefore, to be thought of as a rough index of a quality of learning rather than as an accurate and exact measure of learning.

The marks used at Graceland University to indicate grades and the grade points for each semester hour of credit are as follows:

A	4 grade points. Thorough mastery of subject, and disposition and ability to apply it to complex and unfamiliar situations.
B	3 grade points. Demonstrated competence in subject matter mastery and clearly above-average ability to handle familiar to somewhat complex problems in the field.
C	2 grade points. Effective learning and the development of the skill necessary to handle the familiar and less complex problems in the field.
D	1 grade point. Limited ability to see relationships and to make applications except as specifically directed. Lowest passing grade for admission to the next dependent course.
F	No grade points. Course must be repeated for admission to dependent course(s).
P	Pass, C or better.
I	Incomplete, no grade points. Minimum course requirements unfinished for reasons acceptable to the instructor. Incomplete grades must be initiated by the student. An "Incomplete Grade Contract", signed by the student and the instructor, is required before an Incomplete can be recorded. Grade given at the discretion of the instructor at completion of the work (see Removal of Incompletes).
NR	In-Progress, no grade points.
W	Not Recorded, no grade points.
	Withdrawn from the course at a specified date.

SYSTEM OF GRADING

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Auditing of Courses

A student who wishes to audit courses must obtain the permission of the instructor of the class that he/she wishes to audit and must register in the regular manner. An audit fee of one-half the per semester hour rate is charged if the student is enrolled for less than 10 semester hours. Auditors' names will appear in the records and will be designated as "Auditors," and no credit will be conferred. A student must meet minimal expectations for an audit as defined by the instructor of a particular course in order to fulfill the requirements of the audit and have the course included on the transcript. An audited course is considered a part of the regular class load and may be carried as an overload only by petition. Studio and laboratory type courses cannot be audited.

Changing a Course Grade

University policy allows a grade to be changed by the instructor if the instructor has a legitimate reason to change the grade. Reasons for changing a course grade include, but are not limited to, an error in determining the letter grade, an error in recording the letter grade, and evidence of violation of academic integrity. Instructors may not change a grade after it has been submitted to the Registrar by allowing the student to do additional work after the session has ended, unless the grade submitted was an incomplete.

When a grade is changed, the instructor will notify the student in writing of the grade change and the justification for changing the grade. The instructor will notify the student of their right to appeal the revised grade. A student has 30 days after a grade change to appeal by following the same policy and procedure for appealing a final course grade.

The deadline for changing a grade is 120 days after the grade has been officially recorded. The "Change of Grade Form" is completed and submitted to the Registrar's Office to change a grade.

Courses Repeated

Courses may be repeated for additional credit if permission to do so is noted in the description of the course. A student may also repeat a course for credit if they have earned a "D" or "F" in the course. If a course is repeated, the last grade earned will be the one to compute the cumulative grade point average. If a course is repeated, the original grade remains on the student's permanent record with an indication that the student has repeated the course.

Students are advised to carefully consider the impact on financial aid and athletic eligibility when repeating grades of "D". A course repeated counts once toward graduation. The Gold Seal for Scholarship, which is awarded at the May commencement ceremony to the graduate(s) with the highest cumulative grade point average, is not available to students who have repeated courses to achieve a higher grade.

Graduate-Level Topics Courses

Graceland University may offer graduate-level study in selected topics from various disciplines upon approval by the Graduate Council. Graduate-level topics courses are repeatable for credit when topics vary and may be offered for a maximum of 3 s.h. on a letter-graded basis.

Incomplete Grades

University policy requires that an incomplete grade be initiated by the student; however, instructors may assign an "I" in cases when students are unable to complete the work for a course due to reasons beyond their control, or in cases when the instructor deems an "I" the most appropriate grade to give.

The grade of "I" should not be abused and should be used only in cases where the incomplete is unavoidable and legitimate.

An electronic "Incomplete Grade Contract" is required when an "I" is submitted as a course grade. The "Incomplete Grade Contract" will indicate the reason the incomplete is requested, the work that must be completed in the course to earn a final course grade, and the anticipated completion date.

The "I" is a temporary grade and will be automatically converted to an "F" if the course has not been completed by the end of the next major semester. An "Incomplete Extension" may be filed electronically with the Registrar's Office. An extension fee is charged to the student, unless the reason for the extension is beyond the student's control.

Students who discontinue enrollment at the University immediately following the session the "I" was recorded are allowed a maximum of one year to complete the course work. "I" grades for courses not completed by the end of the next year are converted to an "F."

NR, not recorded, is the grade which may be used in rare instances where the course starts on or after the official beginning date of the session, but the instructor does not require final assignments to be submitted until after the official ending date of the session, e.g., off-campus internships; the course does not end until after the official ending date of the session, e.g., Accelerated College Education (ACE) courses or the instructor has not submitted grades by the deadline date of the session.

Pass-Fail

After regular registration is over, a student who wishes to change a regular graded course to Pass-Fail may do so by:

1. Printing the [Change of Registration](#) form now or picking up a form for the change in InfoCentral or the Registrar's Office.
2. Having the appropriate instructor and academic adviser sign the form.
3. Returning it to InfoCentral or the Registrar's Office no later than the deadline date to add classes each term.

No fee is required for this change. The deadline for changing a course back to the regular grading system is the same as the deadline for adding classes.

Instructors turn in a letter grade on all courses except the strictly Pass-Fail courses. If a student has registered for a course on the Pass-Fail basis, the instructor turns in the letter grade that the student has earned, and it is changed to "P" if the grade is an "A," "B," or "C." An "F" is recorded if the grade is a "D" or "F." "P" grades do not affect a student's grade point average, but are added into earned hours. "F" grades are figured into the GPA.

Students may elect to take up to a total of 24 semester hours of graded work on the pass-fail basis; however, no more than two graded courses may be taken pass-fail during any one semester. Pass/Fail is not permitted in the following areas:

- All required Science and Mathematics courses for Science and Mathematics majors.
- Psychology courses for Psychology majors
- All courses required in the Nursing major for Nursing majors
- Music courses for Music majors
- All required courses in the Information Technology major
- All courses required for the Teacher Education Program, except for practicums, internships, and student teaching.
- All courses used to fulfill requirements for a major in Accounting, Business Administration, or Economics with the exception of internships.
- All courses used to fulfill requirements for a major in Sociology with the exception of internships.
- Theatre courses for Theatre majors

Student Appeal of Final Grade

INFORMAL PHASE:

1. The student must file a written appeal with the chair of the academic unit* with a copy to the instructor not later than 120 days** after the grade was officially recorded. The appeal shall include (1) a statement that the student has tried but failed to resolve the question with the instructor and (2) specific reasons for the appeal and supporting documentation. If two or more students in a class wish to appeal their grades, each individual student must follow the appeal procedure. A decision must be made individually for each student in cases where two or more students from a class are making a grade appeal.
2. The chair shall attempt to resolve the issue informally. Resolution requires agreement of both faculty member and student. The resolution shall be stated in writing and filed in the chair's office, with copies given to the student and the faculty member.

FORMAL PHASE:

1. If the issue cannot be resolved informally, the chair shall notify the Dean of Faculty, who shall appoint an appeals committee. The appeals committee shall consist of: The Dean of Faculty (chair); one faculty member from the division/program in which the appeal is being made who is in as closely related discipline as possible to the course in question; one faculty member from any other academic unit; and a student from the same program in which the appeal is being made. The committee shall be charged to weigh evidence, deliberate, and find for or against the appeal.*** A decision for the appeal will require a grade change; a decision against the appeal will require no further action.

The instructor and student may be present for the appeal hearing. The instructor and student are also to receive copies of all written statements submitted in the grade appeal process.

In cases in which the committee finds for the appeal, the committee will recommend the letter grade it feels to be appropriate. The decision as to the grade given, however, will be made after consultation with the faculty member involved in the appeal and the student making the appeal. The final grade will then be submitted by the committee to the Registrar.

The appeals committee shall arrive at a decision within two class weeks of the time of its constitution. The decision will be by written ballot. A copy of the committee's action shall be filed in the Dean's Office and sent to the faculty member involved in the appeal, and to the student making the appeal. In all cases reasonable speed shall be pursued and in no case should a faculty member work to impede the grade appeal process.

2. In cases involving graduation, all reasonable speed shall be pursued. Allowing for proper deliberation, however, may well require delaying the student's graduation.

*If a chair is the instructor whose grade is appealed, the student shall initiate the grade appeal with the Dean of Faculty (Lamoni) or Dean of Nursing (Independence).

**Schools may have more specific policies and procedures related to student appeals and grievances that supersede this process. If enrolled in the nursing program, please see the School of Nursing website and/or the appropriate School of Nursing student handbook for the "Academic Appeal Policy".

***The committee has the right to make judgments regarding the manner in which an instructor applies his/her rules, taking into consideration such issues as fairness, consistency, and the communication of standards. The committee will make judgments regarding the severity of an instructor's rules against plagiarism, late papers, irregular attendance, etc. Such judgments will be made and enforced by the chair and the Dean of Faculty.

Transcripts

No official statement of the record of any student will be released until all fees, dues, loans, fines, and tuition assessed by the university or any department have been settled. The Registrar's Office will issue transcripts as soon as possible upon written request by the person whose record is to be sent. Transcripts should be requested at least two weeks in advance of the date required. No transcripts will be issued during the week following examinations or during the periods of registration. Copies are furnished at a charge of ten dollars each.

Learn more about: [Requesting Official Transcripts](#) below.

Requesting Official Transcripts

Official transcripts are issued by the Registrar's Office and bear the university seal and Registrar's signature. Official transcripts cannot be processed if the student has any outstanding financial obligations to the university. Enrolled students can obtain an unofficial transcript through MyInfo.

ON-LINE

Graceland University has authorized the National Student Clearinghouse (NSC) to provide transcript ordering via the internet. Please log into the [NSC secure website](#) for complete transcript ordering instructions.

The site conveniently walks you through placing your order, including delivery options and fees. To ensure confidentiality and to comply with federal regulations when ordering official transcripts, you will be presented with the **Consent to Release** form. Please print the form, sign and fax, mail, or scan and email it to the Clearinghouse to ensure timely processing of your order. In addition to the convenience of credit card payment, the online service provides email notifications as orders are received and processed by the Registrar's Office. Your card will only be charged after your order has been completed. You can also track your order online using your email address and order number.

The online service is available 24 hours a day, 7 days a week. If you need help or have questions, contact NSC via email at transcripts@studentclearinghouse.org, phone 703-742-7791, or fax 703-742-4238. If web connection problems, send email to: service@sch.org

WALK-IN

Walk-in requests for transcripts can be made at InfoCentral or the Registrar's Office in Patroness Hall. Office hours are Monday through Friday, 8:30 a.m. to 4:30 p.m.

Students and alumni are required to show photo identification if picking up their transcript. If a transcript is to be released to a third party, written authorization from the student or the alumni is required. Parents can obtain their student's transcript provided they have written authorization from their student.

MYINFO

If you have access to [MyInfo](#), you may go there, click on the Self-Service link and follow an expedited transcript ordering process.

Winter Term

The regular academic year at Graceland University includes the fall semester, the winter term, and the spring semester. Payment of full tuition, board, and room for the fall semester or the spring semester includes the winter term.

Ordinarily the winter term will be considered an extension of the fall semester, and full tuition, board, and room when paid for the fall semester will cover the winter term. For those full-time students who do not attend the fall semester, regular tuition, board, and room for the spring semester will entitle them to attend the winter term. Payment of tuition, room, and board collected at the beginning of winter term is credited to the student's account when enrollment for spring semester is completed. Only those students enrolled in an on-campus winter term program are expected to be living on campus during that time. See [Financial Requirements: Winter Term](#) for tuition and fees and [Financial Arrangements: Refund Policy](#) for refunds.

Since many of the winter term programs have certain elements of risk because of travel and other action-type experiences, students should expect to absorb the special fees and other costs that accrue as a result of unexpected circumstances. A completed special waiver form is required by the university for off-campus and partially off-campus programs.

The Winter Term Schedule of Classes, found online, lists the class offerings. A detailed list of the official policies and procedures is available in the [Winter Term Handbook of Policies and Procedures](#), and should be consulted when questions arise.

Students enrolling for Winter Term may choose from programs designed each year, by faculty members, specifically for the winter term period, from catalog approved courses offered in a condensed format, or they may propose individual study projects in an area of personal interest.

The winter term attendance requirements are as follows:

Two winter terms for full-time, baccalaureate students starting with less than 24 semester hours (s.h.) and enrolling in semester-based, campus programs. Students with 24-87 s.h. of transfer credit are required to take 1 winter term, and students with 88+ s.h. of transfer credit are required to take no winter terms.



Withdrawal from the University

Students not returning to Graceland for the next semester or term, including GRADUATES, are required to officially initiate the withdrawal process. Lamoni Campus students withdrawing or not returning to Graceland must formally notify Student Life of intent to withdraw and initiate the withdrawal process in the Student Life Office (MSC, room 17). Students from other programs withdrawing or not returning to Graceland must formally notify their program advisor or site coordinator of intent to withdraw and initiate the withdrawal process.

Refund of the institutional deposit balance, net of any outstanding charges and contingent upon successful initiation of the withdrawal process and completion of the checkout process, will be mailed to the student's home address as soon as processing can be completed at the end of the semester or term.

Individual policies for Course Withdrawal may vary by program. Withdrawal from courses after the last day to withdraw will follow the standard Refund Policy. Contact your Program Advisor, the Registrar's Office, or Student Accounts with specific questions.

Academic Services

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Continuing Education

A program of continuing education designed to serve persons on and off campus in both credit and noncredit courses is available. Special workshops, institutes, conferences, etc., are scheduled throughout the year and Continuing Education Units can be earned for certain programs when an application is filed and appropriate processing fees are paid.

Student Support Services Program

This program is sponsored by Graceland University and funded by a TRIO grant from the U.S. Department of Education. The grant program provides opportunities for academic development, assists students with basic university requirements and serves to motivate students toward the successful completion of their postsecondary education. The goal of Student Support Services is to increase the retention and graduation rates of its participants. The program offers selected developmental courses, small group tutoring, personal counseling, academic advising, study skills workshops, and a freshman peer mentoring program.

Institutional Support Service

Graceland provides free tutoring assistance to all students. If a tutor is available, the student will be assigned to a tutoring group. The tutoring groups provide supplemental help and review throughout the entire semester.

Student Disabilities Services

Graceland University is committed to full compliance with the Rehabilitation Act (Section 504) and the Americans with Disabilities Act (ADA). As part of the implementation of this law, the university will continue to provide reasonable accommodations for students with disabilities so that they can participate fully in the university's educational programs and activities. Although Graceland is not required by law to change the fundamental nature or essential curricular components of its programs in order to accommodate the needs of disabled students, the university will provide reasonable academic accommodations.

Students with physical disabilities are encouraged to contact the Office of Student Disability Services in Zimmermann Hall before classes start or as early as possible. The office will work with the course instructor and the student to arrange for reasonable accommodations. Students are required at their own expense to provide documentation verifying disability.

The general definition of a student with a disability is any person who has "a physical or mental impairment which substantially limits one or more of such person's activities, and any person who has a history of, or is regarded as having, such an impairment."

Chance Program

Graceland provides specialized clinical services to students who have the potential to do college work, but whose past academic performance has been inhibited by certain learning dysfunctions. Services provided by Chance supplement a carefully structured academic program designed by the student and the program clinicians. The central objective of the Chance Program is to remediate poor reading, writing, and oral language skills so the student might participate fully in the university's educational program. There is an additional charge for the intensive clinical instruction. Persons interested in the Chance Program should contact the program director.

Intensive English as a Second Language

Graceland provides a coordinated program of study designed to assist students with English proficiency. The Intensive English as a Second Language program offers 20 hours of classroom instruction per week, individual tutoring, cultural and social events and trips, participation in a host family program, and TOEFL preparation and testing information.

Graceland University Writing Center

The Graceland University Writing Center provides a supportive environment and attentive assistance to students in any academic program and at any level of writing ability. The Writing Center serves students' writing needs by acting as a resource for improving their particular writing assignments or the general quality of their writing skills. Writing Center tutors function as experienced, interested readers who collaborate with students at any stage of the writing process to make them more effective and capable writers.

The Writing Center, located on the lower level of the FMS Library in Room 16, is open from 9 - 5 P.M. on Monday, Wednesday, and Friday; from 9 - 8 P.M. on Tuesday and Thursday; and 3 - 8 P.M. on Sunday. On Wednesday evenings from 5 P.M. to 9 P.M., tutoring is available by appointment only. While we welcome walk-ins, we recommend an appointment to guarantee an available tutor. You may schedule an appointment by calling 5077 or 5078, by signing up on the schedule posted by the Writing Center door or emailing uhlenkam@graceland.edu or lsilver@graceland.edu.

You may also schedule an appointment by logging on to the Writing Center Online scheduler. Go to [Graceland Writing Center Online Scheduler](#), and click on, "If this is your first visit, click here to register an account". Please fill in all the fields on the form and click on "Register". After registering, whenever you want to make your next appointment, you may log in to the [Graceland Writing Center Online Scheduler](#) find the correct date and tutor and make your reservation.

Educational Talent Search

Since 1973, Graceland University Educational Talent Search (ETS) has served students ages 11-27 from northern Missouri and southern Iowa. The ETS program, which is funded by a TRIO grant from the U.S. Department of Education, selects 800 participants each academic year. The ETS staff members provide educational workshops, and field trip opportunities in the areas of study skills, stress management, learning styles, careers, team building, mock job interviews, college shadowing, ACT Test preparation, scholarship searches, student financial aid, FAFSA assistance and in completing college entrance requirements and applications. The main objective of the program is to encourage and assist all student participants to enroll, enter and successfully complete a four year college degree.

Upward Bound

This program is sponsored by Graceland University and funded by a TRIO grant from the Federal Department of Education. Since the summer of 1966 Graceland University has served youth between the ages of 13-19. Currently it provides services in two counties in Southern Iowa and three counties in Northern Missouri to prepare students for success in postsecondary education. Graceland's Upward Bound program includes a summer instructional component designed to provide a true "college experience". Subjects of instruction include mathematics through pre-calculus, laboratory science, English literature and composition, and a foreign language. Mentoring programs, counseling, and exposure to social and cultural events also make up this summer component. During the academic school year these opportunities are provided through Saturday academies held once per month on campus and weekly computer labs held in the lower level of the Frederick Madison Smith Library.

Admissions

The Admissions Office cordially invites prospective students, their parents and friends to visit Graceland's Lamoni campus for an individual visit. We also encourage you to take advantage of several campus preview programs offered throughout the year, such as "Graceland for a Day," "Fine Arts Graceland for a Day," and "Iowa Private College Week." Please call 866-GRACELAND to make arrangements for your visit. You may also schedule a visit online at <http://www.graceland.edu>



Graceland University does not discriminate against any student or prospective student on the basis of race, color, religion, age, sex, national origin, sexual orientation or disability. Graceland does reserve the right to deny admission to a student who is deemed unable to adjust successfully to the Graceland environment.

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High School Students

A student seeking admission to Graceland from high school must submit to the Admissions Office an application form, a high school transcript with at least six semesters of work, ACT or SAT scores and a nonrefundable application fee of \$50.00. (The \$50.00 application fee is waived when the application is submitted online.) An institutional deposit of \$200.00 is required prior to receiving a room assignment or registering for classes. All of the above information should be sent to the Admissions Office, Graceland University, 1 University Place, Lamoni, Iowa 50140.

In order to be considered for entrance to Graceland, an applicant must be a high school graduate and qualify in two of the following three criteria:

1. Rank in upper 50% of the class.
2. Have a 2.50 grade point average or above based on a 4.00 system.
3. Have either a minimum composite ACT score of 21 or a minimum combined SAT I score of 960.

Applicants who do not meet the above criteria may be considered individually. If accepted, they may be required to take developmental courses. Some applicants may be requested to test for the Chance Program prior to being considered for acceptance.

Acceptance of a student will be on a conditional basis until Graceland receives the final official high school transcript. The transcript must be mailed directly from the school and have the official school seal affixed.

In unusual circumstances, high school students who have not graduated but have completed 15 units of high school work may be admitted to Graceland at the discretion of the Dean of Admissions. In such cases, successful scores on General Educational Development (GED) tests and an official high school transcript are required. GED scores may be used as high school equivalency.

Students accepted with an ACT English score below 15, SAT English score below 400, or a COMPASS English Placement score below 70 will be required to take Basics of English (DEVL1250). Students who have had at least two high school English courses, one of which must be or prominently require composition (not creative writing), and have scored a "C" or better in both, are eligible to be placed in Modern Rhetoric. Students accepted with an ACT Math score below 16, SAT Math score below 370, or a COMPASS Math Placement score below 39 will be required to take both Beginning Algebra (DEVL0900) and Intermediate Algebra (DEVL1200), unless they have completed two years of high school math, one of which must have been algebra. A minimum grade of "C" must have been achieved in both of the high school math courses. Students taking Beginning Algebra, Intermediate Algebra, Academic Success and Basics of English as a condition of their enrollment are required to achieve a minimum grade of "C". If a student fails to achieve the minimum grade in any of these courses, that course must be repeated until the minimum grade is achieved.

For athletic eligibility, the ACT/SAT test results must come from official test centers on the national testing dates.

A Compass Placement Test will be required to determine proper placement in English and Math if ACT or SAT scores are not submitted.

Freshmen who fail to achieve a 2.00 GPA during their first full-time semester of enrollment at Graceland, and who have not already successfully completed Academic Success (DEVL1220), will be required to enroll in this course during their next semester of full-time enrollment.

Home School Policy

Graceland welcomes applications from home-schooled students. We acknowledge the important contributions that home-schoolers make, both in the classroom and as part of student life. Graceland makes a deliberate effort to accommodate the special circumstances of home-schooled students during the admissions process.

To maintain a universal standard of achievement among applicants, while also allowing flexibility, Graceland requires two of the following three criteria:

1. Have either a minimum composite ACT score of 21 or a minimum combined SAT I score of 960. For athletic eligibility, the test results must come from official test centers on the national testing dates.
2. A portfolio demonstrating the breadth and depth of learning by the applicant. The portfolio may express the unique learning of the home-schooler during the years of high school or the last four years of learning. Admissions will assess the quality of the portfolio to determine whether it reflects sufficient preparation for success during college.
3. A home-school transcript prepared by the teachers/parents, an independent or supervising teacher, or an organization with whom the student is registered or affiliated. The cumulative grade point average must be 2.50 or above based on a 4.00 system.

A further [description](#) of the portfolio and transcript is available from the Admissions Office.

Applicants who do not meet the above criteria may be considered individually. If accepted, they may be required to take developmental courses as specified in policies for admission of high school students. Some applicants may be requested to test for the Chance Program prior to being considered for acceptance.

A home-schooled student who has twelve or more college credits will need to comply with Graceland's transfer student policies; however, no high school transcripts will be required.

Placement Test may be required - see [High School Students](#) section of Catalog.

International Students

Applicants from countries outside the United States are considered by the Admissions Office on an individual basis. In order to gain entrance, an applicant must show academic proficiency, financial support, and competency in the English language. A TOEFL score of 450 (paper-based) or 133 (computer-based) is required for applicants whose primary language is not English. Students with TOEFL scores of 450-500 (paper-based) or 133-173 (computer-based) must enroll in the Intensive English as a Second Language (ESL) Program. Depending on results of in-house testing, either English as a Second Language I (ENSL1470) or English as a Second Language II (ENSL1480), and in some cases both courses, will be required for those with TOEFL scores of 500-550 (paper-based) or 173-213 (computer-based). An applicant can test out of ESL after arriving on campus. If applying for financial aid, an International Financial Aid Application is required. Advising and support services are provided by the International Programs Office and the academic advisor. All forms are available through the Admissions Office.



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Transfer Students

A student seeking admission to Graceland after enrollment at another college must submit to Admissions an application form, a high school transcript if college work totals less than 36 hours, transcripts from all colleges previously attended, and a nonrefundable application fee of \$50. (The \$50.00 application fee is waived when the application is submitted online.) An institutional deposit of \$200 is required prior to receiving a room assignment or registering for classes. The transcripts must be mailed in a sealed envelope with the official school seal affixed. Withholding information concerning previous schools attended could result in termination of enrollment.

Acceptance is based on college work rather than high school if a student has attended college full time for at least one semester and/or has accumulated 12 semester hours of credit. A 2.00 cumulative grade point average on all transfer credit is required for admission to Graceland University.

Applicants who do not meet the required 2.00 cumulative GPA will be considered individually and if accepted will enter Graceland on academic probation.

Transfer students, including community and junior college transfers, who have earned 56 transferable semester hours with a grade point average of 2.00 based on a 4.00 point system, if accepted, will enter Graceland at junior standing. A maximum of 72 semester hours is acceptable for transfer from two-year schools.

Students transferring from foreign colleges and universities from which credit is accepted will receive only a "P" for passing grades. However, regular letter grades will be recorded for students who transfer from: (1) a foreign college or university that is accredited by a United States regional accrediting association, and (2) Canadian colleges and universities.

Credit or waiver through College Level Examination Program (CLEP) and Advanced Placement (AP) will be determined by Graceland upon receipt of the scores from the College Board and will not necessarily correspond with what the previous school may have awarded.

A detailed statement on transfer policies is available in the Registrar's Office.

Articulation Agreements

Graceland's articulation agreements facilitate credit transfer. Click on the available links to view equivalency lists or for a detailed listing of the following articulation agreements contact the Registrar's Office:

[AIB College of Business](#)
[China Institute of Technology](#)
[Des Moines Area Community College](#)
[Indian Hills Community College](#)
[Iowa Central Community College](#)
[Iowa Valley Community College District](#)
 - Ellsworth Community College
 - Marshalltown Community College
 - Iowa Valley Community College Grinnell
[Iowa Western Community College](#)
[Johnson County Community College](#)
[Metropolitan Community College-Omaha](#)
[North Central Missouri College](#)
[North Iowa Area Community College](#)
[Mercy Medical Center - Des Moines, IA](#)
 Clinical Lab Science/Medical Technology major
[Saint Luke's Hospital of Kansas City](#)
 Clinical Lab Science/Medical Technology major
[Southwestern Community College](#)
[The Metropolitan Community College District– Kansas City](#)
 - Blue River Community College
 - Longview Community College
 - Maple Woods Community College
 - Penn Valley Community College
[Western Iowa Tech Community College](#)

Equivalency listings are also available for the following schools:

[Eastern Iowa Community College District: Clinton-Muscatine-Scott Community Colleges](#)
[Northeast Iowa Community College](#)
[Northwest Iowa Community College](#)
[Wentworth Junior College](#)

Part-time Study

Applicants desiring part-time study for personal interest or to pursue a degree program must meet the same criteria as required for full-time study. As long as study continues every semester, a new application is not necessary.

The **Accelerated College Education Program (ACE)** is designed for high school students who wish to accelerate their college program. Students may enter the program during their 11th and 12th grade years in high school as provided in the **Post Secondary Enrollment Option Act**. In addition to submitting an application and a \$50.00 non-refundable application fee, students must be at least 16 years of age and have a 3.0 grade point average or a recommendation from their high school counselor. Students also must furnish recommendations from their parents and a high school administrator. For Iowa residents, the cost of tuition and textbooks is paid by the local school district as provided in the PSEO Act. Students receive both high school and college credit for the courses they successfully complete. ACE participants may also take college courses during summer sessions, but they are responsible for paying regular tuition costs and may receive high school credit for these summer courses. Courses are available on campus and via the internet.

Applicants participating in the **Tuition Waiver Program for Retired Persons**, if pursuing a degree program, must meet the criteria for full-time admission to the university. Retired persons who are interested only in taking courses for personal interest and improvement do not need to file academic credentials. Each term, an Application for Admission/ Tuition Grant for Retired Persons and a \$50.00 administration fee must be submitted.

Applicants pursuing a degree program through regular academic credit in the Continuing Education Program must meet the criteria established for full-time admission. Applications for part-time study in the Continuing Education Program for college credit are made course by course.

Employees of the university, if pursuing a degree program, must meet criteria for full-time admission to the university. All employees taking classes must fill out and submit the Application for Tuition Benefit Form and the Application for Admission for Part-Time Study, which must be signed by their supervisors and submitted to the Director of Human Resources. Employees must also file a Free Application for Federal Student Aid (FAFSA). If employees are Iowa residents their FAFSA must be received by the processor by July 1.

Professional Nursing

An opportunity is provided for registered nurse graduates of state approved diploma or associate degree nursing programs to earn a Bachelor of Science in Nursing degree. Advanced placement may be granted to registered nurses through the [Iowa Articulation Program](#):

Requirements for Admission of Registered Nurses to the Nursing Program

- Admission to the university.
- Admission to the Nursing major.
- Evidence of current license to practice as a registered nurse.
- Submission of two reference letters.

In addition to Graceland's residential B.S.N. and online R.N. to B.S.N. completion programs in Nursing, the university offers a B.A. degree in Health Care Management and a M.S.N. Family Nurse Practitioner Degree, Nurse Educator Degree and Post-MSN FNP and Post-NE programs.

For details, contact the School of Nursing, 1401 West Truman Road, Independence, Missouri 64050-3434 or telephone 1-800-833-0524.

Military Service

Educational programs on the Graceland University campuses are approved for current service members, veterans, and veterans' dependents, who are eligible for benefits under existing laws. Students eligible for veterans' benefits should contact the Registrar in Patroness Hall on the Landon, IA, campus prior to enrollment at the university.

Graceland University is a member of Servicemembers Opportunity Colleges, a consortium of over 1500 colleges and universities that provide college-level educational opportunities for servicemembers and their families. As a SOC member, this institution

- Recognizes the GED high school equivalency certificate/diploma;
- Recognizes learning gained from specialized training and experience in the military services;
- Establishes competency by nationally recognized means, such as standardized tests;
- Maintains a flexible transfer of credits policy for the mobile, active-duty servicemembers;
- Publicizes alternative admissions procedures available to servicemembers and waives formal admission procedures for those seeking enrollment in course work for transfer to another institution;
- Conducts a timely evaluation of the educational records and relevant experiences of servicemembers; and
- Completes a student agreement or degree completion plan for all degree-seeking servicemembers.

College credit for active military service may be requested by any veteran by making application to the Registrar.

Educational Program: Degree Requirements, Majors and Programs

Bachelor of Art

Accounting
 Art (Studio or Visual Communication)
 Athletic Training
 Business Administration
 Communications
 Economics
 Elementary Education
 English
 Health
 Health Care Management
 History
 International Studies
 Liberal Studies
 Mathematics
 Music
 Philosophy and Religion
 Physical Education
 Psychology
 Publication Writing and Design
 Recreation
 Religion
 Sociology
 Spanish
 Theatre
 Visual Communications (see [Art: Visual Communications](#))
 Wellness Program Management

Bachelor of Science

Basic Science
 Biology
 Chemistry
 Computer Science and Information Technology

Bachelor of Science in Nursing

Nursing

Master Programs

Master of Arts in Christian Ministries
 Master of Arts in Religion
 Master of Education
 Concentrations in Collaborative Learning & Teaching,
 Differentiated Instruction, Quality Schools, Mild/Moderate
 Special Education (K-12 Educators), Technology Integration,
 and Instructional Leadership
 Master of Science in Nursing
 Specialty Tracks in Family Nurse Practitioner and Nurse
 Educator

Certificate

Post-Master's Family Nurse Practitioner
 Post-Master's Nurse Educator



Graduate Terra Paialii at the 2009 Commencement.

EDUCATIONAL PROGRAM RESOURCES

[Requirements for Baccalaureate Degrees](#)
[Academic Catalog for Returning Students](#)
[Preparing for Graduation](#)
[Participation in Commencement Ceremony](#)
[Courses of Instruction](#)
[Minors](#)

Requirements for Baccalaureate Degrees

Bachelor of Arts Degree, Bachelor of Science Degree, and Bachelor of Science in Nursing Degree*

*Students who choose to pursue the B.A. (Honors), B.S. (Honors), or B.S.N. (Honors) degree should plan to meet the specific requirements of the [Honors Program](#) in addition to all other graduation requirements.

Graceland University confers the degree of Bachelor of Arts, the degree of Bachelor of Science, and the degree of Bachelor of Science in Nursing. The type of degree granted is determined by the choice of major. These baccalaureate degrees are conferred on those students who satisfactorily complete the following requirements:



1. 124 semester hours¹
 2. 39 upper division semester hours (3000 and 4000 level courses)
 3. 2.00 grade point average on all work and 2.00 average in major(s)
 4. 32 semester hours of residence, including at least 20 of the last 32 taken immediately prior to graduation²
 5. A recognized major or equivalent
 6. INTD1100 Creative Thinking in the Liberal Arts and Sciences 3 s.h. - required for all students new from high school or entering Graceland with first time freshmen classification (FF).
 7. Two winter terms for full-time, baccalaureate students starting with less than 24 semester hours (s.h.) and enrolling in semester-based, campus programs. Students with 24-87 s.h. of transfer credit are required to take 1 winter term, and students with 88+ s.h. of transfer credit are required to take no winter terms.
 8. Completion of the prescribed general education program (A) or one of the alternatives (B or C) listed below³:
- A. **Prescribed general education program (Sample Audit 2009+) (Sample Audit 2008) (Sample Audit 2001-07)**

NOTE: No course may meet more than one goal. Some goals may also be met by approved winter terms. Any goal may be met through demonstrated competence rather than coursework.

Demonstrated competence: Other than coursework, there are many ways in which students may demonstrate that they have satisfied the intent of a goal. Common options include internships, portfolios, proficiency exams, work experience, independent studies, performance, and excellent achievement in the area. For more information about demonstrated competence, students should see their advisor.

Goal 1: To become knowledgeable in the natural sciences, history/political science, and the social/behavioral sciences. (12 s.h.)

Can be satisfied through the completion of 12 s.h. in the following areas (with at least 3 s.h. from each area):

- a. Natural Sciences (any Biology, Chemistry, Physics, or Science courses)
- b. History/Political Science (any 2000-3000 level History, excluding HIST2400, or 1000-3000 level Political Science courses, except POLS2400)
(Note: POLS2200 satisfies only goal 3e, as shown below.)
- c. Social/Behavioral Sciences (any Economics, Psychology, or 1000-2000 level Sociology courses)
(Note: ECON3280, SOCI1350, and PSYC3370 satisfy only goal 4, as shown below.)

Goal 2: To develop an appreciation of the arts and humanities. (6 s.h.)

Can be satisfied through the completion of 6 s.h. in the following areas (with at least 3 s.h. from each area):

- a. Art, Music, Theatre
(Note: ARTS2300, ARTS2310, and MUSC2350 satisfy only goal 4, as shown below, THTR1240 satisfies only goal 3b, as shown below, and ARTS2400 satisfies only goal 3e, as shown below.)
- b. Cinema, Literature, Philosophy, Religion, HUMN2220, HUMN2470, HUMN2550, HUMN2560, HUMN2570, HUMN2300, or HUMN2330
(Note: For Philosophy and Religion, only courses with the 2b designation satisfy this goal.)

Goal 3: To develop foundational skills, including skills of quantitative analysis, oral and written communication, ethical consciousness and sound values, and healthful living. (21 s.h.)

Can be satisfied through the completion of each of the following:

- a. 6 s.h. in Mathematics (includes any MATH courses)
(Note: MATH3370 satisfies only goal 4, as shown below.)
- b. 3 s.h. in Speech Communication (includes COMM1200, COMM1230, COMM3310, COMM3320, COMM/PEAC/SOCI3210, and THTR1240)
- c. 3 s.h. in Modern Rhetoric or English Honors (ENGL1410 or 1440)
- d. 3 s.h. in Advanced Composition (includes ENGL3200, 3210, 3220, 3250, 3270, and 3280)
- e. 3 s.h. in Ethics/Values (includes Philosophy and Religion courses with the 3e designation, ARTS2400, BUAD3200, COMM3400, EDUC3100, POLS/PEAC2200, and SOCI3430)
- f. 3 s.h. in Health (includes PHED1000 or HLTH1200 and one physical education activity course)

Goal 4: To be knowledgeable and appreciative of human diversity as expressed in cultures other than one's own. (3 s.h.) (All international students whose first language is not English automatically meet this requirement.)

Can be satisfied through the completion of one of the following:

Any foreign language course, ARTS2300, ARTS2310, COMM/INTD3100, ECON/GEOG3280, HIST1310, HIST1320, INTD1200, INTD3300, MATH3370, MUSC2350, PSYC3370, SOCI1350, or goal 4 designated international experience

B. Student-initiated general education program

A student may submit an alternative general education program or request permission to be excused from any or all general education requirements listed under 7.A. above. Proposals and/or petitions must be submitted to the Academic Affairs Office or Registrar's Office and approved by the Academic Council. They should be supported by evidence of breadth of learning roughly equivalent to that represented in the prescribed program 7.A. above.

C. Alternative general education program (Sample Audit)

A student transferring to Graceland University, with at least 48 s.h. applicable for transfer, from a regionally accredited 2-year or 4-year college or university with at least a 2.00 cumulative GPA in transferable coursework, must satisfy Graceland University's general education requirements by having taken 8 s.h. in each of the following areas: communications (college composition and speech courses), humanities (literature, philosophy, religion, art, music, theatre, and foreign language courses), social sciences, and science/mathematics. The transfer student must also meet the following requirements:

1. Advanced Composition (ENGL3200, 3210, 3220, 3270 or 3280) or two lower division composition courses with a grade of "B" or better in each course - The Registrar's Office will review transfer work to determine which option a student uses. If it is determined that the two course option satisfies the requirement, a waiver of the upper division course will be indicated on the student's academic record. Courses used to waive this requirement may also be used toward the 8 s.h. of Communications.
2. Nature of Science (SCIE3030) or a lab science course - Whichever of these is taken also applies toward the 8 s.h. of science/mathematics.

¹No more than 8 s.h. of Physical Education courses number 0000-1000, including Personal Fitness Management, may be presented toward the 124 hours required for graduation. No more than 2 s.h. of the 8 s.h. applied toward graduation may be earned through varsity athletics.

Up to 12 s.h. of PHED1700/2700/3700/4700 allowed toward total hours for graduation.

Non-music majors may present no more than 8 s.h. of music ensemble credit toward graduation. Music majors may present 12 s.h. of music ensemble credit.

No more than 8 s.h. of speech ensemble credit may be applied toward graduation.

No more than 8 s.h. of Intensive English as a Second Language (ENSL0960, 0970, 0980, 0990) may be applied toward graduation for students who successfully complete Intensive ESL and subsequently achieve a score of 500 or better on the TOEFL examination.

No more than 12 s.h. may be earned in English as a Second Language (ENSL1470, 1480). Of these, only 6 s.h. may be applied toward graduation.

No more than two developmental courses, number DEVL0000-1990, may be applied toward graduation.

No more than 4 s.h. of Free Market Practicum (BUAD3350) may be counted toward any graduation requirement.

²A Graceland student engaged in a formal program of study abroad, whether sponsored by a foreign or domestic institution of higher learning, will be considered "in residence" for a maximum of one academic year if he/she has his/her proposed program of study approved in advance by the Registrar and by the chairperson of the division in which he/she plans to major, and if he/she claims intent to complete a degree at Graceland.

³A student holding a B.A., B.S., B.S.N., or a more advanced degree from an accredited institution other than Graceland desiring to qualify for another major and/or degree is considered to have met the intent of the general education program by completion of the earlier degree. Such a candidate would be required to meet the major course and residence requirements only.

NOTE: A student completing two majors at Graceland on two different graduation dates will receive a second degree only if:

1. he/she has earned at least 24 semester hours that apply to the second major after completion of the first, and
2. the two majors normally lead to two different degrees (B.A., B.S., B.S.N.)

Otherwise students will receive a single degree with a notation on the transcript that a second major has been earned. If a student is awarded a single degree with two or more majors, the student's declaration of a first major will determine whether the degree awarded will be a B.A., B.S., or B.S.N.

NOTE: Only courses that count toward a major may count toward a minor in that subject area.

Academic Catalog for Returning Students

Students returning to Graceland University, after interrupting their enrollment for at least one session, will follow the degree requirements as stipulated in the Graceland University Catalog in effect at the time of their return.

Preparing for Graduation

In order to be considered for graduation or to participate in the May commencement convocation without meeting all graduation requirements, an [Application for Graduation](#) must be submitted by May 1 of the planned graduation year. Students who apply after May 1 may not be listed in the commencement program.

Upon receipt of the application, a \$50.00 graduation fee is assessed to the student's account and an official graduation audit is sent to the student and his/her academic advisor.

Participation in Commencement Ceremony

Students who have graduation deficiencies, but present documented evidence for a plan to complete those deficiencies by the end of the calendar year, may participate in the commencement ceremony. Documentation is submitted to the Registrar and includes a [written request](#) to participate and proof of registration in the deficient coursework. Such students will be listed on the program as candidates for graduation.

Students who participate in Commencement will receive diplomas only if they have completed all graduation requirements. Diplomas will shipped by June 10 to graduates who have completed all graduation requirements.

Courses of Instruction

Organization of the Academic Program, Lamoni Campus

Division of Fine Arts

Dr. David C. Pickering, Chair

[Art](#)
[Music](#)
[Theatre](#)

Division of Science and Mathematics

Dr. Daniel V. Pratt, Chair

[Biology](#)
[Chemistry](#)
[Computer Science and Information Technology](#)
[Mathematics](#)
[Physical Science](#)
[Physics](#)

Division of Humanities

Dr. Jerome D. DeNuccio, Chair

[Communications](#)
[English](#)
[Philosophy](#)
[Religion](#)
[Spanish](#)

Division of Social Science

Dr. Brian C. Smith, Chair

[Geography](#)
[History](#)
[Political Science](#)
[Psychology](#)
[Sociology](#)

The Edmund J. Gleazer School of [Education](#)

Dr. Nancy E. Halferty, Dean

C.H. Sandage School of Business

Dr. Steven L. Anders, Dean

[Accounting](#)
[Business Administration](#)
[Economics](#)

Division of Health and Movement Sciences

Dr. Diane Bartholomew, Chair

[Athletic Training](#)
[Health](#)
[Physical Education](#)
[Recreation](#)

Organization of the Academic Program, Independence Campus

School of [Nursing](#)

Dr. Claudia D. Horton, Dean, School of Nursing

Dr. Jan Rice, Interim Associate Dean, Graduate Programs

Andrea Garner, Interim Associate Dean, BSN-RN Program

Dr. Patricia K. Trachsel, Associate Dean, RN-BSN Program

Community of Christ [Seminary](#)

Dr. Don Compier, Dean

The Edmund J. Gleazer School of [Education](#)

Jim Robinson, Associate Dean of Administrative Services

Course Numbering System

Course numbers have the following meanings:

a. The subject area in a course number will be represented by either two digits preceding a colon or by a four alpha character code:

School of Business

ACCT	39	Accounting
BUAD	40	Business Administration
ECON	41	Economics
ITEC	75	Information Technology

Fine Arts Division

ARTS	10	Art
	11	Fine Arts - General
MUSC	14	Music
THTR	12	Theatre

Health and Movement Science Division

ATHT		Athletic Training
HLTH	51	Health
HMSC		Health/Movement Science
HPER	58	Health, PE & Recreation
PHED	54	Physical Education
RECR	55	Recreation

Humanities Division

COMM		Communications
ENGL	30	English
ENSL	30	English as a Second Language
FREN	32	French
GRMN	33	German
HUMN	70	Humanities
JAPN	35	Japanese
LBST	72	Liberal Studies
MFLG	31	Modern Foreign Language
PHIL	48	Philosophy
RELG	49	Religion
SPAN	34	Spanish
SPCM	38	Speech Communication

Science and Mathematics Division

BIOL	20	Biology
CHEM	22	Chemistry
CPSC	23	Computer Science
CSIT		Computer Science and Information Technology
MATH	28	Mathematics
PHYS	24	Physics
SCIE	21	Science

Social Science Division

ARCH		Archeology
CRMJ	74	Criminal Justice
GEOG	43	Geography
HIST	47	History
INTD	70	Interdisciplinary
INTL	71	International Studies
PEAC	73	Peace Studies
POLS	44	Political Science
PSYC	52	Psychology
SOCI	45	Sociology
SOCW	46	Social Welfare
SOSC	78	Social Science/Social Studies

School of Education

EDUC 50 Education

School of Nursing

ADST 62 Addiction Studies

HCAD 61 Health Care Administration

NURS 60/NU Nursing

General

CEED Continuing Education - Education

CRPL Career Planning

CTED 81 Continuing Education

DEVL 90 Developmental

LEAD Leadership

GNRL 80 General Elective

GOAL General Education Goal

INTC Interdisciplinary Cluster

ORIE 80 Orientation

WTRM 76/77 Winter Term

b. The four digits following the course number represent the specific course and its classification: (Courses prior to Summer 2000 contain only three digits following the course number.)

1000 - 1999 Freshman Level

2000 - 2999 Sophomore Level

3000 - 3999 Junior Level

4000 - 4999 Senior Level

5000 - 6999 Graduate Level

Programs of study, graduation requirements, and courses offered by the university are under constant study and revision. When such revisions occur, the university will make all reasonable efforts to minimize the accommodations required in the planning of academic programs of individual students.

However, the university reserves the right to change requirements without notice. Current requirements may be obtained by contacting the Registrar's Office.

Accounting

B.A. Degree - Accounting Major

In addition to the general education requirements, majors in Accounting must complete a concentration of 40 semester hours in Accounting, Business, Economics, and Information Technology, including:

ACCT2310 Financial Accounting 3 s.h.
 ACCT2320 Managerial Accounting 3 s.h.
 ACCT3310 Tax Accounting 3 s.h.
 ACCT3360 Intermediate Accounting I 3 s.h.
 ACCT3400 Cost Accounting for Managerial Control and Strategic Planning 3 s.h.
 ACCT3460 Intermediate Accounting II 3 s.h.
 ACCT4100 Auditing Concepts and Applications: A Risk Analysis Approach 3 s.h.
 BUAD3340 Business Law 3 s.h.
 BUAD3380 Principles of Business Finance 3 s.h.
 ECON1300 Principles of Macroeconomics 3 s.h.
 ECON1320 Principles of Microeconomics 3 s.h.
 CSIT1010 Microcomputer Business Applications I 3 s.h. **or**
 CSIT1020 Microsoft Word & Powerpoint 1 s.h. **and**
 CSIT1030 Microsoft Excel 1 s.h. **and**
 CSIT1040 Microsoft Access 1 s.h.
 CSIT3500 Management of Information Systems 3 s.h.
 One of the following: ACCT3320 or ACCT4120, or faculty approved employment in an accounting-related position.
 1 s.h.

An Accounting major must also complete:
 BUAD1420 Math for Decision Making **or**
 MATH1510 Calculus I 3 s.h.
 MATH1380 Introduction to Statistics 3 s.h.

Students planning to sit for the CPA exam will need additional hours. Accounting majors are encouraged to also complete the Business Administration major.

Accounting Minor

A minor in Accounting consists of 18 semester hours or more in Accounting including: ACCT2310, ACCT2320, and ACCT3360.

ACCT2000 Individual Study 1-3 s.h.

ACCT2310 Financial Accounting 3 s.h.

An introduction to the study of accounting dealing with the preparation and analysis of the balance sheet, income statement, and related accounting records. Prerequisites: Computer competency. Goal 4ab

ACCT2320 Managerial Accounting 3 s.h.

The selection and analysis of accounting information for internal use by management. Prerequisite: ACCT2310 and either BUAD1420 or MATH1510. Goal 4ab

ACCT3000 Individual Study 1-3 s.h.

+ ACCT3200 Governmental and Nonprofit Accounting 3 s.h.

A study of accounting and financial reporting principles for state and local governments, hospitals, colleges and universities, and other nonprofit entities. Prerequisite: ACCT2310 Financial Accounting. Goal 4ab

ACCT3310 Tax Accounting 3 s.h.

A study of federal income tax provisions relating to individuals, corporations, and partnerships. Goal 4ab

ACCT3320 VITA: Volunteer Income Tax Assistance 1 s.h.

Students will be trained to provide free tax assistance to older, handicapped, and non-English speaking community members. Students will secure sites, arrange publicity, secure necessary forms and supplies, and provide tax preparation assistance. May be repeated once for credit. Prerequisite: ACCT3310 Goal 4ab, 5

ACCT3360 Intermediate Accounting I 3 s.h.

Accounting theory and practice applicable to determination of asset values and related problems of income determination. Prerequisites: ACCT2320. Goal 4ab

+ACCT3400 Cost Accounting for Managerial Control and Strategic Planning 3 s.h.

Development of cost accumulation and reporting systems for a firm's strategy and structure with an emphasis on integrating cost information into the firm's strategic plan. Prerequisite: ACCT2320 and MATH1380. Goal 4ab

+ACCT3460 Intermediate Accounting II 3 s.h.

Accounting theory and practice applicable to liabilities and owner's equity, special problem areas related to income determination and financial reporting, and international transactions. Prerequisite: ACCT3360. Goal 4ab

ACCT3900 Topics in Accounting 1-3 s.h.

Study of selected topics from areas in accounting such as governmental accounting and advanced tax. Topics are announced prior to each semester they are offered. May be repeated for credit when the topics vary.

ACCT4000 Individual Study 1-3 s.h.**ACCT4100 Auditing 3 s.h.**

An introduction to the study of auditing principles and standards. Provides a working knowledge of auditing procedures. Prerequisite: ACCT3360. Goal 4ab; 4c1

ACCT4120 Internship in Accounting 1-3 s.h.

An internship that allows students to work with accountants. The student will play an active role in identifying potential field sponsors. Prerequisite: Instructor's consent. (Graded on a Pass/Fail basis).

+ACCT4360 Advanced Accounting 3 s.h.

A study of topics including partnership, corporate liquidation, foreign currency transactions, business combinations and stock investments. Prerequisite: ACCT3360. Goal 4ab+Denotes an alternate year course.

Art: Studio or Visual Communications

B.A. Degree — Art: Studio Major

In addition to the general education requirements, majors in Studio Art must complete 42 semester hours as prescribed below:

ARTS1100 Design Principles 3 s.h.
 ARTS1200 Artists and Materials 3 s.h.
 ARTS1230 Drawing 3 s.h.
 ARTS2250 Painting 3 s.h.
 ARTS2300 Art History Survey: Ancient to Medieval 3 s.h.
 ARTS2310 Art History Survey: Renaissance to Modern 3 s.h.
 ARTS2900 Topics in Art 3 s.h. **or**
 ARTS3900 Topics in Art 3 s.h.
 ARTS3100 Modern to Contemporary Art History 3 s.h.
 ARTS3200 The Printed Image 3 s.h.
 ARTS3240 Ceramics 3 s.h.
 ARTS3260 Experimental Media and Processes 3 s.h.
 ARTS3280 Sculpture 3 s.h.
 ARTS3800 Studio Research and Practice 3 s.h.
 ARTS4500 Advanced Studio Practices 3 s.h.
 ARTS4700 Senior Exhibition 0 s.h.

B.A. Degree — Art: Visual Communication Major

In addition to the general education requirements, majors in Art: Visual Communication must complete 42 semester hours as prescribed below:

ARTS1100 Design Principles 3 s.h.
 ARTS1200 Artists and Materials 3 s.h.
 ARTS1230 Drawing 3 s.h.
 ARTS1710 Introduction to Visual Communication 3 s.h.
 ARTS2250 Painting **or**
 ARTS3200 The Printed Image 3 s.h.
 ARTS2310 Art History Survey: Renaissance to Modern 3 s.h.
 ARTS2390 History of Graphic Design 3 s.h.
 ARTS3100 Modern and Contemporary Art History 3 s.h.
 ARTS3610 Experimental Imaging **or**
 ARTS3620 Illustration and Imaging 3 s.h.
 ARTS3630 Systems in Design 3 s.h.
 ARTS3640 Interactive Design 3 s.h.
 ARTS4440 Portfolio Development 3 s.h.
 ARTS4450 Visual Communication Internship **or**
 ARTS4460 Design Studio 3 s.h.
 ARTS4500 Advanced Studio Practices 3 s.h.
 ARTS4700 Senior Exhibition 0 s.h.

Art Minor

The requirements for a minor in art are 18 semester hours, to include:

ARTS1100 Design Principles 3 s.h.
 ARTS1200 Artists and Materials 3 s.h.
 ARTS1230 Drawing 3 s.h.
 ARTS2300 Art History: Ancient to Medieval 3 s.h.
 ARTS2310 Art History: Renaissance to Modern 3 s.h.
 Art course elective 3 s.h.

Teacher Certification in Art

1. FOR ART MAJORS WHO WANT A SECONDARY ENDORSEMENT (5-12): Students majoring in Art who desire Iowa Teacher Certification with an Art secondary endorsement must complete all requirements for the BA in Studio Art degree, the [Secondary Education Program](#) and ARTS4350 Art for the Secondary School as the appropriate methods course.
2. FOR ART MAJORS WHO WANT A COMBINATION ENDORSEMENT (K-8 AND 5-12): Students majoring in Art who desire Iowa Teacher Certification with an elementary and secondary Art endorsement must complete all requirements for the BA in Studio Art degree, the [Combination Program](#) with ARTS3300 Art for the Elementary School and ARTS4350 Art for the Secondary School as the appropriate methods courses.
3. FOR ART MAJORS WHO WANT AN ELEMENTARY ENDORSEMENT (K-8). Students majoring in Art who desire Iowa Teacher Certification with a K-8 Art endorsement must complete all requirements for the BA in Studio Art

degree, the [Secondary Education Program](#) (5-12 grade level requirements), substituting AR1S3300 and EDUC4400 for ARTS4350 and EDUC4420, respectively.

4. FOR NON-ART MAJORS WHO WANT A SECONDARY ART ENDORSEMENT (5-12). Non-art majors desiring a secondary Art endorsement (5-12) in Iowa must complete a major in a secondary teaching field, the [Secondary Education Program](#) with ARTS4350 Art for the Secondary School as the appropriate methods course, and the following courses:

ARTS1100 Design Principles 3 s.h.
 ARTS1200 Artists and Materials 3 s.h.
 ARTS1230 Drawing 3 s.h.
 ARTS2300 Art History Survey: Ancient to Medieval **or**
 ARTS2310 Art History Survey: Renaissance to Modern 3 s.h.
 ARTS3100 Modern to Contemporary Art History 3 s.h.
 Approved Art electives (not to include ARTS4350) 9 s.h.

Courses in Art

In unusual cases prerequisites in art courses may be waived by permission of instructor.

ARTS1100 Design Principles 3 s.h.

Introduction to the visual arts which explores the elements of art and principles of design and focuses on creativity, idea development, formal criticism and the understanding of visual language.

ARTS1200 Artists and Materials 3 s.h.

Investigation of the diversity of materials, concepts, and processes utilized by well-known artists. Addresses social and historical contexts to understand, interpret, and create 2-D and 3-D art forms.

ARTS1230 Drawing 3 s.h.

Introduction to drawing from observation. Investigation of measure and proportion, light and shadow, and foreshortening and perspective while observing various studio subjects. Goal 2b, 3. (Goal 3A or 3C Catalog 0809+)

ARTS1710 Introduction to Visual Communication 3 s.h.

Covers basic principles of typography, such as type anatomy, type fonts and families, communication with typography, identity development and an introduction to layout and grid structures. Goal 2b, 3 (Goal 3A or 3C Catalog 0809+)

ARTS2000 Individual Study Goal 2b (Goal 3A or 3C Catalog 0809+) 1-3 s.h.

ARTS2250 Painting 3 s.h.

Introduction to oil/acrylic painting, with emphasis on observation. Analysis of natural proportions and color of various studio subjects. Prerequisites: ARTS1100 Design Principles and ARTS1230 Drawing. Goal 2b, 3. (Goal 3A or 3C Catalog 0809+)

ARTS2300 Art History Survey: Ancient to Medieval 3 s.h.

Chronological, cultural and historical study of the visual arts from Paleolithic through Gothic periods in major Western and non-western civilizations. Goal 2b, 3, 7 (Goal 7 Catalog 0809+)

ARTS2310 Art History Survey: Renaissance to Modern 3 s.h.

Chronological, cultural and historical study of the visual arts from Renaissance through Modern periods in major Western and non-western civilizations. Goal 2b, 3, 7 (Goal 7 Catalog 0809+)

ARTS2390 History of Graphic Design 3 s.h.

A study of the movements and styles in Graphic Design focused on the late 1800's to today. Goal 2b, 3 (Goal 3A or 3C Catalog 0809+)

ARTS2400 Ethics, Politics, and Controversy in Art 3 s.h.

An introduction to ethical concerns and considerations inherent in the arts. The course examines relevant issues involved with funding for the arts, economy of global art markets, censorship, the environment, ownership, and preservation. The course fosters deeper understanding of the ways in which art profoundly affects the individual, the society, and the culture. (Goal 5 Catalog 0809)(Goal 3E Catalog 0910+)

ARTS2900 Topics in Art 1-3 s.h.

Special topics in art history. May be repeated for credit as topics vary. Content and semester hours will vary. Prerequisites may apply. Goal 2b, 3. (Goal 3A or 3C Catalog 0809+)

ARTS3000 Individual Study Goal 2b (Goal 3A or 3C Catalog 0809+) 1-3 s.h.

ARTS3100 Modern to Contemporary Art History 3 s.h.

Cultural, social and historical study of the visual arts from the late 19th century to the present. Explores influences and development of major artists, styles and movements from a global perspective. Co- or prerequisite: ARTS2310 Art History: Renaissance to Modern.

ARTS3200 The Printed Image 3 s.h.

Exploration of traditional, alternative and digital print media, processes and techniques which may include photography, printmaking and graffiti. Prerequisites: ARTS1100 Design Principles or ARTS1200 Artists and Materials.

ARTS3240 Ceramics 3 s.h.

Contemporary and traditional approaches to clay with emphasis on wheel-throwing and hand-building techniques. Exploration of surface decoration of glazes, slips, incised textures, and glazes in low to high temp firings in electric and gas kilns. Prerequisite: ARTS1200 Artists and Materials.

ARTS3260 Experimental Media and Processes 3 s.h.

Exploration of experimental materials, processes and technologies to create hybrid art forms. Emphasis on innovative visual problem-solving through inquiry and research. Prerequisite: ARTS1200 Artists and Materials.

ARTS3280 Sculpture 3 s.h.

Investigation of traditional and non-traditional 3-D media, processes and techniques which may include modeling, casting, carving, assemblage, construction, and installation. Addresses sculptural concepts of three-dimensional form and content, and safe tool usage. Prerequisite: ARTS1200 Artists and Materials.

+ARTS3300 Art for the Elementary Schools 3 s.h.

Development of knowledge and skills to plan, organize, and facilitate meaningful art curricula for elementary art students, with attention to lesson preparation, child artistic development, material discovery and integration with other subjects. Prerequisite: Junior standing. Goal 2b (Goal 3A or 3C Catalog 0809+)

ARTS3610 Experimental Imaging 3 s.h.

Exploration into image making and visual story telling with an emphasis in photography, blending digital and traditional technology. Co- or prerequisite: ARTS3630 Systems in Design. Goal 2b, 8 (Goal 3A or 3C Catalog 0809+)

ARTS3620 Illustration and Imaging 3 s.h.

Exploration into image making and visual story telling with an emphasis in illustration, blending digital and traditional technology. Prerequisites: ARTS2250 Introduction to Painting and ARTS3630 Systems of Design. Goal 2b, 8 (Goal 3A or 3C Catalog 0809+)

ARTS3630 Systems in Design 3 s.h.

Study of the integration of type and image through multi-level designs, such as multi page layouts, and identity systems. Prerequisite: ARTS1710 Introduction to Visual Communication. Goal 2b, 8 (Goal 3A or 3C Catalog 0809+)

ARTS3640 Interactive Design 3 s.h.

Introduction into the principles of interactivity through interface, web, and information design. Prerequisite: ARTS3630 Systems in Design. Goal 2b, 8 (Goal 8 Catalog 0809+)

ARTS3800 Studio Research and Practice 3 s.h.

Development of technical and conceptual skills through research and experimentation. Emphasis on selection of personal materials, and critical analysis of self and peer work that incorporates art theory and contemporary trends. May be repeated for credit. Prerequisite: At least one (1) 3000 level studio course.

ARTS3900 Topics in Art 1-3 s.h.

Study of topics in studio art or commercial design. May be repeated for credit as topics vary. Content and semester hours will vary. Prerequisites may apply. Goal 2b, 3 (Goal 3A or 3C Catalog 0809+)

ARTS4000 Individual Study Goal 2b (Goal 3A or 3C Catalog 0809+) 1-3 s.h.**+ ARTS4350 Art for the Secondary School 3 s.h.**

Development of knowledge and skills to plan, organize, and facilitate meaningful art curricula for secondary art students with attention to lesson preparation and material discovery. Goal 2b (Goal 3A or 3C Catalog 0809+)

ARTS4440 Portfolio Development 3 s.h.

An advanced study of multi-level design such as packaging and branding, to create a resume and portfolio focused on a career in visual communications. Prerequisite: ARTS3630 Systems in Design. Goal 2b (Goal 3A or 3C Catalog 0809+)

ARTS4450 Visual Communication Internship 3 s.h.

Advanced work intended for graphic design experiences in a real world environment. The majority of visual communications internships will occur off-campus in organizations such as advertising agencies, commercial art studios, commercial printing art departments, corporate in-house art departments or any site deemed appropriate by the instructor. Some internships may be available on campus in the CMC. May be repeated for credit. (Graded on a Pass/Fail basis.) Prerequisite: At least two courses from the Visual Communications offerings. Goal 2b, 3 (Goal 3A or 3C Catalog 0809+)

ARTS4460 Design Studio 3 s.h.

A student-run studio creating advanced design work that provides real world experience in graphic design. Prerequisite: Instructor consent. Goal 2b (Goal 3A or 3C Catalog 0809+)

ARTS4500 Advanced Studio Practices 3 s.h.

Advanced study for purpose of creating a focused body of personal work and includes portfolio refinement and career investigation. Concentrated development of technical skills through material and conceptual experimentation. Emphasis on critical analysis of self and peer work that incorporates art theory and contemporary trends. May be repeated for credit. Prerequisite: At least three (3) 3000 level studio courses. (Goal 3A or 3C Catalog 0809+)

ARTS4700 Senior Exhibition 0 s.h.

Completion of pieces for an exhibition with approval of instructor; exhibit presentation appropriate for the medium (framing, matting, layout, mounting, etc.); publicity; and reception. Submission of a portfolio documenting the experience. Defense of exhibit in front of a faculty panel. Prerequisite: Approval of instructor. Goal 2b (Goal 3A or 3C Catalog 0809+)

+ Denotes an alternate year course.

Athletic Training

See requirements for the Athletic Training major under [Physical Education](#).

Biological Sciences

B.S. Degree - Biology Major

In addition to the general education requirements, students majoring in Biology must complete 52-54 semester hours in Biology and related sciences.

Core Courses - 22 s.h.

BIOL1400 Fundamentals of Biological Science 3 s.h.
 BIOL1430 Fundamentals of Animal Biology 4 s.h.
 BIOL1440 Fundamentals of Plant Biology 4 s.h.
 BIOL2360 Fundamentals of Microbiology 4 s.h.
 BIOL3310 Fundamentals of Genetics 4 s.h.
 BIOL/CHEM4120 Research I 1 s.h.
 BIOL/CHEM4130 Research II 1 s.h.
 BIOL4110 Biology Seminar 1 s.h.

Choose two of the following courses - 6-8 s.h.

BIOL3400 Ecology 4 s.h.
 BIOL3420 Human Anatomy 4 s.h.
 BIOL3440 Human Physiology 4 s.h.
 BIOL3500 Applied Pharmacology 3 s.h.
 BIOL4310 Biochemistry 4 s.h.
 BIOL4400 Immunology 3 s.h.
 BIOL4450 Molecular and Cellular Biology 4 s.h.

Other Required Courses - 24 s.h.

CHEM1430/1431 Principles of Chemistry I with lab 4 s.h.
 CHEM1440/1441 Principles of Chemistry II with lab 4 s.h.
 CHEM3410/3411 Organic Chemistry I with lab 4 s.h.
 CHEM3420/3421 Organic Chemistry II with lab 4 s.h.
 PHYS1410 Elements of Physics I with lab 4 s.h.
 PHYS1420 Elements of Physics II with lab 4 s.h.

The following courses are strongly recommended for any student planning to attend professional school (medical, dental, pharmacy, veterinary, etc.)

BIOL3120 Internship in Biological Sciences 1-3 s.h.
 BIOL3420 Human Anatomy 4 s.h.
 BIOL3440 Human Physiology 4 s.h.
 BIOL4310 Biochemistry 4 s.h.
 BIOL4450 Molecular and Cellular Biology 4 s.h.
 MATH1380 Introduction to Statistics 3 s.h.
 MATH1510 Calculus I 3 s.h.

The following courses are strongly recommended for any student planning to attend graduate school in biology (or any related field).

BIOL3120 Internship in Biological Sciences 1-3 s.h.
 3 BIOL electives 9-12 s.h. (depending on field of interest)
 MATH1380 Introduction to Statistics 3 s.h.
 MATH1510 Calculus I 3 s.h.

Biology Minor

A minor in Biology consists of 18 semester hours or more, including BIOL1400, BIOL1430, BIOL1440 and BIOL electives.

Teacher Certification in Biology

- FOR BIOLOGY MAJORS WHO WANT A SECONDARY ENDORSEMENT (5-12): Students majoring in Biology who desire Iowa Teacher Certification with a Biology secondary endorsement must complete the major requirements above and the [Secondary Education Program](#) (with SCIE3360 Methods of Teaching Science and Mathematics as the appropriate methods course).
- FOR NON-BIOLOGY MAJORS WHO WANT A SECONDARY BIOLOGY ENDORSEMENT (5-12). Non-Biology majors desiring a secondary Biology endorsement (5-12) in Iowa must complete a major in a secondary teaching field, the [Secondary Education Program](#) (with SCIE3360 Methods of Teaching Science and Mathematics as the appropriate methods course), and the following courses:
 BIOL1400 Fundamentals of Biological Science 3 s.h.
 BIOL1430 Fundamentals of Animal Biology 4 s.h.
 BIOL1440 Fundamentals of Plant Biology 4 s.h.
 BIOL2360 Fundamentals of Microbiology 4 s.h.
 BIOL3310 Fundamentals of Genetics 4 s.h.
 BIOL3400 Ecology 4 s.h.
 BIOL4110 Biology Seminar 1 s.h.

Courses in Biological Sciences

Lecture hours-lab hours are noted following the titles of courses that have labs.

BIOL1260 Environmental Biology (3-0) 3 s.h.

An exploration of the environment, including the normal structure and functioning of ecosystems and the human impact on these ecosystems. Current environmental issues, such as human population growth, air and water pollution, global warming, loss of biodiversity, and ecosystem degradation, will be considered. Designed for non-majors and biology majors with the Ecology / Environmental Biology option. Goal 2a (Goal 2A Catalog 0809+)

BIOL1400 Fundamentals of Biological Science (3-0) 3 s.h.

History and nature of biology as a science, unifying concepts in biology, chemical and cellular bases of life, cellular metabolism, heredity, ecology and evolution. Goal 2a (Goal 2A Catalog 0809+)

BIOL1430 Fundamentals of Animal Biology (3-2) 4 s.h.

A survey of the major groups in the animal kingdom, including sponges, molluscs, arthropods, echinoderms, vertebrates, etc. Within each group, taxonomy, internal and external form, reproduction, nutrition, and habitat will be considered. Prerequisite: BIOL1400. Goal 2a (Goal 2A Catalog 0809+)

BIOL1440 Fundamentals of Plant Biology (3-2) 4 s.h.

A survey of the major groups in the plant kingdom, including nonvascular plants, ferns and fern allies, gymnosperms, and angiosperms. Within each group, taxonomy, internal and external form, and reproductive life cycles will be considered. In addition, plant growth and metabolism, algae, and fungi will be covered. Prerequisite: BIOL1400. Goal 2a (Goal 2A Catalog 0809+)

BIOL2000 Individual Study Goal 2a (Goal 2A Catalog 0809+) 1-3 s.h.

BIOL2300 Anatomy and Physiology I (2-2) 3 s.h.

The study of structure and function of the human body on the cellular, tissue, organ, and organ-system level. All organ systems are discussed. Emphasis is on the anatomy of the musculoskeletal, cardiovascular, and digestive systems. Laboratory includes both gross and microscopic structure and function. (One year each of high school biology and chemistry or the equivalent strongly recommended.) Goal 2a (Goal 2A Catalog 0809+)

BIOL2310 Anatomy and Physiology II (2-2) 3 s.h.

The focus is on the physiology of the organ systems, specifically the endocrine and reproductive systems. Fluid-electrolyte balance, acid-base balance, and metabolism are also emphasized. Prerequisite: BIOL2300. Goal 2a (Goal 2A Catalog 0809+)

BIOL2360 Fundamentals of Microbiology (3-2) 4 s.h.

A survey on the three domains of the microbial world; archaea, bacteria and eucarya. Emphasis will be placed on the biology and role of microbial pathogens (bacteria) and agents (viruses, prions) affecting human and animal health. (Nursing majors will continue to take this course. Also, it will take the place of BIOL3600 (Principles of Microbiology) for biology majors.) Prerequisites: BIOL1400. Goal 2a (Goal 2A Catalog 0809+)

BIOL2560 Nutrition (3-0) 3 s.h.

Study of the principles upon which the science of nutrition is based and the analysis of the principles of nutrition as related to health and disease. Goal 2a. (Goal 2A Catalog 0809+)

BIOL2900 Special Topics 1-3 s.h.

Study of selected topics of general interest in biology, to be announced prior to the semester when the course is offered. May be repeated for credit as topics change. Goal 2a (Goal 2A Catalog 0809+)

BIOL3000 Individual Study Goal 2a (Goal 2A Catalog 0809+) 1-3 s.h.

BIOL3120 Internship in Biological Sciences 1 – 3 s.h.

Developed in conjunction with and approved by an appropriate faculty member in the Biological Sciences. This internship will be with professionals who are in career areas relating to majors in the department and may be pursued abroad. The student is responsible for arranging their internship. (Graded on a Pass/Fail basis.) Prerequisite: Instructor's consent. Goal 2a (Goal 2A Catalog 0809+)

BIOL3310 Fundamentals of Genetics (3-2) 4 s.h.

A study on the various patterns and mechanisms of heredity, changes in the genetic materials and the consequences of these changes, behavior and changes of genes in populations and their role in evolutionary process. Recent advances in the science of genetics will be incorporated in the lectures. Prerequisite: BIOL1400 or BIOL2300. Goal 2a (Goal 2A Catalog 0809+)

+ BIOL3400 Ecology (3-2) 4 s.h.

A study of the interactions among organisms and their physical environments at the physiological, population, community, and ecosystem levels. Case studies will be taken from animal ecology, plant ecology, and microbial ecology. Prerequisites: BIOL1260 or BIOL1400. Goal 2a (Goal 2A Catalog 0809+)

BIOL3420 Human Anatomy (3-2) 4 s.h.

A study of gross human anatomy utilizing charts, three dimensional models, computer simulations, and dissection of mammalian animals. The course will discuss regional and surface anatomy to establish the relationships of the various organ systems of the body. Prerequisites: BIOL1400. Goal 2a (Goal 2A Catalog 0809+)

BIOL3440 Human Physiology (3-2) 4 s.h.

A systems oriented study of the function of the human body on the cellular, tissue, organ, and organ-system levels with an emphasis on medical physiology. Laboratory includes computer simulations and use of Biopac equipment. Prerequisites: BIOL3420 and one semester of chemistry. Goal 2a (Goal 2A Catalog 0809+)

BIOL3500 Applied Pharmacology (3-0) 3 s.h.

A general study of the rationale for current drug therapy including classification of medication, mechanisms of action, main therapeutic effects, clinical indications, adverse reactions, and drug interactions. Does not substitute for NURS3450. Prerequisites: CHEM1320 or CHEM3410. Goal 2a (Goal 2A Catalog 0809+)

BIOL3900 Special Topics Goal 2a (Goal 2A Catalog 0809+) 1-3 s.h.

BIOL4100 Research 2 s.h.

Students design and conduct an undergraduate level research project under the supervision of a faculty member. Brief lecture on research methodologies and making a research proposal will be given in the first couple weeks of the semester. A final thesis manuscript is required for submission. Prerequisite: Senior standing or consent of the instructor. (Goal 2A Catalog 0809+)

BIOL4110 Biology Seminar (1-0) 1 s.h.

Faculty and students will participate in delivering and evaluating seminars dealing with various aspects of a selected topic from the field of biology. Emphasis will be given to developing some proficiency in carrying out a literature search required for presenting information to others, leading to a discussion of the topic under consideration. Prerequisite: Upper division status. Goal 2a (Goal 2A Catalog 0809+)

BIOL4120 Research 1 (also CHEM4120) 1 s.h.

Covers the basic elements of scientific research. Brief lectures on research methodologies and design will be provided. The student will develop a research schedule and write a research proposal in cooperation with a faculty mentor. The student will be expected to begin any initial research indicated in the research schedule. Prerequisite: Senior standing or consent of instructor. (Goal 2A Catalog 0809)(Goal 1A Catalog 0910+)

BIOL4130 Research II (also CHEM4130) 1 s.h.

The student completes the research that was started in BIOL/CHEM4120. Highlights of the research will be presented orally and through a poster presentation. A final thesis manuscript is required for submission. Prerequisite: BIOL/CHEM4120. (Goal 2A Catalog 0809)(Goal 1A Catalog 0910+)

BIOL4310 Biochemistry (also CHEM4310) (3-2) 4 s.h.

An introduction to biologically important molecules and metabolic pathways and the laboratory techniques used to study and characterize them. Prerequisite: CHEM3420/3421. Goal 2a, 10 (Goal 10 Catalog 0809+)

+ BIOL4400 Immunology (3-0) 3 s.h.

Investigation of the immune system, including B and T cell development and function, immunization, and its role in health. Prerequisite: BIOL1400. Goal 2a (Goal 2A Catalog 0809+)

+ BIOL4450 Molecular and Cellular Biology (3-2) 4 s.h.

Investigation on the fine structure and function of the cell and its parts. In depth study of how regulatory mechanisms involved in cellular processes such as transport of material, cell division, metabolism, gene expression and other critical cell processes work. Prerequisites: BIOL1400; CHEM3420/3421 recommended. Goal 2a (Goal 2A Catalog 0809+)

BIOL4900 Special Topics 1-3 s.h.

Opportunity for a small group of advanced students to pursue in-depth study of an area or topic of interest. Will be offered on demand when faculty are available. Goal 2a (Goal 2A Catalog 0809+)

+ Denotes an alternate year course.

Business Administration

B.A. Degree — Business Administration Major

In addition to the general education requirements, majors in Business Administration must complete a concentration of 39 semester hours in Accounting, Business, Economics, and Computer Science Information Technology including:

ACCT2310 Financial Accounting 3 s.h.
 ACCT2320 Managerial Accounting 3 s.h.
 BUAD3320 Principles of Management 3 s.h.
 BUAD3330 Principles of Marketing 3 s.h.
 BUAD3340 Business Law 3 s.h.
 BUAD3380 Principles of Business Finance 3 s.h.
 BUAD4200 Seminar in Business Policy 3 s.h.
 ECON1300 Principles of Macroeconomics 3 s.h.
 ECON1320 Principles of Microeconomics 3 s.h.
 CSIT1010 Microcomputer Business Applications I 3 s.h. **or**
 CSIT1020 Microsoft Word & Powerpoint 1 s.h. **and**
 CSIT1030 Microsoft Excel 1 s.h. **and**
 CSIT1040 Microsoft Access 1 s.h.
 CSIT3500 Management of Information Systems 3 s.h.
 Electives in Business Administration 6 s.h.

A Business Administration major must also complete:

BUAD1420 Math for Decision Making **or**
 MATH1510 Calculus I 3 s.h.
 MATH1380 Introduction to Statistics 3 s.h.

Business Administration Minor

A minor in Business Administration consists of 18 semester hours or more in Accounting, Business Administration, Economics, and Computer Science Information Technology including ACCT2310 and three of the following five courses: BUAD1440, BUAD3320, BUAD3330, BUAD3380, CSIT3500.

Courses in Business Administration

BUAD1400 Personal Finance 3 s.h.

An overview of personal financial management, including investment, taxation, insurance and credit.

BUAD1420 Math for Decision Making 3 s.h.

A beginning course in finite mathematics and calculus for students in business, economics, management, and the social and life sciences. Prerequisites: Two years of high school algebra. Goal 4ab

BUAD1440 International Business 3 s.h.

An introduction to the study of business administration from the standpoint of the international environment, market forces, cultural influences, and local business practices.

BUAD2000 Individual Study 1-3 s.h.

BUAD3000 Individual Study 1-3 s.h.

+BUAD3100 Risk Management and Insurance 3 s.h.

A study of the concept of risk and how it is mitigated in the business environment with a particular focus on insurance as a vehicle for risk transfer. Includes an introductory study of most forms of commercial insurance policy. Goal 4ab

+BUAD3200 Business Ethics 3 s.h.

An introduction to various ethical theories and their application to business situations. Students should gain greater awareness of ethical dilemmas as they occur, examine their own morals and their implications in various business settings, and become acquainted with some of the philosophical background of ethics. Goal 5 (Goal 5 Catalog 0809+)

+ BUAD3250 Entrepreneurship and Free Enterprise (Also ECON3250) 3 s.h.

To study and hear from the cast of entrepreneurs who have been, or are involved, in the drama of U.S. business. To help each student evaluate their own spirit and personality to see if they have entrepreneurial skills and talents. Prerequisite: ECON1320. Goal 2d (Goal 2C Catalog 0809+)

BUAD3320 Principles of Management 3 s.h.

Fundamentals of planning, organizing, directing, coordinating, and controlling business activity. Prerequisites: Junior standing. Goal 6 (Goal 6 Catalog 0809+)

85

BUAD3330 Principles of Marketing 3 s.h.

An examination of the field of marketing with a view to developing an understanding of the function of marketing and the operation of the market system. Prerequisite: ECON1320.

BUAD3340 Business Law 3 s.h.

Study of legal rules governing the usual business transactions and relations. Consideration of selected cases in areas such as contracts, agency, sales, negotiable instruments, private property, and bankruptcy. Prerequisite: Junior standing or above.

BUAD2350/BUAD3350 Free Market Practicum 0-2 s.h.

An experiential course in which students develop and conduct outreach programs to teach and promote free enterprise to various publics. Students will develop greater understanding of and appreciation for the concept of freedom as it applies to the marketplace. May be repeated, although only 4 s.h. may be counted toward any graduation requirement. (Goal 6 Catalog 0809+)

BUAD3380 Principles of Business Finance 3 s.h.

A study of principles and problems basic to a business firm's decisions in planning for and managing financial resources for the purpose of maximizing the value of these resources. Prerequisites: ACCT2320, ECON1320, and MATH1380. Goal 4ab

+BUAD3400 Small Business Ventures and Entrepreneurship 3 s.h.

Provides an opportunity to develop a business plan for a new venture or expansion of an existing company. Students are expected to acquire skills in evaluating business ventures, learn alternative financing sources, develop ideas for differentiating products, and to develop an understanding of what is required to harvest the profits in a growing business. Prerequisites: ACCT2320 and ECON1320.

BUAD3450 Organizational Behavior 3 s.h.

Human aspects of business organization, as distinguished from economic and technical aspects, and how they influence efficiency, morale, and management practice. Prerequisite: Junior standing or above. Goal 2d

BUAD3480 International Marketing 3 s.h.

Introduction to the theory and practice of international marketing activities, striving for synergism in analysis, planning, implementation and control of marketing processes. Prerequisite: BUAD3330.

+BUAD3490 Human Resource Management 3 s.h.

A comprehensive review of essential personnel management concepts, laws, controversies, and techniques for success currently being used in business.

+ BUAD3500 Marketing Strategies 3 s.h.

Analysis of problems facing marketing managers in the formation of marketing policies with specific reference to promotion, product development, and marketing channels. Prerequisite: BUAD3330.

+ BUAD3510 Integrated Marketing Communication 3 s.h.

Coordinating the various promotional mix elements within a communication campaign to create maximum clarity and impact. Includes advertising, public relations, direct marketing, sales promotion and personal selling, and explores strategies for combining and integrating them into an effective campaign. Students will also be introduced to theories, models and tools to make better promotional communication decisions. Prerequisite: BUAD3330. Goal 4c1

+BUAD3600 Electronic Commerce 3 s.h. (Also CSIT3600)

Exploration of the technologies and business environment surrounding the emergence of electronic commerce. There will be both a technical and non-technical track option for students, however, all students will be introduced to technical skills for implementing an electronic commerce website. Prerequisite: CSIT1010 or CSIT1040 or CSIT1100.

BUAD3700 Internship in Business Administration 1-3 s.h.

An internship that allows students to work with professionals in a business setting. The student will play an active role in identifying potential field sponsors. Repeatable once for credit with a different sponsoring organization. (Graded on a Pass/Fail basis.) Prerequisite: Instructor's consent.

BUAD3900 Topics in Business 1-3 s.h.

Study of selected topics from the business areas of accounting, finance, management and marketing. Topics will be announced prior to each semester they are offered. May be repeated for credit when the topics vary.

BUAD4000 Individual Study 1-3 s.h.**+BUAD4100 Investment Analysis (Also ECON4100) 3 s.h.**

A study of the fundamental principles underlying the analysis of investments. Prerequisites: ACCT2320, BUAD3380, and ECON1320. Goal 2d (Goal 2C Catalog 0809+)

BUAD4110 Internship in Entrepreneurship 1-3 s.h.

An internship that allows students to work with professionals who are in career areas relating to the field of entrepreneurship. The student will play an active role in identifying potential field sponsors. (Graded on a Pass/Fail basis.) Prerequisite: Instructor's consent.

BUAD4120 Internship in Finance 1-3 s.h.

An internship that allows students to work with professionals who are in career areas relating to the field of finance. The student will play an active role in identifying potential field sponsors. (Graded on a Pass/ Fail basis.) Prerequisite: Instructor's consent.

BUAD4130 Internship in International Business 1-3 s.h.

An internship that allows students to work with professionals who are in career areas relating to the field of international business. The student will play an active role in identifying potential field sponsors. (Graded on a Pass/Fail basis.) Prerequisite: Instructor's consent.

BUAD4140 Internship in Management 1-3 s.h.

An internship that allows students to work with professionals who are in career areas relating to the field of management. The student will play an active role in identifying potential field sponsors. (Graded on a Pass/Fail basis.) Prerequisite: Instructor's consent.

BUAD4150 Internship in Marketing 1-3 s.h.

An internship that allows students to work with professionals who are in career areas relating to the field of marketing. The student will play an active role in identifying potential field sponsors. (Graded on a Pass/ Fail basis.) Prerequisite: Instructor's consent.

BUAD4170 Internship in Human Resource Management 1 - 3 s.h.

An internship that allows students to work with professionals who are in career areas relating to the field of human resource management. The student will play an active role in identifying potential field sponsors. (Graded on a Pass/Fail basis.) Prerequisite: Instructor's consent.

BUAD4200 Seminar in Business Policy 3 s.h.

An analysis of the problem of business and the functions of management in the determination of business policy in the various functional areas of the enterprise. Prerequisites: BUAD3320, BUAD3330, BUAD3380, and MATH1380. Goal 4ab, 4c1

BUAD4400 Operations Management 3 s.h.

The planning, organizing, staffing, directing and controlling of all the activities of production systems. Prerequisites: MATH1380. Goal 4ab, 4c1

+ BUAD4420 International Finance 3 s.h.

A study of the factors that make international finance unique and thus requiring special attention above and beyond traditional finance courses. Topics covered will include: international flow of funds, exchange rate behavior and risk management, and the international banking environment. Prerequisite: BUAD3380.

+ BUAD4440 Managerial Finance 3 s.h.

An in-depth examination of financial decision making, capital structure, capital budgeting, valuation, etc. The major thrust is developed through case studies. Prerequisite: BUAD3380. Goal 4ab

+ Denotes an alternate year course.

Career Planning

Courses in Career Planning

CRPL1100 Career Perspectives and the World of Work 1 s.h.

Designed to involve students in the early phases of career planning and will include self-exploration, career options and the world of work. Prerequisite: Open to freshmen and sophomores only or instructor's consent.

CRPL3100 Future Focus and the Job Search 1 s.h.

Designed for the student who has chosen a career direction, and is now ready for the job search process: resumé writing, cover letters, networking and prospecting are included.

CRPL3150 Internship in Career Services 0-3 s.h.

Field experience providing practical application of knowledge and theory in a professional setting with qualified personnel. This internship offers an opportunity for a student to be exposed to an learn about career services, work with college students regarding internships and job searches, and market those services to targeted groups. Prerequisites: Junior or Senior standing. Satisfactory academic standing with a minimum GPA of 2.50. Placement needs approval by the CAP Center Director. May be repeated once for credit. (Graded on a Pass/Fail basis.)

Chemistry

B.S. Degree — Chemistry Major

In addition to the general education requirements, majors in Chemistry must complete the following:

CHEM1430 Principles of Chemistry I 3 s.h.
 CHEM1431 Principles of Chemistry I Lab 1 s.h.
 CHEM1440 Principles of Chemistry II 3 s.h.
 CHEM1441 Principles of Chemistry II Lab 1 s.h.
 CHEM3110 Chemistry Seminar I 1 s.h.
 CHEM3300 Analytical Chemistry 4 s.h.
 CHEM3410 Organic Chemistry I 3 s.h.
 CHEM3411 Organic Chemistry I Lab 1 s.h.
 CHEM3420 Organic Chemistry II 3 s.h.
 CHEM3421 Organic Chemistry II Lab 1 s.h.
 CHEM3610 Physical Chemistry I 4 s.h.
 CHEM3620 Physical Chemistry II 4 s.h.
 CHEM4110 Chemistry Seminar II 1 s.h.
 BIOL/CHEM4310 Biochemistry 4 s.h.
 CHEM4330 Instrumental Analysis 4 s.h.
 BIOL/CHEM4120 Research I 1 s.h.
 BIOL/CHEM4130 Research II 1 s.h.

In addition to the Chemistry course requirements, the following courses are also required for majors in Chemistry:

PHYS1410 Elements of Physics I 4 s.h.
 PHYS1420 Elements of Physics II 4 s.h.
 MATH1510 Calculus I 3 s.h.
 MATH1520 Calculus II 3 s.h.

It is strongly recommended that majors in Chemistry also take the following courses, which are required for acceptance into many graduate schools and professional programs:

BIOL1400 Fundamentals of Biological Science 3 s.h.
 CSIT1010 Microcomputer Business Applications 3 s.h.
 or all of the following:
 CSIT1020 Microsoft Word & Powerpoint 1 s.h.
 CSIT1030 Microsoft Excel 1 s.h.
 CSIT1050 Computer-based Academic Research 1 s.h.

(A math minor is highly recommended.)

Chemistry Minor

A minor in Chemistry consists of 17 semester hours or more of course work in Chemistry and includes the following courses:

CHEM1430 Principles of Chemistry I 3 s.h.
 CHEM1431 Principles of Chemistry I Lab 1 s.h.
 CHEM1440 Principles of Chemistry II 3 s.h.
 CHEM1441 Principles of Chemistry II Lab 1 s.h.
 CHEM3110 Chemistry Seminar I 1 s.h.
 CHEM3410 Organic Chemistry I 3 s.h.
 CHEM3411 Organic Chemistry I Lab 1 s.h.
 CHEM3420 Organic Chemistry II 3 s.h.
 CHEM3421 Organic Chemistry II Lab 1 s.h.

Teacher Certification in Chemistry

- FOR CHEMISTRY MAJORS WHO WANT A SECONDARY ENDORSEMENT (5-12): Students majoring in Chemistry who desire Iowa Teacher Certification with a Chemistry secondary endorsement must complete the major requirements above and the [Secondary Education Program](#) (with SCIE3360 Methods of Teaching Science and Mathematics as the appropriate methods course).
- FOR NON-CHEMISTRY MAJORS WHO WANT A SECONDARY CHEMISTRY ENDORSEMENT (5-12): Non-Chemistry majors desiring a secondary Chemistry endorsement (5-12) in Iowa must complete the [Secondary Education Program](#) (with SCIE3360 Methods of Teaching Science and Mathematics as the appropriate methods course), a major in a secondary teaching field, and 24 semester hours in chemistry including the following courses:
 CHEM1430 Principles of Chemistry I 3 s.h.
 CHEM1431 Principles of Chemistry I Lab 1 s.h.
 CHEM1440 Principles of Chemistry II 3 s.h.
 CHEM1441 Principles of Chemistry II Lab 1 s.h.
 CHEM3110 Chemistry Seminar I 1 s.h.
 CHEM3300 Analytical Chemistry 5 s.h.
 CHEM3410 Organic Chemistry I 3 s.h.
 CHEM3411 Organic Chemistry I Lab 1 s.h.
 CHEM3420 Organic Chemistry II 3 s.h.
 CHEM3421 Organic Chemistry II Lab 1 s.h.

Courses in Chemistry

The number of lecture hours and lab hours are noted next to the titles of courses which have labs (lecture hours-lab hours).

CHEM1310 Introduction to Chemistry 3 s.h.

An introduction to the principles and theories of inorganic chemistry, including a study of atomic structure, chemical bonding, states of matter, gas laws, solutions, chemical reactions, stoichiometry, nuclear chemistry, and acids and bases. Intended for students desiring a general education in chemistry, and those majoring in allied health fields. Will not count for credit in the Chemistry major or minor. Prerequisite: MATH1280 or one year of high school algebra. Goal 2a, 4ab, 4c1 (Goal 2A Catalog 0809+)

CHEM1430 Principles of Chemistry I (3-0) 3 s.h.

An in-depth study of the general principles, theories, and methods of chemistry. Stress is placed on the solving of mathematical problems. Intended for natural science majors and others who require a strong background in chemistry. Prerequisite: Two years of high school mathematics or MATH1280, and one year of high school chemistry or CHEM1310. Corequisite: CHEM1431 Principles of Chemistry I Lab. Goal 2a, 4ab, 4c1 (Goal 2A Catalog 0809+)

CHEM1431 Principles of Chemistry I Lab (0-3) 1 s.h.

Corequisite: CHEM1430 Principles of Chemistry I. Goal 2a, 4ab, 4c1 (Goal 2A Catalog 0809+)

CHEM1440 Principles of Chemistry II (3-0) 3 s.h.

A continuation of CHEM1430. Includes semimicro methods of qualitative analysis and common gravimetric and volumetric methods of quantitative analysis. Prerequisite: CHEM1430/1431. Corequisite: CHEM1441 Principles of Chemistry II Lab. Goal 2a, 4ab, 4c1 (Goal 2A Catalog 0809+)

CHEM1441 Principles of Chemistry II Lab (0-3) 1 s.h.

Corequisite: CHEM1440 Principles of Chemistry II. Goal 2a, 4ab, 4c1 (Goal 2A Catalog 0809+)

CHEM2000 Individual Study Goal 2a (Goal 2A Catalog 0809+) 1-3 s.h.

CHEM3000 Individual Study Goal 2a (Goal 2A Catalog 0809+) 1-3 s.h.

CHEM3110 Chemistry Seminar I 1 s.h.

Presentation and discussion of current topics from the chemical literature and chemical world. Prerequisite: 16 s.h. of chemistry. Goal 2a (Goal 2A Catalog 0809+)

CHEM3120 Internship in Chemistry 1-3 s.h.

Developed in conjunction with and approved by an appropriate faculty member in Chemistry. This internship will be with professionals who are in career areas relating to majors in the department and may be pursued abroad. The student is responsible for arranging their internship. (Graded on a Pass/Fail basis.) Prerequisite: Instructor's consent. Goal 2a (Goal 2A Catalog 0809+)

CHEM3300 Analytical Chemistry (3-3) 4 s.h.

Study of theory and practice of modern separation and analytical techniques. Includes use of electrochemical, spectrometric and chromatographic instruments. Prerequisite: CHEM1440/1441. Goal 2a, 4ab, 4c1 (Goal 2A Catalog 0809+)

CHEM3410 Organic Chemistry I (0-3) 3 s.h.

An in-depth study of modern organic chemistry including nomenclature, structure and bonding, synthesis, reaction mechanisms, and important functional groups and families of both aliphatic and aromatic compounds. Prerequisite: CHEM1440/1441. Corequisite: CHEM3411 Organic Chemistry I Lab. Goal 2a, 4ab, 4c1 (Goal 2A Catalog 0809+)

CHEM3411 Organic Chemistry I Lab (0-3) 1 s.h.

Corequisite: CHEM3410 Organic Chemistry I. Goal 2a, 4ab, 4c1 (Goal 2A Catalog 0809+)

CHEM3420 Organic Chemistry II (3-0) 3 s.h.

A continuation of CHEM3410 which is a prerequisite. Corequisite: CHEM3421 Organic Chemistry II Lab. Goal 2a, 4ab, 4c1 (Goal 2A Catalog 0809+)

CHEM3421 Organic Chemistry II Lab (0-3) 1 s.h.

Corequisite: CHEM3420 Organic Chemistry II. Goal 2a, 4ab, 4c1 (Goal 2A Catalog 0809+)

+ CHEM3610 Physical Chemistry I (3-3) 4 s.h.

A study of thermodynamics, thermochemistry, chemical kinetics, equilibrium, atomic and molecular structure, electrochemistry, and quantum chemistry. Prerequisites: CHEM1440/1441, PHYS1420 or PHYS2560, and MATH1520. Goal 2a, 4ab, 4c1 (Goal 2A Catalog 0809+)

+ CHEM3620 Physical Chemistry II (3-3) 4 s.h.

Continuation of CHEM3610, which is a prerequisite. Goal 2a, 4ab, 4c1 (Goal 2A Catalog 0809+)

CHEM3900 Special Topics in Chemistry 1-3 s.h.

A study of special topics in chemistry not available to the student in the regular course offerings. May be repeated for credit as topics change. Prerequisite: Instructor's consent. Goal 2a (Goal 2A Catalog 0809+)

CHEM4000 Individual Study Goal 2a (Goal 2A Catalog 0809+) 1-3 s.h.

CHEM4110 Chemistry Seminar II 1 s.h.

Continuation of CHEM3110. Prerequisite: 17 s.h. of chemistry including CHEM3110. Goal 2a (Goal 2A Catalog 0809+)

CHEM4120 Research 1 (also BIOL4120) 1 s.h.

Covers the basic elements of scientific research. Brief lectures on research methodologies and design will be provided. The student will develop a research schedule and write a research proposal in cooperation with a faculty mentor. The student will be expected to begin any initial research indicated in the research schedule. Prerequisite: Senior standing or consent of instructor. (Goal 2A Catalog 0809)(Goal 1A Catalog 0910+)

CHEM4130 Research II (also BIOL4130) 1 s.h.

The student completes the research that was started in BIOL/CHEM4120. Highlights of the research will be presented orally and through a poster presentation. A final thesis manuscript is required for submission. Prerequisite: BIOL/CHEM4120. (Goal 2A Catalog 0809)(Goal 1A Catalog 0910+)

CHEM4310 Biochemistry (also BIOL4310) (3-2) 4 s.h.

An introduction to biologically important molecules and metabolic pathways and the laboratory techniques used to study and characterize them. Prerequisite: CHEM3420/3421. Goal 2a, 10 (Goal 10 Catalog 0809+)

+ CHEM4330 Instrumental Analysis (3-3) 4 s.h.

A study of the analysis and identification of organic compounds and mixtures by modern instrumental techniques and traditional wet chemical methods. Prerequisite: CHEM3420/3421. Goal 2a, 4ab, 4c1 (Goal 2A Catalog 0809+)

+Denotes an alternate year course.

Communications

B.A. Degree — Communications Major

In addition to the general education requirements, majors in Communications must complete 42 semester hours as prescribed below:

ARTS1710 Introduction to Visual Communication 3 s.h.
 ARTS3630 Systems in Design **or**
 ITEC1120 Microsoft Word and PowerPoint, ITEC1130 Microsoft Excel, ITEC1140 Microsoft Access 3 s.h.
 COMM1200 Speech Communication: Intro 3 s.h.
 COMM1230 Small Group Discussion 3 s.h.
 ENGL/COMM2500 Introduction to Mass Media 3 s.h.
 COMM3100 Intercultural Communication 3 s.h.
 COMM3140 Theories of Persuasion 3 s.h.
 COMM/PEAC/SOCI3210 Conflict Resolution 3 s.h.
 COMM3300 Theories of Human Communication 3 s.h.
 COMM3310 Interpersonal Communication 3 s.h.
 COMM3320 Business and Professional Speaking 3 s.h.
 COMM3400 Ethical Issues in Communication 3 s.h.
 COMM4150 Senior Seminar 3 s.h.
 COMM4300 Internship in Communications 3 s.h.

Minor in Communications

A minor in Communications requires 18 or more semester hours in Communications including COMM1200, COMM3310, and COMM3100 or COMM3210.

Teacher Certification in Speech Communication/Theatre

- FOR SPEECH COMMUNICATION MAJORS WHO WANT A SECONDARY SPEECH COMMUNICATION/THEATRE ENDORSEMENT (5-12): Students majoring in Speech Communication who desire Iowa Teacher Certification with a secondary endorsement must complete the major requirements and the [Secondary Education Program](#) (with COMM4390 Methods of Teaching Theatre and Speech as the appropriate methods course), and the following courses:
 THTR1220 Introduction to Acting 3 s.h.
 THTR1240 Vocal Presentation Skills 3 s.h.
 THTR1310 Introduction to Stagecraft **or**
 THTR2230 Stage Management 3 s.h.
 THTR2100 Script Analysis and Dramatic Criticism 3 s.h.
 THTR4100 Directing 3 s.h.
- FOR THE NON-COMMUNICATION MAJORS WHO WANT A SECONDARY SPEECH COMMUNICATION/THEATRE ENDORSEMENT (5-12): Non-Communication majors desiring a secondary endorsement (5-12) in Iowa must complete the [Secondary Education Program](#) (with COMM4390 Methods of Teaching Theatre and Speech as the appropriate methods course), a major in a secondary teaching field, and the following courses:
 COMM1200 Speech Communication: An Introduction **or**
 COMM1230 Small Group Discussion 3 s.h.
 COMM/ENGL2500 Introduction to Mass Media 3 s.h.
 COMM3140 Theories of Persuasion 3 s.h.
 THTR1220 Introduction to Acting 3 s.h.
 THTR1240 Vocal Presentation Skills 3 s.h.
 THTR1310 Introduction to Stagecraft **or**
 THTR2230 Stage Management 3 s.h.
 THTR2100 Script Analysis and Dramatic Criticism 3 s.h.
 THTR4100 Directing 3 s.h.

Courses in Communication

COMM1200 Speech Communication: An Introduction 3 s.h.

Introductory course in speech communication exploring the principles of communication theory and techniques of interpersonal communication, group discussion, and public speaking. Goal 1a (Goal 1A Catalog 0809+)

+COMM1230 Small Group Discussion 3 s.h.

Theory, principles and practical application of small group problem-solving and decision-making process. Goal 1a, 6 (Goal 6 Catalog 0809+)(Goal 3B Catalog 0910+)

COMM2000 Individual Study 1-3 s.h.

+COMM2400 Introduction to Public Relations 3 s.h.

Theory, principles, and functions of agency, business, governmental and nonprofit public relations. Procedures for researching, planning, implementing, and evaluating public relations campaigns. Goal 1a

+ COMM2500 Introduction to Mass Media (Also ENGL2500) 3 s.h.

Introduction to the primary mass media forms — newspapers, books, magazines, radio, television, sound recording, movies, and the Internet — to gain an understanding of the ways they operate. Included are industries based on mass media—journalism, advertising, and public relations—as well mass media theory, law, and ethics. Emphasis on critical thinking about the mass media. Goal 4ab

COMM3000 Individual Study 1-3 s.h.

COMM3100 Intercultural Communication (Also INTD3100) 3 s.h.

An examination of concepts that have application to communication across cultural boundaries, with emphasis on relating them to effective intercultural communication skills. Goal 1a, 7 (Goal 7 Catalog 0809+)

+ COMM3140 Theories of Persuasion 3 s.h.

Theories and techniques of persuasive appeals. Emphasis on learning theories, information processing theories, perception theories, and components of persuasive appeals.

+ COMM3210 Conflict Resolution (Also SOCI/PEAC3210) 3 s.h.

Focuses on the causes and resolution of conflict at the micro level (family, school, community, church, interpersonal, etc.). Goal 1a, 2d, 4 (Goal 1A Catalog 0809+)

+ COMM3300 Theories of Human Communication 3 s.h.

Introduction to major theories underlying the process of human communication. Emphasis on both classical and contemporary theoretical approaches. Goal 4c1

+ COMM3310 Interpersonal Communication 3 s.h.

Advanced study in one-to-one human communication. Course seeks to draw from experience, interaction, and theory to encourage behavioral and conceptual understanding of dyadic relationships. Goal 1a (Goal 1A Catalog 0809+)

+ COMM3320 Business and Professional Speaking 3 s.h.

Techniques and principles of public communication in business, education, and other professions. Theory and guided practice. Goal 1a (Goal 1A Catalog 0809+)

+ COMM3400 Ethical Issues in Communication 3 s.h.

Examination of ethical principles involved in communication. Includes analysis of personal and institutional responsibilities in all forms of communication. Goal 1a, 5 (Goal 5 Catalog 0809+)

COMM3900 Topics in Speech Communication 1-3 s.h.

Advanced study in specific topics in speech communication, to be announced the semester before they are offered. May be repeated for credit as topics change.

COMM4000 Individual Study 1-3 s.h.**COMM4150 Senior Seminar 3 s.h.**

Exploration of the world of work (resume writing, interviewing, job search) and practical application of communications skills to a capstone project designed by the student.

COMM4300 Internship in Communication 1-3 s.h.

Off-campus practical experience in a communication related professional setting. Offers an opportunity for application of communication skills and knowledge in monitored individual learning setting related to student's academic and career interests. Pass/fail only. Prerequisite: Permission of instructor. Repeatable to a maximum of six hours.

COMM4390 Methods of Teaching Theatre and Speech (Also THTR4390) 3 s.h.

Consideration of the theatre and speech classroom experience on the secondary level. Provides training in methods, unit preparation, media, evaluation, and directing extracurricular activities. Required of prospective theatre and speech teachers. Goal 2b (Goal 3A or 3C Catalog 0809+)

COMM4400 Practicum in Information Services (Also ENGL4400) 1-3 s.h.

On-campus practical experience in college relations office, admissions office, media center or alumni relations office. Offers an opportunity for study in a monitored individual learning setting. Pass/fail only. Prerequisite: Permission of instructor and permission of the appropriate college official. Repeatable to a maximum of six hours.

+ Denotes an alternate year course.

Computer Science and Information Technology

B.S. Degree — Computer Science and Information Technology Major

In addition to the general education requirements, students majoring in Computer Science and Information Technology must complete a concentration of 39 semester hours of CSIT courses and 6 semester hours of MATH as prescribed below:

CSIT1100 Principles of Computing 3 s.h.
 CSIT1200 Data Structures 3 s.h.
 CSIT1300 Unix and Linux Systems 3 s.h.
 CSIT2010 Object-Oriented Programming 3 s.h.
 CSIT2100 Intermediate Programming 2 s.h.
 CSIT2200 Computer Organization and Hardware 3 s.h.
 CSIT3100 Operating Systems and Networks 3 s.h.
 CSIT3200 Systems Analysis and Design 3 s.h.
 CSIT3300 Database Concepts and SQL 3 s.h.
 Internship, project, or research 1 s.h.
 CSIT3700 Internship in Computing and Information Technology **or**
 CSIT4100 Systems Development Project **or**
 CSIT3000/4000 Individual Study
 Upper division CSIT electives 12 s.h.
 excluding CSIT3700, CSIT3000/4000, and CSIT4100

A Computer Science and Information Technology major must also complete:
 MATH1350 Discrete Mathematics 3 s.h.
 MATH1380 Statistics or MATH1510 Calculus I 3 s.h.

We recommend that students interested in graduate study or a career as a computer scientist also minor in mathematics (with two semesters of calculus and linear algebra) and take lab science courses in physics, chemistry, or biology.

We recommend that students interested in a career in information technologies also minor in business administration and take statistics.

Computer Science and Information Technology Minor

A minor in Computer Science and Information Technology requires 18 s.h. of CSIT courses that count toward the major, excluding internships.

Courses in Computer Science and Information Technology

CSIT1010 Microcomputer Business Applications 3 s.h.

A proficiency-based course to develop intermediate level skills in Microsoft's Windows® and Office Suite®. Does not count towards the CSIT major.

CSIT1020 Microsoft Word® & PowerPoint® 1 s.h.

A proficiency-based course to develop intermediate level word processing and presentation skills using Microsoft Word® and PowerPoint®. Not available to students who have taken CSIT1010. Does not count towards the CSIT major.

CSIT1030 Microsoft Excel® 1 s.h.

A proficiency-based course to develop intermediate level spreadsheet skills using Microsoft Excel®. Not available to students who have taken CSIT1010. Does not count towards the CSIT major.

CSIT1040 Microsoft Access® 1 s.h.

A proficiency-based course to develop intermediate level database skills using Microsoft Access®. Not available to students who have taken CSIT1010. Does not count towards the CSIT major.

CSIT1050 Computer-based Academic Research 1 s.h.

A proficiency-based course to develop skills in finding high quality information useful to academic assignments using a wide variety of web-based research tools and databases. Does not count towards the CSIT major.

CSIT1060 Introduction to Web Programming 3 s.h.

Basics of how the World Wide Web works and web site construction using XHTML and CSS. Related technology skills will be covered. Does not count towards the CSIT major.

CSIT1100 Principles of Computing 3 s.h.

An introduction to the fundamentals of computer programming through extensive practice developing software in the Python language. Fundamental terminology and topics such as integrated development environments, variables, data types, control structures, functions, and objects will be covered.

CSIT1200 Data Structures 3 s.h.

Continuation of CSIT1100 with emphasis on more advanced programming that involve classic data structures such

as arrays, dictionaries, linked lists, queues, stacks, and trees. Recursive techniques and efficiency considerations will also be covered. Prerequisite: CSIT1100.

CSIT1300 Unix and Linux Systems 3 s.h.

An introduction to Linux, a Unix-based operating system that is predominantly known for its use in servers on the Internet and small computing devices. Through extensive practice students will become familiar with Unix shell commands, utilities and file organization on a server account. Students will also do a local Linux installation and some basic systems administration tasks.

CSIT1900 Elementary Topics in Computing or Information Technology 1-3 s.h.

A study of selected elementary topics in computing or information technology that are not offered in the regular curriculum. May be repeated for credit when topics are different.

CSIT2000 Individual Study 1-3 s.h.

CSIT2010 Object Oriented Programming 3 s.h.

A study in the design and development of object-oriented programs in the Java language for those with basic programming skills. Project assignments will give students extensive practice in designing classes and extending class hierarchies in order to develop software solutions based on interacting objects. UML diagrams and unique features of the Java language will also be covered. Prerequisite: CSIT1100.

CSIT2100 Intermediate Programming 1-3 s.h.

Intermediate-level programming using a specific programming language, tool-set, methodology, or genre such as COBOL, C++, PHP, Ajax, debuggers, etc. May be repeated for credit if the content is different. Scheduled course title and transcript listing will include the programming language or topic; e.g. Intermediate Programming - C++. Prerequisite: CSIT1100.

CSIT2200 Computer Organization and Hardware 3 s.h.

A study of the internal organization of computer hardware at different levels. Topics to be covered include historical context, binary encoding, digital logic, processor architecture, assembly code, and underlying mechanisms for greater efficiency, memory, speed, and security. Students will do hands-on exercises with PC hardware.

CSIT3000 Individual Study 1-3 s.h.

CSIT3100 Operating Systems and Networks 3 s.h.

A study of operating systems and networking concepts such as multithreading, task management, storage management, local and wide area networks, TCP/IP (Internet protocols), security, and distributed systems. Prerequisite: CSIT1300 and CSIT2200.

CSIT3200 Systems Analysis and Design 3 s.h.

A study of current strategies and techniques to analyze and model information system requirements, covering managerial, behavioral, and technical components of the system's analysis and design process. Object-oriented software design will be emphasized. Prerequisite: CSIT2010.

CSIT3300 Database Concepts and SQL 3 s.h.

A study of the concepts and structures required to implement a database system including the logical design and physical organization of the database. Emphasis is given to the design and development of database systems that includes understanding and applying entity-relationship models. Implementation of a database using SQL on a database system is included. Prerequisite: CSIT1010 or CSIT1040 or CSIT1100.

+CSIT3400 Programming Languages 3 s.h.

A study of programming language concepts across a wide variety of computer languages such as scripting languages, object-oriented languages, functional languages, and web-programming languages. A survey of specific languages will be studied and programming projects in several of them will be done. Prerequisite: CSIT1200

CSIT3500 Management of Information Systems 3 s.h.

Study of the fundamentals of information technology and how they support and interact with business organizations. Emphasis is on building a broad, basic technology framework. Prerequisite: CSIT1010 or CSIT1100.

+CSIT3600 Electronic Commerce 3 s.h. (Also BUAD3600)

Exploration of the technologies and business environment surrounding the emergence of electronic commerce. There will be both a technical and non-technical track option for students, however, all students will be introduced to technical skills for implementing an electronic commerce website. Prerequisite: CSIT1010 or CSIT1100.

CSIT3700 Internship in Computing and Information Technology 1-3 s.h.

Students work with professionals in career areas relating to computing and information technology. Student will play an active role in identifying internship opportunities and field sponsors. (Graded on Pass/ Fail basis.) Prerequisite: Instructor's consent.

CSIT3800 Current Issues and Technologies 1-3 s.h.

Exploration of an issue or technology that has emerged or exists in a state of change. Typically there will be a significant hands-on component to the course. Course title will include a subtitle; e.g. Current Issues and Technologies – Data Mining. May be repeated for credit when the subtitle is different.

CSIT3900 Topics in Computer Science and Information Technology 1-3 s.h.

A study of selected topics in computer science and information technology. May be repeated for credit when the topics are different.

CSIT4000 Individual Study 1-3 s.h.**CSIT4100 Systems Development Project 1-3 s.h.**

In-depth project in consultation with the sponsoring faculty member. Projects will include a technical aspect as well as complete documentation and planning. The project requires a formal presentation at completion. Prerequisite: Instructor's consent.

+CSIT4360 Numerical Analysis (also MATH4360) 3 s.h.

Analysis of numerical methods for computers covering iterative methods for finding roots of equations, numerical integration, interpolation and differentiation, and solution of ordinary differential equations. Error analysis and convergence of algorithms. Prerequisite: MATH2510 and a computer programming course. Goal 4ab, 4c2,8 (Goal 4 Catalog 0809+)(Goal 3A Catalog 0910+)

+CSIT4370 Mathematical Modeling (also MATH4370) 3 s.h.

Selected topics to demonstrate the interaction of mathematical thinking with real-world problems. Prerequisites: MATH1350 and MATH1520. Goal 4ab, 4c2, 8 (Goal 4 Catalog 0809+)(Goal 3A Catalog 0910+)

+ Denotes an alternate year course.

Developmental Courses

Two courses from this area may count toward graduation

Developmental Courses

DEVL0900 Developmental Mathematics: Beginning Algebra 3 s.h.

Designed for students with little or no background in algebra. A review of basic arithmetic skills and an introduction to algebra. The algebra component includes the language of algebra, signed numbers, an overview of equations and inequalities, an introduction to polynomials, and laws of exponents. Does not count for general education credit. This course and DEVL1200 are prerequisites to all freshman level MATH courses for students with Enhanced ACT Math scores below 16, SAT Math scores below 370, or COMPASS Math Placement scores below 39. Students required to enroll in this course must achieve a "C" or better.

DEVL1100 Processing Skills in Language Development 3 s.h.

An introductory course developing language processing skills by assisting students who, because of learning dysfunctions, need remediation in reading, spelling, and comprehension. Prerequisite: Permission of Chance program coordinator.

DEVL1120 Auditory Conceptual Development 3 s.h.

Analysis and practice in the integration of auditory, visual, and motor information in assisting students who require remediation in essential language process skills. Prerequisite: Permission of Chance Program coordinator.

DEVL1140 Visualizing and Verbalizing for Language Comprehension 3 s.h.

Analysis and practice of using imagery to stimulate language comprehension and expression. Prerequisite: Permission of Chance Program coordinator.

DEVL1160 Literacy Skills Application 1 s.h.

Analysis and practice in the application of auditory conceptualization and/or concept imagery skills to appropriate college materials. Prerequisites: Permission of Chance Program coordinator.

DEVL1180 Application of Academic Skills 0 s.h.

Analysis and practice in the application of academic skills, with an emphasis on attendance, communication with faculty, and goal setting. Prerequisite: Permission of Chance Program coordinator.

DEVL1200 Developmental Mathematics: Intermediate Algebra 3 s.h.

Designed for students who have completed DEVL0900, achieved a COMPASS Math Placement score between 39 - 50, or with instructor approval. Includes factoring, algebraic fractions, graphing linear equations, exponents, radicals and quadratic equations. Does not count for general education credit. Students required to enroll in this course must achieve a "C" or better.

DEVL1220 Academic Success 3 s.h.

Designed to assist students in developing their sense of control over the environment of higher education, improving their academic performance, determining their strengths and goals, and implementing strategies that will enhance their personal, academic, and career success. Students required to enroll in this course must achieve a minimum grade of "C".

DEVL1250 Basics of English 3 s.h.

Deals with difficulties common to underprepared writers. Emphasizes control of writing mechanics and organization. This course is a prerequisite to ENGL1410 Modern Rhetoric for students with Enhanced ACT English scores below 15, SAT English scores below 400, or COMPASS English Placement scores below 70. Students must achieve at least a "C" before being permitted to take ENGL1410.

DEVL1930 Topics: Basics of English II 3 s.h.

Designed to supply additional instruction to help students improve their skills in writing correct sentences, paragraphs, short essays, basic research papers, and reading responses. Prerequisite: DEVL1250 and instructor's consent. For Student Support Services participants only.

Economics

B.A. Degree — Economics Major

In addition to the general education requirements, majors in Economics must complete 33 semester hours in Economics, and Mathematics including:

ECON1300 Principles of Macroeconomics 3 s.h.
 ECON1320 Principles of Microeconomics 3 s.h.
 ECON3350 Intermediate Microeconomic Theory 3 s.h.
 ECON3360 Intermediate Macroeconomic Theory 3 s.h.
 ECON4300 Research Seminar 3 s.h.
 Upper Division Electives in Economics 12 s.h.

An Economics major must also complete:

BUAD1420 Math for Decision Making **or**
 MATH1510 Calculus I 3 s.h.
 MATH1380 Introduction to Statistics 3 s.h.

Economics Minor

A minor in Economics consists of 18 semester hours including ECON1300, ECON1320, ECON3350 and ECON3360.

Teacher Certification in Economics

1. FOR NON-ECONOMICS MAJORS WHO WANT A SECONDARY ECONOMICS ENDORSEMENT (5-12):
 Non-Economics majors desiring a secondary Economics endorsement (5-12) in Iowa must complete the [Secondary Education Program](#) (with SOSC3390 Methods of Teaching Social Studies as the appropriate methods course), a major in a secondary teaching field, and one of the following: (A.) 24 s.h. in Economics, (B.) 30 s.h. in the broad area of Social Sciences to include 15 s.h. in Economics.

Courses in Economics

ECON1200 Economics of Contemporary Issues 3 s.h.

An introduction to economics and economic analysis through the examination of a variety of social, economic and political issues. Goal 2d (Goal 2C Catalog 0809+)

ECON1300 Principles of Macroeconomics 3 s.h.

Analysis of the fundamental principles of the American economic system, centering on price, national income, fiscal policy, monetary policy, money, and banking. Prerequisite: 1 year high school algebra; geometry recommended. Goal 2d (Goal 2C Catalog 0809+)

ECON1320 Principles of Microeconomics 3 s.h.

Analysis of the fundamental principles of the American economic system, centering on price, production, market structures, international trade and finance, and a survey of contemporary economic problems. Prerequisite: ECON1300. Goal 2d (Goal 2C Catalog 0809+)

ECON2000 Individual Study Goal 2d (Goal 2C Catalog 0809+) 1-3 s.h.

ECON3000 Individual Study Goal 2d (Goal 2C Catalog 0809+) 1-3 s.h.

+ ECON3200 Public Finance 3 s.h.

An examination of the taxation policies and expenditure programs of the public sector. Related topics include public goods, income distribution, and public choice theory. Prerequisite: ECON1320. Goal 2d (Goal 2C Catalog 0809+)

+ ECON3220 Economics of Sports 3 s.h.

An application of economic theory to the business of sports. Areas include labor economics, public finance, and the theory of the firm. Prerequisite: ECON1320. Goal 2d (Goal 2C Catalog 0809+)

+ ECON3250 Entrepreneurship and Free Enterprise (Also BUAD3250) 3 s.h.

To study and hear from the cast of entrepreneurs who have been, or are involved, in the drama of U.S. business. To help each student evaluate their own spirit and personality to see if they have entrepreneurial skills and talents. Prerequisite: ECON1320. Goal 2d (Goal 2C Catalog 0809+)

ECON3280 Economic Development (also GEOG3280) 3 s.h.

A survey of various analytic approaches to the problem of economic development in Asia, Africa, and Latin America, and an examination of their significant policy problems. (Goal 2C Catalog 0809+)

ECON3320 Money and Banking 3 s.h.

A study of monetary institutions monetary theory and policy implications and the principles of our banking system. Prerequisite: ECON1320. Goal 2d (Goal 2C Catalog 0809+)

ECON3350 Intermediate Microeconomic Theory 3 s.h.

A study of contemporary consumption, production, pricing resource allocation, and distribution theory. Prerequisite: ECON1320. Goal 2d (Goal 2C Catalog 0809+)

ECON3360 Intermediate Macroeconomic Theory 3 s.h.

A study of national income determination theory and stabilization policies. Prerequisite: ECON1320. Goal 2d (Goal 2C Catalog 0809+)

+ ECON3430 Managerial Economics 3 s.h.

Considers the business enterprise as an economic and social institution. Particular attention is given to the theory of the firm and the application of the theory in problem-solving. Prerequisites: MATH1380 and ECON3350. Goal 2d (Goal 2C Catalog 0809+)

ECON3440 International Economics 3 s.h.

Theories of international trade, foreign exchange markets, resource movements and international economic policies. Prerequisite: ECON1320. Goal 2d (Goal 2C Catalog 0809+)

ECON3900 Topics in Economics 1-3 s.h.

Study of selected topics from areas in economics such as industrial, agricultural, governmental, and historical economics. Topics are announced prior to each semester they are offered. May be repeated for credit when the topics vary. Goal 2d (Goal 2C Catalog 0809+)

ECON4000 Individual Study Goal 2d (Goal 2C Catalog 0809+) 1-3 s.h.**+ECON4100 Investment Analysis (also BUAD4100) 3 s.h.**

A study of the fundamental principles underlying the analysis of investments. Prerequisites: ACCT2320, BUAD3380, and ECON1320. Goal 2d (Goal 2C Catalog 0809+)

ECON4300 Research Seminar 3 s.h.

Students investigate theoretical and applied topics and present their findings. Prerequisites: ECON3350, ECON3360. Goal 2d (Goal 2C Catalog 0809+)

+Denotes an alternate year course.

Academics

Education

Accreditation

The Teacher Education Programs of Graceland University have been approved by the Iowa Department of Education and are accredited by the National Council for Accreditation of Teacher Education (NCATE).

Teacher Education Programs

The Teacher Education Programs of Graceland University have been approved by the Iowa Department of Education and are accredited by the National Council for Accreditation of Teacher Education (NCATE). Information about the Graceland Teacher Education Program Title II Report is on the internet at www.graceland.edu. When planning to teach in a state other than Iowa, students will plan their programs in accordance with the requirements of the other state. The following endorsements are available:

- Elementary Education (K-6 grade levels).
- Secondary Education (5-12 grade levels).
- Combination (K-8 and 5-12 grade levels — an option for secondary majors in Art, Music, and P.E. only).

Specific requirements for these programs can be found in the education section of the catalog and in the appropriate departmental sections for major and second teaching area requirements at the secondary level. Students enrolling at Graceland University to complete requirements for teacher licensure in Iowa or to add an additional endorsement(s) to a current Iowa teaching license will receive an official transfer credit evaluation and program of study from the Registrar. Students, who do not plan to complete education courses leading to licensure or an approved teaching endorsement, will be considered as being enrolled for personal enrichment and will not be eligible for an institutional recommendation from Graceland.

The student teaching field experience required for individuals who already have teacher licensure and are adding a mild/moderate special education endorsement is fulfilled with EDUC3450 or EDUC3550.

Coaching Endorsement (K-12 levels)

Students in Elementary, Secondary, or Combination Programs (see above) may seek a coaching endorsement. Requirements are listed in the Physical Education section of the catalog.

Admission to Teacher Education

Students should apply for admission to the Teacher Education Program after beginning an e-portfolio and successfully completing EDUC2420 Entry Seminar. Application for entry is made through the Director of Teacher Education for admission to the Teacher Education Program or Student Teaching, but final approval is given by the Teacher Education Committee. Factors and abilities such as caring attitude, collaboration, reflection, leadership, academic success, communication skills, organization, dependability, and integrity are considered on four or more references for admission. In addition, applicants must have: (1) a minimum grade point average of 2.50 for all work attempted, (2) a grade of "C" or higher in all education courses and a successful field work evaluation in EDUC1410 Field Experience: Exploration of Teaching, (3) submit verification of completion of the English and Mathematics sections of the College Basic Academic Subjects Examination (C-BASE) with scores of 235 or higher, (4) complete a technology survey and a diversity survey, (5) a current graduation plan signed by their advisor, and (6) submit application and disclose revoked or suspended education related license or criminal convictions.

Admission to Student Teaching

Admission to the Teacher Education Program and admission to Student Teaching are required to enroll in course work and student teaching during the student teaching semester. Candidates must apply for admission by March 1 of the year prior to student teaching. Applicants must have (1) been admitted to the Teacher Education Program, (2) completed required education courses with e-portfolio assessed in EDUC4600 Methods Seminar, (3) maintained a 2.50 cumulative GPA, (4) earned a "C" or higher grade in all required education classes, (5) completed a successful practicum or internship, (6) removed incomplete grades in required education courses or other courses. If completion of an incomplete grade is pending, submit a plan for completion before participation in student teaching.



Teacher Licensure

At the close of their final semester, students normally apply to the state for licensure. Teaching certificates are then issued by Iowa to applicants who meet these requirements: (1) a cumulative grade point average of 2.50 or higher and "C" or higher grades in all education courses, (2) specific program completion with a "Pass" grade for student teaching, (3) completion of program surveys and assessments, (4) HLTH2100 or HLTH2110 (ARC First Aid Card, including CPR will substitute for this requirement providing it is current at graduation and presented to the Registrar's Office), (5) successful completion of e-portfolio and EDUC4700 Capstone Seminar, (6) Elementary Education Majors also must pass the PRAXIS II Test 0014 Elementary Education: Content Knowledge with a minimum score of 142 **OR** PRAXIS II Elementary Education: Curriculum, Instruction, and Assessment test with a minimum score of 151, and (7) university recommendation. When planning to teach in a state other than Iowa, students will plan their programs in accordance with the requirements of the other state. They will in turn be recommended by the university for those certificates for which they qualify.

B.A. Degree - Elementary Education (K-6 grade level)

In addition to the general education requirements, majors in Elementary Education must complete the Education requirements and one approved concentration:

Education Requirements:

Biological Science elective 3 s.h.
 One three-hour course with an SCIE, PHYS, or CHEM prefix 3 s.h.
 MATH1310 Mathematical Concepts I 3 s.h.
 * Mathematics elective (MATH1250, MATH1320, MATH1380 recommended) 3 s.h.
 One three-hour course in fine arts that is not a performance, applied or ensemble course. 3 s.h.
 One course in U.S. History or American Government 3 s.h.
 EDUC1400 Introduction to Education 3 s.h.
 EDUC1410 Field Experience: Exploration of Teaching 1 s.h. **or**
 An equivalent field experience course with required documentation for 22 hours of field experience for no credit.
 EDUC2300 Children's Literature in Elementary Education 3 s.h.
 EDUC2420 Teacher Education Entry Seminar 1 s.h.
 EDUC3100 Human Relations for Educators 3 s.h.
 EDUC3300 Foundations of Reading Instruction 3 s.h.
 EDUC3400 Elementary Reading in the Content Areas 3 s.h.
 EDUC3480 Language Arts, Reading, and Social Studies Methods 3 s.h.
 EDUC3510 Methods of Elementary Science and Art 3 s.h.
 EDUC3530 Methods of Teaching Elementary Math 3 s.h.
 EDUC3540 Methods Lab 1 s.h.
 EDUC3580 Psychology of Exceptional Child and Adult 3 s.h.
 EDUC3590 Educational Psychology and Measurement 3 s.h.
 EDUC3710 K-6 Elementary Education Internship
 (may be met by electing EDUC3280, EDUC3290, EDUC3330, or EDUC3450). Students with concentrations in Art, Music, or Physical Education must conduct the internship in the appropriate subject area. 2 s.h.
 EDUC4100 Legal, Ethical, and Pedagogical Responsibilities in Education 2 s.h.
 EDUC4200 Elementary Classroom Management 3 s.h.
 ** EDUC4400 Elementary Student Teaching 14 s.h.
 EDUC4600 Teacher Education Methods Seminar 0-1 s.h.
 EDUC4700 Capstone Teacher Education Seminar 1 s.h.
 HLTH2100 or HLTH2110 (ARC First Aid Card, including CPR will substitute for this requirement providing it is current at graduation.) 0-1 s.h.
 PSYC2250 Developmental Psychology 3 s.h.

Choice of one course below:

***MUSC3390 Music in the Elementary School
 HLTH2300 Children's Health, Safety, and Nutrition
 PHED2360 Teaching Sports and Games
 PHED2380 Movement and Rhythm Activities
 PHED3330 Methods of Teaching K-12 Physical Education
 PHED/RECR3430 Special Physical Education/Leisure

*A Computer Science course will not meet the mathematics elective.

**Students with majors in Elementary Education and another teaching discipline who are seeking endorsements at both the elementary and secondary levels should substitute EDUC4450 Combination Student Teaching. Students with a concentration in K8 Mild/Moderate Special

Education should substitute EDUC4460 Elementary and Mild/Moderate Student Teaching.

***MUSC3390 Music in the Elementary School (for K-8 and/or 5-12 Music endorsement candidates only).

Concentration Requirements

Completion of an approved concentration in one of the following:

Art (K-8)

ARTS1100 Design Principles 3 s.h.
 ARTS1200 Artists and Materials 3 s.h.
 ARTS1230 Drawing 3 s.h.
 ARTS2300 Art History Survey: Ancient to Medieval **or**
 ARTS2310 Art History Survey: Renaissance to Modern 3 s.h.
 ARTS3100 Modern to Contemporary Art History 3 s.h.
 Approved Art electives (not to include ARTS4350) 9 s.h.
 EDUC3510 Methods of Elementary Science and Art **or**
 ARTS3300 Art for Elementary School 3 s.h.
 EDUC3710 K-6 Elementary Education Internship (in Art) 2 s.h.

English/Language Arts (K-8)

COMM1200 Speech Communication: An Introduction 3 s.h.
 EDUC2150 Literacy Instruction for Early Reading and Language Acquisition 3 s.h.
 EDUC2300 Children's Literature in Elementary Education 3 s.h.
 EDUC3300 Foundations of Reading Instruction 3 s.h.
 EDUC3480 Language Arts, Reading, and Social Studies Methods 3 s.h.
 ENGL2330 American Literature to 1900 3 s.h.
 ENGL3200 Business and Professional Writing **or**
 ENGL3210 Essay Writing **or**
 ENGL3220 Technical Report Writing **or**
 ENGL3250 Advanced Composition: Honors **or**
 ENGL3270 Media Writing **or**
 ENGL3280 Newswriting 3 s.h.
 Approved English Electives (ENGL Prefix) 3 s.h.
 THTR1220 Introduction to Acting **or**
 EDUC/THTR2600 Creative Drama and Education **or**
 THTR1240 Vocal Presentation Skills 3 s.h.

Foreign Language/Spanish (K-8)

EDUC3710 K-6 Elementary Education Internship (in Spanish) 2 s.h.
 SPAN1410 Beginning Spanish I 4 s.h.
 SPAN1420 Beginning Spanish II 4 s.h.
 SPAN2380 Advanced Grammar, Conversation and Composition 3 s.h.
 SPAN2500 Hispanic Culture 3 s.h.
 Complete three of the four SPAN3000 level classes below:
 SPAN3200 Survey of Peninsular Spanish Literature 3 s.h.
 SPAN3210 Survey of Latin American Literature 3 s.h.
 SPAN3500 Today's Hispanic Narrative 3 s.h.
 SPAN3900 Topics in Hispanic Studies 3 s.h.
 SPAN2000/3000/4000 Individual Study 1 s.h.
 SPAN3370 Methods of Teaching Spanish 3 s.h.

Health (K-8)

BIOL1400 Fundamentals of Biological Science **or**
 BIOL2300 Anatomy and Physiology I 3 s.h.
 BIOL2560 Nutrition **or**
 HLTH2300 Children's Health, Safety & Nutrition 3 s.h.
 HLTH1200 Principles of Healthful Living 2 s.h.
 HLTH2100 First Aid **or**
 HLTH2110 First Aid for Professional Rescuer 1 s.h.
 HLTH2200 Contemporary Issues in Health 2 s.h.
 HLTH3200 Community Health 3 s.h.
 HLTH3370 Methods of Teaching Health 2.5 s.h.
 PHED0490 Relaxation and Stress Management 1 s.h.
 PSYC2250 Developmental Psychology 3 s.h.
 SOCI2320 Courtship, Marriage, and Family 3 s.h.
 Health related electives: 4 s.h.
 BIOL2310 Anatomy and Physiology II 3 s.h.
 BIOL2360 Fundamentals of Microbiology 4 s.h.
 BIOL2560 Nutrition **or**
 HLTH2300 Children's Health, Safety & Nutrition (if not counted above) 3 s.h.

HLTH3300 Theory and Practice of Safety 2 s.h.
 HLTH3900 Advanced Topics in Health 3 s.h.

Mathematics (K-8)

Approved Computer Programming Elective 3 s.h.
 EDUC3530 Methods of Teaching Elementary Math 3 s.h.
 MATH1250 Informal Geometry **or**
 MATH3320 Modern Geometry 3 s.h.
 MATH1280 College Algebra 3 s.h.
 MATH1310 Mathematical Concepts I 3 s.h.
 MATH1320 Mathematical Concepts II 3 s.h.
 MATH1380 Introduction to Statistics 3 s.h.
 Approved Mathematics Electives (MATH prefix) 6 s.h.

Middle School:

EDUC3560 Nature and Needs of the Middle Grades Child 3 s.h.
 EDUC3570 Curriculum for Middle Grades Education 3 s.h.
 EDUC3400 Elementary Reading in the Content Area **or**
 EDUC3520 General Secondary Methods and Content Reading 3
 s.h.

Completion of coursework in two of the following content areas:

- A. Twelve semester hours of coursework in social studies to include coursework in all of the following:
 1. United States History 3 s.h.
 HIST2410 United States History to 1865 **or**
 HIST2420 United States History since 1865 **or**
 HIST3100 Civil War and Reconstruction **or**
 HIST3240 American Constitutional History **or**
 HIST3360 The Civil Rights Movement **or**
 HIST3370 The American Presidency **or**
 HIST3550 Recent United States History **or**
 Approved United States History elective (HIST prefix)
 2. World History 3 s.h.
 HIST1310 World Civilizations I **or**
 HIST1320 World Civilizations II **or**
 HIST2340 Middle Eastern Civilizations I **or**
 HIST2360 Middle Eastern Civilizations II **or**
 HIST3600 Ancient Mediterranean World **or**
 HIST3620 The Middle Ages **or**
 HIST3640 Early Modern Europe, 1350-1815 **or**
 HIST3660 Modern Europe, 1789-Present **or**
 Approved World History electives (HIST prefix)
 3. Government 3 s.h.
 POLS1300 American Government **or**
 POLS2400 Introduction to Criminal Justice **or**
 POLS3240 American Constitutional History **or**
 Approved American Government electives (POLS prefix)
 4. Geography 3 s.h.
 POLS3330 Geography of Contemporary Affairs **or**
 Approved elective (GEOG prefix)
- B. Twelve semester hours in mathematics to include coursework in Algebra;

MATH1280 College Algebra **or**
 MATH3330 Modern Algebra

Select 3 courses from the following:
 Approved Mathematics electives (9 s.h. MATH prefix)
- C. Twelve semester hours in science to include coursework in all of the following:
 1. Life Science
 Approved life science electives (BIOL prefix) 3 to 6 s.h.
 2. Earth Science
 SCIE2100 Earth Science 3 s.h.
 3. Physical Science
 Approved Physical Science classes (SCIE prefix) 3 to 6
 s.h.
- D. Twelve semester hours in language arts to include coursework in all of the following:
 1. ENGL1410 Modern Rhetoric 3 s.h.
 2. COMM1200 Speech Communication: An Introduction 3
 s.h.
 3. ENGL2330 American Literature to 1900 3 s.h.
 4. Multicultural Literature course (ENGL prefix)

Note: The following courses required for Elementary Education Majors and English Majors seeking Secondary Endorsement also contain content that applies to the Language Arts course work: EDUC2300 Children's

Literature in the Elementary School (Elementary Majors)
or ENGL3370 Methods of Teaching English (Secondary
 Majors) 3 s.h.

****K-8 Mild and Moderate Special Education:**

EDUC3200 Introduction to Mild/Moderate Disabilities K-12 3 s.h.
 EDUC3220 K-8 Methods and Strategies for Mild/Moderate Learners 4
 s.h.
 EDUC3350 Behavior Management for Mild/Moderate Disabilities 3 s.h.
 EDUC3390 Analysis and Correction of Reading Disabilities 3 s.h.
 EDUC3450 K-6 Mild/Moderate Special Education Practicum 2 s.h.
 EDUC3470 Collaborative Consultation 3 s.h.
 EDUC3630 Assessment, Diagnosis, and Evaluation Strategies 3 s.h.
 EDUC4200 Elementary Classroom Management 3 s.h.
 EDUC3580 Psychology of Exceptional Child and Adult 3 s.h.
 EDUC4460 Elementary and Mild/Moderate Student Teaching 14 s.h.

**Licensed teachers may meet student teaching requirement with
 EDUC3450 K-6 Mild/Moderate Special Education Practicum, 2 s.h.

*****5-12 Mild and Moderate Special Education**

EDUC3200 Introduction to Mild/Moderate Disabilities K-12 3 s.h.
 EDUC3230 5-12 Methods and Strategies for Mild/Moderate Learners 4
 s.h.
 EDUC3260 Transition Programming 2 s.h.
 EDUC3350 Behavior Management for Mild/Moderate Disabilities 3 s.h.
 EDUC3390 Analysis and Correction of Reading Disabilities **or**
 EDUC3520 General Secondary Methods and Content Reading 3
 s.h.
 EDUC3470 Collaborative Consultation 3 s.h.
 EDUC3550 7-12 Mild/Moderate Special Education Practicum 2 s.h.
 EDUC3630 Assessment, Diagnosis, and Evaluation Strategies 3 s.h.
 EDUC4300 Secondary Classroom Management **or**
 EDUC4200 Elementary Classroom Management 3 s.h.
 EDUC3580 Psychology of Exceptional Child & Adult 3 s.h.
 EDUC4470 Secondary and Mild/Moderate Student Teaching **or**
 EDUC4480 Elementary and Secondary Mild/Moderate Student
 Teaching 14 s.h.

***Licensed teachers may meet student teaching requirement with
 EDUC3550 7-12 Mild/Moderate Special Education Practicum, 2 s.h.

Music (K-8)

MUSC1210 Music Theory I 3 s.h.
 MUSC1220 Music Theory II 3 s.h.
 MUSC1230 Aural Theory I 1 s.h.
 MUSC1240 Aural Theory II 1 s.h.
 MUSC1250 Survey of Music Literature 3 s.h.
 Applied Music 4 s.h. in a single performance area
 Lower Division

- MUSC1510 Organ
- MUSC1530 Piano
- MUSC1610 Brass
- MUSC1630 Percussion
- MUSC1650 Strings
- MUSC1670 Woodwinds
- MUSC1750 Voice

 Ensemble Music (4 classes) 2 s.h.
 Choose from the following:
 Lower Division (4 semesters)

- MUSC0100 Chamber Singers
- MUSC0200 University Chorus
- MUSC0300 Concert Choir
- MUSC0400 Orchestra
- MUSC0700 Symphonic Band

 MUSC2340 Conducting I 1 s.h.
 Music Electives 6 s.h.
 MUSC3390 Music in the Elementary School 3 s.h.
 MUSC3710 K-6 Elementary Education Internship (in Music) 2 s.h.

Physical Education (K-8)

BIOL2300 Anatomy and Physiology I 3 s.h.
 EDUC3710 K 6 Elementary Education Internship (in P E) 2 s h

HLTH2100 First Aid **or**
 HLTH2110 First Aid for Professional Rescuer 1 s.h.
 PHED1200 Motor Learning 2 s.h.
 PHED1250 Calisthenics I 3 s.h.
 PHED2360 Teaching Sports and Games 3 s.h.
 PHED2380 Movement and Rhythm Activities 3 s.h.
 PHED3320 Directed Teaching 1 s.h.
 PHED3330 Methods of Teaching K-12 Physical Education 3 s.h.
 PHED/RECR3430 Special Physical Education/Leisure 3 s.h.
 Physical Education Electives (PHED prefix) 6 s.h.

Reading (K-8)

EDUC2150 Literacy Instruction for Early Reading and Language Acquisition 3 s.h.
 EDUC2300 Children's Literature in Elementary Education 3 s.h.
 EDUC3300 Foundations of Reading Instruction 3 s.h.
 EDUC3330 K-6 Reading Practicum 2-3 s.h.
 EDUC3390 Analysis and Correction of Reading Disabilities 3 s.h.
 EDUC3400 Elementary Reading in the Content Areas 3 s.h.
 EDUC3480 Language Arts, Reading, and Social Studies Methods (Elementary) 3 s.h.
 EDUC3630 Assessment, Diagnosis and Evaluation Strategies 3 s.h.

Science-Basic (K-8)

SCIE1250 Descriptive Astronomy 3 s.h.
 SCIE1310 Fundamentals of Physical Science 3 s.h.
 Six hours from the following:
 CHEM1310 Introduction to Chemistry 3 s.h.
 CHEM1430 Principles of Chemistry I and CHEM1431 Principles of Chemistry I Lab 4 s.h.
 CHEM1440 Principles of Chemistry II and CHEM1441 Principles of Chemistry II Lab 4 s.h.
 Six hours from the following:
 BIOL1260 Environmental Biology 3 s.h.
 BIOL1400 Fundamentals of Biological Science 3 s.h.
 BIOL1430 Fundamentals of Animal Biology 4 s.h.
 BIOL1440 Fundamentals of Plant Biology 4 s.h.
 BIOL2560 Nutrition
 SCIE3030 The Nature of Science 3 s.h.
 Elective of any class with BIOL, SCIE, CHEM, or PHYS prefix 3 - 4 s.h.
 EDUC3510 Methods of Elementary Science and Art 3 s.h.

Social Science-History (K-8)

HIST1310 World Civilizations I 3 s.h.
 HIST1320 World Civilizations II 3 s.h.
 HIST2400 Historical Inquiry 3 s.h.
 HIST2410 United States History to 1865 3 s.h.
 HIST2420 United States History Since 1865 3 s.h.
 American History Electives 3 s.h.
 World History Electives 3 s.h.
 History Electives 3 s.h.
 EDUC3480 Language Art, Reading, and Social Studies Methods 3 s.h.

Social Science-Social Studies (K-8)

ECON1300 Principles of Macroeconomics 3 s.h.
 EDUC3480 Language Arts, Reading, and Social Studies Methods 3 s.h.
 HIST1310 World Civilizations I 3 s.h.
 HIST1320 World Civilizations II 3 s.h.
 HIST2410 United States History to 1865 3 s.h.
 HIST2420 United States History Since 1865 3 s.h.
 History Elective 3 s.h.
 POLS1300 American Government 3 s.h.
 PSYC2250 Developmental Psychology 3 s.h.
 SOCI1300 Introduction to Sociology 3 s.h.

Speech Communication/Theatre (K-8)

COMM1200 Speech Communication: An Introduction 3 s.h.
 COMM3310 Interpersonal Communication 3 s.h.
 EDUC2150 Literacy Instruction for Early Reading and Language Acquisition 3 s.h.

EDUC3480 Language Arts, Reading, and Social Studies Methods 3 s.h.
 THTR1220 Introduction to Acting 3 s.h.
 THTR1240 Vocal Presentation Skills 3 s.h.
 EDUC/THTR2600 Creative Drama and Education 3 s.h.
 Two Approved Speech Communication/Theatre Electives (6 s.h.)
 chosen from:

COMM/ENGL2500 Introduction to Mass Media
 COMM/INTD3100 Intercultural Communication
 COMM3300 Theories of Human Communication
 THTR1310 Introduction to Stagecraft
 THTR2100 Script Analysis and Dramatic Criticism
 THTR4100 Directing

PK-3 Early Childhood Education

EDUC2150 Literacy Instruction for Early Reading and Language Acquisition 3 s.h.
 EDUC2390 Early Childhood Education (Infants/Toddlers) 3 s.h.
 EDUC3200 Introduction to Mild/Moderate Disabilities K-12 3 s.h.
 EDUC3290 Early Childhood Practicum 2.5 s.h.
 EDUC3310 Early Childhood Education (Preprimary/Kindergarten) 3 s.h.
 EDUC3470 Collaborative Consultation 3 s.h.
 EDUC3580 Psychology of Exceptional Child and Adult 3 s.h.
 EDUC3620 Administration of Early Childhood Programs 2 s.h.
 EDUC3630 Assessment, Diagnosis, and Evaluation Strategies 3 s.h.
 EDUC4200 Elementary Classroom Management 3 s.h.
 EDUC4440 Early Childhood Student Teaching (substitutes for EDUC4400) 14 s.h.
 HLTH2300 Children's Health, Safety, and Nutrition 3 s.h.
 PHED2380 Movement and Rhythm Activities 3 s.h.
 PSYC2250 Developmental Psychology 3 s.h.

Secondary Education Program (5-12 grade level)

Education Requirements:

Biological Science elective 3 s.h.
 One three-hour course with an SCIE, PHYS, or CHEM prefix 3 s.h.
 One college mathematics course 3 s.h.
 One course in U.S. History **or** American Government 3 s.h.
 EDUC1400 Introduction to Education 3 s.h.
 EDUC1410 Field Experience: Exploration of Teaching 1 s.h. **or**
 An equivalent field experience course with required documentation for 22 hours of field experience for no credit.
 EDUC2420 Teacher Education Entry Seminar 1 s.h.
 EDUC3100 Human Relations for Educators 3 s.h.
 EDUC3520 General Secondary Methods and Content Reading 3 s.h.
 EDUC3580 Psychology of Exceptional Child and Adult 3 s.h.
 EDUC3590 Educational Psychology and Measurement 3 s.h.
 *EDUC3720 7-12 Secondary Education Internship 2 s.h.
 EDUC4100 Legal, Ethical, and Pedagogical Responsibilities in Education 2 s.h.
 EDUC4300 Secondary Classroom Management 3 s.h.
 **EDUC4420 Secondary Student Teaching 14 s.h.
 EDUC4600 Teacher Education Methods Seminar 1 s.h.
 EDUC4700 Capstone Teacher Education Seminar 1 s.h.
 HLTH2100 or HLTH2110 (ARC First Aid Card, including CPR will substitute for this requirement providing it is current at graduation.) 0-1 s.h.
 PSYC2250 Developmental Psychology 3 s.h.
 The appropriate methods course 3-5 s.h.

*Majors in Art, Music, and Physical Education may substitute EDUC3710 K-6 Elementary Education Internship or EDUC3730 Combination K-6 and 7-12 Education Internship. Secondary subject-area majors with a 5-12 Mild/Moderate Special Education endorsement must enroll in EDUC3550 Mild/Moderate Special Education Practicum. Secondary candidates with more than one 5-12 teaching major should have an internship for each major to meet the pre-student teaching requirement of the state of Iowa for teaching majors.

**Students with majors in Elementary Education and another teaching discipline who are seeking endorsements at both the elementary and secondary levels should substitute EDUC4450 Combination Student Teaching. Students with a concentration in 5-12 Mild/Moderate Special Education should substitute EDUC4470 Secondary and Mild/Moderate Student Teaching.

Teaching Major Requirements

All secondary education candidates must complete at least one teaching major. The University offers the following secondary teaching major endorsements (see the corresponding departmental section of the catalog for specific major requirements):

- Art (Studio)
- Basic Science
- Biology
- Chemistry
- Communications
- English
- Health
- History
- Mathematics
- Music
- Physical Education
- Spanish
- Theatre

Second Teaching Fields:

In addition to the teaching major, students may seek endorsements for the following second teaching fields:

- American History
- American Government
- Art
- Biological Science
- Chemistry
- Economics
- English/Language Arts
- General Science
- Health
- Mathematics
- Middle School
- Music
- Mild/Moderate Special Education
- Physics
- Physical Education
- Psychology
- Spanish
- Speech Communication/Theatre
- Sociology
- World History

Secondary education students majoring in any teaching major, who desire Iowa Teacher Certification with endorsements in K-8 Mild/Moderate Special Education, 5-12 Mild/Moderate Special Education, must complete the Secondary Teacher Education Program and the appropriate concentration, substituting EDUC4300 Secondary Classroom Management for EDUC4200 Elementary Classroom Management.

Combination Program (K-8 and 5-12 grade level)

A secondary education student majoring in Art, Music, or Physical Education may also complete a modified Teacher Education program adding an elementary level endorsement in the same field (e.g., secondary and elementary music).

Combination Requirements and Modifications

Completion of the Secondary Education Program with a major in Art, Music, or P.E. except as modified below:

Elementary methods courses in art, music, or P.E. 3-13 s.h.
 EDUC4450 Combination Student Teaching 14 s.h.

Note: This combination includes 14 s.h. of student teaching credit, 7 s.h. elementary and 7 s.h. secondary.

Elementary Program (K-8 Art, Music, and Physical Education)

Art, Music, or Physical Education majors desiring a K-6 endorsement must complete the Secondary Education Program (5-12 grade-level requirements), substituting an elementary methods course in art, music, or physical education and EDUC4400 for a secondary methods course and EDUC4420.

Courses in Education

EDUC1400 Introduction to Education 3 s.h.

Emphasis is upon social, historical, and philosophical foundations of education; ethics; reflection; and professional development. Students must earn a grade of "C" or higher in this class for admission to the Teacher Education Program and to enroll in junior-level education classes. Prerequisite: At least second semester Freshman standing. Co-requisite: EDUC1410 or equivalent Field Experience.

EDUC1410 Field Experience: Exploration of Teaching 1 s.h.

Includes 22 hours of field experience with a licensed professional educator. Candidates may have course waived by completing equivalent field experience and submitting required documentation. Prerequisite: At least second semester Freshman standing. Co-requisites: EDUC1400. (Graded on a Pass/Fail basis.)

EDUC2000 Individual Study 1-3 s.h.

EDUC2100 Technology Applications in Education 3 s.h.

Focus on effective and appropriate use of technologies commonly used in the field of education, including administrative applications, multimedia applications and hardware, and Personal Digital Assistant. Emphasis on understanding functional aspects, legal issues, and be able to create educational products with each technology. (Goal 8 Catalog 0809+)

EDUC2150 Literacy Instruction for Early Reading and Language Acquisition 3 s.h.

Study the psychological, socio-cultural, and linguistic foundations of reading and writing processes and instruction. Apply knowledge of language development, reading acquisition (birth through third grade), and the variations related to culture and linguistic diversity to provide effective instruction in reading and writing. Acquire knowledge of the unique needs and backgrounds of students with language differences and delays and uses effective strategies for facilitating the learning of standard English by all learners.

EDUC2300 Children's Literature in Elementary Education 3 s.h.

A survey of literature for children. Prepare to use knowledge of children's literature for modeling the reading and writing of varied genres, fiction and nonfiction, technology- and media-based information, and non-print materials; for motivating through the use of texts at multiple levels, representing broad interests, and reflecting varied cultures, linguistic backgrounds, and perspectives; and for matching text complexities to the proficiencies and needs of readers. Includes a brief survey of literature for the adolescent. Does not apply toward literature for general education.

+EDUC2390 Early Childhood Education (Infants/Toddlers) 3 s.h.

Focuses on the development and the implementation of integrated learning experiences that facilitate cognition, communication, social and physical development of typical and atypical infants and toddlers, including developmentally appropriate assessments and adaptations for children at risk or have exceptional needs, within the context of parent-child and care giver-child relationships. Pre- or co-requisite: EDUC2400, PSYC2250. Co-requisite: EDUC3310, EDUC3620.

EDUC2420 Teacher Education Entry Seminar 1 s.h.

Acquire information pertaining to teacher education requirements and candidate responsibilities for the program assessment system. Participate in seminars on issues related to becoming a professional educator. Take the C-BASE examination and complete other testing required for program participation. Enroll the semester after completion of EDUC2400 Introduction to Education. Also required for all transfer students during their first semester or term at Graceland. (Graded on a Pass/Fail basis.)

EDUC2600 Creative Drama and Education (Also THTR2600) 3 s.h.

Study and application of techniques which enable teachers and group leaders to guide others in imagining, enacting, and reflecting upon human experiences through dramatic activity. Fulfills an Iowa State Teacher Certification requirement in Speech Communication/Theatre. Goals 2b, 3, 10 (Goal 10 Catalog 0809+)

EDUC3000 Individual Study 1-3 s.h.

EDUC3100 Human Relations for Educators 3 s.h.

Development of awareness of various societal subgroups, recognizing and dealing with dehumanizing biases, and learning to relate effectively to various groups in order to foster respect for diversity. Emphasis on self-awareness in human relations issues and how this awareness can be translated into positive relationships. Introduction to pedagogical, curricular, and social considerations involved in educating various societal subgroups. Pre- or co-requisite: EDUC2400. Goal 5 (Goal 5 Catalog 0809+)

EDUC3200 Introduction to Mild/Moderate Disabilities K-12 3 s.h.

Understand the general developmental, academic, social, career, and functional characteristics of individuals with mild and moderate disabilities. Examine educational alternatives and related services, including the role of the multidisciplinary team in studying etiologies of disabilities and providing appropriate educational programming. Prerequisites: EDUC2400 and junior standing. Co- or prerequisites: EDUC3580.

EDUC3220 K-8 Methods and Strategies for Mild/Moderate Special Education 4 s.h.

Learn to facilitate instructional methodologies for elementary-level learners with exceptional needs, including learning, behavioral, emotional, mental, and language disabilities in a mild/moderate setting. Prepare to plan individual educational programs and to implement curricula for the development of cognitive, academic, language, and functional life skills. Address remedial methods and techniques, including alternative methods for teaching skills and strategies, as well as appropriate assistive technology. One semester hour of this course is a supervised field experience. Prerequisites: EDUC2400, EDUC3200, EDUC3580 and junior standing.

EDUC3230 5-12 Methods and Strategies for Mild/Moderate Special Education 4 s.h.

Learn to facilitate instructional methodologies for secondary-level learners with exceptional needs, including learning, behavior, emotional, mental, and language disabilities in a mild/moderate setting. Prepare to plan individual educational programs and to implement curricula for the development of cognitive, academic, language, and functional life skills. Address remedial methods and techniques, including alternative methods for teaching skills and strategies, as well as appropriate assistive technology. One semester hour of this course is a supervised field experience. Prerequisites: EDUC2400, EDUC3200, EDUC3580 and junior standing.

EDUC3260 Transition Programming 2 s.h.

An introduction to organizing and implementing career-vocational programs for secondary students with mild disabilities. Prerequisites: EDUC2400, EDUC3580 and junior standing.

EDUC3280 Middle School Practicum 2 s.h.

A three week practicum in a middle school classroom. Prerequisites: EDUC2400, EDUC3560 and admission to the Teacher Education Program. (Graded on a Pass/Fail basis.) Goal 5

EDUC3290 Early Childhood Practicum 2-5 s.h.

A pre-student teaching practicum of at least 100 clock hours, normally offered during winter term. Work with three age levels: (1) infant and toddler, (2) preprimary, and (3) primary students in two different settings such as rural and urban, and encompassing differing socioeconomic status, ability levels, cultural and linguistic diversity and program types and sponsorship. Prerequisites: EDUC2390, EDUC2400, EDUC3200, EDUC3310 and admission to the Teacher Education Program. (Graded on a Pass/Fail basis.)

EDUC3300 Foundations of Reading Instruction 3 s.h.

Study a range of research pertaining to reading, writing, and learning, including scientifically-based reading research, and knowledge of histories of reading. Examine major components of reading. Use a variety of assessment strategies to identify reading proficiencies and needs for planning and instruction and communicating results of assessments. Match text complexities to the proficiencies and needs of readers. Use knowledge of a range of research-based strategies and instructional technology for designing and delivering effective instruction across the curriculum, for grouping students, and for selecting materials appropriate for learners at various stages of reading and writing development and from varied cultural and linguistic backgrounds. Prerequisite EDUC2400 and EDUC2410.

+EDUC3310 Early Childhood Education (Pre-primary/Kindergarten) 3 s.h.

Focuses on the development and the implementation of integrated learning experiences for typical and atypical preprimary and kindergarten children with focus on multicultural and nonsexist content that includes, aesthetic, physical, cognitive, social and emotional development and developmentally appropriate adaptations for children at risk or have exceptional needs. Pre- or Co-requisites: EDUC2400, PSYC2250, Junior standing. Co-requisite: EDUC2390, EDUC3620.

EDUC3330 K-6 Reading Practicum 1-3 s.h.

A three-week practicum offered during winter term in elementary school literacy programs for struggling students. Work with a licensed professional who observes, evaluates, and provides feedback on knowledge, dispositions, and performance of the teaching of reading and writing. Effectively use reading and writing strategies, materials, and assessments based upon appropriate reading and writing research and work with colleagues and families in the support of reading and writing development. Prerequisites: EDUC2400, EDUC2410, EDUC3390, and admission to the Teacher Education Program. (Graded on a Pass/Fail basis.) Goal 5

EDUC3340 7-12 Reading Practicum 3-6 s.h.

A three-week practicum offered during winter term in middle or high school literacy programs for struggling students. Work with a licensed professional who observes, evaluates, and provides feedback on knowledge, dispositions, and performance of the teaching of reading and writing. Effectively use reading and writing strategies, materials, and assessments based upon appropriate reading and writing research and work with colleagues and families in the support of reading and writing development. Prerequisites: EDUC2400, EDUC2410, EDUC3390, and admission to the Teacher Education Program. (Graded on a Pass/Fail basis.) Goal 5

EDUC3350 Behavior Management for Mild/Moderate Disabilities 3 s.h.

Preparation in behavior management theories, methods, and techniques for K-12 students with mild/moderate learning, behavior, emotional, mental, and language disabilities. Address use of diagnostic instruments and non-aversive techniques for controlling targeted behaviors and attention deficits. Prepare to design, implement, and evaluate instructional programs that enhance an individual's social participation in family, school, and community activities.

+ EDUC3360 Outdoor Education (Also RECR3360) 3 s.h.

The organization, administration, and program activities of outdoor education in the school curriculum and other community agencies.

EDUC3390 Analysis and Correction of Reading Disabilities 3 s.h.

Use knowledge of assessment instruments, procedures, and practices for the identification of students' reading proficiencies and needs, for planning and revising instruction for all students as well as those with reading difficulties. Examine policies and procedures related to special programs, including Title I. Use knowledge of a range of research-based strategies and instructional technology for designing and delivering effective instruction and for selecting materials appropriate for learners at various stages of reading and writing development and from varied cultural and linguistic backgrounds. Prerequisites: EDUC2400, EDUC2410, EDUC3300.

EDUC3400 Elementary Reading in the Content Areas 3 s.h.

Examine text structure and the dimensions of content area vocabulary and comprehension (e.g. literal, interpretive, critical, and evaluative). Focus on content area instruction in reading and writing that effectively uses a variety of research-based strategies and practices. Integrate curricular standards with student interests, motivation, and background knowledge. Prerequisites: EDUC2400, EDUC2410, EDUC3300.

+ EDUC3410 Introduction to Mental Disabilities 3 s.h.

A study of mental disabilities including definitions, classification systems, causes, and characteristics. Attention will also focus on the retarded in school and community. Prerequisites: EDUC2400, EDUC3580. Goal 2d (Goal 2C Catalog 0809+)

EDUC3450 K-6 Mild/Moderate Special Education Practicum 2 s.h.

A three-week practicum in Mild/Moderate Special Education Programs in elementary schools. Prerequisites: EDUC2400, EDUC3200, EDUC3220, and admission to the Teacher Education Program. (Graded on a Pass/Fail basis.) Goal 5

EDUC3470 Collaborative Consultation 3 s.h.

A study of methods and strategies for working with parents, support services personnel, regular classroom teachers, paraprofessionals, and other individuals involved in the education program. Prerequisite: EDUC2400, EDUC3580 or EDUC3200.

EDUC3480 Language Arts, Reading, and Social Studies Methods 3 s.h.

An introduction to curriculum and strategies for instructing language arts, reading, and social studies in the elementary school, including practice teaching in a laboratory environment. Use knowledge of reading-writing-speaking connections, the writing process, the stages of spelling development writing genres and the connections between oral and written language development to effectively teach writing as communication. Enroll during the

semester prior to enrollment in student teaching. Prerequisite: EDUC2400, EDUC2410, and junior standing. Co-requisite: EDUC3510, EDUC3540. Goal 4c1, 10

EDUC3510 Methods of Elementary Science and Art 3 s.h.

An introduction to curriculum and strategies for instructing science and the arts in the elementary school. Prerequisite: EDUC2400, junior standing. Enroll during the semester prior to enrollment in student teaching. Corequisite: EDUC3480. Goal 4c1, 10

EDUC3520 General Secondary Methods and Content Reading 3 s.h.

Study of theory and research related to content area reading in the secondary school. Apply techniques for evaluating textbooks, assessing achievement, improving comprehension and critical thinking, enhancing study skills, and developing vocabulary. Prerequisite: EDUC2400.

EDUC3530 Methods of Teaching Elementary Math 3 s.h.

An introduction to curriculum and strategies for instructing mathematics in the elementary school. Prerequisites: MATH1310, EDUC2400, and junior standing.

EDUC3540 Methods Lab 1 s.h.

Students apply curriculum planning and instructional strategies for teaching science, social studies, language arts, reading, and the arts. Enroll during the semester prior to enrollment in student teaching. Prerequisite: EDUC2400.

EDUC3550 7–12 Mild/Moderate Special Education Practicum 2 s.h.

A three-week practicum in Mild/Moderate Special Education Programs in secondary schools. Prerequisites: EDUC2400, EDUC3200, EDUC3230, and admission to the Teacher Education Program. (Graded on a Pass/Fail basis.) Goal 5

+EDUC3560 Nature and Needs of the Middle Grades Child 3 s.h.

The nature and needs of the middle grades child (grades 5-8) as they relate to the middle school philosophy and curriculum. An overview of the history of the middle school movement in this country. Prerequisite: EDUC2400.

+EDUC3570 Curriculum for Middle Grades Education 3 s.h.

A study of the curriculum needs for the middle grades student with emphasis upon the unique transitional function of the middle school concept in curricular planning and materials selection. Prerequisite: EDUC2400, EDUC3560.

EDUC3580 Psychology of Exceptional Child and Adult 3 s.h.

Examine the philosophical, historical and legal bases for special education, including the definitions and etiologies of individuals with disabilities and exceptional learning needs. Study gifted individuals and those with exceptional needs from culturally and linguistically diverse backgrounds. Prerequisites: EDUC2400, PSYC1300. Goal 2d, 4ab, 5, 6 (Goal 2C Catalog 0809+)

EDUC3590 Educational Psychology and Measurement 3 s.h.

The relationship between psychology and education with emphasis on the individual as a learner and the psychology of the learning process. A review of teaching models and classroom test construction will be covered. Prerequisite: EDUC2400, PSYC1300. Goal 2d (Goal 2C Catalog 0809+)

EDUC3610 Emotional and Behavior Disorders 3 s.h.

The study of disabling emotional and/or behavior problems in students. Emphasis will be on causes, characteristics, assessment, and educational approaches both in the school and community. Prerequisite: EDUC3580.

+EDUC3620 Administration of Early Childhood Programs 2 s.h.

Examines principles of administration, organization and operation of programs for ages 0-8 and their families, including staff and program development, supervision and evaluation of staff, and continuing improvement of programs and services. Examine legal aspects, historical, philosophical, and social foundations of early childhood education. Prerequisite: EDUC2400, EDUC3580, Junior standing. Co-requisite: EDUC2390, EDUC3310.

EDUC3630 Assessment, Diagnosis, and Evaluation Strategies 3 s.h.

Examine legal provisions, regulations and guidelines regarding unbiased assessment and use of psychometric instruments and instructional assessment measures with disabilities as infants through high school age. Study a variety of instruments, procedures, and practices that range from individual to group and from formal to informal to alternative for the identification of students' reading proficiencies and needs, for planning and revising instruction for all students, and for communicating results of ongoing assessment to all stakeholders. Practice administering, scoring and interpreting diagnostic tests used by schools to individualize program development and management, and identify the relationship between assessment and placement decisions. Prerequisite: EDUC1400, EDUC1410, EDUC3580, and junior standing.

EDUC3710 K-6 Elementary Education Internship 2 s.h.

A required three-week internship for Elementary Education majors. Interns with endorsements in English/Language Arts, Health, Mathematics, Science, Social Studies, and Speech Communication/Theatre have full-day placements in regular elementary classroom programs. Interns with endorsements in Art, Foreign Language, Music and Physical Education have placements in these specialty-area classrooms. Elementary majors may substitute PHED3400. Prerequisites: EDUC2400, endorsement-area methods class, and admission to the Teacher Education Program. (Graded on a Pass/Fail basis.) Goal 5

EDUC3720 7-12 Secondary Education Internship 2 s.h.

A required three-week internship for Secondary Teacher Education Program. Interns have full-day placements in secondary school subject-area programs. Prerequisite: EDUC2400, subject-area methods class, EDUC3520, and admission to the Teacher Education program. (Graded on a Pass/Fail basis.) Goal 5

EDUC3730 Combination K-6 and 7-12 Education Internship 2 s.h.

Candidates with majors in art, music, and physical education complete three weeks of internship in art, music, or physical education. Interns have full-day placement with half of experience at the secondary level and half at the elementary level. Prerequisite: EDUC2400, subject-area methods courses, EDUC3520, admission to the Teacher Education program, and approval for student teaching. (Graded on a Pass/Fail basis.) Goal 5

EDUC3900 Topics in Education 1-3 s.h.

Content may vary and will be announced at time of offering. May be repeated for credit when topics vary. Prerequisite: EDUC2400.

EDUC4000 Individual Study 1-3 s.h.

EDUC4100 Legal, Ethical, and Pedagogical Responsibilities in Education 2 s.h.

A study of professional ethics, school law, educational policy, and professional organizations. As evidence of readiness for student teaching students present a pedagogically sound portfolio which has been developed to

meet the outcomes specified in the Graceland Teacher Education Program Model. Enroll during the professional semester. Prerequisites: EDUC2400, admission to the Graceland Teacher Education Program, Junior Internship and/or Practicum. Goal 5

EDUC4200 Elementary Classroom Management 3 s.h.

Designed for the Elementary major in preparation for student teaching. Review several theoretical models for managing groups of students and develop a plan for structuring an appropriate learning environment. Understand strategies that motivate students and techniques to monitor student engagement in active learning. Analyze and discuss the application of concepts and techniques. Credit cannot be received for this course and EDUC4300.

Prerequisites: EDUC2400, application to the Teacher Education Program. Enroll during the semester that precedes student teaching. Goal 6

EDUC4300 Secondary Classroom Management 3 s.h.

Designed for the Secondary major in preparation for student teaching. Review several theoretical models for managing groups of students and develop a plan for structuring appropriate learning environment. Understand strategies which motivate students and techniques to monitor student engagement in active learning. Analyze and discuss the application of concepts and techniques. Credit cannot be received for this course and EDUC4200.

Prerequisites: EDUC2400, application to the Teacher Education Program. Enroll during the semester that precedes student teaching. Goal 6

*** EDUC4400 Elementary Student Teaching (K-6) 6-14 s.h.**

Elementary Education Majors complete 14 weeks of elementary student teaching in accordance with the policies in the Teacher Education Handbook. Enroll in conjunction with EDUC4100 and EDUC4700. Prerequisites: Senior standing, admission to the Teacher Education Program, and approval for student teaching. (Graded on a Pass/Fail basis.) Goal 4ab, 6, 8 (Goal 6 Catalog 0809+)

*** EDUC4420 Secondary Student Teaching (7-12) 6-14 s.h.**

Secondary Education Candidates complete 14 weeks of secondary student teaching in accordance with the policies in the Teacher Education Handbook. Enroll in conjunction with EDUC4100 and EDUC4700. Prerequisites: Senior standing, admission to the Teacher Education Program, and approval for student teaching. (Graded on a Pass/Fail basis.) Goal 4ab, 6, 8 (Goal 6 Catalog 0809+)

*** EDUC4440 Early Childhood Student Teaching 6-14 s.h.**

Elementary Education Majors complete 14 weeks of student teaching. Will include a placement with preprimary children and a placement from kindergarten to grade three. Enroll in conjunction with EDUC4100 and EDUC4700. Prerequisites: Senior standing, admission to the Teacher Education Program, and approval for student teaching. (Graded on a Pass/Fail basis.) Goal 4ab, 6, 8 (Goal 6 Catalog 0809+)

EDUC4450 Combination K-6 and 7-12 Student Teaching 6-14 s.h.

Candidates with majors in art, music, and physical education complete 14 weeks of student teaching in art, music, or physical education. Half (7 s.h.) of the experience is secondary level and half is elementary level. Enroll in conjunction with EDUC4100 and EDUC4700. Prerequisites: Senior standing, admission to the Teacher Education Program, and approval for student teaching. (Graded on a Pass/Fail basis.) Goal 4ab, 6, 8 (Goal 6 Catalog 0809+)

**** EDUC4460 Elementary and Mild/Moderate Student Teaching 6-14 s.h.**

Elementary Education Majors complete 14 weeks of student teaching. Will include a mild/moderate special education setting and a mainstream elementary classroom. Enroll in conjunction with EDUC4100 and EDUC4700. This course substitutes for EDUC4400. Prerequisites: Senior standing, admission to the Teacher Education Program, and approval for student teaching. (Graded on a Pass/Fail basis.) Goal 4ab, 6, 8 (Goal 6 Catalog 0809+)

***** EDUC4470 Secondary and Mild/Moderate Student Teaching 6-14 s.h.**

Secondary Education Candidates complete 14 weeks of student teaching to include placements in a mild/moderate special education setting and a secondary subject area classroom. Enroll in conjunction with EDUC4100 and EDUC4700. This course substitutes for EDUC4420. Prerequisites: Senior standing, admission to the Teacher Education Program, and approval for student teaching. (Graded on a Pass/Fail basis.) Goal 4ab, 6, 8 (Goal 6 Catalog 0809+)

EDUC4480 Elementary and Secondary Mild/Moderate Student Teaching 6-14 s.h.

Elementary Education Majors complete 14 weeks of student teaching. Will include a placement in a secondary mild/moderate special education setting and a mainstream elementary classroom. Enroll in conjunction with EDUC4100 and EDUC4700. This course substitutes for EDUC4400. Prerequisites: Senior standing, admission to the Teacher Education Program, and approval for student teaching. (Graded on a Pass/Fail basis) Goal 4ab, 6, 8 (Goal 6 Catalog 0809+)

EDUC4500 Problems in Elementary Education 3-5 s.h.

An opportunity for students who have completed student teaching or have practical teaching experiences to discuss and study pertinent problems in elementary education. For Elementary Education majors only. Prerequisite: EDUC2400.

EDUC4600 Teacher Education Methods Seminar 0-1 s.h.

Edit and submit artifacts for methods section of Teacher Education Program Portfolio and for program progression. Align artifacts with program standards, update philosophy of education and continue to design portfolio. Participate in seminars on issues related to becoming a professional educator. Enroll during semester or term prior to student teaching. Prerequisite: Pass grade in EDUC2420 Teacher Education Entry Seminar. Co-requisite: EDUC4200 Elementary Classroom Management or EDUC4300 Secondary Classroom Management. (Graded on a Pass/Fail basis.)

EDUC4700 Capstone Teacher Education Seminar 1 s.h.

Edit and submit artifacts for Teacher Education Program Portfolio and for program completion. Align artifacts with program standards, update philosophy of education and complete portfolio. Co-requisite: EDUC4100 Legal, Ethical, and Pedagogical Responsibilities. Must be admitted to the Teacher Education Program and be enrolled in student teaching. Prerequisites: EDUC2420 Teacher Education Entry Seminar, EDUC4600 Teacher Education Methods Seminar. (Graded on a Pass/Fail basis.)

+ Denotes an alternate year course.

* If a candidate with more than one teaching major completes 12 semester hours of student teaching for one major (or endorsements that require student teaching), an additional six semester hours of student teaching will meet the student teaching requirement for the asterisked second teaching major.

** This is the only student teaching course required for elementary majors completing the K-12 Mild/Moderate Special Education endorsement.

*** This is the only student teaching course required for secondary majors completing the K-12 Mild/Moderate Special Education endorsement.

Education (Graduate)

This field-based Master of Education degree with a concentration in Collaborative Learning and Teaching, Differentiated Instruction, Technology Integration, Quality Schools, Mild/Moderate Special Education is designed to promote the professional development of practicing teachers of all grade levels and in all subject areas. A majority of the program learning occurs in small groups with the goal of teachers working collaboratively to improve their professional performance. Program topics, learning experiences and outcomes are based on the five core propositions of the National Board for Professional Teaching Standards (NBPTS) which are stated as follows:



- Teachers are committed to students and their learning.
- Teachers know the subjects they teach and how to teach those subjects to their students.
- Teachers are responsible for managing and monitoring student learning.
- Teachers think systematically about their practice and learn from experience.
- Teachers are members of learning communities.

Additionally, the Mild/Moderate Special Education program is aligned with the Council of Exceptional Children (CEC) Content Standards.

Program Admission and Participation Requirements

The Master of Education admissions policy is designed to select students who have demonstrated academic competence and teaching ability. Criteria for admission to the program:

1. Completion of a teacher education program with a baccalaureate degree from a regionally accredited college or university, verified on original transcripts sent by the undergraduate institution directly to Graceland University.
2. Indication of academic success: 3.0 overall GPA in a completed undergraduate program.
3. A copy of a current teaching license.
4. Verification of a full-time teaching position as evidenced by letter from school in which teacher is practicing.
5. A minimum of one year full-time teaching experience.
6. Two letters of reference, evaluating personal qualifications and potential for success in graduate studies by qualified educators.
7. A statement and explanation of professional goals.
8. Verification of ongoing access to computer technology, including e-mail and Internet.
9. Applicants who fail to meet one of the preceding minimum requirements may be granted conditional admission status and enroll in courses totaling 12 credit hours of Graceland graduate study approved by their advisor. If the minimum grade for each of those courses is "B," after the successful completion of 12 hours, the student status may be changed to full.

Additional requirement for Mild/Moderate Special Education program:

1. Completion of Psychology of the Exceptional Learner or other introductory special education course of at least two hours; undergraduate level completion will be accepted.

M.Ed. Graduation Requirements

To qualify for graduation, candidates must complete the following:

1. Satisfactorily complete 30 hours in a program sequence through Graceland. To earn a Master of Education degree with a concentration in Mild/Moderate Special Education teachers must complete 36 hours for 7-12 or 33 hours for K-6.
2. Earn a cumulative grade point average of 3.0 or above. Any course in which a grade of "D" or "F" is earned will not be applied toward graduation.
3. Fulfill all financial obligations to Graceland University for tuition and fees.
4. File an application for graduation with the office of the Graceland Registrar at least six months prior to anticipated graduation date.

Select at least one concentration from the following:

Collaborative Learning and Teaching

EDUC5100 Strategies for Collaboration 3 s.h.
 EDUC5310 Core Proposition I 3 s.h.
 EDUC5320 Core Proposition II 3 s.h.
 EDUC5330 Core Proposition III 3 s.h.
 EDUC5340 Core Proposition IV 3 s.h.
 EDUC5350 Core Proposition V 3 s.h.
 Graduate-level Education Electives 6 s.h.
 EDUC6100 Classroom Inquiry and Action Research 3 s.h.
 EDUC6110 Classroom Inquiry and Action Research Practicum 3 s.h.
 EDUC6200 Professional Conference Presentation 0 s.h.

In concurrence with the American Council on Education (ACE), candidates may be awarded up to six credit hours for completing the NBPTS certification process (3 s.h.) and 3 s.h. for obtaining licensure. After documented verification, these hours will be substituted for Graduate-level Education Electives 6 s.h.

Differentiated Instruction

EDUC5130 Introduction to Choice Theory: Teaching Students Responsible Behavior 3 s.h.
 EDUC5140 Creating a Professional Portfolio: Program Capstone Project 3 s.h.
 EDUC5150 Motivation and Learning: Co-Operation and the Quality Classroom 3 s.h.
 EDUC5270 Classroom Management: Dealing with Discipline Problems 3 s.h.
 EDUC5300 Gaining Parental Support: Building Home-School Relationships 3 s.h.
 EDUC5500 Making Learning Meaningful: Every Student Can Succeed 3 s.h.
 EDUC5660 Introduction to Differentiation: Applying Learner-Centered Instruction 3 s.h.
 EDUC5670 Differentiated Instructional Strategies: Meeting the Diverse Needs of Learners 3 s.h.
 EDUC5680 Differentiated Assessment Strategies: Identifying Learners' Strengths and Needs 3 s.h.
 EDUC5690 Teaching in the Inclusive Classroom: Instructional Strategies for All Students 3 s.h.

Differentiated Instruction Certificate Option

Students desiring a certificate in Differentiated Instruction must complete 15 semester hours of coursework as prescribed below:

EDUC5660 Introduction to Differentiation: Applying Learner-Centered Instruction 3 s.h.
 EDUC5670 Differentiated Instructional Strategies: Meeting the Diverse Needs of Learners 3 s.h.
 EDUC5680 Differentiated Assessment Strategies: Identifying Learners' Strengths and Needs 3 s.h.
 EDUC5690 Teaching in the Inclusive Classroom: Instructional Strategies for All Students 3 s.h.
 EDUC5700 Differentiation and Literacy 3 s.h.

Quality Schools

EDUC5260 Responsibility, Respect, and Relationships: Creating Emotionally Safe Classrooms 3 s.h.
 EDUC5270 Classroom Management: Dealing with Discipline Problems 3 s.h.
 EDUC5280 Teaching in the 21st Century: New Solutions to New Problems 3 s.h.
 EDUC5300 Gaining Parental Support: Building Home-School Relationships 3 s.h.
 EDUC5130 Introduction to Choice Theory: Teaching Students Responsible Behavior 3 s.h.
 EDUC5140 Creating a Professional Portfolio: A Portfolio Project for Teaching Students Responsible Behavior 3 s.h.
 EDUC5150 Motivation and Learning: Co-Operation and the Quality Classroom 3 s.h.
 EDUC5160 Enhancing Instruction: Teaching in the Quality Classroom 3 s.h.
 EDUC5170 Teaching, Learning and Assessment: Improving Student Achievement 3 s.h.
 EDUC5500 Making Learning Meaningful: Every Student Can Succeed 3 s.h.

Two (3 s.h.) Glasser video seminars offered by Quality Educational Products (QEP) may be transferred to this degree.

Mild/Moderate Special Education (K-12 Educators)

EDUC5400 Special Education Strategies for Collaboration 3 s.h.
 EDUC5410 Special Education Teachers are Committed to Students and Their Learning: A Collaborative Study of the Mild/Moderate Disabilities 3 s.h.
 EDUC5421 Special Education Teachers Know Their Subjects and How to Teach Them: A Collaboration of Teaching Methods in a K-8/Mild/Moderate Program 3 s.h. **or**
 EDUC5422 Special Education Teachers Know Their Subjects and How to Teach Them: A Collaboration of Teaching Methods in a 5-12/Mild/Moderate Program 3 s.h.
 EDUC5430 Special Education Teachers are Responsible for Managing and Monitoring Student Learning: Strategies and Collaboration in Classroom Management 3 s.h.
 EDUC5440 Special Education Teachers Think Systematically About Their Practice 3 s.h.
 EDUC5450 Special Education Teachers are Members of Learning Communities: Collaborative Partnerships in the Mild/Moderate Program 3 s.h.
 EDUC5460 Educational Assessment 3 s.h.
 EDUC5470 Remedial Math Methods 3 s.h.
 EDUC5480 Transitional Planning 3 s.h. (For 5-12 only.)
 EDUC5710 Special Education Practicum K-8 Mild/Moderate 3 s.h. **or**
 EDUC5720 Special Education Practicum 5-12 Mild/Moderate 3 s.h.
 EDUC6100 Classroom Inquiry and Action Research 3 s.h.
 EDUC6110 Classroom Inquiry and Action Research Practicum 3 s.h.
 EDUC6200 Professional Conference Presentation 0 s.h.

Technology Integration

EDUC5101 Technology Integration: Strategies for Collaboration 3 s.h.
 EDUC5311 Technology Integration: Core Proposition I 3 s.h.
 EDUC5321 Technology Integration: Core Proposition II 3 s.h.
 EDUC5331 Technology Integration: Core Proposition III 3 s.h.
 EDUC5341 Technology Integration: Core Proposition IV 3 s.h.
 EDUC5351 Technology Integration: Core Proposition V 3 s.h.
 EDUC6100 Classroom Inquiry and Action Research 3 s.h.
 EDUC6110 Classroom Inquiry and Action Research Practicum 3 s.h.
 EDUC6200 Professional Conference Presentation 0 s.h.
 Graduate Level Electives in Educational Technology 6 s.h.

M.Ed. Degree - Instructional Leadership

This is a field-based Master of Education degree with a concentration in instructional leadership and is designed to promote the professional development of those who instruct in the military and "first responder" communities. A majority of the program learning occurs in small groups with the goal of working collaboratively to improve their professional performance. Program topics and learning experiences are based on the philosophy of the core propositions of the National Board for Professional Teaching Standards (NBPTS):

- Teachers are committed to students and their learning.
- Teachers know the subjects they teach and how to teach those subjects to their students.
- Teachers are responsible for managing and monitoring student learning.
- Teachers think systematically about their practice and learn from experience.
- Teachers are members of learning communities.

Program Admission and Participation Requirements

Criteria for admission to the Instructional Leadership emphasis:

1. A baccalaureate degree from a regionally accredited college or university, verified on original transcripts sent by the undergraduate institution directly to Graceland.
2. Indication of academic success: 3.0 overall GPA in a completed undergraduate program.
3. Two letters of reference from professional acquaintances addressing personal qualifications and potential for success in graduate education.
4. Verification of ongoing access to computer technology, including e-mail and Internet.
5. Applicants who fail to meet one of the preceding minimum requirements could be granted conditional admission status and enroll in courses totaling 12 credit hours of Graceland graduate study approved by their adviser. If the minimum grade of each of those courses is "B," after the successful completion of 12 hours, the student status may be changed to full.

Graduation Requirements

To qualify for graduation, candidates must complete the following:

1. Satisfactorily complete 30 hours in a program sequence through Graceland to earn a Master of Education degree. **OR** Satisfactorily complete at least 24 hours in a program sequence through Graceland to earn a Master of Education degree and be granted up to 6 hours of transfer credits from previously earned graduate work.
2. Earn a cumulative grade point average of 3.0 or above. Any course in which a grade of "D" or "F" is earned will not be applied toward graduation.
3. Fulfill all financial obligations to Graceland University for tuition and fees.
4. File an application for graduation with the office of the Graceland Registrar at least six months prior to anticipated graduation date.

Required Coursework - Instructional Leadership

EDUC5370 Teaching and Learning in the Context of Change, Leadership and Politics 3 s.h.

EDUC5510 Instructional Leadership Seminar I 3 s.h.

EDUC5520 Instructional Leadership Seminar II 3 s.h.

EDUC5530 Instructional Leadership Seminar III 3 s.h.

EDUC5540 Instructional Leadership Seminar IV 3 s.h.

EDUC5550 Instructional Leadership Seminar V 3 s.h.

EDUC5560 Action Research in Practice 3 s.h.

EDUC5570 Action Research Practicum 3 s.h.

Select two of the following electives to meet the 30 hour requirement:

EDUC5580 History of Physical Training 3 s.h.

EDUC5590 Seminar in Modern Physical Readiness Training Models 3 s.h.

EDUC5360 Teaching and Learning in the Brain-Compatible Classroom 3 s.h.

Courses in Education (Graduate)

EDUC5100 Strategies for Collaboration 3 s.h.

This class lays a foundation for the degree program. Participants discover how to take ownership for their own learning through shared readings and reflections in a social learning context. Participants begin to clarify procedures for doing systematic inquiry and reflection in future learning. Through self assessment, a personal professional development plan is constructed.

EDUC5101 Technology Integration: Strategies for Collaboration 3 s.h.

Lays a foundation for the degree program. Teachers inventory technology available through their school district, and reflect on previous use of this technology to positively impact student learning. Through self assessment, a personal development plan is constructed.

EDUC5110 Differentiating Instruction through Technology 3 s.h.

Use of various hardware and software in designing instruction for diverse learners.

EDUC5120 Best Practice with Technology 3 s.h.

Analysis of the National Board for Professional Teaching Standards propositions for application to technology integration in the classroom.

EDUC5130 Introduction to Choice Theory: Teaching Students Responsible Behavior 3 s.h.

Designed to give teachers the theory and skills to teach students how to take responsibility for their own behavior in school. Based on the work of Dr. William Glasser, this course leads participants through a series of learning activities designed to instruct them how to teach their students the concepts of Control Theory and to plan and implement a program of Responsibility Training in their classrooms.

EDUC5140 Creating a Professional Portfolio: Program Capstone Project 3 s.h.

Designed to provide participants an opportunity to reflect on their learning and professional growth with the construction of a culminating professional portfolio. The portfolio process will document and deepen students' knowledge of reflective practice and heighten their understanding of the competencies they have gained as a result of their participation in the master's program. In the process of creating their portfolios, participants will learn how to effectively describe, analyze, and reflect upon their experience in applying new knowledge in their teaching situations. The resulting professional portfolio will serve as a showcase for accomplishments in the M.Ed. program of studies.

EDUC5150 Motivation and Learning: Co-Operation and the Quality Classroom 3 s.h.

Designed to give teachers the theory and skills to create lesson plans that meet the basic psychological needs of students and gain their cooperation in the learning process. Based on the works of Drs. William Glasser, David Johnson and Roger Johnson, this course leads participants through a series of learning activities designed to instruct them in the concepts of Control Theory and Cooperative Learning and how these concepts can be combined in a program of instruction and behavior management.

EDUC5160 Enhancing Instruction: Teaching in the Quality Classroom 3 s.h.

Designed to give teachers the theory and skills to create lesson plans that meet the basic psychological needs of students, gain their cooperation in the learning process, and promote quality work. Based on the work of Dr. William Glasser, this course leads participants through a series of learning activities designed to instruct them in the concepts of Control Theory and Quality Schools and how these concepts can be combined in a program of instruction and behavior management that results in quality student work.

EDUC5170 Teaching, Learning and Assessment: Improving Student Achievement 3 s.h.

Designed to provide school professionals with the psychological knowledge base related to learning, motivation, and individual differences that contribute directly to improvements in the quality of student achievement and to provide guidance for the design of educational systems that would best support individual student learning and achievement.

EDUC5180 The Teaching Portfolio: The Capstone Experience 0 s.h.

The portfolio gives the teacher an opportunity to sample and present actual classroom practice over time. The portfolio is designed to assess a teacher's performance in a wide range of classroom settings including: samples of students' work; videotapes of classroom practice; and documentation of accomplishments outside the classroom.

EDUC5260 Responsibility, Respect, and Relationships: Creating Emotionally Safe Classrooms 3 s.h.

Providing teachers the knowledge and skills to deal with students' apprehensions and fears and at the same time create an emotionally safe classroom atmosphere that promotes learning. Topics covered include teaching to various learning styles and preferences, setting attainable goals for improving student achievement, and helping students in crisis situations.

EDUC5270 Classroom Management: Dealing with Discipline Problems 3 s.h.

Provide teachers the knowledge and skills to apply previously learned choice theory concepts to commonly occurring classroom discipline problems. As a course outcome, participants will develop a personalized plan designed not only to solve discipline problems but also to help students take responsibility for their own behavior.

EDUC5280 Teaching in the 21st Century: New Solutions to New Problems 3 s.h.

Designed to prepare teachers to deal positively with 21st century educational issues and concerns. Issues addressed include: vital connection between student-teacher relations and academic achievement; teaching strategies that take advantage of multiple-intelligences theory; approaches to character education; and strategies to deal with increased student hyperactivity.

EDUC5300 Gaining Parental Support: Building Home-School Relationships 3 s.h.

Teachers acquire the theory and skills to improve communication with parents, hold more effective parent conferences, and implement strategies that build a collaborative partnership between school and home. The course provides theoretical foundations and implementation designs that prepare teachers to work more effectively with parents to improve student achievement.

EDUC5310 Core Proposition I 3 s.h.

Teachers demonstrate commitment to students and their learning. Topics include: students' prior knowledge, learning styles, skills and readiness when selecting materials, and creating learning experiences.

EDUC5311 Technology Integration: Core Proposition I 3 s.h.

Teachers demonstrate commitment to students and their learning. They create learning experiences in technology-enhanced environments to positively impact student learning.

EDUC5320 Core Proposition II 3 s.h.

Teachers expand the knowledge base for the subjects they teach and critique how to teach those subjects to students. They develop appreciation for how knowledge in their subject is created, organized, and linked to other disciplines.

EDUC5321 Technology Integration: Core Proposition II 3 s.h.

Teachers expand the knowledge base for the subjects they teach and critique how to teach those subjects to students. Teachers explore the technology utilized in their particular content area. They develop appreciation for how knowledge in their subject is created, organized, and linked to other disciplines.

EDUC5330 Core Proposition III 3 s.h.

Teachers develop professional skills for managing and monitoring student learning.

EDUC5331 Technology Integration: Core Proposition III 3 s.h.

Teachers develop professional skills utilizing available technology to assist in managing and monitoring student learning.

EDUC5340 Core Proposition IV 3 s.h.

Teachers think systematically about their practice and learn from experience. Use reflective practice to engage in action research.

EDUC5341 Technology Integration: Core Proposition IV 3 s.h.

Teachers think systematically about their practice and learn from experience. They utilize available technology to analyze and interpret data. Teachers use reflective practice to engage in action research.

EDUC5350 Core Proposition V 3 s.h.

Teachers develop skills to be members of learning communities. Contributions are made to school effectiveness by collaborating and establishing positive interpersonal relationships with other professionals.

EDUC5351 Technology Integration: Core Proposition V 3 s.h.

Teachers develop skills to be members of learning communities. They contribute to school effectiveness by utilizing technology to assist in collaborating and establishing positive interpersonal relationships with other professionals.

EDUC5360 Teaching and Learning in the Brain-Compatible Classroom 3 s.h.

Group investigations and individual research of the human brain, and the acquisition of brain literacy. Explorations include: The role of emotion in learning, how memory works, brain physiology, meaning making, learning environments, optimal learning times and implications for curriculum, assessment, and school organization will be explored.

EDUC5370 Teaching and Learning in the Context of Change, Leadership and Politics 3 s.h.

Explore the theoretical and practical perspectives of educational change by investigating the current educational reform climate. Teachers will reflect on the kinds of leadership necessary to effect change, and will explore the challenges of building and maintaining grassroots commitment. Projects will consider teachers' and schools' negotiation of the change process, and perceptions of the consequences for student learning.

EDUC5400 Special Education Strategies for Collaboration 3 s.h.

This class lays a foundation for the Master of Education in Mild/Moderate Special Education. Candidates discover how to take ownership for their own learning through shared reading and reflections in a social learning context. Candidates begin to clarify procedures for doing systematic inquiry and reflection in future learning.

EDUC5410 Special Education Teachers are Committed to Students and Their Learning: A Collaborative Study of the Mild/Moderate Disabilities 3 s.h.

Through collaborative study groups, candidates will explore etiologies of mild and moderate disabilities. Prospective candidates will engage in inquiry of current trends in educational programming, educational alternatives and related services and will correlate these findings as they relate to appropriate multi disciplinary team planning. Candidates will also examine general developmental, academic, social-emotional, psychological, career and functional characteristics and explore their relatedness to individual instructional planning. Candidates will also engage in review of definition, historical, philosophical, and legal issues of individuals with disabilities that include students from culturally and linguistically diverse backgrounds.

EDUC5421 Special Education Teachers Know Their Subjects and How to Teach Them: A Collaboration of Teaching Methods in a K-8/Mild/Moderate Program 3 s.h.

This course is designed to provide the classroom teacher with numerous curricular and instructional methodologies that will help to facilitate knowledge in the mildly and moderately disabled child and promote the development of cognitive, academic, social, language and functional life skills. The candidates will engage in creating a learning environment that is appropriate for students with disabilities. They will also demonstrate how to plan and convey varying subject material to students with individual learning needs. The candidates in this course will show evidence of multiple paths of knowledge to include remedial methods, instructional techniques, appropriate use of assistive technology as it relates to individual learning levels through their lesson plan development and implementation.

EDUC5422 Special Education Teachers Know Their Subjects and How to Teach Them: A Collaboration of Teaching Methods in a 5-12/Mild/Moderate Program 3 s.h.

This course is designed to provide the classroom teacher with numerous curricular and instructional methodologies that will help to facilitate knowledge in the mildly and moderately disabled child and promote the development of cognitive, academic, social, language and functional life skills. The candidates will engage in creating a learning environment that is appropriate for students with disabilities. They will also demonstrate how to plan and convey varying subject material to students with individual learning needs. The candidates in this course will show evidence of multiple paths of knowledge to include remedial methods, instructional techniques, appropriate use of assistive technology as it relates to individual learning levels through their lesson plan development and implementation.

EDUC5430 Special Education Teachers are Responsible for Managing and Monitoring Student Learning: Strategies and Collaboration in Classroom Management 3 s.h.

Classroom management theories, methods, and techniques for individuals with exceptional learning needs will be explored in this course. Candidates will design, implement, and evaluate instructional programs, which motivate students to monitor their engagement in active social learning in family, school, and community activities. The candidates will be able to provide evidence of their plan through descriptions and examples of completed instruction, related assessments and a reflection on these examples.

EDUC5440 Special Education Teachers Think Systematically About Their Practice 3 s.h.

Candidates discover ways to support and enhance their growth as educators through reflection, renewal and reform.

EDUC5450 Special Education Teachers are Members of Learning Communities: Collaborative Partnerships in the Mild/Moderate Program 3 s.h.

Candidates research collaborative strategies and explore authentic problems within the learning community. Effective communication strategies and a plan are developed, which includes parents, community, community support services, and other professionals. This effective plan will be designed to address a collaborative partnership, knowledge of the consultative role of the special education teacher, and the integration of students with disabilities into the general setting.

EDUC5460 Educational Assessment 3 s.h.

This course will provide candidates with opportunities to administer, score, and interpret diagnostic tests used in the development of instructional planning. Identification of student strengths and needs will be assessed through multiple methods of assessment. Candidates will plan and implement both individual and group instruction with objectives based on assessment outcome. Candidates will explore legal provisions, regulations and guidelines as they apply to both formal and informal testing. Terminology and knowledge of specialized strategy exploration will also be included as it relates to various disabilities.

EDUC5470 Remedial Math Methods 3 s.h.

The candidate will research and implement best practices in the remediation of math instruction for individuals with disabilities. Strategies will include age-appropriate and ability level instruction to include appropriate use of technology. Candidates using multiple methods will plan both individual and group instruction that monitors student progress through assessment and shows student engagement.

EDUC5480 Transitional Planning 3 s.h. (For 5-12 only.)

Collaborative groups will explore and implement career and vocational program planning for secondary students with mild/moderate disabilities. Effective planning will include the student, community services, networks and organizations, and other community resources such as parents and various professionals, that will lead to increased student learning with career goals and objectives to support their transition to post-school settings.

EDUC5500 Making Learning Meaningful: Every Student Can Succeed 3 s.h.

Teachers focus on the practical application of Dr. William Glasser's theories regarding competency-based education, authentic assessment, and real-world teaching strategies that help to ensure the success of every student. Teachers develop and apply instructional strategies that foster student self-management, cooperative learning, problem solving and the production of quality school work.

EDUC5510 Instructional Leadership Seminar I 3 s.h.

Instructors demonstrate commitment to students and their learning. Topics include: students' prior knowledge, learning styles, skills and readiness when selecting materials, and creating learning experiences.

EDUC5520 Instructional Leadership Seminar II 3 s.h.

Instructors expand the knowledge base for the subjects they teach and critique how to teach those subjects to students. They develop appreciation for how knowledge in their subject is created, organized, and linked to other disciplines.

EDUC5530 Instructional Leadership Seminar III 3 s.h.

Instructors develop professional skills for managing and monitoring student learning.

EDUC5540 Instructional Leadership Seminar IV 3 s.h.

Instructors think systematically about their practice and learn from experience. Use reflective practice to engage in action research.

EDUC5550 Instructional Leadership Seminar V 3 s.h.

Instructors develop skills to be members of learning communities. Contributions are made to classroom effectiveness by collaborating and establishing positive interpersonal relationships with other professionals.

EDUC5560 Action Research in Practice 3 s.h.

Participants begin to clarify and explore lines of inquiry based upon concerns about what is going on in their own classrooms. Action research methods are studied. Inquiry goals and strategies are developed for implementation of action research.

EDUC5570 Action Research Practicum 3 s.h.

Students engage in an inquiry process related to their own teaching practice. They implement an action research plan, gathering data and reflecting upon their process in an ongoing way.

EDUC5580 History of Physical Training 3 s.h.

Historical background of Western physical training from Greek to modern times. Both civilian and military events, personalities and cultural trends that shaped physical training models will be studied.

EDUC5590 Seminar in Modern Physical Readiness Training Models 3 s.h.

A study of modern physical readiness training methods, materials and motivators. Students will evaluate and propose solutions to immediate issues concerning military and first responder physical readiness training. Areas in which problems may exist include curriculum construction, unit policies, liability, and administrative/leadership.

EDUC5660 Introduction to Differentiation: Applying Learner-Centered Instruction 3 s.h.

Provides an introduction to the philosophy of differentiation. Examines how classrooms can effectively support differentiating instruction and assessment to address the complex challenges of meeting the diverse learning needs of all students. Other issues include fairness and grading, developing study and academic skills, and challenging all students at appropriate levels.

EDUC5670 Differentiated Instructional Strategies: Meeting the Diverse Needs of Learners 3 s.h.

Designed to provide the knowledge and skills to apply differentiated instruction strategies for meeting the needs of an increasingly diverse student population within the context of today's challenging standards-based curriculum. Real-life video demonstrations will illustrate how to adapt curriculum content, processes, and products to match students' readiness, interests, and learning profiles. Other topics include: recognizing and teaching to different kinds of intelligences, understanding and accommodate various learning styles, implementing tiered assignments, utilizing authentic assessment techniques and designing dynamic and engaging lessons and units. Prerequisite: EDUC5660.

EDUC5680 Differentiated Assessment Strategies: Identifying Learners' Strengths and Needs 3 s.h.

Collect information through ongoing assessment that will help plan instruction more effectively. Provide tools, surveys, checklists, and guidelines to accurately assess students' progress and plan for continued success. Learn how to: Identify learning styles and preferences, Use authentic and performance-based assessment, Learn techniques for ongoing, concurrent assessment, Discover the value of teaching students to self-evaluate, Improve student comprehension and retention, Obtain feedback to make your differentiated instruction more effective. Prerequisite: EDUC5670.

EDUC5690 Teaching in the Inclusive Classroom: Instructional Strategies for All Students 3 s.h.

Learn practical strategies to maximize learning for all students, including those with special needs. Learn inclusive teaching techniques first hand with video visits to classrooms where teachers are successfully educating both general and special education students. Activities will teach you how to design and implement curriculum modifications and adaptations based on the strengths and needs of your students. Learn how to: Utilize differentiated instruction to benefit both general and special education students, Select, implement, and evaluate lesson modifications to accommodate the needs of students with physical, emotional, or intellectual disabilities, Offer choices to help students develop self-management skills and apply assessment strategies appropriate to your students individual abilities. Prerequisite: EDUC5680.

EDUC5700 Differentiation and Literacy 3 s.h.

This course provides a research-based overview of differentiated instruction and its application to literacy. Participants will explore instructional strategies designed to address K-12 students' individual strengths, interests and readiness in reading and writing. Assessment approaches that support differentiated instructional practices will be addressed. Prerequisite: EDUC5660.

EDUC5710 Special Education Practicum K-8 Mild/Moderate 3 s.h.

A three-week practicum in a K-8 mild/moderate special education setting. This laboratory experience will allow student teachers to apply, analyze, synthesize, and evaluate theoretical and practical principles of teaching and learning which have been formulated during previous course work and experiences. It will also be a time when practicum candidates formulate other principles of teaching and learning on the basis of their own classroom experiences.

EDUC5720 Special Education Practicum 5-12 Mild/Moderate 3 s.h.

A three-week practicum in a 5-12 mild/moderate special education setting. This laboratory experience will allow student teachers to apply, analyze, synthesize, and evaluate theoretical and practical principles of teaching and learning which have been formulated during previous course work and experiences. It will also be a time when practicum candidates formulate other principles of teaching and learning on the basis of their own classroom experiences.

EDUC5730 Science Education Internship I 3 s.h.

Five week summer internship at the Des Moines' Science Center of Iowa. Participate in orientation sessions and

provide daily supervision of children ages 4 through 14 in a classroom setting. Develop and facilitate age-appropriate, activity based, science curriculum for skills-based learning on a variety of science themes and concepts. Create assessment tools and coordinate field trips and guest speakers.

EDUC5740 Science Education Internship II 3 s.h.

Five week summer internship at the Des Moines' Science Center. Instruct seminar sessions and provide daily supervision of children ages 4 through 14 in a classroom setting. Facilitate instruction of developed age-appropriate, activity-based, science curriculum for skills-based learning on a variety of science themes and concepts. Administer assessment tools, collect, analyze, and report student performance data.

EDUC5900 Topics in Education 1-3 s.h.

Content may vary and will be announced at the time of offering. May be repeated for credit when topics vary.

EDUC6100 Classroom Inquiry and Action Research 3 s.h.

Participants begin to clarify and explore lines of inquiry based upon concerns about what is going on in their own classrooms. Action research methods are studied. Inquiry goals and strategies are developed for implementation of action research.

EDUC6110 Classroom Inquiry and Action Research Practicum 3 s.h.

Students engage in an inquiry process related to their own teaching practice. They implement an action research plan, gathering data and reflecting upon their process in an ongoing way.

EDUC6200 Professional Conference Presentation 0 s.h.

Students present their action research projects, approved by the Graduate Education Committee, at a professional conference. (The Graceland University Master's Degree Program will create an annual conference to assist students with meeting this requirement.)

Courses in Continuing Education (Graduate)

CEED5100 The Battle for America's Children 3 s.h.

This course explores a broad range of social, psychological, technological, and cultural factors that have contributed to increased violence in schools today. The course presents the unique challenges facing students, teachers, and parents today and presents diverse strategies for promoting safer learning environments. Teachers will develop proactive strategies for a safer classroom.

CEED5110 Teaching of Moral Education through Stories of the Holocaust 3 s.h.

This course examines the power of stories in communicating the history of the Jewish Holocaust and the ability of story to help learners of different ages and backgrounds grapple with the lessons of the Holocaust history. The course will examine stories representing diverse genre, including documentary film, fictionalized film, personal memoir, short story, and poetry. Students will identify and develop teaching strategies for teaching the Holocaust.

CEED5120 The Social Lives of Children Today 3 s.h.

This course views the importance of children's social lives, the tendency of children to torment their peers, the redemptive power of friendship, and the personal effect teachers have on the classroom environment. Participants study the importance of secure attachments of first friendships, the necessity of best friends, and the power of group involvement. Participants develop and integrate social and emotional strategies through lesson plans using informal (teachable moments) and formal discussions, journaling and role playing techniques.

CEED5130 Intelligence Reframed 3 s.h.

The need to differentiate instruction is based upon three core principles: no two people see the world the same way, no two people learn exactly the same way, and education works best when there is recognition of the first two principles. The course examines a number of definitions of what it means to be an intelligent person and how to translate that information to specific classroom instructional and management strategies. Through increased awareness of the complexities associated with intelligence and knowing, students will be able to articulate, address and use various learning strategies in the classroom.

CEED5140 Power of Mindful Learning 3 s.h.

This course examines the concept of "mindfulness" as articulated in the research of Dr. Ellen Langer. The course explores the educational implications of mindfulness and the limiting power of "mindlessness." Participants will examine Langer's pervasive myths and will assess the extent to which specific mindsets can undermine the teaching and learning process. Participants develop specific teaching strategies that can help students not only learn, but embrace the value of both thinking and learning.

CEED5150 Boys in Today's Culture 3 s.h.

This course examines the potential impact of contemporary culture on the emotional development of boys. The course will facilitate student exploration of the societal factors that can lead some boys to lives of isolation, shame, and anger. The course also will explore strategies for incorporating into the daily curriculum what boys need to become emotionally whole men.

CEED5160 Emotional Intelligence 3 s.h.

This course explores the nature of emotional intelligence and its related competencies such as adaptability, persuasiveness, initiative, and empathy. Participants look at research related to how the human brain works not only from the cognitive aspect, but also from an affective emotional intelligence perspective. Students explain educational implications and develop teaching strategies to enhance emotional intelligence in children.

CEED5170 Connecting Students with Their World through the Arts 3 s.h.

This course examines new brain research that demonstrates that not only are the arts enjoyable, but that participation in them can and will improve brain development and enhance skills in subjects such as reading and math. Participants will examine the relevant research and apply it to classroom usage as modeled in this hands-on course. The course will assist educators in developing instruction around what students should know and be able to do by the end of each grade level in art, dance, music, and theatre. The course introduces students to area resources such as authors, visual artists, musicians, and actors. Teachers in the course will return to their classrooms with an array of classroom activities that will enhance the curriculum.

CEED5180 The Power of Ideas 3 s.h.

The definition of an educated person has moved from the memorization of facts and simple surface knowledge to effectively solving problems and generating new ideas. The course examines a number of contemporary individuals whose ideas have made major contributions to the lives of many individuals through medicine, education, technology, art, etc. Participants will explore the importance of modeling and nurturing "risk" taking. The course examines specific topical issues such as current economic problems, global warming, medical research, and global collaboration and problem solving.

CEED5190 Teaching of Moral and Ethical Development through Stories of the Civil Rights Period 3 s.h.

The Civil Rights Movement dramatically altered the nation's culturally entrenched footholds and anchors dictating the treatment of minorities. Through stories, participants examine the lives of many people and the events that helped transform the United States from a society of exclusion to one of greater inclusion. Participants will explore how issues brought to the attention of not only America, but the entire world, can and will help young people point their compass in a positive direction in their own moral, emotional, and ethical development.

CEED5200 Five Kinds of Minds for the 21st Century 3 s.h.

Teachers examine and evaluate Howard Gardner's five kinds of minds: the disciplined mind; the synthesizing mind; the creating mind; the respectful mind; and the ethical mind. Strategies to develop each of the five minds in order to prepare teachers and students for the opportunities and challenges they are likely to face in the future will be a focus.

CEED5210 The Power of the Story in the Learning Process 3 s.h.

Focuses on the examination of the ways in which stories create meaning and understanding for learners. Teachers will demonstrate of mind mechanics (including assumptions, expectations, inference, pattern matching, and prior knowledge) to promote long term memory.

CEED5220 The New "Soft" Leadership Skills 3 s.h.

Teacher and student leadership roles are explored through identification and analysis of the social norms, values and practices that currently shape the educational system. Explores how teacher-leaders can more effectively facilitate student learning and help create and promote social change.

CEED5230 Active Brain-Based Learning 3 s.h.

The brain-based teaching research of Eric Jensen and Robert Marzano is explored. Strategies to develop the use of multiple and concrete experiences that contribute to meaningful student learning are developed. Specific field trips in the Kansas City area serve as a resource for the development of integrated units of study and thematic teaching methods for all grade levels.

CEED5300 Mentoring 3 s.h.

Teachers improve teaching practices while focusing on mentoring and coaching skills, reflection, research-based instructional strategies, and communication. Course work will be completed through participation in the Center for Teacher Induction. Mentors will compile a portfolio with philosophy of mentoring and documentation of mentoring activities and reflections.

CEED5800 Classroom Management 3 s.h.

This course focuses on training teachers to organize their classrooms to maximize the amount of time students are actively engaged in learning. The foundation of the course uses classroom management strategies developed by the Wongs and supported by research. The coursework is on their book, *The First Days of School*. Students will go through online instruction, in depth reflection, and will demonstrate mastery of the course material by designing a personal Classroom Management Action Plan (CMAP), which will be easily implemented in their classroom.

English



Dr. Brian White receives the Alumni Association's Excellence in Teaching Award from Alumni Board of Directors President Michael Lewis at 2009 Commencement.

B.A. Degree - English Major

In addition to the general education requirements, majors in English must complete a program of 42 s.h.

All survey courses 12 s.h.

- ENGL2310 English Literature to 1800 3 s.h.
- ENGL2320 English Literature from 1800 to 1919 3 s.h.
- ENGL2330 American Literature to 1900 3 s.h.
- ENGL2340 20th Century English and American Literature 3 s.h.

Upper-division literature electives 6 s.h.

Creative writing 6 s.h. of the following:

- ENGL2410 Creative Writing: Poetry 3 s.h.
- ENGL2420 Creative Writing: Fiction 3 s.h.
- ENGL3540 Screenwriting 3 s.h.

Advanced Composition: in addition to the advanced composition course required by general education, students must take any two of the following: 6 s.h.

- ENGL3200 Advanced Composition: Business and Professional Writing 3 s.h.
- ENGL3210 Advanced Composition: Essay Writing 3 s.h.
- ENGL3220 Advanced Composition: Technical Report Writing 3 s.h.
- ENGL3250 Advanced Composition: Honors 3 s.h.
- ENGL3270 Advanced Composition: Media Writing 3 s.h.
- ENGL3280 Advanced Composition: Newswriting 3 s.h.

ENGL3110 Critical Theory 3 s.h.

ENGL3410 Structure of English 3 s.h.

ENGL3480 Cultural Studies 3 s.h.

ENGL4150 Senior Project 3 s.h.

English Minor

A minor in English requires 18 or more semester hours in English including ENGL3410 or ENGL3480 and two of the following: ENGL2310, ENGL2320, ENGL2330, ENGL2340.

The following courses are **not** acceptable for credit in the minor: ENGL1410, ENGL1440, ENGL1470, ENGL1480, ENGL3200-3280, ENGL3370.

Cinema Studies Minor

A minor in Cinema Studies requires 18 or more semester hours from the following:

ENGL2510 Principles of Cinema Studies 3 s.h.

ENGL3110 Critical Theory **or**

ENGL3480 Cultural Studies 3 s.h.

ENGL3520 American Cinema History 3 s.h.

Other Cinema Studies electives (ENGL2520, ENGL3510, ENGL3520, ENGL3530, ENGL3540, ENGL4490) 9 s.h.

Teacher Certification in English

1. FOR ENGLISH MAJORS WHO WANT A SECONDARY ENDORSEMENT (5-12): In addition to satisfying major requirements, English majors desiring an English/Language Arts secondary endorsement (5-12) in Iowa must complete the [Teacher Education Program](#) (with ENGL3370 Methods of Teaching English as the appropriate methods course).
2. FOR NON-ENGLISH MAJORS WHO WANT A SECONDARY ENGLISH ENDORSEMENT (5-12): Non-English majors desiring a secondary English/ Language Arts endorsement (5-12) in Iowa must complete the [Secondary Education Program](#) (with ENGL3370 Methods of Teaching English as the appropriate methods course), a major in a secondary teaching field and the following courses:

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ENGL1410 Modern Rhetoric **or**
 ENGL1440 English Honors 3 s.h.
 ENGL3200 Advanced Composition: Business and Professional Writing **or**
 ENGL3210 Advanced Composition: Essay Writing **or**
 ENGL3220 Advanced Composition: Technical Report Writing 3 s.h.
 COMM1200 Speech Communication: An Introduction 3 s.h.
 ENGL2310 English Literature to 1800 **or**
 ENGL2320 English Literature from 1800 to 1919 3 s.h.
 ENGL2330 American Literature to 1900 3 s.h.
 ENGL3410 Structure of English 3 s.h.
 Approved English Electives 6 s.h.

Courses in English

ENGL1410 Modern Rhetoric 3 s.h.

Designed to help students improve their writing skills by combining extensive writing practice with a study of the various forms of written discourse (exposition, narration, argumentation, description). Prerequisite for students with Enhanced ACT English score below 15, an SAT English score below 400, or a COMPASS English Placement score below 70: DEVL1250 or two high school English courses, one of which must be or prominently require composition (not creative writing), with a grade of "C" or better in both. (Students whose native language is not English must have the approval of the instructor of English as a Second Language before enrolling in Modern Rhetoric.) Goal 1b, 4c1, 4ab (Goal 1B Catalog 0809+)

ENGL1440 English Honors 3 s.h.

Designed to help exceptional students improve their writing skills and increase their understanding of their linguistic environment by combining extensive writing practice with a study of language, the basic principles of logic, and the various forms of written discourse (exposition, narration, argumentation, description). Admission by selection only. Goal 1b, 4c1, 4ab (Goal 1B Catalog 0809+)

ENGL1500 Introduction to Literature 3 s.h.

Introduction to the major genres of literature: fiction, poetry and drama. Designed for students with little or no background in literature. Recommended as preparation for other literature courses. Goal 2b, 4c1 (Goal 3B or 3C Catalog 0809+)

ENGL2000 Individual Study 1-3 s.h.

ENGL2220 Frankenstein in Text and Film 3 s.h.

Examines the history of the Frankenstein myth by studying several significant film representations as well as Mary Shelley's text. Addresses psychoanalytic, feminist, historicist, and Marxist interpretation of Shelley's important text. (Goal 10 Catalog 0809+)(Goal 2B Catalog 0910+)

ENGL2270 Literature by Women 3 s.h.

This interdisciplinary class offers close, careful readings of a range of literary works by women writers from the English-speaking world. These texts describe their authors' sometimes problematic, sometimes triumphant relationships to culture and society. The material is arranged chronologically from the middle ages to the present in order to suggest a general historical overview of women's experiences in western culture. Also this structure should help readers see that there is an important female literary tradition that, for several centuries, has coexisted with, revised, and influenced male literary models. We will explore both the diversity and commonality of women's experiences, as expressed in issues like culture, race, class, sexual preference, education, geography, and religion. Goal 2b, 3, 10 (Goal 10 Catalog 0809+)(Goal 2B Catalog 0910+)

ENGL2310 English Literature to 1800 3 s.h.

An introduction to major English writers and literary movements from the Old English period through the 18th century with emphasis on Chaucer, Shakespeare and Milton. Goal 2b, 3 (Goal 3B or 3C Catalog 0809+)

ENGL2320 English Literature from 1800 to 1919 3 s.h.

An introduction to major English writers and literary movements from the Romantic Period through the First World War. Goal 2b, 3 (Goal 3B or 3C Catalog 0809+)

ENGL2330 American Literature to 1900 3 s.h.

Survey of American writers beginning with the Colonial period and continuing throughout the 19th century. Goal 2b, 3 (Goal 3B or 3C Catalog 0809+)

ENGL2340 Twentieth-Century English and American Literature 3 s.h.

Survey of the major English and American writers of the 20th century. Emphasis on poetry and fiction. Goal 2b, 3 (Goal 3B or 3C Catalog 0809+)

+ ENGL2410 Creative Writing: Poetry 3 s.h.

Designed to increase students' understanding and appreciation of poetry through extensive poetry writing and class discussion. Emphasis on poetry as a means of self-discovery as well as an art form. Goal 4ab (Goal 3B or 3C Catalog 0809+)

+ ENGL2420 Creative Writing: Fiction 3 s.h.

Designed to increase students' understanding and appreciation of fiction through extensive fiction writing and class discussion. Emphasis on fiction as a means of self-discovery as well as an art form. Goal 4ab (Goal 3B or 3C Catalog 0809+)

+ ENGL2500 Introduction to Mass Media (Also COMM2500) 3 s.h.

introduction to the primary mass media forms — newspapers, books, magazines, radio, television, sound recording, movies, and the Internet — to gain an understanding of the ways they operate. Included are industries based on mass media—journalism, advertising, and public relations—as well as mass media theory, law, and ethics. Emphasis on critical thinking about the mass media. Goal 4ab

ENGL2510 Principles of Cinema Studies 3 s.h.

Study of cinema as an artistic endeavor, form of rhetoric, cultural mirror, and purveyor of ideology. Introduces the fundamentals of the discipline, to include vocabulary, concepts of film production, film reception, film analysis, film interpretation, and film criticism. The stylistic elements of film, as well as the defining role of the director as artist and storyteller, are examined. Exploration of the artistic, commercial, entertainment, and ideological relationships between cinema and American culture, along with practice in the film literacy skills needed to qualitatively assess and communicate cinema's artistic and cultural contributions. Goal 2b, 3. (Goal 3B or 3C Catalog 0809+)

ENGL2520 Film Adaptations of Literature 3 s.h.

A representative sampling of literary adaptations to film. Designed to increase understanding of the relationship between and interdependence among cinema and literature. Goal 2b (Goal 3B or 3C Catalog 0809+)

ENGL2550 The Politics in/of Cinema 3 s.h.

An analysis of films that take politics as their narrative topic. "Politics" will be defined in two ways. The first way examines the various and sometimes conflicting ways films portray politics, politicians, criminals, the law, and government. The second way examines how films question or reinforce stereotypes centering on issues of race, gender, class, and sexuality. Ultimately, the course foregrounds such questions as "how stable is the boundary between politics and art," and "what does it mean to call a work of art political." Goals 2b, 10. (Goal 10 Catalog 0809+)(Goal 2B Catalog 0910+)

ENGL2560 Korea: The Forgotten War 3 s.h.

An interdisciplinary exploration of the Korean War. After establishing the historical context for the conflict, the course examines diverse perspectives on the war. Depictions of the war through memoirs, fiction, poetry, and film are all examined, analyzed, and discussed. The course focuses (1) on the technical elements of fiction, non-fiction, and film that create aesthetic response and meaning, (2) on issues of genre and historical representation, and (3) on the meaning of the Korean War experience for participants, individual writers/filmmakers, and for American society. Goal 2b, 10 (Goal 10 Catalog 0809+)(Goal 2B Catalog 0910+)

ENGL2570 Protest and Propaganda

An investigation of propaganda and social protest films, novels, and art of the 20th century. Analysis of how political or social struggle is fused into a creative, entertaining, or aesthetic product for purposes of affecting social change. Issues pertaining to the use of culture as a political tool will be discussed. Goal 2b, 10 (Goal 10 Catalog 0809+)(Goal 2B Catalog 0910+)

ENGL2900 Topics in English 3 s.h.

Special studies in English designed primarily for the non-English major. Content may vary and will be announced at time of offering. When content changes, course may be repeated for credit.

ENGL3000 Individual Study 1-3 s.h.

+ ENGL3110 Critical Theory 3 s.h.

Advanced study of literary, cultural, and moving image theory, and the application to written and filmic texts. For literature and cinema studies concentration majors. Goal 2b, 4b

ENGL3150 Film, Theatre, and the American Dream 3 s.h.

Explores a fundamental component of American mythology referred to as "The American Dream." Examines some of the ways in which the American Dream has been defined, promulgated, and evaluated in films and plays. Implications of gender, ethnicity, income, geography, and historical period on perceptions of the American Dream also will be investigated. (Goal 3B or 3C Catalog 0809+)

ENGL3200 Advanced Composition: Business and Professional Writing 3 s.h.

Designed to increase the writing skill of upper-division students. Strong emphasis on writing for professional purposes. Techniques of writing for specified audiences. Practice in planning and writing, in self-criticism, and in editing. Prerequisites: ENGL1410 and Junior standing. Goal 1b, 4c1, 4ab (Goal 1C Catalog 0809+)

ENGL3210 Advanced Composition: Essay Writing 3 s.h.

Designed to increase the writing skill of upper-division students. Emphasis on critical thinking, reading and writing and on applying complex principles of style. Prerequisites: ENGL1410 and Junior standing. Goal 1b, 4c1, 4ab (Goal 1C Catalog 0809+)

ENGL3220 Advanced Composition: Technical Report Writing 3 s.h.

Designed to increase the writing skill of upper-division students. Focus on writing that enables readers to act—to meet needs or perform tasks associated with their jobs. Emphasis on technical reports, both formal and informal. Prerequisites: ENGL1410 and Junior standing. Goal 1b, 4c1 (Goal 1C Catalog 0809+)

ENGL3250 Advanced Composition: Honors 3 s.h.

Designed to increase the writing skill of upper-division Honors students. Emphasis on the interconnections of critical thinking, reading, writing and the sustained scholarly research process. Prerequisites: ENGL1410 or ENGL1440 and Junior standing. Admission for Honors students or by instructor consent. Goal 1b, 4c1, 4ab (Goal 1C Catalog 0809+)

ENGL3270 Advanced Composition: Media Writing 3 s.h.

An introduction to writing for broadcast and print media. Emphasis is on writing clear, concise, and concrete prose appropriate to most mass media audiences. Course also includes an introduction to the principles of advertising and public relations writing. Prerequisites: ENGL1410 and junior standing. Goal 1b, 4ab (Goal 1C Catalog 0809+)

ENGL3280 Advanced Composition: Newswriting 3 s.h.

Designed to increase students' knowledge of newswriting and to help them develop skills in writing news stories. Includes study and practice of the principles of clear and forceful newspaper writing. Also includes practice in news gathering, story planning, copy editing and proofreading. Prerequisites: ENGL1410 and junior standing. Goal 1b, 4c1, 4ab (Goal 1C Catalog 0809+)

+ ENGL3370 The Methods of Teaching English 3 s.h.

Presents an overview of the secondary school curriculum in English and methods of teaching English including language, composition, and literature. Special emphasis on a review of teaching grammar and the development of a unit lesson plan. Required of prospective English teachers.

+ ENGL3400 Literary Genre 3 s.h.

Designed to focus on a single genre: prose fiction, poetry, drama, or nonfiction. Topic announced at time of offering. May be repeated for credit when category changes. (Goal 3B or 3C Catalog 0809+)

+ ENGL3410 The Structure of English 3 s.h.

Study of English grammar with special attention to its structure at the word and clause level. Goal 2b, 4c1, 4ab

+ ENGL3440 Major English Author 3 s.h.

An intensive study of the work of a single English author, with attention given to his or her literary, historical, and social milieu. May be repeated for credit when subject changes. Goal 2b, 3 (Goal 3B or 3C Catalog 0809+)

+ ENGL3450 Major American Author 3 s.h.

An intensive study of the work of a single American author, with attention given to his or her literary, historical, and social milieu. May be repeated for credit when subject changes. Goal 2b, 3 (Goal 3B or 3C Catalog 0809+)

+ ENGL3460 Periods in Literary History 3 s.h.

A detailed study of a single literary age. Work will focus on the literature of the period, but attention will also be given to the historical, intellectual, and artistic background. Subjects will vary, chosen from the following: Chaucer and His Contemporaries; Literature of the English Renaissance; Restoration and 18th Century Literature; Romantic and Victorian Literature and Contemporary English Literature; Contemporary American Literature. May be repeated for credit when subject changes. (Goal 3B or 3C Catalog 0809+)

ENGL3480 Cultural Studies 3 s.h.

Explores cultural systems of meaning and attendant issues of power, particularly in terms of class, gender, nation, race, nature, and sexuality. Emphasis on commercial and media culture.

+ ENGL3510 Major Film Genre 3 s.h.

A focused exploration of an individual film genre, with emphasis on the common themes and features, as well as the innovative artistic and technical elements, of films that make up the category. Similarities and differences between literary and film interpretations will receive special attention. The genre's contribution to America's cultural identity, as well as changing gender, racial, and ethnic roles, will be highlighted. Subjects will vary, but may include the following: Western, horror, science fiction, war film, romantic comedy, film noir, musical, international films, Shakespearean film, crime drama, courtroom drama, prison films, independent films, and the documentary. May be repeated for credit when subject changes. Prerequisite: ENGL2510. Goal 2b, 3 (Goal 3B or 3C Catalog 0809+)

ENGL3520 American Cinema History 3 s.h.

A detailed study of the following film eras: Silent and Early Sound Eras, Hollywood's Classical or "Golden Age," and the Post-Classical era. Work will focus on the films of the period, along with production values and methods, but attention will also be given to the historical, intellectual, and artistic background. Recurring themes and innovative technical and artistic approaches will be highlighted. Changing gender, racial, and ethnic roles will be analyzed. Goal 2b (Goal 3B or 3C Catalog 0809+)

+ ENGL3530 Digital Filmmaking 3 s.h.

A hands-on introduction to digital film production and editing. Introduces the technical knowledge need to investigate the creative possibilities of composition, light, motion, color and sound in shooting digital film. Examines the fundamentals of nonlinear editing, including continuity development, logging clips, audio tracks, and transitions. Prerequisites: ENGL2510 or instructor consent. Goal 2b, 3, 8 (Goal 3B or 3C Catalog 0809+)

+ ENGL3540 Screenwriting 3 s.h.

Intensive exploration of and hands-on practice in screenwriting, with emphasis on format, plot, character development, and dialogue. Prerequisite: ENGL2510 or instructor consent. Goal 2b

ENGL3900 Topics in English 1-3 s.h.

Study of selected topics of interest in English, to be announced prior to the semester when the course is offered. May be repeated for credit as topics change.

ENGL4000 Individual Study 1-3 s.h.**ENGL4150 Senior Project 3 s.h.**

Planning, preparing, and presenting a senior project in the student's area of concentration.

ENGL4300 Internship in English 1-3 s.h.

Off-campus practical experience in a communication related professional setting. Offers an opportunity for application of communication skills and knowledge in monitored individual learning setting related to student's academic and career interests. Pass/Fail only. Prerequisite: Permission of instructor. Repeatable to a maximum of six hours.

ENGL4400 Practicum in Information Services (Also COMM4400) 1-3 s.h.

On-campus practical experience in college relations office, admissions office, media center or alumni relations office. Offers an opportunity for study in a monitored individual learning setting. Pass/Fail only. Prerequisite: Permission of instructor and permission of the appropriate college official. Repeatable to a maximum of six hours.

+ ENGL4490 Major Film Director 3 s.h.

An intensive study of the body of work of a single film director, with attention given to his or her artistic, literary, historical, or social milieu. Critical analysis will focus on visual style and narrative structure of some of the director's most famous scenes. Subjects will vary, but may include the following: Griffith, Welles, Riefenstahl, Capra, Hitchcock, Ford, Kubrick, Scorsese, Stone, Coppola, Marshall, and Lee. May be repeated for credit when subject changes. Prerequisite: ENGL2510. Goal 2b, 3 (Goal 3B or 3C Catalog 0809+)

+ Denotes an alternate year course.

English as a Second Language

The Intensive English as a Second Language Program is a coordinated course of study for international students whose TOEFL (or equivalent) test results range between 450 and 499.

It is anticipated that within one to two semesters, a student will achieve a minimum score of 500 or better on the TOEFL and thus be eligible to enter a degree-seeking program.

Upon achieving a score of at least 500 but below 550 on the TOEFL examination, though eligible to begin an undergraduate degree program, a student is expected to enroll in either English as a Second Language I (ENSL1470) or English as a Second Language II (ENSL1480), as determined by in-house testing, for further English study. Both of these courses may be repeated once for credit with permission of the instructor. Upon achieving a score of 550 or more on the TOEFL test, a student is excused from the requirement of taking English as a Second Language.

Courses in English as a Second Language

ENSL0960 Listening and Speaking 3 s.h.

Designed to improve aural/oral language skills with special attention to developing effective listening and note-taking strategies as well as to acquiring skill and confidence in oral response and presentation. May be repeated with permission of instructor. (Graded on a Pass/Fail basis.)

ENSL0970 Grammar 3 s.h.

Focus on developing control over sentence patterns by using rather than describing language. Emphasis on major features of grammar and structure found to be most difficult for ESL students. May be repeated with permission of instructor. (Graded on a Pass/Fail basis.)

ENSL0980 Reading and Vocabulary 3 s.h.

Designed to increase reading comprehension, word attack skills and syntactic awareness. Special attention given to reading across the curriculum. May be repeated with permission of instructor. (Graded on a Pass/ Fail basis.)

ENSL0990 Writing 3 s.h.

Designed to involve students in the kinds of expository writing required in the academic setting. Introduction to MLA research procedures and forms. May be repeated with permission of instructor. (Graded on a Pass/Fail basis.)

ENSL1470 English as a Second Language I 3 s.h.

For the intermediate level student whose native language is not English. Emphasis is on a thorough review of grammar through exercises in listening comprehension, oral fluency, reading, and controlled writing at the sentence and paragraph levels. May be repeated once for credit with permission of the instructor. Does not substitute for ENGL1410. Goal 2b, 7

ENSL1480 English as a Second Language II 3 s.h.

For the advanced student whose native language is not English. To prepare the student for college proficiency in writing. A study of advanced grammar tailored to eliminate persistent ESL problems as applied to various essay patterns. May be repeated once for credit with permission of instructor. Does not substitute for ENGL1410. Goal 2b, 7

General

Courses in General Electives

GNRL1100 Library and Information Studies 3 s.h.

A study of the many kinds of information sources available and how they may be accessed. Emphasis on teaching students to locate needed information using a variety of search and retrieval tools. Designed to better prepare students for academic research and assignments and also improve information literacy in general.

GNRL1900 Topics 1-3 s.h.

Specific courses that may be approved by the division responsible for their implementation, subject to the approval of the Academic Council.

GNRL2200 Applied Communication Skills 2 s.h.

Emphasis on developing skills in the areas of job interviewing, resumé writing, social and business introduction, and telephone etiquette. Practice in constructing and delivering the various kinds of speeches needed in social and business situations. Understanding the basic format and developing self-confidence are major emphasis. For Student Support Services participants only.

GNRL2910 Peer Mentor Practicum 1 s.h.

A practical application of the principles and skills of effective peer mentoring with emphasis on providing the academic support necessary to help Student Support Services participants remain in school and reach graduation. Prerequisite: Instructor's consent.

GNRL3710 Leadership Practicum 0-3 s.h.

The practicum provides students with an opportunity to link theory and practice in the study of leadership. On-campus practical experience in student leadership positions, (e.g. house presidents, GSG offices, and etc.) Offers an opportunity for study in a monitored individual learning setting. Repeatable to a maximum of six hours. (Graded on Pass/Fail basis.) Prerequisite: Instructor's consent and permission of the appropriate university official. Goal 6 (Goal 6 Catalog 0809+)

GNRL3900 Topics 1-3 s.h.

Specific courses that may be approved by the division responsible for their implementation, subject to the approval of the Academic Council.

Geography

Courses in Geography

GEOG2000 Individual Study 1-3 s.h.

GEOG3000 Individual Study 1-3 s.h.

GEOG3280 Economic Development (also ECON3280) 3 s.h.

A survey of various analytic approaches to the problem of economic development in Asia, Africa, and Latin America, and an examination of their significant policy problems. (Goal 2C Catalog 0809+)

+ GEOG3330 Geography of Contemporary Affairs (Also POLS3330) 3 s.h.

Introduction to contemporary spatially limited and global concerns by a study of current political, economic, and social issues leading to a more critical analysis of news and an awareness of the responsibilities of national and international citizenship. Goal 2c, 7

GEOG3900 Advanced Topics in Geography 3 s.h.

An in-depth study of topics from various areas of geography. Course topics to be announced prior to each semester they are offered. May be repeated for credit.

GEOG4000 Individual Study 1-3 s.h. +Denotes an alternate year course.

+ Denotes an alternate year course.

Health

B.A. Degree — Health Major

In addition to the general education requirements, majors in Health must complete 42 semester hours as prescribed below:

BIOL1400 Fundamentals of Biological Science 3 s.h.
 BIOL2300 Anatomy and Physiology I 3 s.h.
 BIOL2360 Fundamentals of Microbiology 4 s.h.
 BIOL2560 Nutrition 3 s.h.
 HLTH1200 Principles of Healthful Living 2 s.h.
 HLTH2100 First Aid **or**
 HLTH2110 First Aid for Professional Rescuer 1 s.h.
 HLTH2200 Contemporary Issues in Health 2 s.h.
 HLTH3200 Community Health 3 s.h.
 HLTH3300 Theory and Practice of Safety 2 s.h.
 HLTH3900 Advanced Topics in Health 3 s.h.
 *HLTH4700 Internship in Health 6 s.h.
 HMSC4900 Research I 2 s.h.
 HMSC4910 Research II 1 s.h.
 PHED0490 Stress Management and Relaxation 1 s.h.
 PSYC2250 Developmental Psychology 3 s.h.
 SOCI2320 Courtship, Marriage, and Family 3 s.h.

*Waived for students completing the teacher education program.

Recommended Electives:

BIOL3310 Fundamentals of Genetics 4 s.h.
 PSYC3330 Biopsychology 3 s.h.

Health Minor

A minor in Health consists of 24 semester hours from the following courses:

BIOL2300 Anatomy and Physiology I 3 s.h.
 BIOL2310 Anatomy and Physiology II 3 s.h.
 HLTH1200 Principles of Healthful Living 2 s.h.
 HLTH2200 Contemporary Issues in Health 2 s.h.
 HLTH3200 Community Health 3 s.h.
 Psychology Elective 3 s.h.
 Electives from BIOL2360, BIOL2560, SOCI2320, HLTH2100, HLTH2110, HLTH2300, HLTH3300, HLTH3900, PSYC2250, or PHED4360 8 s.h.

Teacher Certification in Health

- FOR HEALTH MAJORS WHO WANT A SECONDARY ENDORSEMENT (5-12):
 Students majoring in Health who desire Iowa Teacher Certification with a Health secondary endorsement must complete the Health major requirements above and the [Secondary Education Program](#) (with HLTH3370 Methods of Teaching Health as the appropriate methods course).
- FOR NON-HEALTH MAJORS WHO WANT A SECONDARY HEALTH ENDORSEMENT (5-12):
 Non-Health majors desiring a secondary Health endorsement (5-12) in Iowa must complete the [Secondary Education Program](#) (with HLTH3370 Methods of Teaching Health as the appropriate methods course), a major in a secondary teaching field, and the following courses:

BIOL2300 Anatomy and Physiology I 3 s.h.
 BIOL2560 Nutrition **or**
 HLTH2300 Children's Health, Safety and Nutrition 3 s.h.
 HLTH1200 Principles of Healthful Living 2 s.h.
 HLTH2100 First Aid **or**
 HLTH2110 First Aid for Professional Rescuer 1 s.h.
 HLTH2200 Contemporary Issues in Health 2 s.h.
 HLTH3200 Community Health 3 s.h.
 PHED0490 Relaxation and Stress Management 1 s.h.
 SOCI2320 Courtship, Marriage, and Family 3 s.h.
 6 s.h. of Health electives from: BIOL2310, BIOL2360, BIOL2560, HLTH2300 or HLTH3300 or HLTH3900

Courses in Health

HLTH1200 Principles of Healthful Living 2 s.h.

An introduction to health principles which will enable students to formulate their philosophy of health based upon an understanding of the human organism and the individual's responsibility to community health. Goal 4ab (Goal 9A Catalog 0809+)

HLTH2000 Individual Study 1-3 s.h.

HLTH2100 First Aid 1 s.h.

The development of practical skills in the emergency treatment of the injured. Some attention will be given to the prevention of injuries. The content to be covered will include the Standard and Advanced levels of the First Aid program sponsored by the National Red Cross. Students holding current, equivalent certifications will receive an automatic waiver for the class. This is to be verified by the instructor of the class or the Health and Movement Science Division Chair.

HLTH2110 First Aid for Professional Rescuer 1 s.h.

Provide the professional responder with the knowledge and skills necessary to recognize and provide care for injuries, sudden illnesses, breathing and cardiac emergencies to help sustain life, reduce pain, and minimize the consequences of injury or sudden illness until more advanced medical personnel arrive and take over. Meets emergency cardiac care (ECC) standards and includes skill in adult and pediatric CPR, airway obstruction, 2nd rescuer CPR, AED and barrier devices. Recommended for student in health-related fields. Students holding current, equivalent certifications will receive an automatic waiver for the class. This is to be verified by the instructor of the class or the Health and Movement Science Division Chair.

HLTH2200 Contemporary Issues in Health 2 s.h.

An in-depth study of nutrition, drugs, consumer health, and other areas of current concern.

HLTH2300 Children's Health, Safety, and Nutrition 3 s.h.

Interrelationship of health, safety, and nutrition. Emphasis on promoting good health practices and developing behaviors to prevent disease. This course meets the requirement for the Early Childhood endorsement in the Elementary Education major.

HLTH3000 Individual Study 1-3 s.h.**HLTH3200 Community Health 3 s.h.**

This course is designed to acquaint students with various aspects of health as implemented in community settings. The nature and structure of official government health programs, voluntary health agencies, professional health groups and individual efforts in improving health practices will be explored.

HLTH3300 Theory and Practice of Safety 2 s.h.

General safety education in elementary and secondary schools. The emphasis will be on accident causes and prevention in the environments of home, school, recreation, work, and traffic.

HLTH3370 Methods of Teaching Health 2.5 s.h.

A study of the objectives, methods, techniques, materials and activities related to teaching health education in the secondary schools. Prerequisite: Twenty hours in health and science courses. Goal 4ab

HLTH3900 Advanced Topics in Health 3 s.h.

A study of selected topics in health to be announced prior to the semester when the course is offered. Probable topics to be addressed include: human diseases, environmental health, human sexuality, substance abuse, death education, aging, and etc. May be repeated for credit as topics change.

HLTH4700 Internship in Health 3-6 s.h.

Laboratory internship experience providing for practical application of knowledge and theory in a professional setting. Student acquires experience in all phases of the operation with highly qualified personnel in a selected health agency. Six weeks of involvement preferably taken consecutively. Waived for student completing teacher education program.

Health and Movement Science

Courses in Health and Movement Science

HMSC4320 Organization and Administration of Health, Physical Education, and Athletics 3 s.h.

A study of the administrative structure in health, physical education, and athletics, and the interrelatedness of these programs to the specific needs of the community. Goal 4ab

HMSC4330 Organization and Administration for the Health Care Professional 3 s.h.

Provide an understanding of concepts and applications when administering a sports medicine program. Sports medicine professionals may include, but are not limited to, athletic trainers, nurses, physical therapists, physicians, and community health professionals. Goal 4ab

HMSC4900 Research I 2 s.h.

The development of a research project with current issues and trends in health and movement science. Research methods will be presented. Students will be required to select a topic and a review of related literature. Prerequisite: Health and Movement Science majors with junior standing. Goal 4ab, 4c1

HMSC4910 Research II 1 s.h.

The design, implementation, analysis and presentation of results of the research project developed in HMSC4900 Senior Seminar I. Prerequisite: HMSC4900. Goal 4ab, 4c1

See also:

[Physical Education](#)

Health Care Management

B.A. Degree - Health Care Management Major*

In addition to the general education requirements, Health Care Management majors must complete 30 semester hours as prescribed below:

BUAD3330 Principles of Marketing 3 s.h.
 HCAD3200 Human Resources in Health Care 3 s.h.
 HCAD3300 Essentials of Health Care Finance 3 s.h.
 HCAD3400 Organizational Behavior in Health Care 3 s.h.
 HCAD4100 Internship in Health Care Management 3 s.h.
 HCAD4200 Economics for Health Care Managers 3 s.h.
 HCAD4300 Information Management Systems in Health Care 3 s.h.
 HCAD4400 Quality Assurance in Operation Management 3 s.h.
 HCAD4500 Leadership in Health Care 3 s.h.
 INTD3720 Legal Aspects of Health Care Management 3 s.h.

Courses in Health Care Management

INTD3720 Legal Aspects of Health Care Management 3 s.h.

Overview of the doctrines and principles of law which are foundational to legally sound health care. Current legal dilemmas faced in the health care professions will be explored.

HCAD3200 Human Resources in Health Care 3 s.h.

Management of human resources in health care including strategic planning for human resource needs, appraisal of job performance, job analysis and design, training and development, compensation and labor/employee relations.

HCAD3300 Essentials of Health Care Finance 3 s.h.

Provides an introduction to the most commonly used financial concepts, principles, and techniques of health care financial management of both for-profit and not-for-profit health care organizations. Emphasis is placed on helping the student interpret financial information and use financial methods to make better financial decisions. Topics addressed include the economic and financial environment of health care providers, health care reimbursement systems, financial statements used by health care organizations, financial statement analysis, and working capital management. Students apply principles of the time-value of money to capital investment decision-making and long-term financial planning used by health care providers. In addition, the course addresses the use of cost information, budgeting, and budget variance analyses in health care managerial decision-making. Goal 4ab

HCAD3400 Organizational Behavior in Health Care 3 s.h.

Explores the impact of individual behavior, group behavior, and structure on organizational effectiveness. Focuses on such topics as motivation, leadership, decision-making, power and politics, interpersonal communication, group structure and processes, attitudes and perception, change processes, conflict, organizational culture, organizational change, work design and technology. Emphasis is placed on applying course content to organizations in the health care industry.

HCAD4100 Internship in Health Care Management 3 s.h.

Internship that allows students to work with professionals in a health care management setting. The student will play an active role in identifying potential field sponsors.

HCAD4200 Economics for Health Care Managers 3 s.h.

Study of health care delivery systems from an economic perspective. Emphasis on both macro and micro economics as they relate to resource allocation and distribution of health care monies globally.

HCAD4300 Information Management Systems in Health Care 3 s.h.

Exploration of the design, concepts, and application of information management systems in a wide variety of health care settings. Includes evaluation of decision-making models and the selection processes required for choosing appropriate systems. Goal 4ab, 8

HCAD4400 Quality Assurance in Operation Management 3 s.h.

Examination of voluntary and governmental efforts to address quality in the U.S. Health Care System. Includes a study of historical methods and current quality assurance, quality improvement and performance improvement models used in a variety of health care settings.

HCAD4500 Leadership in Health Care 3 s.h.

Examination of leadership, management, and change theories. Emphasis on integrating the knowledge, skills, and abilities required to collaborate in creating, mobilizing, and motivating multidisciplinary health care teams to achieve excellence and high quality outcomes. Goal 6

*This major is offered through the Distance Learning Program.

History

B.A. Degree — History Major

In addition to the general education requirements, History majors must complete 34 semester hours as described below:

Core Requirements 13 s.h.

HIST1310 World Civilizations I 3 s.h.
 HIST1320 World Civilizations II 3 s.h.
 HIST2400 Historical Inquiry 3 s.h.
 HIST/POLS4900 Senior Seminar I 1 s.h.
 HIST/POLS4910 Senior Seminar II 3 s.h.

Pre-1800 Courses 3 s.h.

Students complete one of the following courses:
 HIST2340 Middle Eastern Civilizations I 3 s.h.
 HIST/RELG3520 History of Christianity - The Last 1000 Years 3 s.h.
 HIST3600 The Ancient Mediterranean World 3 s.h.
 HIST3620 The Middle Ages 3 s.h.
 HIST2902 Topics in History: Gender and Women's History 3 s.h.

Survey Courses 6 s.h.

Students complete two of the following courses:
 HIST2360 Middle Eastern Civilizations II 3 s.h.
 HIST2410 United States History to 1865 3 s.h.
 HIST2420 United States History Since 1865 3 s.h.
 HIST2901 Topics in History: Latin American Survey 3 s.h.

Specialized Upper Division Courses 9 s.h.

Students complete three of the following courses:
 HIST3100 Civil War and Reconstruction 3 s.h.
 HIST/POLS3240 American Constitutional History 3 s.h.
 HIST3300 The Vietnam War 3 s.h.
 HIST3360 The Civil Rights Movement 3 s.h.
 HIST/POLS3370 The American Presidency 3 s.h.
 HIST/POLS3460 United States Foreign Relations 3 s.h.
 HIST/POLS3470 British Foreign Relations 3 s.h.
 HIST3550 Recent United States History 3 s.h.
 HIST3640 Early Modern Europe, 1350 - 1815 3 s.h.
 HIST3660 Modern Europe, 1789 - Present 3 s.h.
 HIST3530 History of the Palestinian-Israeli Conflict 3 s.h.

Additional History Electives 3 s.h.

Students must take an additional history course of their choice.

Students are strongly encourage to take at least two semesters of a foreign or classical language.

History Minor

A History minor consists of 18 hours or more in history including HIST2400, six upper division hours, and at least three hours in each of the following areas: United States History, European History, Non-Western or Ancient History.

Teacher Certification in History

FOR HISTORY AND NON-HISTORY MAJORS WHO WANT A SECONDARY AMERICAN OR WORLD HISTORY ENDORSEMENT (5-12):

Students desiring Iowa Teacher Certification with a secondary endorsement must complete the [Secondary Education Program](#) (with SOS3390 Methods of Teaching Social Studies as the appropriate methods course), a major in History or Secondary teaching field, and (A.) for American History endorsement:

- (1) 24 s.h. in American History or
- (2) 30 s.h. in the broad area of Social Sciences to include 15 s.h. of American History, or

(B.) for World History endorsement:

- (1) 24 s.h. in European and/or non-Western History or
- (2) 30 s.h. in the broad area of Social Sciences to include 15 s.h. in European and/or non-Western History.

Courses in History

HIST1280 History of Latter Day Saintism (Also RELG1280) 3 s.h.

The background and rise of the movement, the migrations to the Midwest, the disruption at Nauvoo, the development of the Reorganization, and a survey of the conditions, trends, and problems in the contemporary church. Goal 2b, 2c

HIST1310 World Civilizations I 3 s.h.

An introductory survey of selected world civilizations from earliest times to approximately 1500 A.D., combining broad chronological coverage with intensive concentration on a small number of selected topics. Those social, political, economic and intellectual themes which have a direct bearing upon contemporary culture and society will be stressed. Goal 2c, 7 (Goal 7 Catalog 0809+)

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HIST1320 World Civilizations II 3 s.h.

An introductory survey of selected world civilizations from the emergence of Western Europe as a center of world power. The impact of Western civilizations upon the development of other world civilizations and the contemporary emergence of a global perspective will be stressed. Goal 2c, 7 (Goal 7 Catalog 0809+)

HIST1700 History Museum Management Internship (Also HIST3700) 1-15 s.h.

A work-study program under the direction of the professional staff of a recognized historical collection, historical society, or historical site. This program consists of on-the-job training in various areas as determined by the student's interests and needs. Areas available for study include museum interpretation, administration, management and staffing, display, publicity, preservation and restoration methods, acquisition, archives, research, records management, and development and care of properties. Goal 2c

NOTE: No more than 6 hours of the internship will be applied to the normal history and social science major requirements. The hours involved will count as resident credit. Goal 2c

HIST2000 Individual Study Goal 2c 1-3 s.h.**+ HIST2340 Middle Eastern Civilization I 3 s.h.**

A survey of Middle Eastern civilization from the pre-Islamic Middle East to 1500 with attention to the origins and growth of Islam, the cultural and economic impact of the Islamic empire and the relationship with other regions. Goal 2c, 7 (Goal 2B Catalog 0809+)

+ HIST2360 Middle Eastern Civilization II 3 s.h.

A survey of the Middle East from 1500 to the present, beginning with the rise of the Ottoman and Safavid empires. Attention will be given to the growth of European interests in the Middle East and the response to that interest, as well as the making of modern states in the Middle East. Goal 2c, 7 (Goal 2B Catalog 0809+)

HIST2400 Historical Inquiry 3 s.h.

An exploration of the nature, uses, and methodologies of historical inquiry. Designed to help students with an interest in history to better understand the discipline. Students formulate historical questions, engage in basic research, review literature, and investigate the nature of historical interpretation. Goal 2c, 4c1

HIST2410 United States History to 1865 3 s.h.

A survey of the personalities, events, and ideas which have shaped American history from the earliest colonial settlements to the Civil War. Emphasis upon the American Revolution, the establishment of government under the Constitution, and the succeeding political, social, and economic movements that culminated in the Civil War. Goal 2c (Goal 2B Catalog 0809+)

HIST2420 United States History Since 1865 3 s.h.

A survey of the personalities, events, and ideas that have shaped American history since the Civil War. Emphasis upon Reconstruction, rise of industrial America, 20th century adjustments to prosperity, depression and world war, and the political, social, and economic changes since World War II. Goal 2c (Goal 2B Catalog 0809+)

HIST2900 Topics in History 1-3 s.h.**HIST3000 Individual Study Goal 2c 1-3 s.h.****+ HIST3100 Civil War and Reconstruction 3 s.h.**

A study of the sectional crisis that resulted in the American Civil War, and the efforts to restore the Union after the war. Goal 2c

+ HIST3240 American Constitutional History (Also POLS3240) 3 s.h.

A study of the history of the creation and evolving interpretation of the U.S. Constitution, with emphasis on important issues decided by the Supreme Court. Goal 2c

+ HIST3300 The Vietnam War 3 s.h.

Inquiry into the causes and nature of the Vietnam War, impact on American society, reasons for failure of American policy, and changing perceptions of the war. This war is studied in context of broader war and peace issues. Goal 2c

+ HIST3360 The Civil Rights Movement 3 s.h.

The Black Americans' struggle for political, social, and economic freedom in American society in the 20th century. Legal, direct action, and Black Power aspects will be stressed. Goal 2c

+ HIST3370 The American Presidency (Also POLS3370) 3 s.h.

The evolution of the office of the President, the recruitment of Presidents, and the various functions performed by the President. Goal 2c

+ HIST3400 History of Religion in America (Also RELG3400) 3 s.h.

A survey of significant periods, prevailing motifs, pivotal figures, major thought systems, and primary movements in the American religious heritage. Goal 2b, 2c

+ HIST3460 United States Foreign Relations (Also POLS3460) 3 s.h.

A survey of 20th century American relations with foreign governments with emphasis on contemporary foreign policy issues. Goal 2c, 7

+ HIST3470 British Foreign Relations (Also POLS3470) 3 s.h.

Survey of Britain's relations with governments and peoples in Europe, Asia, Africa, and the Americas in the period 1815-1970. Topics include Britain's role in shaping the post-Napoleonic order, development of imperial policy in the 19th century, Britain and the pre-World War I alliance system, the policy of appeasement, and the transition to a diminished world role after World War II. Goal 2c, 7

+ HIST3520 History of Christianity - The Last 1000 Years (Also RELG3520) 3 s.h.

An advanced study of the history of Christianity as it developed from the Crusades into the 20th Century. Topics will include the Crusades, the Avignon Papacy and Great Schism, the push for unity, early reform groups, the Reformation, wars of religion, religious imperialism, modern challenges to Christianity, and the Church to Vatican II. Aspects of both continuity and change within the doctrine, popular belief and structure of Christianity will be emphasized. Goal 2b, 2c, 7

HIST3530 History of the Palestinian-Israeli Conflict 3 s.h.

A history of one of the world's most intractable conflicts; examines the origins of this conflict; the concept of Zionism and the establishment of the State of Israel; the development of Palestinian nationalism; and outside forces-including Arab nationalism, colonialism and great power interests-that have had a major impact on the conflict. Goal 2c, 7 (Goal 7 Catalog 0809+)

+ HIST3550 Recent United States History 3 s.h.

The history of the United States since 1945 emphasizing political, economic, diplomatic, and social trends. Goal 2c

+ HIST3600 The Ancient Mediterranean World 3 s.h.

A thematic study of continuity and developments in the ancient Mediterranean world. Civilizations to be covered include Mesopotamia, Egypt, the development of Judaism as a culture and religion, Persia, Greece and the Alexandrian Empires, and the Roman Republic and Empire. Historical research and writing practices will be emphasized. Goal 2c

+ HIST3620 The Middle Ages 3 s.h.

A thematic study of the mingling of Germanic, Roman and Christian traditions in Europe from circa 300 through 1450. Major topics will include the establishment of Papal authority, the Crusades, Chivalry, and the Black Death, and the changes in political and religious authority throughout the period. Historical research and writing practices will be emphasized. Goal 2c, 7

+ HIST3640 Early Modern Europe, 1350 – 1815 3 s.h.

An advanced study of the continuity, change and revolutions in Europe in the period between 1350 and 1815. Major topics will include the Hundred Years War, the Reformation, the Scientific Revolution, the Witch Hunts, the Enlightenment, the French Revolution, and the Napoleonic Empire. Historical research and writing practices will be emphasized. Goal 2c, 7

+ HIST3660 Modern Europe, 1789 – Present 3 s.h.

An advanced study of the national and international developments in Europe from the French Revolution to the present. Major topics will include the Industrial Revolution, the revolutions of 1848, the rise of nationalism, World Wars I and II, and de-colonization during the Cold War. Historical research and writing practices will be emphasized. Goal 2c, 7

HIST3700 History Museum Management Internship 1-15 s.h.

A work-study program under the direction of the professional staff of a recognized historical collection, historical society, or historical site. This program consists of on-the-job training in various areas as determined by the student's interests and needs. Areas available for study include museum interpretation, administration, management and staffing, display, publicity, preservation and restoration methods, acquisition, archives, research, records management, and development and care of properties. Goal 2c

NOTE: No more than 6 hours of the internship will be applied to the normal history and social science major requirements. The hours involved will count as resident credit.

HIST3800 History Practicum: Conference Presentation 1-3 s.h.

An advanced experiential course of study in which students propose, research, write and present a paper at a professional or student conference. Students will gain a detailed understanding of a particular topic in history as well as the process of abstract submissions, preparation of a paper of appropriate structure and length for professional acceptance, the process of presentation itself, and the following critique. Students will be encouraged to rework a paper that they have written for a previous history or political science class and earn 1 semester hour of credit. In exceptional circumstances, students may write a new paper and earn 3 semester hours of credit. Students need not be history majors to make a request to sign up for this course, but must work closely with a history or political science faculty member in order to prepare an appropriate conference paper. Prerequisite: Instructor consent. Pass/Fail only. May be repeated for a maximum of 6 semester hours. No more than 6 hours may be applied to the history, political science, and social science major requirements. No credits earned through the Practicum may be applied to History area distribution requirements; all credits will be treated as electives. Goal 2c

HIST3900 Advanced Topics in History 1-3 s.h.

An in-depth study of topics selected from various areas of history such as Civil War, American West, American Constitutional History, Russian History, German History, etc. Course topics will be announced prior to each semester they are offered. May be repeated for credit. Goal 2c

HIST4000 Individual Study Goal 2c 1-3 s.h.

HIST4900 Senior Seminar I (Also POLS4900) 1 s.h. Designed to help the history majors professionalize their knowledge and experience through writing a scholarly paper. History majors only. Prerequisite: HIST2400 Historical Inquiry. (Graded on a Pass/Fail basis.) Goal 2c

HIST4910 Senior Seminar II (Also POLS4910) 3 s.h.

The research, writing, and evaluation of the completed seminar paper. Prerequisite: HIST4900. Goal 2c, 4c1

+ Denotes an alternate year course.

Honors Program

B.A. (Honors) Degree
B.S. (Honors) Degree
B.S.N. (Honors) Degree

In addition to meeting all other graduation and major requirements, students wishing to earn an honors degree from Graceland University must be formally admitted to the honors program by the Honors Council, graduate with a minimum grade point average of 3.50, both cumulative and in their honors work, and complete a minimum of 21 s.h. of honors credit, including:

Four 3 s.h. honors classes earned through specially designed individual study, honors contracts that convert regular class offerings to honors classes, or specially designed honors offerings (e.g. Honors English) 12 s.h.
 INTD3800 Junior Honors Seminar 3 s.h.
 INTD4800 Senior Honors Seminar 3 s.h.
 ACCT-THTR4850 Honors Thesis/Senior Project (discipline number assigned to correspond to topic) 3 s.h.

Application for admission to the Honors Program may be made upon admission to the university or anytime during a student's college career. Successful applicants are normally expected to meet both of the following criteria:

1. A composite Enhanced ACT score of 25 (SAT 1140) or above.
2. A minimum 3.50 cumulative grade point average at the time of admission into the program.

The Honors Council is, however, free to admit other students who present alternative evidence of exceptional academic promise. Students interested in admission to the program but for whom ACT or SAT scores are low or not available are urged to consult with the program director.

Honors Courses

ENGL1440 English Honors 3 s.h.

Designed to help exceptional students improve their writing skills and increase their understanding of their linguistic environment by combining extensive writing practice with a study of language, the basic principles of logic, and the various forms of written discourse (exposition, narration, argumentation, description). Admission by selection only. Goal 1b, 4c1, 4ab (Goal 1B Catalog 0809+)

ENGL3250 Advanced Composition: Honors 3 s.h.

Designed to increase the writing skill of upper-division Honors students. Emphasis on the interconnections of critical thinking, reading, writing and the sustained scholarly research process. Prerequisites: ENGL1410 or ENGL1440 and Junior standing. Admission for Honors students or by instructor consent. Goal 1b, 4c1, 4ab (Goal 1C Catalog 0809+)

INTD2330 Honors Humanities: Ways of Seeing 3 s.h.

An interdisciplinary foundation course in the shared and unique approaches to human experience of the visual artist, musician, creative writer, and philosopher. Course content draws freely on major cultural landmarks from each discipline. Prerequisite: Honors Program or instructor consent. Goal 2b, 10 (Goal 10 Catalog 0809+)(Goal 2B Catalog 0910+)

INTD3800 Junior Honors Seminar 3 s.h.

A series of weekly discussions of topics selected by seminar participants for a broad cross section of intellectual disciplines. Each participant is required to prepare specified readings in advance of weekly sessions and to share in planning and conducting discussions. Offered in the fall semester only. Prerequisites: Admission to the Honors Program and junior or senior standing.

INTD4800 Senior Honors Seminar 3 s.h.

A series of weekly discussions of topics selected by seminar participants for a broad cross section of intellectual disciplines. Each participant is required to prepare specified readings in advance of weekly sessions and to share in planning and conducting discussions. Offered in the fall semester only. Prerequisites: Admission to the Honors Program and junior or senior standing.

ACCT-THTR4850 Honors Thesis/Senior Project 3 s.h.

A major scholarly paper or senior project planned by the honors student and executed in consultation with an approved faculty member. To count toward an honors degree, the student must receive a grade of A or B. The thesis/project will be evaluated on the basis of its originality, quality of research, and presentation. A prospectus must be approved by the Honors Council before significant work is begun. The subject of the thesis/project may be outside the student's major and may be interdisciplinary in scope. Prerequisites: Senior standing and admission to the Honors Program.

Interdisciplinary

Interdisciplinary Courses

INTD1100 Critical Thinking in the Liberal Arts and Sciences 3 s.h.

An interdisciplinary course providing a common academic experience for all first year students. Introduces students to college-level thinking in the arts and sciences. Emphasis on developing a community of learners with an appreciation for the arts and sciences and with the tools for academic success.

INTD1200 Introduction to International Studies 3 s.h.

An overview of the major disciplines represented in the International Studies major. This course will also offer an introduction to contemporary global concerns through a study of current political, economic, and social issues. Discussion of important global issues will lead to a more critical analysis of news and an awareness of the responsibilities of national and international citizenship. (Goal 4 Catalog 0910+)

INTD1300 Sexuality: The Human Experience 3 s.h.

Designed to expand students' awareness of themselves as sexual beings and to examine such topics as anatomy, psychology, behavior, and ethics as they relate to human sexuality in a value-oriented environment.

INTD1900 Topics 1-3 s.h.

Specific courses that may be approved by the division responsible for their implementation, subject to the approval of the Academic Council.

INTD2000 Individual Study 1-3 s.h.

INTD2300 Humanities I: Ways of Seeing 3 s.h.

An interdisciplinary foundation course in the shared and unique approaches to human experience of the visual artist, musician, creative writer, and philosopher. Course content draws freely on major cultural landmarks from each discipline. Goal 2b, 10 (Goal 10 Catalog 0809+)(Goal 2B Catalog 0910+)

INTD2330 Honors Humanities: Ways of Seeing 3 s.h.

An interdisciplinary foundation course in the shared and unique approaches to human experience of the visual artist, musician, creative writer, and philosopher. Course content draws freely on major cultural landmarks from each discipline. Prerequisite: Honors Program or instructor consent. Goal 2b, 10 (Goal 10 Catalog 0809+)(Goal 2B Catalog 0910+)

INTD3000 Individual Study 1-3 s.h.

INTD3100 Intercultural Communication (also COMM3100) 3 s.h.

An examination of concepts which have application to communication across cultural boundaries, with emphasis on relating them to effective intercultural communication skills. Goal 1a, 7 (Goal 7 Catalog 0809+)

INTD3200 Exploration of Third World Cultures 3 s.h.

Focus will be on the political, socio-economic, geographical, health, and cultural determinants of life circumstances of people living in third world countries. Literature of specific cultures will be studied for insights into cultural beliefs and behaviors that are at variance with student's culture. Resource persons with extensive experience in third world countries will be available for class interactions. Preparation requirements for travel abroad will be discussed. Offered in Independence, Missouri.

+ INTD3300 Language and Culture 3 s.h.

Explores the interrelationship between a variety of languages (English, European, Asian, African, Aboriginal, pidgin, creole) and such cultural phenomena as habitual patterns of action and thought; the social contexts of gender, ethnic, and class communication; oral folklore; pragmatics (the preconditions, presumptions, and rules governing discourse routines); nonverbal communication; and speech genres. Also examined are such language-cultural issues as language revitalization, language change, the social and political aspects of official national language(s), English Only statutes, and dialect variation. Goal 7 (Goal 7 Catalog 0809+)

INTD3800 Junior Honors Seminar 3 s.h.

A series of weekly discussions of topics selected by seminar participants for a broad cross section of intellectual disciplines. Each participant is required to prepare specified readings in advance of weekly sessions and to share in planning and conducting discussions. Offered in the fall semester only. Prerequisites: Admission to the Honors Program and junior or senior standing.

INTD3900 Topics 1-3 s.h.

Specific courses that may be approved by the division responsible for their implementation, subject to the approval of the Academic Council.

INTD4000 Individual Study 1-3 s.h.

INTD4100 Internship in International Studies 1-3 s.h.

An internship that allows students to work with professionals who are in career areas relating to the field of international studies. The student will play an active role in identifying potential field sponsors. (Graded on a Pass/Fail basis). Prerequisite: Instructor's consent.

INTD4200 Study Abroad Retrospective 1 s.h.

An evaluation and analysis of intercultural experience and its implications within a framework of current theory, concepts, and methods in the field of intercultural communication. This course is designed to immediately follow the International Studies major's residence abroad and must be successfully completed no later than one year from the student's return from study abroad. (Graded on a Pass/Fail basis.) Prerequisite: INTD3100 and Instructor's consent. Goal 7

INTD4800 Senior Honors Seminar 3 s.h.

A series of weekly discussions of topics selected by seminar participants for a broad cross section of intellectual disciplines. Each participant is required to prepare specified readings in advance of weekly sessions and to share in planning and conducting discussions. Offered in the fall semester only. Prerequisites: Admission to the Honors Program and junior or senior standing.

+ Deonotes an alternate year course.

International Studies

B.A. Degree - International Studies Major

A Bachelor of Arts degree with a major in International Studies is designed to prepare students (1) for careers in Foreign Service, other government agencies, international organizations, and (2) for the many opportunities of international dimension in business, medicine, the humanities, the church, etc. It is an interdisciplinary major and is structured to allow the student a broad spectrum of courses with international emphasis, a concentration in one discipline, and a depth of knowledge of one area of the world. Students are encouraged to complete an internship in an area related to International Studies.

In addition to the general education requirements, the student majoring in International Studies must complete at least 40 semester hours including:

Core Requirements 7 s.h.

INTD1200 Introduction to International Studies 3 s.h.
 INTD/COMM3100 Intercultural Communication 3 s.h.
 INTD4200 Study Abroad Retrospective 1 s.h.

Political Science/Economics Options 6 s.h.

Students complete two of the following courses:

BUAD1440 International Business 3 s.h.
 ECON/GEOG3280 Economic Development 3 s.h.
 ECON3440 International Economics 3 s.h.
 HIST/POLS3460 United States Foreign Relations 3 s.h.
 HIST/POLS3470 British Foreign Relations 3 s.h.
 PEAC/POLS2200 Introduction to Peace Studies 3 s.h.
 PEAC/POLS3220 Global Peace Issues 3 s.h.

Behavioral Options 6 s.h.

Students complete two of the following courses:

COMM/PEAC/SOCI3210 Conflict Resolution 3 s.h.
 PSYC3320 Research Design and Experimental Methods 3 s.h.
 PSYC3370 Cross Cultural Psychology 3 s.h.
 SOCI1350 Cultural Anthropology 3 s.h.
 SOCI3610 Social Research I 3 s.h.

Cultural Options 3 s.h.

Students complete one of the following courses:

ARTS2300 Art History Survey: Ancient to Medieval 3 s.h.
 ARTS2310 Art History Survey: Renaissance to Modern 3 s.h.
 INTD3300 Language and Culture 3 s.h.
 MUSC2350 Musics of the World 3 s.h.
 THTR3380 Theatre History II 3 s.h.

Religion Options 3 s.h.

Students complete one of the following courses:

PHIL/RELG3100 World Philosophies and Religion: Great Texts 3 s.h.
 RELG2360 Religions of the World 3 s.h.
 RELG3490 Christian Feminist Theologies 3 s.h.

History Options 6 s.h.

Students complete two of the following courses:

HIST1310 World Civilizations I 3 s.h.
 HIST1320 World Civilizations II 3 s.h.
 HIST2340 Middle Eastern Civilizations I 3 s.h.
 HIST2360 Middle Eastern Civilizations II 3 s.h.
 HIST2901 Topics: Survey of Latin American History 3 s.h.
 HIST2902 Topics: Gender and Women's History 3 s.h.

Area Studies Requirement 9 s.h.

Students must complete nine semester hours of study pertaining to one country or area of the world, excluding courses chosen above, which corresponds to the area chosen for their Approved Study Abroad experience. Of these nine semester hours, students must participate in an approved study abroad or internship abroad experience at a nationally or internationally accredited institution for a minimum of six semester hours. The intention is that students will complete at least six semester hours of their area studies while completing their study abroad. The student is required to spend at least six weeks in residence in the area of the world chosen for the area studies concentration. International students whose ordinary residence is not the United States and/or whose primary language is not English, who choose the United States for their area concentration, are required to participate in the Internship option.

It is recommended that International Studies majors also complete the following courses: Introduction to Statistics, Principles of Microeconomics, Principles of Macroeconomics, Environmental Biology, and at least two semesters of a single foreign language.

International Studies Minor

A minor in International Studies consists of 18 semester hours, including the core requirements and one course chosen from each of the four different categories.

Core Requirements 6 s.h.

INTD1200 Introduction to International Studies 3 s.h.
 COMM/INTD3100 Intercultural Communications 3 s.h.

Political Science/Economics Options 3 s.h.

Students complete one of the following courses:

BUAD1440 International Business 3 s.h.
 ECON/GEOG3280 Economic Development 3 s.h.
 ECON3440 International Economics 3 s.h.
 HIST/POLS3460 United States Foreign Relations 3 s.h.
 HIST/POLS3470 British Foreign Relations 3 s.h.
 PEAC/POLS2200 Introduction to Peace Studies 3 s.h.
 PEAC/POLS3220 Global Peace Issues 3 s.h.

Behavioral Options 3 s.h.

Students complete one of the following courses:

COMM/PEAC/SOCI3210 Conflict Resolution 3 s.h.
 PSYC3320 Research Design and Experimental Methods 3 s.h.
 PSYC3370 Cross Cultural Psychology 3 s.h.
 SOCI1350 Cultural Anthropology 3 s.h.
 SOCI3610 Social Research I 3 s.h.

Cultural/Religion Options 3 s.h.

Students complete one of the following courses:

ARTS2300 Art History Survey: Ancient to Medieval 3 s.h.
 ARTS2310 Art History Survey: Renaissance to Modern 3 s.h.
 INTD3300 Language and Culture 3 s.h.
 MUSC2350 Musics of the World 3 s.h.
 PHIL/RELG3100 World Philosophies and Religion: Great Texts 3 s.h.
 RELG2360 Religions of the World 3 s.h.
 RELG3490 Christian Feminist Theologies 3 s.h.
 THTR3380 Theatre History II 3 s.h.

History Options 3 s.h.

Students complete one of the following courses:

HIST1310 World Civilizations I 3 s.h.
 HIST1320 World Civilizations II 3 s.h.
 HIST2340 Middle Eastern Civilizations I 3 s.h.
 HIST2360 Middle Eastern Civilizations II 3 s.h.
 HIST2901 Topics: Survey of Latin American History 3 s.h.
 HIST2902 Topics: Gender and Women's History 3 s.h.

Liberal Studies

B.A. Degree — Liberal Studies Program

The Liberal Studies program offers the student an opportunity to devise, in concert with the faculty adviser, a program of study matched to the student's particular needs and interests. Beyond the graduation requirements, the student's program may consist of either

- (1) a concentrated area of study not already offered as a major or
- (2) a broad spectrum of courses interdisciplinary in nature and also unique in nature and also unique in the curriculum.

The Liberal Studies Program was devised to meet the needs of two major types of students:

- (1) those students on campus who desire to structure their own program of courses from among those available on our campus, with perhaps some course work from other colleges
- (2) other students, many of whom are former Gracelanders who for one reason or another desire to graduate with a degree from Graceland by putting together a valid program of accredited course work, experiential learning, non-accredited study such as seminars, workshops, and individual studies. These latter students often are not able to return to campus for sustained course work, but may still be able to work out a program that will earn them a B.A. degree in Liberal Studies. The requirements for the B.A. degree in Liberal Studies are as follows:

1. 124 semester hours.
2. 39 upper division semester hours.
3. 2.00 grade point average in all work and 2.00 average in major. (Major courses are those listed as part of the approved concentration on the "[Liberal Studies Proposed Program of Study](#)" form.)
4. 18 semester hours of residence study; 9 of which must be taken after the student has reached senior standing.
5. General education: current Graceland requirements.
6. Successful completion of a program of study approved by the Liberal Studies Committee.
7. INTD1100 Creative Thinking in the Liberal Arts and Sciences 3 s.h. - required for all students new from high school or entering Graceland with first time freshmen classification (FF).
8. Two winter terms for full-time, baccalaureate students starting with less than 24 semester hours (s.h.) and enrolling in semester-based, campus programs. Students with 24-87 s.h. of transfer credit are required to take 1 winter term, and students with 88+ s.h. of transfer credit are required to take no winter terms.

Programs presented for approval to the Liberal Studies Committee must be submitted one semester or summer session in advance of graduation. Application to this program may be obtained from the Special Programs Office.

Mathematics

B.A. Degree — Mathematics Major

Majors in Mathematics must complete the general education requirements and the following courses:

CSIT1100 Principles of Computing 3 s.h.
 MATH1350 Discrete Mathematics 3 s.h.
 MATH1380 Introduction to Statistics 3 s.h.
 MATH1510 Calculus I 3 s.h.
 MATH1520 Calculus II 3 s.h.
 MATH2510 Calculus III 3 s.h.
 MATH2520 Calculus IV 3 s.h.
 MATH3200 Probability and Stochastic Processes 3 s.h.
 MATH3330 Modern Algebra 3 s.h.
 MATH3340 Linear Algebra 3 s.h.
 MATH4370 Mathematical Modeling 3 s.h.
 Upper division Mathematics elective 6 s.h.
 Completion of the Mathematics Assessment Exam
 A student completing a double major in Computer Science/Information Technology and Mathematics will be granted a Bachelor of Science degree.

Mathematics Minor

A minor in Mathematics requires 18 semester hours of Mathematics, to include MATH1510 and 6 s.h. of Mathematics electives numbered 2000 or higher. May not include DEVL1200 or MATH1280.

Teacher Certification in Mathematics

- FOR MATHEMATICS MAJORS WHO WANT A SECONDARY ENDORSEMENT (5-12):
 Students majoring in Mathematics who desire Iowa Teacher Certification with a Mathematics secondary endorsement must complete the Mathematics major requirements above, the [Secondary Education Program](#) (with MATH3360 Methods of Teaching Science and Mathematics as the appropriate methods course), and the following courses:
 MATH3320 Modern Geometry 3 s.h.
 MATH3370 History of Mathematics 3 s.h.
- FOR NON-MATHEMATICS MAJORS WHO WANT A SECONDARY MATHEMATICS ENDORSEMENT (5-12):
 Non-Mathematics Majors desiring a secondary Mathematics endorsement (5-12) in Iowa must complete the [Secondary Education Program](#) (with MATH3360 Methods of Teaching Science and Mathematics as the appropriate methods course), a major in a secondary teaching field, and the following courses:
 CSIT1100 Principles of Computing 3 s.h.
 MATH1350 Discrete Mathematics 3 s.h.
 MATH1510 Calculus I 3 s.h.
 MATH1520 Calculus II 3 s.h.
 MATH3320 Modern Geometry 3 s.h.
 MATH3330 Modern Algebra 3 s.h.
 MATH3370 History of Mathematics 3 s.h.
 MATH1380 Introduction to Statistics 3 s.h.

Courses in Math

MATH1250 Informal Geometry 3 s.h.

Major ideas from the various fields of geometry. Topics include analytical, transformational, Euclidean and non-Euclidean geometries, constructions, tiling the plane, and topology. Goal 4c2 (Goal 4 Catalog 0809+)

MATH1280 College Algebra 3 s.h.

Solutions of polynomial, rational and radical equations and inequalities, systems of equations, matrices, sequences, series, combinatorics, mathematical induction. Prerequisite: 2 years high school algebra or DEVL1200. Goal 4c2 (Goal 4 Catalog 0809+)

MATH1310 Mathematical Concepts I 3 s.h.

A systematic development of whole number systems, geometry, and measurement. Prerequisite: 1 year high school algebra; geometry recommended. Goal 4c2 (Goal 4 Catalog 0809+)

MATH1320 Mathematical Concepts II 3 s.h.

A systematic development of the real number system and its subsystems, symbolic logic. Prerequisite: MATH1310. Goal 4c2 (Goal 4 Catalog 0809+)

MATH1330 Elementary Functions 3 s.h.

Functions and relations, special functions and their graphs including logarithmic and exponential functions, trigonometric functions and their inverses. Prerequisite: 2 years of high school algebra or MATH1280. Goal 4c2 (Goal 4 Catalog 0809+)

MATH1350 Discrete Mathematics 3 s.h.

A survey of topics in discrete mathematics: mathematical induction, set theory, determinants/matrices, combinatorics, graph theory, Boolean algebra. Prerequisite: 2 years high school algebra or MATH1280. Goal 4c2 (Goal 4 Catalog 0809+)

MATH1380 Introduction to Statistics 3 s.h.

Data analysis and measures of central tendency, dispersion, and correlation. Introduction to probability. Estimation and hypothesis testing. Bivariate regression. Elementary ANOVA. Introduction to nonparametric techniques. Prerequisite: 1 year high school algebra. Goal 4ab, 4c2 (Goal 4 Catalog 0809+)

MATH1510 Calculus I 3 s.h.

Limits, continuity, derivative, mean-value theorem, simple integration, fundamental theorem of calculus. Prerequisite: 2 years high school algebra. Goal 4ab, 4c2 (Goal 4 Catalog 0809+)

MATH1520 Calculus II 3 s.h.

Calculus of exponential, logarithmic, trigonometric, hyperbolic and inverse functions; techniques of integration and applications. Prerequisite: MATH1510 and trigonometry. Goal 4ab, 4c2 (Goal 4 Catalog 0809+)

MATH1900 Elementary Topics in Mathematics 1-3 s.h.

A study of selected elementary topics in mathematics that are not offered in the regular curriculum. May be repeated for credit when topics are different. Goal 4c2 (Goal 4 Catalog 0809+)

MATH2000 Individual Study Goal 4c2 (Goal 4 Catalog 0809+) 1-3 s.h.**MATH2510 Calculus III 3 s.h.**

Conic sections, polar coordinates, indeterminate forms, improper integrals, sequences, series, vectors in the plane. Prerequisite: MATH1520. Goal 4ab, 4c2 (Goal 4 Catalog 0809+)

MATH2520 Calculus IV 3 s.h.

Vectors in space, functions of several variables, multiple integration, line integrals. Prerequisite: MATH2510. Goal 4ab, 4c2 (Goal 4 Catalog 0809+)

MATH3000 Individual Study Goal 4c2 (Goal 4 Catalog 0809+) 1-3 s.h.**MATH3200 Probability and Stochastic Processes 3 s.h.**

Introduction to probability, classical probability models and processes, random variables, conditional probability, Markov Chains, and application. Prerequisite: MATH1520. Goal 4ab, 4c2 (Goal 4 Catalog 0809+)

MATH3300 Differential Equations 3 s.h.

Methods of solving first order differential equations and linear second order differential equations, power series solutions, Laplace transforms, Fourier series, and boundary value problems. Prerequisite: MATH2520. Goal 4c2 (Goal 4 Catalog 0809+)

MATH3320 Modern Geometry 3 s.h.

Foundations of Euclidean and non-Euclidean geometries. Prerequisite: MATH1510 or consent of instructor. Goal 4ab, 4c2 (Goal 4 Catalog 0809+)

+ MATH3330 Modern Algebra 3 s.h.

Axiomatic algebra, groups, rings, fields. Prerequisite: MATH1510. Goal 4c2 (Goal 4 Catalog 0809+)

MATH3340 Linear Algebra 3 s.h.

Matrices, vector spaces, linear transformations. Prerequisite: MATH1510. Goal 4ab, 4c2 (Goal 4 Catalog 0809+)

MATH3360 Methods of Teaching Science and Mathematics (Also SCIE3360) 3 s.h.

A study of the objectives, methods, techniques, materials, and activities related to teaching science and mathematics in the secondary schools. Prerequisite: 20 hours in science or mathematics. Goal 2a, 4c2, 6 (Goal 4 Catalog 0809+)

+ MATH3370 History of Mathematics 3 s.h.

Origins, philosophy and development of the mathematical sciences. Prerequisite: MATH1510. Goal 4ab, 4c2, 7 (Goal 4 Catalog 0809+)

MATH3900 Advanced Topics in Mathematics 1-3 s.h.

A study of selected advanced topics in mathematics which is not offered in the regular curriculum. May be repeated for credit when topics are different. Goal 4c2 (Goal 4 Catalog 0809+)

MATH4000 Individual Study Goal 4c2 (Goal 4 Catalog 0809+) 1-3 s.h.**+ MATH4360 Numerical Analysis (Also CPSC4360) 3 s.h.**

Analysis of numerical methods for computers covering iterative methods for finding roots of equations, numerical integration, interpolation and differentiation, and solution of ordinary differential equations. Error analysis and convergence of algorithms. Prerequisite: MATH2510 and a computer programming course. Goal 4ab, 4c2, 8 (Goal 4 Catalog 0809+)

+ MATH4370 Mathematical Modeling (Also CPSC4370) 3 s.h.

Selected topics to demonstrate the interaction of mathematical thinking with real-world problems. Prerequisites: MATH1350 and MATH1520. Goal 4ab, 4c2, 8 (Goal 4 Catalog 0809+)

MATH4900 Advanced Topics in Mathematics 1-3 s.h.

A study of selected advanced topics in mathematics which is not offered in the regular curriculum. May be repeated for credit when topics are different. Goal 4c2 (Goal 4 Catalog 0809+)

+Denotes an alternate year course.

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Music

B.A. Degree — Music Major

In addition to the general education requirements, majors in Music must complete 42 semester hours to include the courses listed below.

Basic Musicianship 13 s.h.

MUSC1120 Introduction to Music Technology 1 s.h.
 MUSC1210 Music Theory I 3 s.h.
 MUSC1220 Music Theory II 3 s.h.
 MUSC1230 Aural Theory I 1 s.h.
 MUSC1240 Aural Theory II 1 s.h.
 MUSC2100 Form and Analysis 1 s.h.
 MUSC3220 Post Tonal Theory/History 3 s.h.



Music History and Literature 10 s.h.

MUSC1250 Survey of Music Literature 3 s.h.
 MUSC1260 Music History I 2 s.h.
 MUSC2400 Music History II 2 s.h.

Choose one of the following:

MUSC2310 Music in the Church 3 s.h.
 MUSC2350 Musics of the World 3 s.h.
 MUSC2360 Jazz History 3 s.h.

Applied Music 10 s.h. in a single performance area

Choose from the following:

Lower Division 4 s.h.

- MUSC1510 Organ
- MUSC1530 Piano
- MUSC1610 Brass
- MUSC1630 Percussion
- MUSC1650 Strings
- MUSC1670 Woodwinds
- MUSC1750 Voice

Upper Division 6 s.h.

- MUSC3510 Organ
- MUSC3530 Piano
- MUSC3610 Brass
- MUSC3630 Percussion
- MUSC3650 Strings
- MUSC3670 Woodwinds
- MUSC3750 Voice

Senior Recital required

Ensemble Music 4 s.h.

Choose from the following:

Lower Division 2 s.h.

- MUSC0100 Chamber Singers
- MUSC0200 University Chorus
- MUSC0300 Concert Choir
- MUSC0400 Orchestra
- MUSC0700 Symphonic Band

Upper Division 2 s.h.

- MUSC3140 Advanced Chamber Singers
- MUSC3150 Advanced Graceland Choir
- MUSC3160 Advanced Graceland Orchestra
- MUSC3190 Advanced Symphonic Band

Performance Attendance 0 s.h.

Enroll each semester in MUSC1000 Performance Attendance

Conducting 1 s.h.

MUSC2340 Conducting I

Piano Proficiency 2 s.h. or competency

MUSC2120 Piano Class for Proficiency 1 s.h.
 MUSC2120 Piano Class for Proficiency 1 s.h.

Topics in Music 2 s.h.

MUSC3900 Topics in Music

Music Minor

A minor in Music consists of 18 semester hours in Music including:

Basic Musicianship 8 s.h.

MUSC1210 Music Theory I 3 s.h.
 MUSC1220 Music Theory II 3 s.h.
 MUSC1230 Aural Theory I 1 s.h.
 MUSC1240 Aural Theory II 1 s.h.

Music History 3 s.h.

MUSC1250 Survey of Music Literature

Applied Music 4 s.h. in a single performance area

Lower Division

- MUSC1510 Organ
- MUSC1530 Piano
- MUSC1610 Brass
- MUSC1630 Percussion
- MUSC1650 Strings
- MUSC1670 Woodwinds
- MUSC1750 Voice

Ensemble Music 2 s.h.

Choose from the following:

Lower Division 1 s.h.

- MUSC0100 Chamber Singers
- MUSC0200 University Chorus
- MUSC0300 Concert Choir
- MUSC0400 Orchestra
- MUSC0700 Symphonic Band

Upper Division 1 s.h.

- MUSC3140 Advanced Chamber Singers
- MUSC3150 Advanced Graceland Choir
- MUSC3160 Advanced Orchestra
- MUSC3190 Advanced Symphonic Band

Performance Attendance 0 s.h.

Enroll each semester applied lessons are taken in MUSC1000 Performance Attendance

Conducting 1 s.h.

MUSC2340 Conducting I

Teacher Certification in Music

1. FOR MUSIC MAJORS WHO WANT A SECONDARY MUSIC ENDORSEMENT (5-12): Students majoring in Music who desire Iowa Teacher Certification with a secondary music endorsement must complete the BA degree in Music, the Music Endorsement (MUSC3240, 3 courses from MUSC3270, MUSC3280, MUSC3290, and MUSC3400; with MUSC3360 Music in the Secondary School as the appropriate methods course) and the [Secondary Education Program](#).
2. FOR MUSIC MAJORS WHO WANT A COMBINATION ENDORSEMENT (K-8 AND 5-12): Students majoring in Music who desire Iowa Teacher Certification with an elementary and secondary Music endorsement must complete the BA degree in Music, the Music Endorsement (MUSC3240, 3 courses from MUSC3270, MUSC3280, MUSC3290, and MUSC3400; and both MUSC3360 and MUSC3390 as the appropriate methods courses) and the [Combination Program](#).
3. FOR MUSIC MAJORS WHO WANT AN ELEMENTARY MUSIC ENDORSEMENT (K-8): Students majoring in Music who desire Iowa Teacher Certification with an elementary Music endorsement must complete the BA degree in Music, the Music Endorsement (MUSC3240, 3 courses from MUSC3270, MUSC3280, MUSC3290, and MUSC3400; and MUSC3390 as the appropriate methods course) and the [Secondary Education Program](#).
4. FOR NON-MUSIC MAJORS WHO WANT A SECONDARY MUSIC ENDORSEMENT (5-12): Non-Music majors desiring a Music secondary endorsement (5-12) in Iowa must complete the music minor listed above, one additional semester hour of a music ensemble, MUSC2350 Musics of the World or MUSC2360 Jazz History or MUSC2310 Music in the Church, MUSC3360 as the appropriate methods course, and the [Secondary Education Program](#).

Courses in Music**Theory, Literature, and Methods****MUSC1000 Music Seminar 0 s.h.**

Required attendance at regularly scheduled recitals, concerts, and special music programs. A corequisite of all applied music courses for Music majors and Music minors. Goal 2b (Goal 3A or 3C Catalog 0809+)(Goal 2A Catalog 0910+)

MUSC1120 Introduction to Music Technology 1 s.h.

Introduction to the use of computers in music production, music notation, and music education. Basic software and concepts in educational and music technology will be emphasized. Sources, selection, evaluation, creation, and implementation of electronic media for the musician and music educator will be covered. Prerequisite: Declared Music major Corequisite: MUSC1210 Music Theory I and MUSC1230 Aural Theory I (Goal 2A Catalog 0910+)

MUSC1200 Fundamentals of Music 2 s.h.

Introduction to fundamentals of music to develop understanding and skill in music notation and musical language. Topics covered include music notation, rhythm, meter, intervals, scales, key signatures, treble and bass clef, and triads. (Goal 3A or 3C Catalog 0809+)

MUSC1210 Music Theory I 3 s.h.

Encompasses the study of diatonic chords in major and minor keys, principles of voice leading, root position part writing, harmonic progression, triads in first and second inversions, cadences, and dominant seventh chords. Prerequisites: Grade of 70 or higher on Music Theory Placement Exam or successful completion of MUSC1200 Fundamentals of Music with a grade of C or higher. Corequisite (for Music Majors only): MUSC1230 Aural Theory I. Goal 2b, 3 (Goal 3A or 3C Catalog 0809+)(Goal 2A Catalog 0910+)

MUSC1220 Music Theory II 3 s.h.

Continuation of Music Theory I. Topics covered include non-chord tones, diatonic seventh chords, secondary dominants chords, secondary leading-tone chords, modulation, mode mixture, the Neapolitan chord, and augmented sixth chords. Prerequisites: Successful completion of MUSC1210 Music Theory I and MUSC1230 Aural Theory I with grades of C or higher. Corequisite: (for Music Majors only): MUSC1240 Aural Theory II. Goal 2b, 3 (Goal 3A or 3C Catalog 0809+)(Goal 2A Catalog 0910+)

MUSC1230 Aural Theory I 1 s.h.

Sight singing and dictation of diatonic scales, intervals, triads, rhythmic groups, harmonic function, and tonal melodies. Prerequisite: Grade of 70 or higher on Music Theory Placement Exam or successful completion of MUSC1200 Fundamentals of Music with a grade of C or higher. Corequisite (for Music Majors only): MUSC1210 Music Theory I. (Goal 3A or 3C Catalog 0809+)(Goal 2A Catalog 0910+)

MUSC1240 Aural Theory II 1 s.h.

Continuation of Aural Theory I. Sight singing of tonal melodies, canons, and part music, treble, bass, and C-clefs. Dictation of tonal and chromatic melodies, rhythmic groups, harmonic intervals, and two- and four-part harmony. Prerequisite: Successful completion of MUSC1210 Music Theory I with grade of C or higher. Corequisite: MUSC1220 Music Theory II. (Goal 3A or 3C Catalog 0809+)(Goal 2A Catalog 0910+)

MUSC1250 Survey of Music Literature 3 s.h.

Introduction to the history of western art music, providing the basic terminology, styles of composition, listening skills, and learning techniques required to understand classical music. Focus on the western art music tradition, specifically from antiquity through the twentieth century. Goal 2b, 3 (Goal 3A or 3C Catalog 0809+)(Goal 2A Catalog 0910+)

MUSC1260 Music History I 2 s.h.

Detailed examination of music from the beginnings of Western Civilization through the conclusion of the Baroque period. Emphasis is placed on developing listening skills. Goal 2b, 7 (Goal 3A or 3C Catalog 0809+)(Goal 2A Catalog 0910+)

MUSC2000 Individual Study Goal 2b (Goal 3A or 3C Catalog 0809+) 3 s.h.**MUSC2100 Form and Analysis 1 s.h.**

Study of form in music, this course covers music literature drawn principally from, but not limited to, the baroque through classical eras. Analysis of phrases, periods, binary and ternary forms, and rondo, sonata-allegro, and concerto. Prerequisite: Grade of C or better in MUSC1220 Music Theory II. (Goal 2A Catalog 0910+)

MUSC2120 Piano Class for Proficiency 1 s.h.

Designed to aid students who need further study to pass the piano proficiency requirement. May be repeated for credit. Prerequisites: Music major status and consent of instructor. (Goal 3A or 3C Catalog 0809+)(Goal 2A Catalog 0910+)

+ MUSC2310 Music in the Church 3 s.h.

Study of music in worship from antiquity through the Christian Reformers of Luther, Calvin into the Twenty-First Century of multiple genres of expression. A multi-denominational exploration including the song history of Community of Christ. Also explores hymn and praise song composition. Goal 2b, 3, 10 (Goal 3A or 3C or 10 Catalog 0809+)(Goal 2A Catalog 0910+)

+ MUSC2340 Conducting I 1 s.h.

Study of conducting patterns and fundamental techniques including entrance, release, cue, dynamics, and tempo change. Prerequisite: MUSC1220 Music Theory II with a grade of C or better. Goal 2b (Goal 3A or 3C Catalog 0809+)(Goal 2A Catalog 0910+)

MUSC2350 Musics of the World 3 s.h.

Explores the musical history of the planet's diverse human communities. Music is not one universal language but a group of languages that express, shape and record human experience. An intensive study of how music works within the social and cultural context including a specific examination of indigenous music of West Africa, Latin America, China, Indonesia, and Japan. Goal 2b, 3, 7 (Goal 3A or 3C Catalog 0809+)(Goal 4 Catalog 0910+)

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MUSC2360 Jazz History 3 s.h.

Introduction to various jazz styles and performers through the listening, discussion, and lecture of important and representative musical works from each of these periods. A significant focus will be on the relationship between the music and social and economic forces of the 20th Century. (Goal 2A Catalog 0910+)

MUSC2400 Music History II 2 s.h.

Study of music from the Classical through the Romantic periods, with attention to the evolution of styles and forms during these eras. Emphasis is placed on listening to examples of the music studied. Goal 2b, 3 (Goal 3A or 3C Catalog 0809+)(Goal 2A Catalog 0910+)

MUSC3000 Individual Study Goal 2b (Goal 3A or 3C Catalog 0809+) 1-3 s.h.**MUSC3220 Post Tonal Theory/History 3 s.h.**

Study of the techniques of 20th-century compositions and investigation of composition practices, such as impressionism, atonality, serialism, aleatory or chance music, and electronic music all placed within their historical context. Prerequisite: Grade of C or better in MUSC2100 Form and Analysis and MUSC2410 Music History III.

+ MUSC3240 Conducting II 1 s.h.

Continuation and application of Conducting I skills with one-half emphasis on choral conducting applications and one-half emphasis on instrumental conducting applications. Prerequisite: MUSC2340 Conducting I with a grade of C or better. Goal 6 (Goal 6 Catalog 0809+)(Goal 2A Catalog 0910+)

+ MUSC3270 Brass and Percussion Methods and Pedagogy 2 s.h.

For music education students. Methods of teaching brass and percussion instruments and development of a minimal playing proficiency on each. Survey of materials for both private and class instruction. Goal 2b (Goal 3A or 3C Catalog 0809+)

+ MUSC3280 String Methods and Pedagogy 2 s.h.

For music education students. Methods of teaching string instruments and development of a minimal playing proficiency on each. Survey of materials for both private and class instruction. Goal 2b (Goal 3A or 3C Catalog 0809+)

+ MUSC3290 Woodwind Methods and Pedagogy 2 s.h.

For music education students. Methods of teaching woodwind instruments and development of a minimal playing proficiency on each. Survey of materials for both private and class instruction. Goal 2b (Goal 3A or 3C Catalog 0809+)

+ MUSC3360 Music in the Secondary School 3 s.h.

Organization of junior and senior high school instrumental and choral classes including methods, materials, and program building. Several class sessions emphasize the subjects of a general music curriculum for the general student or nonperformer. Goal 2b (Goal 3A or 3C Catalog 0809+)

+ MUSC3390 Music in the Elementary School 3 s.h.

To provide the music major with the necessary knowledge, methods, and skills to build and administer an effective general music program in grades K-6. In addition to the fundamental learnings of the elementary classroom teacher, there is exploration of dominant trends in music teaching, current learning theories, and measurement and evaluation. Survey of materials, observation, and teaching of actual music classes in the elementary schools. Goal 2b (Goal 3A or 3C Catalog 0809+)

+ MUSC3400 Vocal Methods and Pedagogy 2 s.h.

Basic principles and practical methods underlying the teaching of singing to individuals and/or groups. Prerequisite: MUSC1410 or MUSC1750. Goal 2b (Goal 3A or 3C Catalog 0809+)

MUSC3900 Topics in Music Goal 2b (Goal 3A or 3C Catalog 0809+) 1-3 s.h.**MUSC4000 Individual Study Goal 2b (Goal 3A or 3C Catalog 0809+) 1-3 s.h.****Applied Music — Group Instruction****MUSC1410 Voice Class I 1 s.h.**

Introduction to the basic principles of vocal production and performance using the small class approach. Emphasis on folk songs, art songs, and easy arias in English. (No applied music fee.) Goal 2b (Goal 3A or 3C Catalog 0809+)

MUSC1420 Voice Class II 1 s.h.

Continuation of MUSC1410. Prerequisite: MUSC1410 and/or consent of instructor. (No applied music fee.) Goal 2b (Goal 3A or 3C Catalog 0809+)

MUSC1740 Piano Class 1 s.h.

For beginning piano students. Class approach to the learning of basic keyboard technique and orientation to both treble and bass clefs. With the aid of electronic equipment, students are able to work either individually or with other members of the class. May be repeated once for credit. Goal 2b (Goal 3A or 3C Catalog 0809+)

Applied Music — Individual Instruction

**** Applied Keyboard: (MUSC1510 Organ, MUSC1530 Piano) 1-2 s.h.**

Individual instruction (private lessons) with emphasis on developing skills, improving technique, and learning repertoire. May be repeated for credit. (Applied music fee.) Goal 2b (Goal 3A or 3C Catalog 0809+)

**** Applied Instruments (MUSC1610 Brass, MUSC1630 Percussion, MUSC1650 Strings, MUSC1670 Woodwinds) 1-2 s.h.**

Individual instruction (private lessons) with emphasis on developing skills, improving technique and learning repertoire. May be repeated for credit. (Applied music fee.) (Goal 3A or 3C Catalog 0809+)

**** MUSC1750 Applied Voice 1-2 s.h.**

Individual instruction (private lessons) in vocal technique, performance, and repertoire. Emphasizes the study of English, American, and Italian art songs and arias. Vocal seminar is required. May be repeated for credit. (Applied music fee.) Goal 2b (Goal 3A or 3C Catalog 0809+)

**** Advanced Applied Keyboard (MUSC3510 Organ, MUSC3530 Piano) 1-2 s.h.**

For students who have had four semesters of lower division applied music study on the specific instrument. May be repeated for credit. (Applied music fee.) Goal 2b, 3 (Goal 3A or 3C Catalog 0809+)

**** Advanced Applied Instruments (MUSC3610 Brass, MUSC3630 Percussion, MUSC3650 Strings, MUSC3670 Woodwinds) 1-2 s.h.**

For students who have had four semesters of lower division applied music study on the specific instrument. May be repeated for credit. (Applied music fee.) Goal 2b, 3 (Goal 3A or 3C Catalog 0809+)

**** MUSC3750 Advanced Applied Voice 1-2 s.h.**

Advanced individual instruction (private lessons) in vocal technique, performance, and repertoire. Emphasizes the study of arias and art songs in a variety of languages. For students who have had four semesters of MUSC1750. Vocal seminar required. May be repeated for credit. (Applied music fee.) Goal 3 (Goal 3A or 3C Catalog 0809+) (Goal 2A Catalog 0910+)

Ensemble Music

MUSC0100 Chamber Singers .5 s.h.

Vocal chamber ensemble of sixteen to twenty-four singers selected on the basis of voice quality, musicianship, blend, and sight-singing ability. Performs on and off campus. Audition required. Goal 2b (Goal 3A or 3C Catalog 0809+)(Goal 2A Catalog 0910+)

MUSC0200 University Chorus .5 s.h.

Study, preparation, and performance of a wide range of choral repertoire for Women's Ensemble, Men's Ensemble and mixed chorus with performances both on and off campus. The University Chorus is open to all members of the campus community who have a love of singing, a desire and ability to make a contribution to the ensemble. An audition is not required. Goal 2b (Goal 3A or 3C Catalog 0809+)(Goal 2A Catalog 0910+)

MUSC0300 Concert Choir .5 s.h.

Study, preparation, and performance of a wide range of choral music, a cappella and accompanied, sacred and secular. Concert Choir performs both on and off campus, and is the major touring choir. Audition required. Goal 2b (Goal 3A or 3C Catalog 0809+)(Goal 2A Catalog 0910+)

MUSC0400 The Graceland Orchestra .5 s.h.

Study, preparation, and performance of a wide range of orchestral literature. Performances on and off campus. Audition required. Goal 2b (Goal 3A or 3C Catalog 0809+)(Goal 2A Catalog 0910+)

MUSC0600 Jazz Ensembles .5 s.h.

Emphasis will be given to jazz interpretation and improvement of improvisational skills. Performs on and off campus. Audition required. Goal 2b (Goal 3A or 3C Catalog 0809+)

MUSC0700 Symphonic Band .5 s.h.

Offered spring semester. Emphasis on significant traditional and modern music. Presents two on-campus concerts, occasional area concerts, and concert tour every other spring. Auditions required. Goal 2b (Goal 3A or 3C Catalog 0809+)

MUSC0800 Chamber Ensemble Performance .5 s.h.

The study and performance of music through participation in a small ensemble. Regularly scheduled rehearsals and public performance. May be repeated. Consent of Instructor required. Goal 2b (Goal 3A or 3C Catalog 0809+)

MUSC3130 Advanced Chamber Ensemble Performance .5 s.h.

Participation on a leadership level in a small ensemble. May be repeated for credit. Consent of instructor required. Goal 2b,3 (Goal 3A or 3C Catalog 0809+)

Advanced Ensemble Music**MUSC3140 Chamber Singers .5 s.h.**

Participation on a leadership level in Chamber Singers. May be repeated for credit. Prerequisite: Four semesters of participation in Chamber Singers. Goal 3 (Goal 3A or 3C Catalog 0809+)(Goal 2A Catalog 0910+)

MUSC3150 Graceland Choir .5 s.h.

Participation on a leadership level in Concert Choir or University Chorus. May be repeated for credit. Prerequisite: Four semesters of participation in either University Chorus or Concert Choir. Goal 3 (Goal 3A or 3C Catalog 0809+)(Goal 2A Catalog 0910+)

MUSC3160 Graceland Orchestra .5 s.h.

Study, preparation, and performance of a wide range of orchestral literature. Performances on and off campus. Audition required. Goal 3 (Goal 3A or 3C Catalog 0809+)(Goal 2A Catalog 0910+)

MUSC3180 Jazz Ensemble .5 s.h.

Participation on a leadership level in one of the college music ensembles. May be repeated for credit. Prerequisite: Four semesters of participation in the same ensemble. Goal 3 (Goal 3A or 3C Catalog 0809+)(Goal 2A Catalog 0910+)

MUSC3190 Symphonic Band .5 s.h.

Participation on a leadership level in one of the college music ensembles. May be repeated for credit. Prerequisite: Four semesters of participation in the same ensemble. Goal 2b, 3 (Goal 3A or 3C Catalog 0809+)

+Denotes an alternate year course.

**Corequisite MUSC1000 for music and music education majors and minors only.

#Will not count as an ensemble for music majors.

Nursing (Undergraduate)

The Nursing curriculum is carefully designed to integrate professional education with liberal arts and sciences. The program accommodates students beginning their education in nursing as well as students eligible for advanced placement. Graduates are prepared to provide nursing care in hospital and community health settings where beginning professional competence is expected.

The Nursing Programs are accredited by the Commission on Collegiate Nurse Education (CCNE) and are approved by the Iowa Board of Nursing, and the Missouri State Board of Nursing.

In accordance with Missouri requirements (4 CSR 200-4.020,C) completion of the Graceland BSN degree does not guarantee eligibility to write the licensure examination since all applicants must be approved by the Board and have completed at least the high school course of study, or the equivalent thereof as determined by the State Board of Education, as well as the basic professional curriculum at Graceland (4 CSR 200-4.020,B). A complete copy of the State of Missouri Nursing Practice Act 335.066 can be obtained from the Missouri State Board of Nursing. A resource for information regarding tuition, fees, and length of program is: Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036-1120, (202)887-6791.

The Undergraduate Curriculum

Successful achievement in the humanities is basic to understanding the whole person and his/her response in health and illness. The well-prepared high school student usually spends four academic years completing the requirements for the Nursing major. The freshman and sophomore years are spent on the Lamoni campus, where the student enrolls in supporting science and humanities courses.* The nursing courses are taught on the Independence Campus in Independence, Missouri. The first two nursing courses are taught the summer before the junior year. Students will go to a variety of health care agencies for hands-on clinical experience while simultaneously completing the general education and Nursing major requirements.

*Transfer students may take these courses at other colleges.

Undergraduate Admission

Admission to the major is competitive and is based on overall ranking in the following areas:

1. Admission to Graceland University.
2. Indication of potential for academic success.
 - a. Minimum of 2.50 cumulative grade point average on all previous college work.
 - b. Minimum grade of "C" in each course required for the major. Pass/fail options are not permitted in the required courses for the nursing major.
 - c. Prior to enrollment in the spring semester of the sophomore year, the applicant must have completed the following courses with a minimum grade of "C" in each course:
 1. Introduction to Chemistry (3 s.h.)
 2. Anatomy and Physiology (6 s.h.)
 - * BIOL3420 Human Anatomy and BIOL3440 Human Physiology will be required for all current Graceland students (8 s.h.)
 3. Fundamentals of Microbiology (4 s.h.)
 4. College Algebra or Mathematical Concepts I (3 s.h.)
 - d. Successful completion of the following courses by the end of the spring semester the sophomore year:
 1. Introduction to Psychology (3 s.h.)
 2. Developmental Psychology (3 s.h.)
 3. Introduction to Sociology or Cultural Anthropology (3 s.h.)
 4. Nutrition (3 s.h.)
 - e. Prior to beginning the first nursing classes at Graceland, students applying to the traditional track must present a minimum of 66 s.h., and students applying to the accelerated track 69 s.h. of acceptable college work from an accredited college, including the courses listed previously in this section.
 - f. Satisfactory scores on required admission examinations (TEAS exam).
3. Personal statement of goals.
4. Two reference letters from an academic and occupational source (two academic references may be used if applicant has never held a job).
5. Personal interview.
6. Personal qualifications, potential for professional competency, and state of health.
7. Any RN-BSN student whose GPA falls in the range of 2.0 to 2.494 will be conditionally accepted to the major and allowed to take 12 s.h. of nursing courses. Students can continue in the program if they achieve a GPA of 2.50 (2.495) or better on those courses.
8. 2.5(5) from the Iowa Administrative Code, chapter 2, nursing educational programs: Nursing courses with a clinical component may not be taken by a person:
 - a. who has been denied licensure by the board,
 - b. whose license is currently suspended, surrendered or revoked in any United States jurisdiction,
 - c. whose license/registration is currently suspended, surrendered or revoked in another country due to disciplinary action.

Accelerated Option Program of Study

Students can apply for the Accelerated Option and graduate in January rather than May of their senior year. Students will take an additional course the spring of their junior year and approximately eight semester hours in the summer between the junior and senior years. They will complete their last course at the end of January in their senior year.

The admission requirements are the same as the traditional program except that students must have:

1. cumulative GPA of 3.0 on a 4.0 scale;
2. completed 69 hours of acceptable college work from an accredited university and;
3. completed all but six of their general education requirements upon initial enrollment.

Early Decision Option Program of Study

Students can apply for the Early Decision Option Program of Study following their junior year of high school. Students who have demonstrated exceptional academic achievement and want to pursue a professional career in nursing may apply for early acceptance into the nursing program. Admission into this program is competitive.

The requirements for application include:

1. ACT of 24 or better (or SAT combined score of 1650)
2. Completion of college bound high school graduation requirements with a B or greater.
Requirements include:
 - a. 4 units of English/language arts
 - b. 3 units of math
 - c. 3 units of science
 - d. 3 units of social studies
3. Maintain a 3.0 GPA on current coursework in high school
4. Submit an essay describing why you want to enter the profession of nursing and why you should be chosen for this program

Once accepted into the program, the progression requirements include:

1. Maintain a 3.0 on all college coursework
2. Follow suggested program of study
3. Send updated transcript following the end of each semester (unless attending GU)
4. Complete the TEAS (Test of Essential Academic Skills) exam the semester before beginning the nursing program
5. Complete required number of hours for accepted program (66 s.h. for traditional program or 69 s.h. for accelerated program)

Graduation Requirements

To qualify for graduation, each degree candidate must have:

- Completed sufficient credit to total 124 semester hours.
- Successfully completed all upper division (junior and senior level) semester hours.
- Completed the University's general education requirements.
- Earned a cumulative GPA of at least 2.0 on all work and at least a 2.0 GPA in major.
- Achieved a satisfactory score on the standardized comprehensive exam (BSN-RN only).
- Fulfilled all financial obligations to Graceland University.
- Filed an application for graduation with the Office of the Registrar at least six months prior to anticipated graduation date.

School of Nursing requests that the audit be completed spring of the junior year to ensure all requirements except for nursing have been met prior to the start of the senior year.

Academic Policies for the Nursing Major

1. Student whose cumulative grade point average falls below 2.00 will be placed on academic probation and be subject to review by the Undergraduate Student Affairs Committee.
2. A minimum grade of "C" must be earned in all nursing courses and in all supporting required courses. Students may be allowed to repeat or withdraw from a course one time. Students will be dismissed after failing the same nursing course two times. A student who earns a "D" or "F" in a second nursing course will be dismissed from the program.
3. Students may not move to another clinical nursing level until the current one is satisfactorily completed.
4. Non-academic dismissal:
 - a. The Undergraduate Student Affairs Committee on behalf of the nursing faculty reserves the right to dismiss any student from the program whose health, professional conduct, theoretical, and/or clinical performance or conduct demonstrates an inability to continue preparation for a career in nursing. This may include violation of the academic integrity policy or breach of confidentiality.

Added Requirements

Nursing education maintains a close relationship with nursing practice. Students will be expected to meet additional requirements and expenses related to health examinations and immunizations, uniforms, transportation to clinical agencies, and liability insurance while enrolled in the junior and senior clinical nursing courses. Each student in the third and fourth year of the Nursing major needs to have their own reliable transportation. Specific information about these matters can be obtained from the School of Nursing.

B.S.N. Degree — Nursing Major

Beginning Professional Students:

In addition to the general education requirements, majors in Nursing must complete a concentration of 53 semester hours of professional Nursing courses and 33 semester hours of supporting course work. The minimum total of semester hours required for graduation in Nursing is 124.

Required Nursing Courses:

NURS2420 Nursing for the 21st Century 4 s.h.
 NURS2460 Health Assessment 3 s.h.
 NURS3120 Therapeutic Interventions 3 s.h.
 NURS3160 Introduction to Evidence-Based Nursing 3 s.h.
 NURS3250 Adult Health Care I 4 s.h.
 NURS3260 Adult Health Care II 4 s.h.
 NURS3270 Psychosocial Aspects of Client Care 4 s.h.
 NURS3440 Pathophysiology 3 s.h.
 NURS3450 Pharmacology 3 s.h.
 NURS4160 Leadership Roles in Nursing 4 s.h.
 NURS4220 Maternity and Women's Health 4 s.h.
 NURS4240 Child and Family Health 4 s.h.
 NURS4260 Care of the Critically Ill 4 s.h. (not required for RN-BSN students)
 NURS4280 Global Health and Policy Issues 3 s.h. (only required for RN-BSN students)
 NURS4340 Community Health Care 3 s.h.
 NURS4380 Senior Clinical Practicum 2 s.h.
 NURS4480 Senior Seminar 2 s.h.

During the last semester of the senior year, students will be required to achieve a satisfactory score on a designated standardized comprehensive examination to sit for the licensure exam.

Required Supporting Courses:

BIOL3420 Human Anatomy 4 s.h.
 BIOL3440 Human Physiology 4 s.h.
 BIOL2360 Fundamentals of Microbiology 4 s.h.
 BIOL2560 Nutrition 3 s.h.
 CHEM1310 Introduction to Chemistry 3 s.h.
 MATH1280 College Algebra (preferred) **or**
 MATH1310 Mathematical Concepts I 3 s.h. (not required for RN-BSN students)
 MATH1380 Introduction to Statistics 3 s.h.
 SOCI1300 Introduction to Sociology (preferred) **or**
 SOCI1350 Cultural Anthropology 3 s.h.
 PSYC1300 Introductory Psychology 3 s.h.
 PSYC2250 Developmental Psychology 3 s.h.

Registered Nurses:

Registered Nurses seeking a Bachelor of Science in Nursing degree have several advanced placement options. Recent graduates of Iowa schools approved to participate in the Iowa Articulation Program may receive 64 s.h. of credit upon admission to Graceland. Students may also receive 64 s.h. of credit after successfully completing three Iowa Articulation courses that are offered at various community colleges in the state. Students from out of state may receive 28 s.h. of upper division escrow credit upon successful completion of NURS3460 Professional Seminar I and payment of recording fees for upper division courses. For complete information see School of Nursing brochure "articulation options". The required course, NURS4480 Senior Seminar, will be waived upon successful completion of the following required courses designed specifically for Registered Nurses:

NURS3460 Professional Seminar I 3 s.h.
 NURS4420 Professional Seminar II 2 s.h.

Courses in Nursing (Undergraduate)**Non-Clinical Course Offerings****NURS2000 Individual Study 1-3 s.h.****NURS2420 Nursing for the 21st Century 4 s.h.**

Focus on roles and responsibilities of the professional nurse, beginning understanding of legal, political, economic, ethical, and historical trends in nursing. Emphasis on learning the nursing process and applying critical thinking skills that are needed to give competent, health promotive, person-centered care across the life span.

NURS2460 Health Assessment 3 s.h.

Systematic holistic approach to the health history and physical examination for the purpose of differentiating normal from abnormal states of health and critical assessment of client needs. Application of concepts are facilitated in laboratory experiences.

NURS3000 Individual Study 1-3 s.h.**NURS3120 Therapeutic Interventions 3 s.h.**

Introduction to basic concepts and psychomotor skills necessary to provide therapeutic interventions for individual clients. Laboratory and clinical experience provided. Prerequisites: NURS2420, NURS2460.

NURS3160 Introduction to Evidence-Based Nursing 3 s.h.

Study of the evidence-based practice research process to develop informed consumers of nursing research. Exploration of the application of the research evidence to the health care environment. Prerequisite: NURS3120, 3250, 3440, 3450. Goal 4c1

NURS3440 Pathophysiology 3 s.h.

Study of the concepts and altered processes of organs, cells, and biochemical functions of the systems related to homeostasis, neural control and integration. Prerequisite: NURS2420, NURS2460.

NURS3450 Pharmacology 3 s.h.

Study of principles of pharmacology and their application to nursing. Emphasis on major categories of pharmacological agents, their actions, side effects, uses and nursing responsibilities regarding administration and calculations of medications. Prerequisite: NURS2420, 2460 (BSN-RN students only).

NURS3460 Professional Seminar I 3 s.h.

A transitional course to prepare the RN student for entry into baccalaureate nursing and continuing socialization into the profession. Exploration of major curricular and historical concepts. Prerequisite: Nursing major with junior standing.

NURS3900 Topics in Nursing 1-3 s.h.

An in-depth study of a specific, timely topic in nursing. May be repeated for credit when the topic varies.

NURS4000 Individual Study 1-3 s.h.**NURS4280 Global Health and Policy Issues 3 s.h.**

The course focuses on an analysis of the forces shaping our community and global health patterns. Drawing on multidisciplinary sources, this course explores the impact of these global processes as they manifest in the health of our own and other societies. Emphasis is placed on analysis of the broad cultural, environmental, social-economic, and political systems that contribute to health status and outcomes, health policies, and health care delivery around the world.

NURS4420 Professional Seminar II 2 s.h.

Continuing exploration of current health care issues facing the nursing profession using a critical thinking process designed to move the RN student into the professional baccalaureate role for practice in the 21st century. Prerequisite: Nursing major with senior standing and NURS3460.

NURS4480 Senior Seminar 2 s.h.

Examination of the social, cultural, political, legal, economic, and ethical issues that surround the practice of professional nursing. Exploration of concepts preparing the graduate for entry into the professional role. Emphasis on critical thinking.

Clinical Course Offerings

Each of the following clinical course offerings provides students practical opportunity to utilize components of the nursing process in a caring, professional way; to promote positive adaptation of families and individuals with specific health needs; and to function as a member of a health care team that utilizes research findings and scientific rationale in planning and implementing nursing action.

NURS3250 Adult Health Care I 4 s.h.

Focus on the development of abilities to manage the care of adults, at various life stages, in a variety of health care settings. Emphasis on person-centered communication and application of cognitive, psychomotor and affective skills in providing basic nursing care to clients and their families. Prerequisites: NURS2420, NURS2460, NURS3120 (BSN-RN students only).

NURS3260 Adult Health Care II 4 s.h.

Focus on the development of abilities to manage the care of adults, at various life stages, in a variety of health care settings. Emphasis on person-centered communication and application of cognitive, psychomotor and affective skills in providing family centered nursing care to individuals and groups of clients. Prerequisite: NURS3120, 3250, 3440, 3450 (BSN-RN students only).

NURS3270 Psychosocial Aspects of Client Care 4 s.h.

Emphasis on promotion of healthy individual and family system responses to psychosocial stressors (violence, poverty, substance abuse). Psychopathology will be explored with opportunities to practice primary, secondary, and tertiary nursing interventions in the clinical setting. Prerequisites: NURS3120, 3250, 3440, 3450 (BSN-RN students only).

NURS4160 Leadership Roles in Nursing 3-4 s.h.

Examination of leadership, management, role, and change theories. Emphasis on acquiring the knowledge, skills, abilities, and resources required to lead an interdisciplinary team to achieve excellence and high quality outcomes. Prerequisites: Junior level nursing courses. Goal 6 (Goal 6 Catalog 0809+)

NURS4220 Maternity and Women's Health 4 s.h.

Study of women's health across the lifespan with an emphasis on maternity/newborn care. Employs holistic approach to health promotion and intervention. Prerequisites: Junior level nursing courses.

NURS4240 Child and Family Health 4 s.h.

Holistic approach to care of children, adolescents, and their families. Emphasis on impact of societal and family decisions on development and well-being of children and adolescents. Prerequisites: Junior level nursing courses.

NURS4260 Care of the Critically III 4 s.h.

Emphasis on the key concepts required to deliver care to clients and their families during severe physiological stress. Importance placed on critical thinking to analyze the relationship between multidimensional stressors in the midst of critical illness. Prerequisites: Junior level nursing courses.

NURS4340 Community Health Care 3 s.h.

Focus on the community as client, including community assessment and the examination of a variety of global issues. Emphasis on epidemiology, community focused health promotion and prevention within a sociopolitical environment. Prerequisites: Junior level nursing courses.

NURS4380 Senior Clinical Practicum 2 s.h.

Emphasis on advanced cognitive, psychomotor, and affective skills and therapeutic communication in the care of clients and families in specialized settings. Prerequisites: Junior level nursing courses.

Nursing (RN-BSN/MSN)

The RN-BSN/MSN Program offers Registered Nurses the opportunity to complete their BSN and MSN degrees via an accelerated process through the Distance Learning program. This program is available in two career options: Family Nurse Practitioner, and Nurse Educator. Students enrolling in this program need to declare their preference for the program prior to completing nursing courses. Depending on the career option chosen, this program requires 11 fewer semester hours of course work than would be required if both degrees were sought independently. In this unique program, students are required to take only the graduate level Professional Development I and II, Advanced Pathophysiology, and Scientific Inquiry courses, rather than the undergraduate courses providing similar content.

Students who are enrolled in this program will have the option to “stop-out” and earn a BSN only if they desire. Also, all requirements for admission for the MSN program will be met prior to starting graduate level courses.

Admission Requirements

1. Current license to practice as a registered nurse in the U.S.A.
2. Strongly recommend two years of experience as an RN
3. Indication of academic success:
 1. An initial GPA of 2.5. Prior to taking graduate level courses, students would then be required to have a GPA of 3.00.
4. Evaluation of professional qualifications and potential for success in graduate studies
5. Clearance from the RN-BSN faculty
6. 2.5(5) from the Iowa Administrative Code, chapter 2, nursing educational programs: Nursing courses with a clinical component may not be taken by a person:
 1. who has been denied licensure by the board,
 2. whose license is currently suspended, surrendered or revoked in any United States jurisdiction,
 3. whose license/registration is currently suspended, surrendered or revoked in another country due to disciplinary action.

Graduation Requirements

1. Completed the College's general education requirements
2. Completed sufficient credit to total 158 semester hours
3. Completed sufficient credit to meet the total required graduate semester hours within 6 years of enrollment
4. Completed at Graceland University:
 - 47 total graduate semester hours with a minimum 37 at Graceland for [Family Nurse Practitioner](#) track
 - 40 total graduate semester hours with a minimum 30 at Graceland for the [Nurse Educator](#) track
5. Earned a grade of B or above on all graduate course work
6. Satisfactorily completed the required thesis or research project option
7. Fulfilled all financial obligations to Graceland University
8. Filed an application for graduation with the office of the Registrar at least 6 months prior to anticipated graduation date.

Nursing (Graduate)

The Master of Science in Nursing program expands the focus of nursing, using as its foundation the basic baccalaureate nursing program. The program's goals are directed toward educating the Family Nurse Practitioner and Nurse Educator. The Family Nurse Practitioner concentration prepares nurses to perform in the expanded role caring for families and facilitating adaptation in a variety of settings. The student's area of study incorporates a blend of theory and research with an emphasis on guided practice in clinical areas. The Nurse Educator concentration provides the knowledge base and skills needed to teach adults in a collegiate or health care setting.

The Master of Science in Nursing curriculum is primarily provided via the internet. This program is designed to provide working RNs the opportunity to pursue graduate work through the completion of a combination of online cohort courses and faculty and preceptor-guided practicums in the student's local community. All students are required to attend two focus sessions on Graceland's Independence campus during the course of the program.

Post-Master's Certificate programs are available to nurses who already hold a Master of Science in Nursing degree. Each specialty track presents a theoretical base specific to the selected area. The theoretical base is accompanied by clinical or practical experience which allows the student to apply the theory to specialized professional practice. Students admitted to a Post-Master's Certificate program are not matriculated for a graduate degree. A certificate is awarded upon completion.

Admission to the Master of Science in Nursing Program

Within the School of Nursing, applications to the MSN and Post-MSN Programs are reviewed and acted upon by the Graduate Student Affairs Committee (GSAC). Decisions by the GSAC are final and confidential. Applications for admission to the MSN and Post-MSN Programs are evaluated on the basis of scholarship, writing ability, potential for success, professionalism and references. Qualified students are admitted into a specified specialty track within the MSN and Post-MSN Programs on a space available basis. Only complete applications from qualified students will be reviewed and considered by the GSAC. Qualified applicants must meet the following minimum requirements to be considered for admission.

RN-MSN Admission Requirements

1. Qualified applicants will be granted provisional offers of admission to the MSN program pending successful completion of all undergraduate BSN courses with a cumulative GPA of 3.0 or higher.
2. Current license to practice as a registered nurse in the U.S.A. and its territories.
3. A grade point average (GPA) of 3.00 or above in these areas:
 - a. last 60 hours of undergraduate college work (or nearest semester or term break to this),
 - b. undergraduate nursing courses,
 - c. any graduate level courses taken.
4. Applicants with lower than a 3.00 in any of these areas may be denied or considered on an individual basis for probationary or non-degree status on a space available basis. Students admitted on probationary status must earn a grade of B or better for the first six semester hours of coursework completed after admission to remain in the program.
5. Unimpeded matriculation into the MSN program upon completion of required undergraduate coursework requires maintenance of a cumulative GPA of 3.0 or higher in all undergraduate nursing courses.
6. Satisfactory criminal background check.

MSN (Post-BSN) Admission Requirements

1. Baccalaureate degree in nursing (BSN) from an NLNAC or CCNE accredited program. For students with foreign transcripts, a CGFNS evaluation is required with GPA equivalency and TOEFL score.
2. Current license to practice as a registered nurse in the U.S.A. and its territories.
3. A grade point average (GPA) of 3.0 or above in these areas:
 1. last 60 hours of undergraduate college work (or nearest semester or term break to this)
 2. undergraduate nursing courses,
 3. a grade of B or better in any graduate nursing course.
4. Applicants with lower than a 3.00 in any of these areas may be denied or considered on an individual basis for probationary or non-degree status on a space available basis. Students admitted on probationary status must earn a grade of B or better for the first six semester hours of coursework completed after admission to remain in the program
5. Satisfactory criminal background check.

Post-MSN Certificate Admission Requirements

1. Master of Science degree in nursing (MSN) from an NLNAC or CCNE accredited program. For students with foreign transcripts, a CGFNS evaluation is required with GPA equivalency and TOEFL scores.
2. Current license to practice as a registered nurse in the U.S.A. and its territories.
3. A minimum cumulative GPA of 3.2 or higher in MSN program.
Applicants with lower than a 3.20 may be denied or considered on an individual basis for probationary or non-degree status on a space available basis. Students admitted on probationary status must earn a grade of B or better for the first six semester hours of coursework completed after admission to remain in the program
4. A grade of B or better in any graduate nursing course.
5. Satisfactory criminal background check.

MSN Graduation Requirements

To qualify for graduation, each degree candidate must have:

1. Completed sufficient credit to meet the total required graduate semester hours within 6 years of enrollment.
2. Completed at Graceland University:
47 total graduate semester hours with a minimum of 37 at Graceland for Family Nurse Practitioner concentration;
40 total graduate semester hours with a minimum of 30 at Graceland for the Nurse Educator concentration.
3. Earned a final course grade of B or better in every course.
4. Satisfactorily completed the required scholarly project.
5. Fulfilled all financial obligations to Graceland University.
6. Filed an application for graduation with the Office of the Registrar at least 6 months prior to the anticipated graduation date.

Post-Master's Family Nurse Practitioner Certificate Program

The Post-Master's Family Nurse Practitioner program enlarges the focus of nursing, using as its foundation the Master of Science in Nursing program. The Family Nurse Practitioner concentration prepares nurses to perform in the expanded role, caring for families in a variety of settings. The student's area of study incorporates a blend of theory and research with an emphasis on guided practice in clinical areas.

The curriculum builds on the core master's courses with the addition of essential Family Nurse Practitioner courses. All didactic and clinical courses are planned following the guidelines of the National Organization of Nurse Practitioner Faculties (NONPF) to meet the requirements for national certification.

The Post-Master's Family Nurse Practitioner program is primarily provided via the internet. It is designed to allow practicing RNs to pursue further graduate work within their home community. Students complete the requirements for certification through a combination of online courses and preceptor guided practicums in the student's community. Those post MSN students who need Advanced Health Assessment and/or those who elect to take the Advanced Practice Procedures course will be required to come to one focus session at the Independence campus.

Students admitted to the Post-Master's Family Nurse Practitioner Program are not matriculated for a graduate degree. A certificate is received upon completion of the coursework and students are then eligible to sit for the national certification exam as a Family Nurse Practitioner. The Post-Master's program requires a total of 28 semester hours. A minimum of 18 semester hours must be taken through Graceland University.

Post-Master's Nurse Educator Certificate Program

The Post-Master's Nurse Educator certificate program is a graduate level program designed for persons who already possess a Masters degree in Nursing and are interested in enhancing their knowledge base and skills to teach adults in a collegiate or health care setting. Students admitted to the Post-Master's Nurse Educator Certificate Program are not matriculated for a graduate degree. A certificate in Nursing Education is awarded upon completion. The Post-Master's Nurse Educator Certificate Program requires completion of 7 courses for a minimum of 17 hours. All seven courses are online.

Academic Policies for the MSN Program

Academic policies are summarized in the Graduate Student Handbook (GSH) which can be viewed at <http://www.graceland.edu/GraduateStudentHandbook-Nursing>. This handbook is updated on a regular basis. Refer to the online version for the most current information. Students will be notified when major revisions are posted.

Master of Science in Nursing Degree

Core Courses (24 s.h. required for all specialty tracks)

NURS5110 Evidence-Based Practice 3 s.h.
NURS5121 Theory in Nursing 3 s.h.
NURS5141 Advanced Health Assessment 3 s.h.
NURS5142 Advanced Health Assessment Lab 1 s.h.
NURS5180 Scientific Inquiry in Nursing 3 s.h.
NURS5440 Advanced Pathophysiology 3 s.h.
NURS6320 Professional Roles for Advanced Practice Nurses 2 s.h.
NURS6330 Professional Issues for Advanced Practice Nurses 3 s.h.
NURS6930 Scholarly Project 3 s.h.

MSN Specialty Tracks:

Family Nurse Practitioner

NURS5100 Pharmacotherapeutics 3 s.h.
NURS5190 Advanced Practice Procedures 3 s.h.
NURS5200 Primary Care of Families: Pediatrics 3 s.h.
NURS6200 Primary Care of Families: Adults 3 s.h.
NURS6740 Family Nurse Practitioner Practicum: Pediatrics 4 s.h.
NURS6760 Family Nurse Practitioner Practicum: Adults 4 s.h.
NURS6830 Advanced Family Nurse Practitioner Practicum 3 s.h.
Core Courses 24 s.h.

Nurse Educator

NURS5610 Teaching and Learning Theories 3 s.h.
 NURS5620 Technology for Educators 2 s.h.
 NURS5630 Issues in Nursing Education 2 s.h.
 NURS5640 Curriculum Design, Implementation, and Evaluation 3 s.h.
 NURS5650 Teaching Strategies, Student Learning Styles and Assessment 3 s.h.
 NURS6720 Nurse Educator Practicum 3 s.h.
 Core Courses 24 s.h.

Post-Master's Family Nurse Practitioner Certificate

NURS5100 Pharmacotherapeutics 3 s.h.
 NURS5141 Advanced Health Assessment 3 s.h.
 NURS5142 Advanced Health Assessment Lab 1 s.h.
 NURS5200 Primary Care of Families: Pediatrics 3 s.h.
 NURS5440 Advanced Pathophysiology 3 s.h.
 NURS6160 Role Socialization for Family Nurse Practitioner 1 s.h.
 NURS6200 Primary Care of Families: Adults 3 s.h.
 NURS6740 Family Nurse Practitioner Practicum: Pediatrics 4 s.h.
 NURS6760 Family Nurse Practitioner Practicum: Adult 4 s.h.
 NURS6830 Advanced Family Nurse Practitioner Practicum 3 s.h.

Post-Master's Nurse Educator Certificate

NURS5210 Role Socialization for the Nurse Educator 1 s.h.
 NURS5610 Teaching and Learning Theories 3 s.h.
 NURS5620 Technology for Educators 2 s.h.
 NURS5630 Issues in Nursing Education 2 s.h.
 NURS5640 Curriculum Design, Implementation and Evaluation 3 s.h.
 NURS5650 Teaching Strategies, Student Learning and Assessment 3 s.h.
 NURS6720 Nurse Educator Practicum 3 s.h.

Courses in Nursing (Graduate)

NURS5100 Pharmacotherapeutics 3 s.h.

Provides the graduate advanced practice nursing student foundational knowledge and application of pharmacotherapeutics to meet the health care needs of clients, from childhood through the older years. Content focuses on the principles of pharmacokinetics and pharmacodynamics, and provides an overview of selected therapeutic drug categories which allows students to evaluate client situations and determine drug therapy within the context of the overall treatment plan.

NURS5110 Evidence-Based Practice 3 s.h.

Focuses on evidence-based practice (EBP) in the advanced nursing role. Emphasizes the scholarly use and communication of health-related evidence in clinical settings. All major tenets of EBP will be thoroughly explored. Students will propose a specific application of EPB within a selected framework to a chosen clinical practice problem or need, focusing on problem identification, review of evidence and protocols, and change through leadership. Prerequisite or corequisite: Completion of a BSN, NURS5180.

NURS5121 Theory of Nursing 3 s.h.

Focuses on the theoretical concepts that are essential to advanced nursing roles and the interactions between theory, research and practice. Grand, mid-range and practice level theories are examined and compared. The influence of theories from other disciplines on the development of nursing theory is appraised. Students will analyze, compare, and evaluate selected nursing theories for their use in nursing education or clinical practice. Concept analysis, synthesis, and theory application are also important components of this course. Prerequisite: NURS5110 Evidence-Based Practice.

NURS5122 Family Theories in Nursing 1 s.h.

Focuses on the examination of family theories and their application in advanced nursing practice.

NURS5141 Advanced Health Assessment 3 s.h.

Builds upon health assessment skills developed in the professional nurse's basic educational program. The advanced practitioner obtains and utilizes comprehensive physical, psychosocial and cultural data throughout the lifespan in the development of assessments relevant to common health problems. Includes information on the selection and interpretation of lab values and clinical testing. Prerequisite: NURS5440 Advanced Pathophysiology.

NURS5142 Advanced Health Assessment Lab 1 s.h.

On-site lab includes didactic and hands on experience of advanced health assessment skills. (Graded on a Pass/Fail basis.) Pre- or Corequisite: NURS5141 Advanced Health Assessment.

NURS5180 Scientific Inquiry in Nursing 3 s.h.

Focuses on the evaluation of research findings for application to practice. Research methods include experimental/quasi-experimental, exploratory-descriptive, and naturalistic inquiry. Research design considerations include types of control, threats to validity, sampling plan, and ethics. Opportunity is provided to apply standards of the scientific community and the nursing profession to the critique of nursing research studies. Prerequisite: MATH1380; NURS5110 Evidence-based Practice.

NURS5190 Advanced Practice Procedures 3 s.h.

Provides a foundational knowledge of current health care system financing as it affects the delivery of care and instruction in the performance of selected basic advanced practice procedures.

NURS5200 Primary Care of Families : Pediatrics 3 s.h.

Examines the common, acute, and chronic health problems occurring in infancy through adolescence using a

body-system scheme and a physical, emotional, psychosocial, spiritual, intellectual, and cultural approach. Advanced pathophysiology, assessment and diagnostic strategies specific to acute and common problems in children will be emphasized. Nursing strategies to enhance, maintain and restore health will be emphasized. Prerequisites: NURS5100, NURS5141, NURS5142, NURS5440.

NURS5210 Role Socialization for Nurse Educator 1 s.h.

Exploration, development and implementation of the advanced role of nurse educator. Emphasis on role theory, role development, and the faculty role in an academic setting. Discussion of curricular, accreditation, scholarship, and time management issues and the leadership and discipline required to work in a variety of educational settings.

NURS5440 Advanced Pathophysiology 3 s.h.

Provides the graduate nursing student with a well-grounded understanding of the pathophysiologic mechanisms of disease to serve as a foundation for clinical assessment, decision making, and management. Content focuses on etiology, pathogenesis, and clinical presentation of selected altered health states. Diagnostic procedures and treatment options are not included.

NURS5610 Teaching and Learning Theories 3 s.h.

Exploration of contemporary teaching and learning theories while developing a personal philosophy of education. A historical review of philosophical theories of education is emphasized.

NURS5620 Technology for Educators 2 s.h.

Explores and develops informatics skills to support the teaching/learning process for nurse educators with emphasis on developing courses, teaching online, evaluation of outcomes, using the Internet, PowerPoint, and spreadsheets.

NURS5630 Issues in Nursing Education 2 s.h.

An overview of organizational, political, legal, ethical, and economic issues in nursing education. Trends in nursing education and current research are explored.

NURS5640 Curriculum Design, Implementation, and Evaluation 3 s.h.

Curriculum development theories and concepts are applied to the design and evaluation of a nursing curriculum based on current healthcare trends and the needs of society. Students construct a curriculum for an academic setting that reflects mission and philosophy, and includes program outcomes, curricular objectives, standards, competencies, implementation strategies, curriculum evaluation criteria, and curricular modification based on evaluation findings. The selection, organization, and sequencing of appropriate learning experiences to meet curricular objectives are also emphasized.

NURS5650 Teaching Strategies, Student Learning Styles and Assessment 3 s.h.

Analysis and development of evidence-based teaching strategies in education. Relationships are explored among selected instructional methods, content, and learning styles. Assessment methods of student performance in both didactic and clinical settings are also explored.

NURS5900 Topics in Graduate Nursing 1-3 s.h.

Graduate level study of selected topics approved by the Graduate Council. Topics are announced prior to each semester they are offered. May be repeated for credit when the topics vary.

NURS5910 Topics in Graduate Nursing: Community Assessment for Practice 1 s.h.

Allows the student nurse practitioner to explore from demographic, sociological, and public health perspectives, the community in which the student expects to establish a practice upon completion of formal program of study. The student will determine factors which can be anticipated to provide for or challenge the delivery of primary care with core components of health promotion and protection. Prerequisite: Instructor approval.

NURS6000 Individual Study 1-3 s.h.

NURS6160 Role Socialization for Family Nurse Practitioner 1 s.h.

Exploration of the role of family nurse practitioner in primary health care. Emphasis will be placed on current issues relating to health care financing, health care policy, ethics and legislation affecting health care delivery. Management skills necessary for primary care nurse practitioners to function in independent or collaborative practice environments will be examined.

NURS6200 Primary Care of Families: Adults 3 s.h.

Examines the common, acute, and chronic health problems occurring in adults using a body — system scheme and a physical, emotional, psychosocial, spiritual, intellectual, and cultural approach. Advanced pathophysiology, assessment and diagnostic strategies specific to the acute and common problems in adults will be stressed. Nursing strategies used to enhance, maintain, and restore health will be emphasized. Prerequisites: NURS5100, NURS5141, NURS5142, NURS5440.

NURS6320 Professional Roles for Advanced Practice Nurses 2 s.h.

The focus of the course is on the exploration of the development and implementation of the advanced roles of the nurse: practitioner, educator and administrator. Emphasis is placed on the concept of advanced practice and the generation of innovative practice models. Skills needed for interdisciplinary collaboration and negotiating contracts will be examined.

NURS6330 Professional Issues for Advanced Practice Nurses 3 s.h.

This course focuses on the organization of health care delivery systems, health care financing, health care policy, and ethical and legislative issues affecting health care planning and delivery. Sociopolitical issues will be examined as they impact policy formation and the profession as a whole. Prerequisite: NURS6320 - Professional Roles for Advanced Practice Nurses.

NURS6720 Nurse Educator Practicum 3 s.h.

Focuses on engagement in practicum activities designed to promote socialization to the role of nurse educator, application of educational theory and evidence-based teaching and assessment practices, facilitation of the cognitive, psychomotor, and affective development of learners in a selected practicum setting; and reflection/evaluation of the teaching, scholarship, and service demands of the nurse educator role.

NURS6740 Family Nurse Practitioner Practicum: Pediatrics 4 s.h.

Focuses on a holistic approach to health care from infancy through adolescence incorporating the principles of well child care, health promotion, and disease prevention including the concepts of growth and development, and screening procedures. Emphasizes advanced pathophysiology, assessment and diagnostic strategies specific to acute and common problems in children. Stresses clinical interventions to enhance, maintain, and restore health in context of family and community environments. Develops skills for collaboration with multidisciplinary teams and effective utilization of community resources Prerequisite: NURS5200

NURS6760 Family Nurse Practitioner Practicum: Adult 4 s.h.

Focuses on a holistic approach to health care of the adult throughout the lifespan; incorporating the principles of health promotion, disease prevention and primary and rehabilitative health care concepts which are applied to the management of adults in the context of their family and community environment. Emphasizes advanced pathophysiology, assessment and diagnostic strategies specific to acute, common and complex health problems in adults. Stresses clinical interventions to enhance, maintain, and restore health. Develops skills for collaboration with multidisciplinary teams and effective utilization of community resources. Prerequisite: NURS6200

NURS6830 Advanced Family Nurse Practitioner Practicum 3 s.h.

This practicum is the capstone course of the family nurse practitioner program requiring independent clinical management of acute and chronic illnesses across the life span highlighting multicultural care. Synthesis of practice management skills pertaining to economics, reimbursement for services and time management will be emphasized. Prerequisites: All pediatric and adult practicum courses.

NURS6930 Scholarly Project 3 s.h.

Prepares a graduate to provide high quality health care, initiate change, and improve nursing practice through the utilization of new knowledge. The research utilization experience includes: problem identification within a practice setting; organization and critical evaluation of research; and development, implementation, and evaluation of a research and theory based intervention. Prerequisites: NURS5180 Scientific Inquiry in Nursing and NURS5121 Theory in Nursing.

Peace Studies

Peace Studies Minor

A minor in Peace Studies consists of 18 semester hours or more of Peace Studies and selected electives. Nine semester hours, including POLS/PEAC2200, are required from the following:

POLS/PEAC2200 Introduction to Peace Studies 3 s.h.

POLS/PEAC3220 Global Peace Issues 3 s.h.

COMM/SOCI/PEAC3210 Conflict Resolution 3 s.h.

PEAC3700 Peace and Conflict Resolution Internship 3 s.h.

Nine semester hours of electives from the following courses are also required. Students must choose from at least three separate disciplines; cross-listed courses may not be counted as separate disciplines: BIOL1260, BIOL3400, ENGL/COMM3380, COMM3310, ECON3440, ECON/GEOG3280, GEOG/POLS3330, POLS2350, POLS2380, SOCI1350, SOCI2310, SOCI/PSYC3310, SOCI3330, HIST3300, HIST3360, PHIL/RELG3250, PHIL2260, PHIL3260, RELG2030, RELG2360, RELG3490, PSYC4430, COMM/INTD3100, and INTD3300.

Courses in Peace Studies

PEAC2200 Introduction to Peace Studies (Also POLS2200) 3 s.h.

Introduces the field of peace studies with a survey of the historical and philosophical bases for peacemaking, patterns of conflict resolution, nonviolence, history of peace movements, world order models, alternative futures, positive peace, and career options. Goal 2c, 5, 7 (Goal 5 Catalog 0809+) +

PEAC3210 Conflict Resolution (Also COMM/SOCI3210) 3 s.h.

Focuses on the causes and resolution of conflict at the micro level (family, school, community, church, interpersonal, etc.). Goal 1a, 2d, 4 (Goal 1A Catalog 0809+)

+ PEAC3220 Global Peace Issues (Also POLS3220) 3 s.h.

Focuses on the causes and resolution of conflict at the macro level (global violence and international peacemaking). Goal 2c, 7

PEAC3700 Peace and Conflict Resolution Internship 3 s.h.

An experienced-based program under the direction of the professional staff of a recognized service or policy-making agency. (Graded on a Pass/Fail basis.) Prerequisite: Instructor approval

+Denotes an alternate year course.

Philosophy

B.A. Degree — Philosophy and Religion Major

In addition to the general education requirements, majors in Philosophy and Religion must complete a concentration of 42 or more semester hours including the following:

RELG1200 Introduction to Religion 3 s.h.
 RELG1310 Introduction to Old Testament 3 s.h.
 RELG1320 Introduction to New Testament 3 s.h.
 RELG2360 Religions of the World 3 s.h.
 PHIL2300 Basic Issues in Philosophy 3 s.h.
 PHIL/RELG3100 World Philosophies & Religions: Great Texts 3 s.h.
 PHIL/RELG3250 Ethics 3 s.h.
 PHIL/RELG3450 Philosophy of Religion 3 s.h.
 PHIL4200 Senior Religion & Philosophy Thesis/Project 3 s.h.
 Electives in philosophy and religion, with at least 6 s.h. in philosophy 15 s.h.

Philosophy Minor

A minor in Philosophy consists of 18 semester hours or more in Philosophy.

Courses in Philosophy

PHIL1200 Environmental Ethics 3 s.h.

An overview of environmental ethics, which analyzes the ethical responsibilities of human beings toward the natural world. Explores the diverse perspectives on and responses to environmental problems and analyzes the ethical underpinnings of these responses and perspectives. (Goal 3E Catalog 0910+)

PHIL1350 Basic Logic 3 s.h.

An introduction to the fundamental principles of inductive and deductive logic. Goal 2b, 4ab, 4c1

PHIL2260 The Ethics of Technology 3 s.h.

This course introduces the ethical concerns and considerations inherent in modern technology. Focused on key ethical principles (human dignity, goodness, justice, truth, and freedom), the course considers the impact of technology on the human condition. The application of Kant's Categorical Imperative and the precepts of Utilitarianism will be explored, compared, and contrasted. The course fosters a deeper understanding of the ways in which technology, broadly defined, profoundly affects the individual, the society, and the culture. Goal 2b, 5, 10 (Goal 5 Catalog 0809+)

PHIL2300 Basic Issues in Philosophy 3 s.h.

An introduction to some of the traditional theories of knowledge, reality, and value, and an interpretation of their relevance to the modern world. Goal 2b, 4ab, 5 (Goal 5 Catalog 0809+)

PHIL2360 Literature and Philosophy: Ways of Criticizing 3 s.h.

Designed to expose the student to the theory and practice of criticism and help the student develop critical abilities, especially the skills used in responding to works of literature. Includes the study and application of both classic texts and contemporary trends in criticism. Provides active learning opportunities involving the student in the process of criticism. Goals 2b, 4c1, 10 (Goal 10 Catalog 0809+)(Goal 2B Catalog 0910+)

PHIL2370 Literature and Philosophy: Ways of Thinking 3 s.h.

Designed to familiarize students with the ideas, issues and influences important to the literary and philosophical processes and traditions, such as the concept of self, the problem of evil, and the nature of reality. Goal 2b, 4c1, 10 (Goal 10 Catalog 0809+)(Goal 2B Catalog 0910+)

PHIL2400 Science and Religion (also RELG2400) 3 s.h.

A survey of historical and contemporary relationships between science and religion (mainly in Western culture) from ancient mythology and the pre-Socratic philosophers, through medieval scholasticism, the rise of modern science and theological responses to it, and an examination of selected contemporary perspectives. Students will also examine the nature of faith and the role of faithfulness in scientific inquiry. Goal 2b, 10

PHIL2490 Suffering and Meaning 3 s.h. (Also RELG2490)

The first Noble Truth of Buddhism is that all life involves suffering. Much of human life, religion, and the arts is an effort to create meaningful responses to our suffering. This course will examine some of those responses. Goal 2b, 5, 10 (Goal 10 Catalog 0809+)(Goal 3E Catalog 0910+)

PHIL2520 Medical Ethics 3 s.h.

An exploration of contemporary ethical issues in modern medicine. The course will begin with an introduction to ethical theories and principles, and then apply these to specific problems in health care. Goal 2b, 4ab, 5 (Goal 5 Catalog 0809+)

PHIL2530 Postmodernism 3 s.h.

"Postmodern" thinkers like Richard Rorty are challenging "foundationalism," the claim that our social beliefs and values — in ethics, the arts, language, and even science — have eternal and universal foundations. Beginning with ancient clash between mythology and the earliest Greek philosophers, but focusing on the 20th century, this course will historically review the interplay of our struggles with truth and meaning, leading to current postmodernism with special attention to Rorty's work in Neopragmatism Goal 2b 10 (Goal 10 Catalog 0809+)(Goal 2B Catalog 0910+)

PHIL2900 Topics in Philosophy Goal 2b 1-3 s.h.**PHIL3000 Individual Study Goal 2b 1-3 s.h.****PHIL3100 World Philosophies & Religion: Great Texts (Also RELG3100) 3 s.h.**

A reading of great texts in world philosophies and religions; E.g., The Qu'ran (Islam), The Upanishads and The Bhagavad Gita (Hinduism), The Dhammapada (Buddhism), The Analects of Confucius and Tao Te Ching (Confucianism), the Bible, and other works by important religious/philosophical thinkers, old and new. Goal 2b, 5, 7 (Goal 5 Catalog 0809+)

+ PHIL3250 Ethics (Also RELG3250) 3 s.h.

What makes an action be right or wrong? What is a good life? An examination of classical and contemporary ethical visions and their application to vital issues. Goal 2b, 4ab, 5 (Goal 5 Catalog 0809+)

PHIL3440 Process Philosophy and Theology (Also RELG3440) 3 s.h.

An examination of a major modern movement in Christian theology that responds to the challenges of science and human sufferings by arguing that God's power is persuasive rather than coercive, and the supporting view of reality as a web of relationships in process. Special attention will be given to the problems of God, freedom, power, creativity and suffering, and the interpretation of process theology in terms of Christian symbols. Goal 2b, 5 (Goal 5 Catalog 0809+)

+ PHIL3450 Philosophy of Religion (Also RELG3450) 3 s.h.

This course is designed to investigate the nature of religious beliefs by applying the philosophical attitude to the practice of religion. The investigation will apply the principles of inquiry: clarity in the meaning of words and assumptions, consistency in statements about the subjects, respect for all discoverable facts that bear upon the issues under investigation, and impartiality in interpretation of pertinent facts. Goal 2b (Goal 5 Catalog 0809+)

PHIL3900 Topics in Philosophy 3 s.h.

Selected in-depth topics in philosophy. Will deal with perennial problems of epistemology, ontology, cosmology, ethics, and values. Course may be repeated for credit when topics change. Goal 2b

PHIL4000 Individual Study Goal 2b 1-3 s.h.**PHIL4200 Senior Religion & Philosophy Thesis/Project 3 s.h.**

A capstone thesis or project for Philosophy & Religion majors in which students demonstrate the ability to conduct research in the academic field of philosophy &/or religion, to articulate in writing their own, well reasoned position on a significant philosophical &/or religious question, to integrate the ideas of other people into their own intellectual journey, and, through the thesis or project preparation and oral presentation, engage with peers, faculty, and written texts in well reasoned dialogue which reflects an ability to treat other people and ideas with fairness and thoughtful criticism. Prerequisite: Philosophy & Religion major. Goal 2b+Denotes an alternate year course.

+Denotes an alternate year course.

Physical Education

Activity Program

Personal Fitness Management (PHED1000) or Principles of Healthful Living (HLTH1200), 2 s.h., and 1 s.h. of Physical Education activity are required of baccalaureate degree candidates. Participation in intercollegiate athletics can be used to meet 1 s.h. of this requirement for those students who complete the season as members of varsity teams.

No more than 8 s.h. of Physical Education courses numbered 0000-1000, including Personal Fitness Management (PHED1000), may be presented toward the 128 hours required for graduation. No more than 2 s.h. of the 8 s.h. applied toward graduation may be earned through varsity athletics.

A restricted program, designed to rehabilitate the student, is provided where a permanent or temporary disability exists.

Intramural Program

A broad program of intramural activities is provided on a voluntary basis for men and women. Competition in a wide variety of individual and team sports is offered in cooperation with the basic residence unit organization.

Athletic Training

The athletic training major prepares those desiring to become certified athletic trainers (ATC). Graceland University is accredited by the Commission on Accreditation of Athletic Training Education (CAATE), 2201 Double Creek Drive, Suite 5006, Round Rock, TX 78664 (512) 733-9700.

The Undergraduate Program

In order to be eligible for the athletic training major, students must first be admitted to Graceland University, and be in good standing. Students usually spend the first two to four semesters completing general education and required supporting courses. Applications for admission should be completed the semester prior to desired start of the program (see Admission to the Major below). The professional portion of the program (major) may be completed in five semesters, but may be completed in as few as four semesters if all prerequisites and general education are complete upon admission; students are expected to complete the professional portion within six semesters. Students may have to extend the program to fit their educational and extra-curricular goals.



Observation Hours

Students interested in the athletic training major are encouraged to observe in the athletic training room at Graceland University. Before observing, students need to contact the head or assistant athletic trainer and set-up a time to complete the observation student in-service.

Admission to the Major

Admission to the athletic training major is competitive. Students attending Graceland University at least one year prior to application for admission are given priority points in the application process. Admission is based on completion of and overall rank in the following areas:

1. Completion of Athletic Training Major Application. (October 15 for Spring admission, March 15 for Fall admission.)
2. Academic Requirements.
 1. Completion of at least 48 semester hours, prior to beginning the program*.
 2. Minimum of 2.50 cumulative GPA on all previous college work.
 3. Completion of all athletic training requisites and required supporting courses*.
 4. Minimum of "C" in each athletic training prerequisite and required supporting course, with a minimum 2.75 cumulative "core" GPA.
3. Two letters of reference.
4. Signed statements of understanding and proven ability to meet "additional requirements."

Transfer students wishing to be admitted to the athletic training major need to follow the procedures for admission above. Transfer students may complete general education requirements and possibly the required supporting course requirements at other accredited institutions of higher education. (See Graceland University's policies on transfer students and credits.) In addition, to ensure program quality and integrity, classes that encompass clinical proficiencies (e.g., ATHT2400, ATHT3100, and classes limited to athletic training majors) may be transferred only if the student demonstrates competence in all areas for a particular class. The curriculum director will be the final authority on demonstrated competence.

*Students who apply while finishing academic requirements (2a and 2c above) may be admitted provisionally for one semester. Final admission is contingent upon successful completion of the requirements.

Retention

The following standards are required for each student for retention/continuation in the athletic training major:

1. Maintain a minimum cumulative GPA of 2.50 and core GPA of 2.75. Those students who fall below 2.50 cumulative and/or 2.75 core will be required to meet with the athletic training administrator and devise a personal academic success plan. (The athletic training administrator may immediately dismiss a student from the program if the cumulative GPA falls below 2.00 or the core falls below 2.50.)
2. Earn a minimum grade of "C" in each required athletic training course, with a minimum 2.75 cumulative "core" GPA. Required courses may be repeated one time, after which the student is subject to dismissal

from the major.

3. Successful completion of each internship experience.
4. Continued ability to meet additional requirements.

Additional Requirements

(Specific information about these items may be obtained from the athletic training administrator.)

1. Technical standards
2. Physical exam and immunizations
3. Scheduling and time commitment
4. Housing and transportation
5. New coursework
6. Possible additional expenses (e.g., uniforms, immunizations)

B.A. Degree — Athletic Training Major

In addition to the general education requirements, majors in Athletic Training must complete 36 semester hours of required Athletic Training courses and 19 semester hours of supporting courses. (The minimum total semester hours required for graduation is 124.)

Required Supporting Courses: 19 s.h.

ATHT2400 Introduction to Athletic Training 3 s.h.

ATHT3100 Care and Prevention of Athletic Injuries 2 s.h.

BIOL1400 Fundamentals of Biological Science 3 s.h.

(Waived for students who complete two courses with lab in anatomy and physiology with at least a B in each.)

BIOL3420 Human Anatomy 4 s.h.

BIOL3440 Human Physiology 4 s.h.

HLTH1200 Principles of Healthful Living 2 s.h.

HLTH2110 First Aid for Professional Rescuer 1 s.h.

Required Athletic Training Courses: 36 s.h.

ATHT1700 Athletic Training Internship 2 s.h.

ATHT2700 Athletic Training Internship 2 s.h.

ATHT3200 Medical Aspects of Athletic Training 3 s.h.

ATHT3210 Clinical: Medical Concepts 1 s.h.

ATHT3700 Athletic Training Internship 2 s.h.

ATHT4200 Evaluation of Athletic Injuries I 2 s.h.

ATHT4210 Clinical: Evaluation I 1 s.h.

ATHT4220 Evaluation of Athletic Injuries II 2 s.h.

ATHT4230 Clinical: Evaluation II 1 s.h.

ATHT4240 Therapeutic Modalities 2 s.h.

ATHT4250 Clinical: Therapeutic Modalities 1 s.h.

ATHT4260 Therapeutic Exercise and Rehabilitation 2 s.h.

ATHT4270 Clinical: Therapeutic Exercise and Rehabilitation 1 s.h.

ATHT4700 Athletic Training Internship 2 s.h.

HMSC4330 Organization & Administration for the Health Care Professional 3 s.h.

HMSC4900 Research I 2 s.h.

HMSC4910 Research II 1 s.h.

PHED3340 Anatomical and Mechanical Kinesiology 3 s.h.

PHED4360 Physiology of Exercise 3 s.h.

Recommended Courses:

ATHT2500 Medical Terminology 2 s.h.

BIOL2560 Nutrition 3 s.h.

MATH1380 Introduction to Statistics 3 s.h.

PSYC1300 Introductory Psychology 3 s.h.



B.A. Degree — Physical Education Major

In addition to the general education requirements, majors in Physical Education must complete the following program:

BIOL2300 Anatomy and Physiology I 3 s.h.

HLTH1200 Principles of Healthful Living 2 s.h.

HLTH2100 First Aid **or**

HLTH2110 First Aid for Professional Rescuer 1 s.h.

PHED1200 Motor Learning 2 s.h.

PHED1250 Calisthenics I 3 s.h.

PHED2250 Calisthenics II 3 s.h.

PHED2360 Teaching Sports and Games 3 s.h.

PHED2380 Movement and Rhythm Activities 3 s.h.

PHED3280 The Foundations of Physical Education 3 s.h.

PHED3320 Directed Teaching 1 s.h.

PHED3330 Methods of Teaching K-12 Physical Education 3 s.h.

PHED3340 Anatomical and Mechanical Kinesiology 3 s.h.

PHED/RECR3430 Special Physical Education/Leisure 3 s.h.

PHED4360 Physiology of Exercise 3 s.h.

HMSC4320 Organization and Administration of Health, Physical Education, and Athletics 3 s.h.

HMSC4900 Research I 2 s.h.

HMSC4910 Research II 1 s.h.

Swimming Proficiency

(This requirement can be met through PHED0140, PHED0360, PHED0480, PHED0610, or PHED2240 or completion of a prescribed sequence of swimming skills under the observation of a trained instructor.)

Completion of teacher education requirements as presented by the School of Education.

Teacher Certification in Physical Education

- FOR PHYSICAL EDUCATION MAJORS EARNING K-8 and 5-12 ENDORSEMENTS: Students majoring in Physical Education who desire Iowa Teacher Certification with elementary and secondary Physical Education endorsement must complete the [Secondary Education Program](#).
- FOR NON-PHYSICAL EDUCATION MAJORS WHO WANT A SECONDARY PHYSICAL EDUCATION ENDORSEMENT (5-12): Non-Physical Education majors desiring a Physical Education secondary endorsement (5-12) in Iowa must complete the [Secondary Education Program](#) (with PHED3330 Teaching of K-12 Physical Education and PHED3320 Directed Teaching as the appropriate methods courses), a major in a secondary teaching field, and the following courses:
BIOL2300 Anatomy and Physiology I 3 s.h.
HLTH2100 First Aid **or**
 HLTH2110 First Aid for Professional Rescuer 1 s.h.
PHED1200 Motor Learning 2 s.h.
PHED1250 Calisthenics I 3 s.h.
PHED2360 Teaching Sports and Games 3 s.h.
PHED2380 Movement and Rhythm Activities 3 s.h.
PHED3280 The Foundations of Physical Education 3 s.h.
PHED3340 Anatomical and Mechanical Kinesiology 3 s.h.
PHED3430 Special Physical Education/Leisure 3 s.h.
- FOR PHYSICAL EDUCATION OR NON-PHYSICAL EDUCATION MAJORS WHO WANT A COACHING ENDORSEMENT (K-12):

Students who will be eligible for an Iowa Teacher's certificate with a teaching endorsement may earn an Iowa coaching endorsement by completing the following courses:

ATHT3100 Care and Prevention of Athletic Injuries 2 s.h.
BIOL2300 Anatomy and Physiology I 3 s.h.
HLTH2100 First Aid **or**
 HLTH2110 First Aid for Professional Rescuer 1 s.h.
PHED3410 Theory of Coaching 1 s.h.
PSYC2250 Developmental Psychology 3 s.h.

Students who are not eligible for an Iowa Teacher's certificate may complete the requirements for an Iowa coaching authorization by completing the following courses:

ATHT3100 Care and Prevention of Athletic Injuries 2 s.h.
BIOL2300 Anatomy and Physiology I 3 s.h.
HLTH2100 First Aid **or**
 HLTH2110 First Aid for the Professional Rescuer 1 s.h.
PHED3410 Theory of Coaching 1 s.h.
PSYC2250 Developmental Psychology 3 s.h.

B.A. Degree — Wellness Program Management Major

In addition to the general education requirements, majors in Wellness Program Management must complete the following requirements:

BIOL2300 Anatomy and Physiology I 3 s.h.
BIOL2560 Nutrition 3 s.h.
HLTH1200 Principles of Healthful Living 2 s.h.
HLTH2100 First Aid **or**
 HLTH2110 First Aid for Professional Rescuer 1 s.h.
PHED0490 Relaxation and Stress Management 1 s.h.
PHED1200 Motor Learning 2 s.h.
PHED1230 Body Weight Physical Training 3 s.h.
PHED1250 Calisthenics I 3 s.h.
PHED3280 Foundations of Physical Education 3 s.h.
PHED3340 Anatomical and Mechanical Kinesiology 3 s.h.
PHED3500 Wellness Assessment and Prescription 3 s.h.
PHED4120 Speed, Agility, and Endurance 3 s.h.
PHED4800 Wellness Management Internship 6 s.h.
RECR3400 The Program Process: Principle and Application 3 s.h.
HMSC4900 Research I 2 s.h.
HMSC4910 Research II 1 s.h.

Wellness Program Management Minor

A minor in Wellness Program Management requires 18 or more hours including:

BIOL2300 Anatomy and Physiology I 3 s.h.
HLTH1200 Principles of Healthful Living 2 s.h.
HLTH2100 First Aid **or**
 HLTH2110 First Aid for Professional Rescuer 1 s.h.
PHED1230 Body Weight Physical Training 3 s.h.
PHED1250 Calisthenics I 3 s.h.
PHED3500 Wellness Assessment and Prescription 3 s.h.
PHED4120 Speed, Agility, and Endurance 3 s.h.

Courses in Athletic Training

Lecture hours - lab hours are noted following the titles of courses that have labs.

ATHT1700/2700/3700/4700 Athletic Training Internship 1-8 s.h.

Field experience providing practical application of knowledge and skills in a professional setting. Students will function under the supervision of a NATABOC certified athletic trainer or other health care provider. Course is repeatable at each level. Students must complete internships in the following areas: lower extremity, upper extremity, equipment intensive, and general medical. Prerequisite: Consent and contract with athletic training curriculum administrator and completion of a required athletic training clinical class or concurrent enrollment. Two semesters of internship must be taken after completion of the core psychomotor-related classes (ATHT3200/3210, ATHT4200/4210, ATHT4220/4230, ATHT4240/4250, ATHT4260/4270). Up to 12 s.h. allowed toward total hours for graduation. Prerequisite: Accepted to the Professional Portion of the Athletic Training majors. Goal 4ab

ATHT2400 Introduction to Athletic Training (1-2) 3 s.h.

Focuses on athletic training as a profession of athletic training. Includes study of basic skills and expectations as well as professional organizations and education requirements.

ATHT2500 Medical Terminology 2 s.h.

A self-study, programmed-based opportunity to learn and understand medical terminology.

ATHT3100 Care and Prevention of Athletic Injuries 2 s.h.

Techniques of injury prevention and caring for athletic injuries. Prerequisites: HLTH2100 or 2110.

ATHT3200 Medical Aspects of Athletic Training 3 s.h.

Focuses on the recognition and appropriate care and referral of general medical conditions, illnesses, and disabilities of the physically active, related pharmacological applications, including regulations, and appropriate medical documentation. Prerequisites: Accepted to the Professional Portion of the Athletic Training major, CO: ATHT3210.

ATHT4200 Evaluation of Athletic Injuries I 2 s.h.

Focuses on the assessment and evaluation of athletic injuries to the lower extremity, determination of appropriate care and referral to other health care providers. Includes review of musculoskeletal anatomy, an organized system of evaluation, special testing, and associated medical documentation. Prerequisites: Athletic Training major, CO: ATHT4210. Goal 4ab

ATHT4200 Evaluation of Athletic Injuries I 2 s.h.

Focuses on the assessment and evaluation of athletic injuries to the lower extremity, determination of appropriate care and referral to other health care providers. Includes review of musculoskeletal anatomy, an organized system of evaluation, special testing, and associated medical documentation. Prerequisites: Accepted to Professional Portion of Athletic Training major, CO: ATHT4210. Goal 4ab

ATHT4210 Clinical: Evaluation I (0-2) 1 s.h.

A closely supervised laboratory class providing an opportunity for practice and mastery of the psychomotor skills and integration of the cognitive concepts associated with evaluating injuries to the lower extremity. Entry-level athletic training clinical proficiencies will be presented, practiced, and evaluated. Prerequisites: Accepted to the Professional Portion of the Athletic Training major, CO: ATHT4200. Goal 4ab

ATHT4220 Evaluation of Athletic Injuries II 2 s.h.

Focuses on the assessment and evaluation of athletic injuries to the trunk and upper extremity, determination of appropriate care and referral to other health care providers. Includes review of musculoskeletal anatomy, an organized system of evaluation, special testing, and associated medical documentation. Prerequisites: Accepted to Professional Portion of the Athletic Training major, CO: ATHT4230. Goal 4ab

ATHT4230 Clinical: Evaluation II (0-2) 1 s.h.

A closely supervised laboratory class providing an opportunity for practice and mastery of the psychomotor skills and integration of the cognitive concepts associated with evaluating injuries to the trunk and upper extremity. Entry-level athletic training clinical proficiencies will be presented, practiced, and evaluated. Prerequisites: Accepted to the Professional Portion of the Athletic Training major, CO: ATHT4220. Goal 4ab

ATHT4230 Clinical: Evaluation II (0-2) 1 s.h.

A closely supervised laboratory class providing an opportunity for practice and mastery of the psychomotor skills and integration of the cognitive concepts associated with evaluating injuries to the trunk and upper extremity. Entry-level athletic training clinical proficiencies will be presented, practiced, and evaluated. Prerequisites: Accepted to the Professional Portion of the Athletic Training major, CO: ATHT4220. Goal 4ab

ATHT4250 Clinical: Evaluation (0-2) 1 s.h.

A closely supervised laboratory class providing an opportunity for practice and mastery of the psychomotor skills and integration of the cognitive concepts associated with planning, implementing, documenting, and evaluating treatment plans involving therapeutic modalities. Entry-level athletic training clinical proficiencies will be presented, practiced, and evaluated. Prerequisites: Accepted to the Professional Portion of the Athletic Training major, CO: ATHT4240. Goal 4ab

ATHT4260 Therapeutic Exercise and Rehabilitation 2 s.h.

Focuses on mechanical principles and physiological responses to the application of therapeutic exercises to humans. Includes tissue healing and response, common surgical techniques, setting therapeutic goals, and principles for the application of contemporary therapeutic exercises and equipment. Prerequisites: Athletic Training major, CO: ATHT4270. Goal 4ab

ATHT4270 Clinical: Therapeutic Exercise and Rehabilitation (0-2) 1 s.h.

A closely supervised laboratory class providing an opportunity for practice and mastery of the psychomotor skills and integration of the cognitive concepts associated with planning, implementing, documenting, and evaluating therapeutic exercise programs. Entry-level athletic training clinical proficiencies will be presented, practiced, and evaluated. Prerequisites: Accepted to the Professional Portion of the Athletic Training major, CO: ATHT4260. Goal 4ab

Courses in Physical Education

Lecture-lab hours are noted following the titles of courses that have labs.

PHED1000 Personal Fitness Management 2 s.h.

The basic knowledge, understanding and values of physical education as they relate to optimal healthful living. Theory and practical application of the basic concepts in physical education will be provided by classroom and laboratory experiences. Goal 9 (Goal 9A Catalog 0809+)

PHED0010-0740 Physical Education Activities 1-2 s.h.

A wide variety of classes in team, individual and recreational activities. Classes include aerobic dance, racquet sports, canoeing, fencing, jogging and conditioning, new games, scuba, tennis, volleyball, soccer, weight training and conditioning, swimming and advanced life saving, beginning and intermediate swimming, golf, relaxation and stress management, track and field, cycling, hockey, and fitness walking. Goal 9 (Goal 9B Catalog 0809+)

PHED0750-0990 Intercollegiate Athletics (Women) 0-1 s.h.

Varsity participation in cross country, golf, volleyball, basketball, softball, soccer, track, and tennis. Goal 9 (Goal 9B Catalog 0809+)

PHED0760-0990 Intercollegiate Athletics (Men) 0-1 s.h.

Varsity participation in football, cross country, golf, basketball, track, baseball, volleyball, soccer, and tennis. Goal 9 (Goal 9B Catalog 0809+)

PHED1200 Motor Learning 2 s.h.

Introduction to the principles involved in learning and teaching motor skills.

PHED1230 Body Weight Physical Training 3 s.h.

Theory and practice of training methods that employ one's body weight and/or the weight of others to develop functional fitness capacity. This course will employ the four common pillars of human movement to include locomotion, level changes, pushing/pulling, and rotation. Emphasis will be on rational progression, variety and precision.

PHED1250 Calisthenics I 3 s.h.

Theory and application of basic conditioning drills, dumbbell drills, medicine ball drills and other training designed to correct postural deformities and enhance operational effectiveness. Goal 9

PHED2000 Individual Study 1-3 s.h.

PHED2100 Anatomy and Physiology for Fitness Leadership 4 s.h.

The study of structure function of the human body on several levels - cellular, tissue, organ, and organ-system. Skeletal, muscular, nervous, circulatory, respiratory, digestive, excretory, endocrine and production systems are included. The format will be web based. The online course has a lab component as well as quizzes, histology activities, origin/insertion, case studies, applications, flashcards, and a glossary. Students will need access to a computer. The required specifications will be made available upon request. Credit is not allowed for this course and BIOL2300 or BIOL2310.

PHED2110 History of Physical Education I 3 s.h.

A study and analysis of Western physical education, physical culture, and physical training traditions from the Ancient Greeks to the end of the "Battle of Systems" in the early 1920's. Prerequisite: Fitness Leadership major.

PHED2150 Teaching Team Sports 1 s.h.

Teaching technique, analysis of skills, and principles of skill development in areas such as soccer, basketball, volleyball and softball. Prerequisite: Physical Education major, Elementary Education major (PE Concentration), or consent of instructor.

PHED2160 Teaching Racquet Sports 1 s.h.

Teaching technique, analysis of skills, and principles of skill development in areas such as tennis, badminton, racquetball and pickleball. Prerequisite: Physical Education major, Elementary Education major (PE Concentration), or consent of instructor.

PHED2170 Teaching Adventure Sports 1 s.h.

Teaching technique, analysis of skills, and principles of skill development in areas such as archery, canoeing, cycling and backpacking. Prerequisite: Physical Education major, Elementary Education major (PE Concentration), or consent of instructor.

PHED2180 Teaching Body Mechanics 1 s.h.

Teaching technique, analysis of skills, and principles of skill development in areas such as tumbling, weight training, track & field and aerobics. Prerequisite: Physical Education major, Elementary Education major (PE Concentration), or consent of instructor.

PHED2240 Theory and Practice in Aquatics 2 s.h.

Survey of the aquatics area: analysis and evaluation of swimming, diving, and lifesaving skills. The course leads to certification as a Water Safety Instructor by the American Red Cross. Prerequisite: Advanced Lifesaving. Goal 9

PHED2250 Calisthenics II 3 s.h.

Theory and application of intermediate conditioning drills, dumbbell drills, medicine ball drills and other training designed to correct postural deformities and enhance operational effectiveness. PHED1250. Goal 9

PHED2290 Close Range Martial Arts I 3 s.h.

Kinesiological principles and practical application of basic grappling skills. Prerequisite: Fitness Leadership Major. Goal 9

PHED2300 Medium Range Martial Arts I 3 s.h.

Kinesiological principles and practical application of basic grappling skills. Prerequisites: Fitness Leadership major. Goal 9

PHED2310 Teaching Individual Sports 2 s.h.

Teaching techniques, analysis of skills, and principles of skill development in golf, gymnastics, and racquet sports. Prerequisite: PHED1200.

PHED2360 Teaching Sports and Games 3 s.h.

Introduction and use of teaching techniques, analysis of skills, and principles of skill development through a variety of sports and games. Prerequisite: Physical Education major, Elementary Education major (PE Concentration), or consent of instructor.

PHED2380 Movement and Rhythm Activities 3 s.h.

Exploration and use of various teaching methods used in movement activities including basic locomotor, non-locomotor, and rhythm and dance activities.

PHED2900 Topics in Physical Education 1-3 s.h.

Study of selected topics in Physical Education to be announced prior to the semester when the course is offered. May be repeated for credit as topics change.

PHED3000 Individual Study 1-3 s.h.**PHED3110 History of Physical Education II 3 s.h.**

A study and analysis of Western physical education, physical culture, and physical training traditions from the 1920's to present. Prerequisites: Fitness Leadership major, PHED2110.

PHED3180 Tumbling and Balancing 3 s.h.

Theory and practice of basic to intermediate tumbling and balancing skills to include spotting. Prerequisite: PHED1230, Fitness Leadership major. Goal 9

PHED3280 The Foundations of Physical Education 3 s.h.

An introduction to the body of knowledge encompassing the discipline of physical education and the role of the professional physical educator. The course includes the historic philosophies, biologic, anatomic, psychologic, sociologic, and anthropologic foundations of physical education and their impact on human performance and values in sport.

PHED3290 Close Range Martial Arts II 3 s.h.

Kinesiological principles and practical application of intermediate grappling skills. Prerequisite: Fitness Leadership Major, PHED2290. Goal 9

PHED3300 Medium Range Martial Arts II 3 s.h.

Kinesiological principles and practical application of intermediate grappling skills. Prerequisite: Fitness Leadership major, PHED2300. Goal 9

PHED3320 Directed Teaching Methods of Physical Education 1 s.h.

Development of teaching competencies through a guided hands-on practical classroom experience. Experience will be in an organized PHED activity course. Prerequisites: PHED2150, 2160, 2170, 2180. Pre- or Co-requisite: PHED3310.

PHED3330 Methods of Teaching K-12 Physical Education 3 s.h.

Theory, methods, and development of teaching competence for prospective teachers of physical education at all levels.

PHED3340 Anatomical and Mechanical Kinesiology 3 s.h.

A systematic study of the bones, joints, and muscles of the human body as well as internal external forces initiating and modifying movement. Prerequisite: BIOL2300 must show grade of "C" or higher. Goal 10 (Goal 10 Catalog 0809+)

PHED3350 Psychology of Coaching 3 s.h.

Analysis and application of psychological and sociological data related to the participation of the coach and the athlete in competitive sports programs. Prerequisites: Junior standing or instructor's permission.

PHED3430 Special Physical Education/Leisure Theory (also RECR3430) 3 s.h.

Theory and techniques of adaptive, corrective and developmental activities to meet the needs of "special persons."

PHED3400 Practicum in Physical Education 1-3 s.h.

Advanced teaching experience in college physical education activity classes. Prerequisite: PHED3310.

PHED3410 Theory of Coaching 1 s.h.

Knowledge and understanding of the techniques and theory of coaching interscholastic athletics, including professional ethics in coaching.

PHED3420 Practicum in Coaching 2 s.h.

Field experience for practical application of knowledge and theory in a professional setting. Student acquires experience in all phases of coaching with highly qualified personnel in a selected sport. (Note - no one may participate with students on a team in Iowa PK-12 schools unless they hold a coaching authorization or endorsement.) Pre-/corequisite: PHED3410 Theory of Coaching.

PHED3500 Wellness Assessment and Prescription 3 s.h.

Study of the variety of tools available to assess relative fitness. A broad range of instrumentation will be utilized. Prescriptive models will be studied and applied as a practical means of directing client wellness efforts. Goal 4ab

PHED3900 Topics in Physical Education 1-3 s.h.

Study of selected topics in Physical Education to be announced prior to the semester when the course is offered. May be repeated for credit as topics change.

PHED4000 Individual Study 1-3 s.h.**PHED4100 Tactical Aquatics 3 s.h.**

Theory and practical application of approved operational skills required to effectively function in an aquatic environment. Prerequisite: Fitness Leadership major. Goal 9

PHED4120 Speed, Agility and Endurance 3 s.h.

Theory and practical application of running, jumping, directional change, stability and other related mobility skills designed to enhance on and off-the-ground performance. Goal 9

PHED4340 Body Mechanics and Applied Kinesiology 3 s.h.

Theoretical and practical study of static and dynamic posture, body mechanics and kinesiological principles as applied to daily life and professional efficiency. Prerequisites: Fitness Leadership major.

PHED4360 Physiology of Exercise 3 s.h.

The principles and practices of energizing the human body for physical exercise. Prerequisite: BIOL2300 must show grade of "C" or better.

PHED4710 Internship in Physical Education 3-6 s.h.

Field experience providing practical application of knowledge and theory in a professional setting with qualified personnel. Example areas may include sports information, sports management, eligibility, equipment management, facility management, and others as approved by the HMS internship coordinator. Experiences may come from a single setting or a combination of settings. Six weeks or 240 hours preferably taken consecutively are required. Up to 3 s.h. may be waived for students completing internships from other majors within HMS. Prerequisites: Approval of coordinator and completion or all lower division physical education requirements.

PHED4800 Wellness Management Internship 3-6 s.h.

Student will acquire experience with qualified personnel in a selected agency. Six weeks of involvement preferably taken consecutively.

PHED4901 Topics in Fitness Leadership 3 s.h.

Guided study and/or projects in fitness leadership. Prerequisite: Fitness Leadership major with Senior standing.

Physics

Courses in Physics

The number of lecture hours and lab hours are noted next to the titles of courses that have labs (lecture hours-lab hours).

PHYS1410 Elements of Physics I (3-2) 4 s.h.

An elementary physics course emphasizing the fundamental concepts associated with the physical universe.

Topics include Newtonian mechanics, fluids, heat thermodynamics, wavemotion, and sound. Designed to meet the needs of biology majors and students preparing for the medical profession and related fields. Prerequisites: Two years high school algebra and one year geometry; plane trigonometry recommended. Goal 2a, 4ab, 4c1 (Goal 2A Catalog 0809+)

PHYS1420 Elements of Physics II (3-2) 4 s.h.

A continuation of PHYS1410. Topics included are electricity, magnetism, electromagnetic waves, light, relativity, quantum mechanics, and nuclear physics. Prerequisite: PHYS1410. Goal 2a, 4ab, 4c1 (Goal 2A Catalog 0809+)

+Denotes an alternate year course.

Political Science

Political Science Minor

A minor in Political Science consists of 18 semester hours or more of Political Science including 6 or more upper division hours.

Teacher Certification in Political Science

FOR STUDENTS WHO WANT A SECONDARY AMERICAN GOVERNMENT ENDORSEMENT (5-12): Students desiring Iowa Teacher Certification with a secondary American Government endorsement must complete the [Secondary Education Program](#) (with SOS3390 Methods of Teaching Social Studies as the appropriate methods course), a major in a secondary teaching field, and 30 s.h. in the broad area of Social Sciences to include 15 s.h. in American Government.

Courses in Political Science

POLS1300 American Government 3 s.h.

The nature, philosophy, and history of the United States federal system with major consideration given to the national government, its organization, and the interrelation and functions of its component parts. A consideration of the political processes and legal concepts implicit in the American government. Goal 2c (Goal 2B Catalog 0809+)

POLS2000 Individual Study Goal 2c 1-3 s.h.

POLS2200 Introduction to Peace Studies (Also PEAC2200) 3 s.h.

Introduces the field of peace studies with a survey of the historical and philosophical bases for peacemaking, patterns of conflict resolution, nonviolence, history of peace movements, world order models, alternative futures, positive peace, and career options. Goal 2c, 5, 7 (Goal 5 Catalog 0809+)+

POLS2350 Comparative Government and Politics 3 s.h.

An introduction to the theories and concepts employed in comparative politics, with emphasis on methodology rather than on particular areas. Goal 2c, 7 (Goal 2B Catalog 0809+)

+ POLS2380 International Politics 3 s.h.

A study of the system of national states and of the concept of national interest, the goals of foreign policy, the conduct of diplomacy, and the elements bearing on the problem of peace. Goal 2c, 7 (Goal 2B Catalog 0809+)

POLS2400 Introduction to Criminal Justice (Also SOCI2400) 3 s.h.

A survey of the structure and process of the criminal justice system, including the study of law enforcement, criminal courts, and correctional agencies. Goal 2c

POLS3000 Individual Study Goal 2c 1-3 s.h.

POLS3200 State and Local Government 3 s.h.

A systematic and intensive study of the forms of government and political processes in the different states of the United States, with special inquiry as to constitutional and administrative relationships between states and nation and among states. Goal 2c+

POLS3220 Global Peace Issues (Also PEAC3220) 3 s.h.

Focuses on the causes and resolution of conflict at the macro level (global violence and international peacemaking). Goal 2c, 7+

POLS3240 American Constitutional History (Also HIST3240) 3 s.h.

A study of the history of the creation and evolving interpretation of the U.S. Constitution, with emphasis on important issues decided by the Supreme Court. Goal 2c+

POLS3330 Geography of Contemporary Affairs (Also GEOG3330) 3 s.h.

Introduction to contemporary spatially limited and global concerns by a study of current political, economic, and social issues leading to a more critical analysis of news and an awareness of the responsibilities of national and international citizenship. Goal 2c, 7+

POLS3340 Political Parties and Pressure Groups 3 s.h.

Development of the American two-party system. Role of parties in relationship to public opinion, pressure groups and public officials. Goal 2c

+ POLS3360 Politics of the Contemporary Middle East 3 s.h.

An overview of critical political developments among the peoples of the Middle East in the 20th century. Among the themes to be addressed are the struggles for political, economic, and cultural independence; the making of present-day borders and states; the rights of minority groups and nationalities; the influence of outside powers; and the quest for self-determination. Goal 2c, 7

+ POLS3370 The American Presidency (Also HIST3370) 3 s.h.

The evolution of the office of the president, the recruitment of presidents, and the various functions performed by the president. Goal 2c

+ POLS3430 American Constitutional Law 3 s.h.

A study of the courts and the judicial process in the United States, with special emphasis on the development of the constitutional system, the interpretation of the law by the courts and effects on the American system of government, both state and national. Supreme Court cases are extensively studied. Goal 2c, 5

+ POLS3460 United States Foreign Relations (Also HIST3460) 3 s.h.

A survey of 20th century American relations with foreign governments with emphasis on contemporary foreign policy issues. Goal 2c, 7

+ POLS3470 British Foreign Relations (Also HIST3470) 3 s.h.

Survey of Britain's relations with governments and peoples in Europe, Asia, Africa, and the Americas in the period 1815-1970. Topics include Britain's role in shaping the post-Napoleonic order development of imperial policy in the 19th century, Britain and the pre-World War I alliance system, the policy of appeasement, and the transition to a diminished world role after World War II. Goal 2c, 7

POLS3500 Criminal Law 3 s.h.

Survey of the history, scope, and nature of criminal law in the United States. Includes study of the legal process and rules of evidence. Goal 2c

POLS3700 Internship in Political Science 1-3 s.h.

An internship that allows students to work with professionals who are in career areas relating to the field of political science. The student will play an active role in identifying potential field sponsors. No more than 3 hours of internship will be applied to the political science minor requirements. (Graded on a Pass/Fail basis.) Prerequisite: Instructor's consent. Goal 2c

POLS3800 Political Science Practicum: Conference Presentation 1-3 s.h.

An advanced experiential course of study in which students propose, research, write and present a paper at a professional or student conference. Students will gain a detailed understanding of a particular topic in history as well as the process of abstract submissions, preparation of a paper of appropriate structure and length for professional acceptance, the process of presentation itself, and the following critique. Students will be encouraged to rework a paper that they have written for a previous history or political science class and earn 1 semester hour of credit. In exceptional circumstances, students may write a new paper and earn 3 semester hours of credit. Students need not be history majors to make a request to sign up for this course, but must work closely with a history or political science faculty member in order to prepare an appropriate conference paper. Prerequisite: Instructor consent. Pass/Fail only. May be repeated for a maximum of 6 semester hours. No more than 6 hours may be applied to the history, political science, and social science major requirements. No credits earned through the Practicum may be applied to History area distribution requirements; all credits will be treated as electives. Goal 2c

POLS3900 Advanced Topics in Political Science 1-3 s.h.

An in-depth study of topics from various areas of political science such as Europe, Middle East, war and peace, etc. Course topics to be announced prior to each semester they are offered. May be repeated for credit as topics change. Goal 2c, 7

POLS4000 Individual Study Goal 2c 1-3 s.h.

POLS4900 Senior Seminar I (Also HIST4900) 1 s.h.
Designed to help the political science-history majors professionalize their knowledge and experience through writing a scholarly paper. Majors only. Prerequisite: HIST2400 Historical Inquiry. (Graded on a Pass/Fail basis.) Goal 2c

POLS4910 Senior Seminar II (Also HIST4910) 3 s.h.

The research, writing, and evaluation of the completed seminar paper. Prerequisite: POLS4900. Goal 2c, 4c1

+Denotes an alternate year course.

Psychology

B.A. Degree — Psychology Major

In addition to the general education requirements, majors in Psychology must complete a concentration of 34 or more semester hours in Psychology and 6-7 semester hours of supporting courses.

PSYC1300 Introductory Psychology 3 s.h.
 PSYC2250 Developmental Psychology 3 s.h.
 PSYC3250 Professional Seminar 1 s.h.
 SOCI/PSYC3310 Social Psychology **or**
 PSYC3340 Personality 3 s.h.
 PSYC3320 Research Design and Experimental Methods 3 s.h.
 PSYC3330 Biopsychology 3 s.h.
 PSYC3350 History and Systems 3 s.h.
 PSYC3380 Abnormal Psychology 3 s.h.
 PSYC3500 Principles of Learning **or**
 PSYC3390 Cognitive Psychology 3 s.h.
 PSYC4340 Senior Research 3 s.h.
 Electives in Psychology 6 s.h.

Support courses:

MATH1380 Introduction to Statistics 3 s.h.
 BIOL1400 Fundamentals of Biological Science **or**
 BIOL2300 Anatomy and Physiology I 3-4 s.h.

Psychology Minor

A minor in Psychology consists of 18 semester hours in psychology including PSYC1300, 9 s.h. from psychology core listed above, and 6 additional semester hours of psychology electives. (Sociology majors may substitute SOCI/SOSC3610 for PSYC3320.)

Teacher Certification in Psychology

ONLY FOR NON-PSYCHOLOGY MAJORS WHO WANT A SECONDARY PSYCHOLOGY ENDORSEMENT (5-12): Non-Psychology Majors desiring a secondary Psychology endorsement (5-12) in Iowa must complete the [Secondary Education Program](#) (with SOSC3390 Methods of Teaching Social Studies as the appropriate methods course), a major in a secondary teaching field, and 24 s.h. in Psychology including the following courses:

PSYC1300 Introductory Psychology 3 s.h.
 SOCI/PSYC3310 Social Psychology 3 s.h.
 PSYC3320 Research Design and Experimental Methods 3 s.h.
 PSYC3340 Personality 3 s.h.
 PSYC3350 History and Systems 3 s.h.
 PSYC3500 Principles or Learning 3 s.h.

Or a student may take 30 s.h. in the broad area of Social Sciences to include 15 s.h. in Psychology including the following courses:

PSYC1300 Introductory Psychology 3 s.h.
 PSYC3320 Research Design and Experimental Methods 3 s.h.
 SOCI/PSYC3310 Social Psychology **or**
 PSYC3340 Personality **or**
 PSYC3350 History and Systems **or**
 PSYC3500 Principles or Learning 3 s.h.
 Psychology Electives 6 s.h.

Courses in Psychology

PSYC1300 Introductory Psychology 3 s.h.

An introductory survey of psychological methods and thoughts as they relate to human experience and behavior. Topics include the role of the central nervous system in mediating behavior, learning and memory, states of awareness, motivation and emotion, personality, psychological disorders, and therapy. Goal 2d (Goal 2C Catalog 0809+)

PSYC2000 Individual Study Goal 2d (Goal 2C Catalog 0809+) 1-3 s.h.

PSYC2100 Life Skills Mentoring 0-1 s.h.

Graceland student volunteers attend one hour of orientation and three hours of mentoring training, covering such topics as the mentoring life cycle, relationship trouble-shooting, and responsible reporting. Each student then provides one-to-one mentoring and on-line mentoring services to an assigned area at-risk high school student over a period of 12 weeks, with the dual goal of assisting the at-risk student to graduate high school and to encourage him/her to pursue post-secondary education. May be repeated for credit up to four semester hours, only three of which may be used for Psychology elective credit. Prerequisite: 2.5 or above GPA, completion of and clearance by background checks. (Graded on a Pass/Fail basis.) Goal 2d (Goal 2C Catalog 0809+)

PSYC2250 Developmental Psychology 3 s.h.

The study of human development over the entire lifespan. Focus is on the interaction of physical, intellectual, social, and emotional aspects of development. Prerequisite: PSYC1300. Goal 2d (Goal 2C Catalog 0809+)

PSYC3000 Individual Study Goal 2d (Goal 2C Catalog 0809+) 1-3 s.h.

PSYC3250 Professional Seminar 1 s.h.

Examination of professional issues and careers in psychology, including discussion of graduate school and presentations by professional psychologists. Prerequisite: Psychology major. Goal 2d, 5 (Goal 2C Catalog 0809+)

+ PSYC3280 Psychology and Law 3 s.h.

An examination of the legal system - both criminal and civil - through the use of psychological concepts, methods, and research findings. Prerequisite: PSYC1300 or instructor consent. (Goal 10 Catalog 0809+)

+ PSYC3300 Sensation and Perception 3 s.h.

Consideration of how humans receive and interpret information from their environment through receptor systems and brain mechanisms. Including theories of perception, biology of sensory and perceptual systems, and practical applications of findings from research. Prerequisite: PSYC1300. Goal 2d (Goal 2C Catalog 0809+)

PSYC3310 Social Psychology (Also SOCI3310) 3 s.h.

The study of how people think, feel, and behave in social situations. Attention given to research and application to social perception, interaction, and influence. Prerequisite: SOCI1300 or PSYC1300 (grade of C or better). Goal 2d (Goal 2C Catalog 0809+)

PSYC3320 Research Design and Experimental Methods 3 s.h.

Scientific rationale applied to behavioral research with emphasis on experimental design. Students design research, analyze and interpret data, and learn to write in scientific journal style. Prerequisites: MATH1380 and PSYC1300. Goal 2d (Goal 2C Catalog 0809+)

+ PSYC3330 Biopsychology 3 s.h.

Examination of the biological substrates of behavior. Topics include synaptic transmission and patterns of neural activity, sleep and arousal, learning and memory, and motivation and emotion. Prerequisites: PSYC1300 and one of the following: BIOL1300, BIOL1400, BIOL2300. Goal 2d (Goal 2C Catalog 0809+)

PSYC3340 Personality 3 s.h.

A study of personality from dispositional, psychodynamic, humanistic, and behavioral perspectives and of the application of personality perspectives to current issues. Prerequisite: PSYC1300. Goal 2d (Goal 2C Catalog 0809+)

PSYC3350 History and Systems 3 s.h.

A historical analysis of systematic foundations in psychology. Includes Structuralism, Functionalism, Behaviorism, Gestalt psychology, and Psychoanalysis. Prerequisite: PSYC1300. Goal 2d (Goal 2C Catalog 0809+)

PSYC3370 Cross Cultural Psychology 3 s.h.

Study of psychological theories and empirical findings relating to variations in cultures. Goal 2d, 7 (Goal 7 Catalog 0809+)

PSYC3380 Abnormal Psychology 3 s.h.

A study of the disorders outlined in the current diagnostic statistical manual. Emphasis will be on etiology, symptoms, and methods of treatment. Prerequisite: Five semester hours in Psychology. Goal 2d (Goal 2C Catalog 0809+)

+ PSYC3390 Cognitive Psychology 3 s.h.

Research and theory in areas of cognitive psychology, including attention; memory acquisition, storage, and retrieval; language comprehension; and problem solving. Prerequisite: PSYC1300. Goal 2d (Goal 2C Catalog 0809+)

PSYC3440 Industrial/Organizational Psychology 3 s.h.

Psychological theory applied to problems of work: workplace design; group behavior; labor-management relations; leadership; employee selection and retention; psychological evaluation of workers. Goal 2d (Goal 2C Catalog 0809+)

PSYC3470 Psychological Tests and Measurements 3 s.h.

Assessment information applied to decision making in education and psychology. Tests of processes and skills will be reviewed as well as the technical aspects of measurement. Credit not allowed for this course and EDUC3630. Goal 2d (Goal 2C Catalog 0809+)

+ PSYC3500 Principles of Learning 3 s.h.

Explores a variety of theories of learning. Considers both conceptual and applied aspects of learning. Prerequisite: PSYC1300. Goal 2d (Goal 2C Catalog 0809+)

PSYC3900 Topics in Psychology 1 – 3 s.h.

In-depth study of topics in the field of psychology. May be repeated for credit as topics vary. Prerequisite: PSYC1300. Goal 2d (Goal 2C Catalog 0809+)

PSYC4000 Individual Study Goal 2d (Goal 2C Catalog 0809+) 1-3 s.h.**PSYC4340 Senior Research 3 s.h.**

Development and implementation of an original research project. Prerequisite: PSYC3320, senior standing, psychology major. Goal 2d, 4ab (Goal 2C Catalog 0809+)

PSYC4360 Senior Internship 3 s.h.

Practical application of knowledge, theory and skills in a professional setting. Prerequisite: Senior standing, psychology major, instructor's consent. Goal 2d (Goal 2C Catalog 0809+)

PSYC4430 Theory and Practice of Counseling 3 s.h.

A course designed to explore characteristics of counselors, characteristics of clients, basic counseling techniques, and current theories of counseling. Prerequisite: PSYC1300. Goal 2d (Goal 2C Catalog 0809+)+Denotes an alternate year course.

+Denotes an alternate year course.

Publication Writing & Design

B.A. Degree — Publication Writing & Design Major

In addition to the general education requirements, majors in Publication Writing & Design must complete 42 semester hours as prescribed below:

One literature survey course (selected from ENGL1500, ENGL2310, ENGL2320, ENGL2330, ENGL2340) 3 s.h.
Creative writing course (ENGL2410 or ENGL2420) 3 s.h.
ENGL/COMM3380 Communication Studies 3 s.h.
ENGL3410 Language and Literacy 3 s.h.
ENGL/COMM2500 Introduction to Mass Media 3 s.h.
Either ENGL3270 Media Writing or ENGL3280 Newswriting (3 s.h.) in addition to the Advanced Composition General Education Requirement.
COMM3310 Interpersonal Communication **or**
 SOCI/PSYC3310 Social Psychology 3 s.h.
ARTS1100 Design Principles 3 s.h.
ARTS1710 Introduction to Visual Communication 3 s.h.
ARTS2390 History of Graphic Design 3 s.h.
ARTS3630 Systems in Design 3 s.h.
ARTS3640 Interactive Design 3 s.h.
ARTS4440 Portfolio Development 3 s.h.
ARTS4500 Advanced Studio Practices 3 s.h.
ARTS4700 Senior Exhibition 0 s.h.

Recreation

B.A. Degree — Recreation Major

In addition to the general education requirements, majors in Recreation must complete the 42 semester hours prescribed below:

HMS Division Service Courses: 3 s.h.

HMSC4900 Research I 2 s.h.

HMSC4910 Research II 1 s.h.

Core Theory Courses: 15 s.h.

RECR1100 Introduction to Leisure Services 3 s.h.

RECR1210 Theory in Group Leadership and Recreation 3 s.h.

RECR3400 The Program Process: Principle and Application 3 s.h.

RECR3500 Life and Leisure 3 s.h.

RECR4400 Administration in Parks and Recreation 3 s.h.

Required Fieldwork/Internship Experiences: 12 s.h.

RECR2500 Fieldwork in Recreation 3 s.h.

RECR4500 Practicum in Recreation 9 s.h.

Guided Electives: 12 s.h.

These will be very targeted to student career interest and approved by the major academic advisor. They may be selected from among major electives or from other departments offering courses appropriate to the career interest.

Courses in Recreation

+ RECR1100 Introduction to Leisure Services 3 s.h.

Examines the purpose and function of leisure services delivered by governmental and private agencies.

Introduction to department curriculum and student professional involvement. Course is prerequisite to all upper division courses.

+ RECR1210 Theory in Group Leadership and Recreation 3 s.h.

Designed to help students develop creative leadership methods and techniques that can be applied to all leisure settings with a variety of groups. Goal 6 (Goal 6 Catalog 0809+)

RECR2000 Individual Study 1-3 s.h.

+ RECR2330 Camp Administration and Leadership Counseling 3 s.h.

Consideration of basic camp management and administrative structure. Special emphasis given to interpretive nature programs and church camping structures plus a variety of practical experiences. Prerequisite: RECR1210.

+ RECR2350 Recreational Leadership in the Church (Also RELG2350) 3 s.h.

Examines the purpose of church recreation and its contribution to Christian mission. The wide spectrum of recreational tools employed in church settings will be surveyed and appraised for their potential utilization in ministry. Goal 2b, 6

+ RECR2500 Fieldwork in Recreation 3-6 s.h.

A minimum of 120 clock hours work experience in an approved leisure service setting. An orientation to the leisure service profession. Prerequisite: Prior consent of coordinator.

RECR3000 Individual Study 1-3 s.h.

+ RECR3350 Facility Management 3 s.h.

Explores problems, principles, and techniques of management, design, and operation of selected park and recreation facilities. Special emphasis on swimming pools, tennis, golf, ice skating, and community center activities. Prerequisite: RECR1100.

+ RECR3360 Outdoor Education (Also EDUC3360) 3 s.h.

The organization, administration, and program activities of outdoor education in the school curriculum and other community agencies.

+ RECR3400 The Program Process: Principle and Application 3 s.h.

Explores the purpose and functions of programs, planning, principles, objectives, organizational behavior, and evaluation. Translation of program theory into practical situations. Opportunity to explore and experiment with programs through 25-hour laboratory exercise. Prerequisite: RECR1100.

RECR3430 Special Physical Education/Leisure (also PHED3430) 3 s.h.

Theory and techniques of adaptive, corrective and developmental activities to meet the needs of "special persons."

+RECR3500 Life and Leisure 3 s.h.

An introduction to the broad range of historic and philosophic perspectives which have shaped and continue to influence perceptions of leisure in present life settings. Students will be asked to thoroughly examine personal views in light of these perspectives with an objective of establishing a tentative base of concepts from which to operate as a leisure service professional. Prerequisite: RECR1100.

+ RECR3900 Topics in Recreation 1-3 s.h.

Study of selected topics in recreation, to be announced prior to the semester when the course is offered. May be repeated for credit as topics change. Prerequisite: RECR1100.

RECR4000 Individual Study 1-3 s.h.

+ RECR4400 Administration in Parks and Recreation 3 s.h.

Provides basis for understanding the administrative process related to delivery of leisure services. Explores legal foundations, management systems and principles, organizational behavior, and evaluation. Prerequisite: RECR1100.

+ RECR4500 Practicum in Recreation 3-12 s.h.

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Twelve hours to be taken concurrently. Laboratory field experience provides for practical application of knowledge and theory in a professional setting. Student acquires experience in all phases of leisure service delivery with highly qualified personnel in a selected agency with college faculty supervision. Prerequisites: Approval of coordinator and RECR1100.

+Denotes an alternate year course.

Religion

B.A. Degree — Religion Major

In addition to the general education requirements, majors in Religion must complete a concentration of 42 semester hours including the following:

Required Courses 21 s.h.

RELG1200 Introduction to Religion 3 s.h.
 RELG1310 Introduction to Old Testament 3 s.h.
 RELG1320 Introduction to New Testament 3 s.h.
 RELG2320 Introduction to Christian Theology 3 s.h.
 RELG2360 Religions of the World **or**
 PHIL/RELG3100 World Philosophies & Religions: Great Texts 3 s.h.
 RELG3450 Philosophy of Religion 3 s.h.
 RELG4200 Senior Religion Thesis/Project 3 s.h.

History 3 s.h.

One course from the following:
 HIST/RELG3400 History of Religion in America
 HIST/RELG3520 History of Christianity - The Last 1000 Years
 HIST3620 The Middle Ages

Theology 6 s.h.

Two courses from the following*:
 RELG2340/3340 Ecological Theology
 PHIL/RELG3440 Process Philosophy and Theology
 RELG3490 Christian Feminist Theology
 RELG3500 Contemporary Theology

Restoration Studies 3 s.h.

(Students may substitute individual studies in other religious heritages.)

One course from the following:
 RELG1280 History of Latter Day Saintism
 RELG3430 Restoration Scriptures
 RELG3530 Theology of the Community of Christ

Religion Electives 9 s.h.

Choose any three courses.

* Students may use RELG3530 Theology of the Community of Christ, for this requirement, but must then take a second course in Restoration scripture or history.

Religion Minor

A minor in Religion consists of 18 semester hours or more of courses in Religion, including RELG1200.

Church Leadership Minor

A minor in Church Leadership requires 18 or more semester hours to include the following:

I. CORE

Required Courses: Take at least three of these four:
 RELG1310 Introduction to Old Testament
 RELG1320 Introduction to New Testament
 RELG2320 Introduction to Christian Theology
 RELG3550 Ministries of the Church

II. THEOLOGY & WORLD RELIGIONS

Pick one from:
 RELG2360 Religions of the World
 PHIL/RELG3100 World Philosophies and Religion: Great Texts
 RELG2340/3340 Ecological Theology
 PHIL/RELG3440 Process Philosophy and Theology
 RELG3490 Christian Feminist Theologies
 RELG3500 Contemporary Theology

III. PRACTICAL THEOLOGY

Pick one from:
 RELG2030 Introduction to Pastoral Care and Counseling
 RELG2490 Suffering and Meaning
 PEAC/POLS2200 Introduction to Peace Studies
 PEAC/POLS3220 Global Peace Issues
 MUSC2310 Music in the Church

IV. RESTORATION STUDIES

(Students from other traditions may petition for alternatives to these courses.)

Pick one from:
 HIST/RELG1280 History of Latter Day Saintism
 RELG3430 Restoration Scriptures
 RELG3530 Theology of the Community of Christ

Students may graduate with only one of the following courses of study offered in Religion: a Religion major,

a Religion minor, or a Church Leadership minor. However, Religion majors may participate in the Church Leadership Program.

Courses in Religion

RELG1200 Introduction to Religion 3 s.h.

An inquiry into the fundamental issues involved in an understanding of the place and meaning of religion in human experience. Goal 2b (Goal 5 Catalog 0809+)

RELG1280 History of Latter Day Saintism (Also HIST1280) 3 s.h.

The background and rise of the movement, the migrations to the Midwest, the disruption at Nauvoo, the development of the Reorganization, and a survey of the conditions, trends, and problems in the contemporary church. Goal 2b, 2c

RELG1300 Seminar in Biblical Studies 1 s.h.

An exploration of the pastoral, theological, and personal implications of biblical studies. Focuses on the contemporary value of the Bible through various exercises which employ both scholarly methods and personal insight and experience. Designed for, but not limited to, students with interests in Christian ministry. Co-requisites: RELG1310, RELG1320, or consent of instructor. Goal 2b

RELG1310 Introduction to Old Testament 3 s.h.

A study of the community of Israel and the literature that it produced. The history, literature, and theology involved is combined into one unified approach. The course aims to discover the meaning of the Old Testament in its time and for our present day. Goal 2b (Goal 5 Catalog 0809+)

RELG1320 Introduction to New Testament 3 s.h.

A study of the early Christian community and the literature that it produced. It seeks to enable the student to discern the contemporary relevance of the New Testament faith. History, literature, and theology are unified into one approach. Goal 2b (Goal 5 Catalog 0809+)

RELG2000 Individual Study Goal 2b 1-3 s.h.

RELG2030 Introduction to Pastoral Care and Counseling 3 s.h.

An introduction to the theoretical and practical aspects of pastoral care with brief exposure to pastoral counseling. Includes an historical overview of aims and methods as well as a connection of pastoral care to the modern culture. Emphasis will be upon the practice of pastoral care. Goal 2b (Goal 5 Catalog 0809+)

RELG2200 Religion and Popular Culture in America 3 s.h.

Examines religion in American popular culture. Focus on the use of contemporary media by religion and the presentation of religious motifs and themes in popular culture. (Goal 2B Catalog 0910+)

RELG2320 Introduction to Christian Theology 3 s.h.

An introductory overview of the contents of the Christian faith, including interpretations of the major symbols of that tradition for today. Goal 2b (Goal 5 Catalog 0809+)

RELG2340 Ecological Theology 3 s.h.

An introduction to theology as it addresses and is informed by ecological concerns. How is global climate change a religious problem? What does religious faith have to do with the environment? Do religious beliefs address questions of species conservation and extinction? Students will explore beliefs regarding the natural world from the perspectives of several major world religions. (Goal 5 Catalog 0809+)

RELG2350 Recreational Leadership in the Church (Also RECR2350) 3 s.h.

Examines the purpose of church recreation and its contribution to Christian mission. The wide spectrum of recreational tools employed in church settings will be surveyed and appraised for their potential utilization in ministry. Goal 2b, 6

RELG2360 Religions of the World 3 s.h.

An introduction to the thought, practice, and history of the major religions of the world. Goal 2b, 7 (Goal 5 Catalog 0809+)

RELG2400 Science and Religion (also PHIL2400) 3 s.h.

A survey of historical and contemporary relationships between science and religion (mainly in Western culture) from ancient mythology and the pre-Socratic philosophers, through medieval scholasticism, the rise of modern science and theological responses to it, and an examination of selected contemporary perspectives. Students will also examine the nature of faith and the role of faithfulness in scientific inquiry. Goal 2b, 10

RELG2490 Suffering and Meaning 3 s.h. (Also PHIL2490)

The first Noble Truth of Buddhism is that all life involves suffering. Much of human life, religion, and the arts is an effort to create meaningful responses to our suffering. This course will examine some of those responses. Goal 2b, 5, 10 (Goal 10 Catalog 0809+)(Goal 2B Catalog 0910+)

RELG2700 Internship in Church Leadership 0-6 s.h.

An internship designed to give practical experience in a field setting where ministry is taking place in the Community of Christ or related institution, and where effective church leadership skills are being modeled. The student will play an active role in identifying potential field sponsors. (Graded on a pass/fail basis.) Prerequisite: Instructor's consent.

RELG2900 Topics in Religion Goal 2b 1-3 s.h.

RELG3000 Individual Study 1-3 s.h.**RELG3100 World Philosophies & Religion: Great Texts (Also PHIL3100) 3 s.h.**

A reading of great texts in world philosophies and religions: E.g., The Qu'ran (Islam), The Upanishads and The Bhagavad Gita (Hinduism), The Dhammapada (Buddhism), The Analects of Confucius and Tao Te Ching (Confucianism), the Bible, and other works by important religious/philosophical thinkers, old and new. Goal 2b, 5, 7 (Goal 5 Catalog 0809+)

+ RELG3250 Ethics (Also PHIL3250) 3 s.h.

What makes an action be right or wrong? What is a good life? An examination of classical and contemporary ethical visions and their application to vital issues. Goal 2b, 4ab, 5 (Goal 5 Catalog 0809+)

RELG3340 Ecological Theology 3 s.h.

An introduction to theology as it addresses and is informed by ecological concerns. How is global climate change a religious problem? What does religious faith have to do with the environment? Do religious beliefs address questions of species conservation and extinction? Students will explore beliefs regarding the natural world from the perspectives of several major world religions. (Goal 5 Catalog 0809+)

+ RELG3400 History of Religion in America (Also HIST3400) 3 s.h.

A survey of significant periods, prevailing motifs, pivotal figures, major thought systems, and primary movements in the American religious heritage. Goal 2b, 2c

RELG3430 Restoration Scriptures 3 s.h.

A study of the Book of Mormon, the Doctrine and Covenants, and Joseph Smith's "New Translation" of the Bible, considered in light of their historical setting, literary qualities, and theology. Goal 2b

RELG3440 Process Philosophy and Theology (Also PHIL3440) 3 s.h.

An examination of a major modern movement in Christian theology which responds to the challenges of science and human sufferings by arguing that God's power is persuasive rather than coercive, and the supporting view of reality as a web of relationships in process. Special attention will be given to the problems of God, freedom, power, creativity and suffering, and the interpretation of process theology in terms of Christian symbols. Goal 2b, 5 (Goal 5 Catalog 0809+)

+ RELG3450 Philosophy of Religion (Also PHIL3450) 3 s.h.

This course is designed to investigate the nature of religious beliefs by applying the philosophical attitude to the practice of religion. The investigation will apply the principles of inquiry: clarity in the meaning of words and assumptions; consistency in statements about the subject; respect for all discoverable facts that bear upon the issues under investigation; and impartiality to interpretation of pertinent facts. Goal 2b (Goal 5 Catalog 0809+)

RELG3490 Christian Feminist Theologies 3 s.h.

An introduction to a variety of feminist liberation theologies informed by the experience of African, African-American, Asian, Asian-American, Euro-American, and Latina women. Attention given to both the content and methodology for doing theology from a liberation perspective. Goal 2b (Goal 5 Catalog 0809+)

+ RELG3500 Contemporary Theology 3 s.h.

An exploration of major issues, approaches and problems receiving special attention in theological discussion today. Goal 2b (Goal 5 Catalog 0809+)

+ RELG3520 History of Christianity - The Last 1000 Years (Also HIST3520) 3 s.h.

An advanced study of the history of Christianity as it developed from the Crusades into the 20th Century. Topics will include the Crusades, the Avignon Papacy and Great Schism, the push for unity, early reform groups, the Reformation, wars of religion, religious imperialism, modern challenges to Christianity, and the Church to Vatican II. Aspects of both continuity and change within the doctrine, popular belief and structure of Christianity will be emphasized. Goal 2b, 2c, 7

RELG3530 Theology of the Community of Christ 3 s.h.

An examination of major themes and issues in Restoration thought. Particular attention will be paid to the development of theology in the Reorganization. Non-RLDS students will participate in this course by exploring how the basic issues addressed are related to their own religious communities. Goal 2b

RELG3550 Ministries of the Church 3 s.h.

An examination of the nature and purpose of the church as an important institution in society. The study of major functions such as worship, education, outreach, and administration will be included. Goal 2b (Goal 5 Catalog 0809+)

RELG3900 Topics in Religion 1-3 s.h.

Study of selected topics of interest in religion, to be announced prior to the semester when the course is offered. May be repeated for credit as topics change. Goal 2b

RELG4000 Individual Study Goal 2b 1-3 s.h.**RELG4200 Senior Religion Thesis/Project 3 s.h.**

A capstone thesis or project for Religion majors in which students demonstrate the ability to conduct research in the academic field of religion, to articulate in writing their own, well reasoned position on a significant religious question, to integrate the ideas of other people into their own intellectual and spiritual journey, and, through the thesis preparation and oral presentation, engage with peers, faculty, and written texts in well reasoned dialogue which reflects an ability to treat other people and ideas with both fairness and thoughtful criticism. Prerequisite: Religion majors. Goal 2b

+Denotes an alternate year course.

Religion (Graduate)

Master of Arts in Religion

The Master of Arts in Religion (30 graduate hours) provides a strong academic foundation in Bible, Christian history, and theology. These subjects offer essential preparation for Christian ministry and/or doctoral study in religion.

The Master of Arts in Religion provides a unique blend of religious theory and practical studies that can meet the needs of students with a variety of learning objectives. The classes in the program will be offered in different formats (three-week residential sessions, semester-long evening courses, and/or on-line via the Internet). The faculty is composed of scholars and professionals in the field of religion with the academic and applied backgrounds to make the study of religion stimulating and worthwhile.

Program Admission

1. For admission: bachelors degree or equivalent. Students with GPA below 3.00 will need to demonstrate ability to do work at the graduate level.
2. Students must complete an Application for Admission and submit official transcripts for review.
3. Three letters of recommendation from persons who can attest to the applicant's promise for graduate study.

Participation Requirements

1. A student must maintain at least a 3.0 GPA and cannot submit more than nine semester hours of C for graduation. Students will be required to repeat courses in which C grades were earned above the maximum and must repeat any course in which a D or F has been received.
2. Students must complete the requirements for the degree in no more than three years.
3. A minimum of one residential session (three-week focus or semester-long evening) is required.
NOTE: Not all required courses are available on line; attendance at several residential sessions may be needed to complete all required courses. Be sure to monitor Seminary course schedules when planning enrollment and when selecting courses for graduation.
4. Students who choose not to complete a thesis are required to make a portfolio presentation at the end of their program. See the Student Handbook for specific parameters.
5. The following curriculum (30 semester hrs.) must be completed:
 - RELG5011 Christian Theology 3 s.h.
 - RELG5020 Hebrew Scriptures I 3 s.h.
 - RELG5030 Hebrew Scriptures II 3 s.h.
 - RELG5040 New Testament I 3 s.h.
 - RELG5050 New Testament II 3 s.h.
 - RELG5090 Survey of the History of Christian Thought 3 s.h.
 - RELG**** 3-4 courses as electives 9-12 s.h.
 - RELG6010 Optional Integrative Thesis 3 s.h. or Portfolio Presentation 0 s.h.

Transfer of Credits

Students transferring from other graduate institutions may request the transfer of a maximum of nine hours of credit, provided that the courses transferred have equivalents in the Master of Arts in Religion curriculum and the grades in those courses are "B" or above. The request must be accompanied by an official transcript from the institution where the credit was earned.

Master of Arts in Christian Ministries

The Master of Arts in Christian Ministries provides the same academic foundation offered in the Master of Arts in Religion program. The curriculum then devotes considerably more attention to courses needed to develop practical ministerial skills in areas such as pastoral care, worship leadership, and preaching.

The Master of Arts in Christian Ministries uniquely features specialization tracks in peace and justice, spirituality, church leadership, and mission. After completing two core course of their choice, students undertake one supervised practicum designed to offer significant experience in the practice of ministry. Students benefit from the guidance of skilled mentors with considerable ministerial experience.

Program Admission and Participation Requirements

1. For admission: Bachelors Degree or Equivalent. Students with GPA below 3.00 will need to demonstrate ability to work at the graduate level.
2. A student must maintain at least a 3.00 GPA and cannot submit more than twelve hours of C for graduation. Students will be required to repeat courses in which C grades were earned above the maximum and must repeat any course in which a D or F has been received.
3. Students must complete the requirements for the degree within five years.
4. Students must be complete the following curriculum of 66 semester hours:

- Area I. Core Courses in Religious Heritage - 21 s.h.
 RELG5011 Christian Theology
 RELG5020 Hebrew Scriptures I
 RELG5030 Hebrew Scriptures II
 RELG5040 New Testament I
 RELG5050 New Testament II
 RELG5060 History of Christian Thought I
 RELG5070 History of Christian Thought II
- Area II. Core Courses in Cultural Context - 9 s.h.
 RELG5260 Ethics
 RELG5400 World Religions
 RELG6240 Contemporary Culture
- Area III. Core Courses in Personal and Spiritual Formation - 6 s.h.
 RELG5010 Professional Ministerial Issues
 RELG6140 Learning to Teach - Teaching to Learn
- Area IV. Core Courses in General Ministry - 12 s.h.
 RELG5080 Mission
 RELG6200 Pastoral Care
 RELG6210 Worship
 RELG6220 Preaching
- Area V. Community of Christ Denominational Requirements* - 9 s.h.
 RELG5301 Community of Christ History
 RELG5310 Community of Christ Scriptures
 RELG5320 Community of Christ Theology
- Area VI. Specialized Topics for Church Leadership and Ministry** - 9 s.h.
 RELG6111 Specialized Ministry: Church Leadership
 RELG6112 Specialized Ministry: Mission and Evangelism
 RELG6113 Specialized Ministry: Peace and Justice
 RELG6114 Specialized Ministry: Spirituality
 RELG6115 Specialized Ministry Practicum

* Students of faith traditions other than Community of Christ will complete comparable coursework approved by the dean.

**Students must complete two courses chosen from RELG6111-6114 plus the practicum.

Courses in Religion (Graduate)

RELG5010 Professional Ministerial Issues 3 s.h.

An introduction to church polity, and the role of the professional minister, with focus on issues central to the identity, functioning, leadership style, administrative skills, spiritual growth and maturity, and the ministerial ethics of the professional minister. Attention is given to the holistic self-care of the minister.

RELG5011 Christian Theology 3 s.h.

This course is an initial exploration of the discipline and methods of theology. The foundational topics of Christian theology are covered including the nature and necessity of the theological task and contemporary understandings of the doctrine of God, Jesus Christ, Holy Spirit, humanity, the church, and Christian hope.

RELG5020 Hebrew Scriptures I 3 s.h.

A review of the sacred literature of the Hebrews up to the eighth century B.C.E. centered on its covenantal themes. Attention will be given to techniques of exegesis based on the various methods of biblical criticism.

RELG5030 Hebrew Scriptures II 3 s.h.

A review of the sacred literature of the Hebrews from the eighth century B.C.E. to the close of the canon, centered on its covenantal themes. Attention will be given to techniques of exegesis based on the various methods of biblical criticism.

RELG5040 New Testament I 3 s.h.

A review of the New Testament literature focusing on the gospels and the Acts of the Apostles, centered around its christological themes as they relate to other primary doctrines. Attention will be given to techniques of exegesis based on various methods of biblical criticism.

RELG5050 New Testament II 3 s.h.

A review of the New Testament literature focusing on Paul and the General Epistles, centered around its christological themes as they relate to other primary doctrines. Attention will be given to techniques of exegesis based on various methods of biblical criticism.

RELG5060 History of Christian Thought I 3 s.h.

This course traces the theological and doctrinal development of the Christian church from the biblical period to the period immediately preceding the Reformation. Attention will be given to the historical context in which this development occurred.

RELG5070 History of Christian Thought II 3 s.h.

This course traces the theological and doctrinal development of the Christian church from the Reformation into the 21st century. Attention will be given to the historical context in which this development occurred.

RELG5080 Mission 3 s.h.

An integrated model of Christian mission is introduced theologically and practically in terms of compassion, evangelism, stewardship, discipleship formation, and peace and justice ministries. Students will use their own contexts to develop a model of congregational mission drawing on biblical, theological, historical, and contemporary strategies.

RELG5090 Survey of History of Christian Thought 3 s.h.

Traces the theological and doctrinal development of the Christian church from the biblical period to the present. Attention will be given to the historical context in which this development occurred.

RELG5260 Ethics 3 s.h.

An investigation of traditional ethical theories and an inquiry into means, methods, and appeals of ethical consciousness. In addition, some specific contemporary issues are addressed such as ecology, human sexuality, gender, race and ethnicity, economic justice, and militarism as it relates to the culture of violence.

RELG5301 Community of Christ History 3 s.h.

Students will explore the background and development of the Community of Christ from its early 19th century beginnings to the present. Primary, secondary, and material cultural sources will be studied with the purpose of helping students to develop an analytical approach to church history. In this course, there will be three specific foci: the founding of Latter Day Saintism and the diasporic search for a sacred homeland, the evolution of the Reorganized Church of Jesus Christ of Latter Day Saints, and the Community of Christ in the new millennium. Considerable attention will be given to the early church story emerging in the historical context of competing religions in a democratic North American setting, as well as the theological corrections, moderate in nature, by members of the Reorganized Church that led to a major paradigm shift from "church as remnant" to "church in mission." The course will conclude with a discussion of the kaleidoscopic mix of cultures in today's Community of Christ.

RELG5310 Community of Christ Scriptures 3 s.h.

Explorations into the three indigenous scriptural works published and used by the Community of Christ-The Book of Mormon, the Joseph Smith "Translation" of the Bible, and the Book of Doctrine and Covenants. These explorations involve (1) the attempt to establish original texts by analyses of documentary source materials, (2) studies into historical and cultural contexts of specific content, (3) consideration of metaphorical and theological dimensions of these three scriptural works, and (4) the relevance and relationship of these scriptural works to the identity and mission of the Community of Christ in today's world.

RELG5320 Community of Christ Theology 3 s.h.

This course will explore the main themes, key issues, and seminal thinkers in RLDS/Community of Christ theology. We will approach the topic from two angles: historically and systematically. Our historical exploration will trace how Restoration theology has continually developed in response to the intellectual, social, and cultural challenges of each age. Our systematic exploration will attempt to understand what has been believed, taught, and confessed by the Community of Christ at different points in its history. We will focus considerable attention on (1) the issue of denominational "distinctiveness," (2) the relationship of the RLDS church/Community of Christ to its early Latter Day saint roots and to the wider Christian tradition, (3) how the church's encounter with modernity and postmodernity continues to reshape and redefine its theology, and (4) future directions of Community of Christ theology.

RELG5400 World Religions 3 s.h.

An exploration of the major religions of the world, along with their antecedent primal and ancient religious traditions. Special emphasis will be given to doctrine, polity, sacred literature, history, rituals, spiritual practices and worship, and the ethical and moral belief structures of the world faiths.

RELG5420 Theology of Peace 3 s.h.

A survey of the historical context and current issues of peace and justice. A theological framework is proposed within which the implications of contemporary issues may be explored.

RELG5430 Apocalyptic Literature 3 s.h.

This course provides a survey of apocalyptic literature from various cultural traditions with special focus on the Hebrew canon, the Book of Revelation in the New Testament, and the impact of the apocalyptic movement on the Christian gospels and the Pauline epistles. Attention will also be given to the possible origins of apocalyptic literature and its expression in the Jewish Apocrypha and the Christian pseudepigrapha.

RELG6000 Integrative Project 3-6 s.h.

A project which integrates theory and practice in religious studies. By special arrangement with a faculty member and approval of the director of the MAR program.

RELG6010 Integrative Thesis 3-6 s.h.

A paper which integrates theory and practice in religious studies. By special arrangement with a faculty member and approval of the director of the MAR program.

RELG6020 Directed Studies 1-3 s.h.

This class provides opportunity for self-directed students to design a program of studies meeting their special needs or interests. This will be done with the consultation of a member of the faculty and the approval of the director of the MAR program. May be repeated one time.

RELG6030 Special Topics in Religion 1-3 s.h.

A course based on subjects outside current offerings, such as Leadership of Religious Organizations, Pastoral Counseling, Stewardship Ministries, Evangelism and Mission, and Contemporary Theologies.

RELG6100 Christian Spiritual Formation 3 s.h.

An exploration of what it means to grow spiritually and an examination of the practices, understandings, traditions, and contexts which enable the process of spiritual growth and maturity. Attention is given to the holistic self-care of the minister.

RELG6111 Specialized Ministry: Church Leadership 3 s.h.

Consideration of the fundamentals of church leadership in the 21st Century, exploring topics such as administrative skills, collaborative leadership, core values and ethics, spiritual formation, congregational systems, and denominational polity.

RELG6112 Specialized Ministry: Mission and Evangelism 3 s.h.

An examination through the lens of the Community of Christ in the 21st century. Different contemporary approaches to mission and evangelism will be reviewed and critiqued, giving the students opportunity to test the viability and practicality of these approaches in their ministry area.

RELG6113 Specialized Ministry: Peace and Justice 3 s.h.

This course seeks to root peace and justice making in Christian discipleship. Students will be expected to draw upon their life experience and studies in other seminary courses to develop a critical prophetic perspective on human systems and institutions. Islam and Anabaptism will be contrasting traditions to help understand pursuing peace in a pluralistic world. Students will work on articulating a personal theology of peace and justice that has personal discipleship dimensions as well as practical congregational expression.

RELG6114 Specialized Ministry: Spirituality 3 s.h.

Through a process of reading, reflection, cinema review, journaling, and writing on selected topics, course participants will develop skills and knowledge for spiritual formation ministries in diverse settings. Students will gain practice in creating and facilitating individual and corporate spiritual enrichment. The course's experiential and academic components will be rooted in story, scripture and sacrament. Connections between spiritual practice in Christianity and other world religions will be examined.

RELG6115 Specialized Ministry Practicum 3 s.h.

An opportunity for students to gain experience in the practice of ministry in their chosen area of specialization. Students will experience ministry in a supervised setting where they will benefit from feedback by a more experienced person in the chosen area of specialized ministry. Students design their practicum in consultation with their faculty advisor. (Graded on a Pass/Fail basis.)

RELG6140 Learning to Teach - Teaching to Learn 3 s.h.

An exploration of the fundamentals of sound Christian religious education, including developmental issues in faith formation, differences in learning styles, and pedagogical methods that promote transformative learning.

RELG6200 Pastoral Care 3 s.h.

An introduction to the theoretical and practical aspects of pastoral care that are required for an effective liberative ministry of nurture, healing, and spiritual growth in the church. Attention will be given to the fundamental theological foundations and of the aims, methods, and resources for pastoral care. A limited practical exposure to the art of counseling will be offered.

RELG6210 Worship 3 s.h.

A study of the church as a worshipping community. Historical and contemporary patterns of worship are examined with attention to planning and conducting the worship experience for congregations of all sizes and within diverse ethnic and intercultural settings.

RELG6220 Preaching 3 s.h.

Participants will learn to develop and deliver scripture-based sermons through instruction in homiletical theory and practice. Using discussion, lecture, and small group processes, participants will explore fundamental convictions about preaching: preaching as witness, the preaching task, steps in creating a sermon, sermon delivery, the experience of the listener, emotion and imagination in preaching, the vocabulary of faith, spirituality in preaching, and sermon evaluation.

RELG6240 Contemporary Culture 3 s.h.

An examination of the nature and implications of current issues and practices found in major world cultures with emphasis on their impact on Christian ministry, particularly ecumenical and intercultural ministry.

Science

B.S. Degree — Basic Science Major

In addition to the general education requirements, students majoring in Basic Science must complete the following courses.

Requirements 41 s.h.

BIOL1400 Fundamentals of Biological Science 3 s.h.
 BIOL1430 Fundamentals of Animal Biology 4 s.h.
 BIOL1440 Fundamentals of Plant Biology 4 s.h.
 BIOL2360 Fundamentals of Microbiology 4 s.h.
 CHEM1430 Principles of Chemistry I 3 s.h.
 CHEM1431 Principles of Chemistry I Lab 1 s.h.
 CHEM1440 Principles of Chemistry II 3 s.h.
 CHEM1441 Principles of Chemistry II Lab 1 s.h.
 CHEM3410 Organic Chemistry I 3 s.h.
 CHEM3411 Organic Chemistry I Lab 1 s.h.
 MATH1510 Calculus I 3 s.h.
 MATH1520 Calculus II 3 s.h.
 PHYS1410 Elements of Physics I 4 s.h.
 PHYS1420 Elements of Physics II 4 s.h.

Teacher Certification in General Science

FOR BASIC SCIENCE AND NON-BASIC SCIENCE MAJORS WHO WANT A SECONDARY SCIENCE ENDORSEMENT (5-12) IN GENERAL SCIENCE: Students who desire Iowa Teacher Certification with a General Science secondary endorsement must complete 24 s.h. in science to include 12 s.h. in biological sciences, 3 s.h. in physics, 3 s.h. in chemistry, 6 s.h. in physical science (SCIE prefix), and the [Secondary Education Program](#) (with SCIE3360 Methods of Teaching Science and Mathematics as the appropriate methods course).

Courses in Science

SCIE1250 Descriptive Astronomy 3 s.h.

A descriptive presentation of the theory and structure of the universe to include celestial coordinates, laws of orbital motion, evolution of the solar system, comets and meteoroids, stellar and galactic structure. Some use of the observatory is included. Goal 2a (Goal 2A Catalog 0809+)

SCIE1251 Descriptive Astronomy Lab 1 s.h.

Observational laboratory exercises, demonstration exercises, and elementary calculations to illustrate methods used in astronomy. The student will learn to locate and observe astronomical phenomena using optical devices. Specifically the student will learn to identify constellations and how to use a telescope. There will be evening observations, visits to virtual and real world planetariums. Experiments will include geometrical optics and the construction of telescopes. In addition, there will be labs based on astronomical calculations that will include a rudimentary investigation of navigation systems, star charts and astronomical coordinate systems. Co-requisite: SCIE1250. (Goal 2A Catalog 0809+)

SCIE1310 Fundamentals of Physical Science 3 s.h.

An integrated study of selected principles and concepts of physics, earth science, and chemistry. (Not intended for science majors.) Goal 2a (Goal 2A Catalog 0809+)

SCIE2000 Individual Study Goal 2a (Goal 2A Catalog 0809+) 1-3 s.h.

SCIE3000 Individual Study Goal 2a (Goal 2A Catalog 0809+) 1-3 s.h.

SCIE3030 The Nature of Science 3 s.h.

An overview of the history and philosophy of science and an investigation of contemporary problems, issues, and concepts in the sciences. A study of the interrelatedness of the several fields of science as well as the relation of science to other areas of scholarship. Prerequisite: Any college biological or physical science course. Goal 2a, 10 (Goal 10 Catalog 0809+)

+ SCIE2100 Earth Science (3-0) 3 s.h.

A study of physical geology, using plate tectonics as the unifying theory. The major components of the Earth's crust (rocks and minerals) and forces that shape the Earth's surface (winds, streams, glaciers, volcanoes, earthquakes, etc.) will be considered. Goal 2a (Goal 2A Catalog 0809+)(Goal 1A Catalog 0910+)

SCIE3360 Methods of Teaching Science and Mathematics (Also MATH3360) 3 s.h.

A study of the objectives, methods, techniques, materials, and activities related to teaching science and mathematics in the secondary schools. Prerequisite: 20 hours in science or mathematics. Goal 2a, 4c2, 6 (Goal 4 Catalog 0809+)

SCIE3900 Advanced Topics in Science 3 s.h.

Designed to cover current areas of advancement in biology, chemistry, and medicine. Topics will be selected from various areas such as biotechnology, bioinformatics, genomics, molecular modeling, drug discovery and drug design, and disease pathology and therapeutic approaches (cancer, inflammatory and bone disorders, and AIDS). The course will consist of lectures, discussions, and journal article reviews/presentations. Prerequisites: BIOL1300 or CHEM1320 or Instructors consent. Goal 2a (Goal 2A Catalog 0809+)

SCIE4000 Individual Study Goal 2a (Goal 2A Catalog 0809+) 1-3 s.h.

Social Science

Courses in Social Science

SOSC2000 Individual Study 1-3 s.h.

SOSC3000 Individual Study 1-3 s.h.

SOSC3390 Methods of Teaching Social Studies 3 s.h.

Discussions of the general and specific objectives of social studies in the secondary school system, the materials and resources available, techniques in teaching the social studies, types of curricula, and methods of evaluation.

SOSC4000 Individual Study 1-3 s.h.

SOSC3610 Social Research I (Also SOCI 3610) 3 s.h.

A survey of the principles and practice of social research, including data analysis, research ethics, and the design and implementation of surveys, experiments, and field studies. Students design their own research projects.

Prerequisites: MATH1380 (grade of C or better). Goal 2d, 4c1

SOSC3620 Social Research II (Also SOCI 3620) 2 s.h.

Students carry out an empirical research project and write a research paper. Prerequisite: SOCI/SOSC3610 (grade of C or better). Goal 2d, 4c1

Sociology

B.A. Degree — Sociology Major

In addition to the general education requirements and support courses, majors in Sociology must complete 19 semester hours in the Sociology core as described below and 15 semester hours of sociology electives.

Sociology Core Courses 19 s.h.

SOCI1300 Introduction to Sociology 3 s.h.
 SOCI2310 Social Problems 3 s.h.
 SOCI3330 Social Inequality 3 s.h.
 SOCI4350 Sociological Theory 3 s.h.
 SOCI/SOSC3610 Social Research I 3 s.h.
 SOCI/SOSC3620 Social Research II 2 s.h.
 SOCI4800 Sociology Seminar 2 s.h.

All Sociology majors must also take the following support course:
 MATH1380 Introduction to Statistics 3 s.h.

Sociology Electives 15 s.h.
 (9 s.h. must be upper division)

A minimum of 19 s.h. of upper division courses in the major must be taken in residence.

Sociology Minor

A minor in Sociology consists of 18 semester hours or more in Sociology including SOCI1300, SOCI4350, SOCI/SOSC3610, and SOCI/SOSC3620. (Psychology majors may substitute PSYC3320 and PSYC4340 for SOCI/SOSC3610 and SOCI/SOSC3620.)

Teacher Certification in Sociology

ONLY FOR NON-SOCIOLOGY MAJORS WHO WANT A SECONDARY SOCIOLOGY ENDORSEMENT (5-12). Non-Sociology majors desiring a secondary Sociology endorsement (5-12) in Iowa must complete the [Secondary Education Program](#) (with SOSC3390 Methods of Teaching Social Studies as the appropriate methods course), a major in a secondary teaching field, and 24 s.h. in Sociology or 30 s.h. in the broad area of Social Sciences to include 15 s.h. in Sociology.

Courses in Sociology

SOCI 1300 Introduction to Sociology 3 s.h.

Introduction to the perspective of sociology, its basic concepts and principles and an overview of the field. Includes study of social classes, sex roles, crime and deviance, socialization, social movements and others. Goal 2d (Goal 2C Catalog 0809+)

+ SOCI 1350 Cultural Anthropology 3 s.h.

Survey and analysis of diverse cultural patterns. Goal 2d, 7 (Goal 2C Catalog 0809+)

SOCI2000 Individual Study Goal 2d 1-3 s.h.

+ SOCI2300 Introduction to Social Welfare and Human Services 3 s.h.

An examination of society's commitment to solving social problems in order to improve the welfare of individuals, groups, and communities. The students examine the organized system of social services and social institutions in the United States. Students are exposed to the systems approach used to analyze social problems and social welfare issues. Prerequisites: SOCI1300 (grade of C or better). Goal 2d

SOCI2310 Social Problems 3 s.h.

Exploration and analysis of contemporary social problems from a sociological perspective. Includes topics such as poverty, inequality, discrimination, crime, drug abuse, and environmental problems. Goal 2d

SOCI2320 Courtship, Marriage and Family 3 s.h.

Sociological study of the family institution. Topics include dating, marital roles and interaction patterns, socialization, divorce, and others. Goal 2d

SOCI2400 Introduction to Criminal Justice (Also POLS2400) 3 s.h.

A survey of the structure and process of the criminal justice system, including the study of law enforcement, criminal courts, and correctional agencies. Goal 2c

SOCI2500 Criminology 3 s.h.

Study of the nature, extent and causes of crime, and the analysis of various types of crimes. Goal 2d

SOCI3000 Individual Study Goal 2d 1-3 s.h.

+ SOCI3210 Conflict Resolution (Also COMM/PEAC3210 3 s.h.)

Focuses on the causes and resolution of conflict at the micro level (family, school, community, church, interpersonal, etc.). Goal 1a, 2d, 4 (Goal 1A Catalog 0809+)

+ SOCI3300 Corrections in America 3 s.h.

Includes the study of theories of punishment and approaches to corrections; the evolution, organization and operation of the correctional system; and corrections issues and policy questions. Prerequisite: SOCI2400 (grade of C or better).

SOCI3310 Social Psychology (Also PSYC3310) 3 s.h.

The study of how people think, feel, and behave in social situations. Attention given to research and application to social perception, interaction, and influence. Prerequisite: SOCI1300 or PSYC1300 (grade of C or better). Goal 2d (Goal 2C Catalog 0809+)

+ SOCI3320 Sociology of Everyday Life 3 s.h.

A survey of theories of sociological social psychology and social interaction with special attention given to research on principles of interpersonal relations in social situations, group formation and behavior, and the relationship of the individual to society. Prerequisite: SOCI1300 and PSYC1300 (grade of C or better). Goal 2d

SOCI3330 Social Inequality 3 s.h.

Examines the intersection of race, ethnicity, class, gender, and other minority statuses and the relationships to personal identity and social structure. Helps to develop an awareness and understanding of diverse values, lifestyles, beliefs, and attitudes of various racial, cultural, and ethnic minorities. Focuses on the social, legal, economic, and political aspects of prejudice and discrimination on socially disadvantaged groups. Goal 2d

SOCI3350 Topics in Anthropology 1-3 s.h.

An in-depth study of topics from one or more fields of anthropology. May be repeated for credit as topics vary. Prerequisite: SOCI1350 (grade of C or better). Goal 2d

+ SOCI3360 Law and Society 3 s.h.

The legal system is studied in terms of the activities in creating, interpreting, and enforcing the rules that make up the system. The primary concern is with the ways in which the legal system both effects and reflects society and its culture and social structure rather than being seen as an isolated set of rules and procedures. Prerequisite: SOCI1300 (grade of C or better). Goal 2d (Goal 10 Catalog 0809+)

+ SOCI3400 Policing in American Society 3 s.h.

History, functions, and organization of law enforcement, including study of internal operation, legal restraints, jurisdictional problems, and community relations. Prerequisite: POLS/SOCI2400 (grade of C or better).

+ SOCI3430 Methods and Ethics of Social Work Practice 3 s.h.

An introduction to the knowledge, values, and skills required of the beginning social worker. Special emphasis on methods of intervention to promote change within individuals, families, small groups, and communities. Prerequisite: SOCI2300 (grade of C or better). Goal 2d (Goal 5 Catalog 0809+)(Goal 3E Catalog 0910+)

+ SOCI3520 Juvenile Delinquency 3 s.h.

An examination of the social dimension of juvenile delinquency, its nature, extent and patterns. Evaluation of theories and causal explanations of delinquency and investigation of delinquent subcultures. Some attention to legal processing and treatment programs for young offenders. Prerequisite: SOCI1300 (grade of C or better). Goal 2d

+ SOCI3530 Sociology of Deviance 3 s.h.

A presentation, evaluation, and integration of sociological theories of deviance. Focus on the social processes producing and maintaining deviance. Consideration is given to a variety of deviant expressions. Prerequisite: SOCI1300 (grade of C or better). Goal 2d

SOCI3610 Social Research I (Also SOSC3610) 3 s.h.

A survey of the principles and practice of social research, including data analysis, research ethics, and the design and implementation of surveys, experiments, and field studies. Students design their own research projects. Prerequisite: MATH1380 (grade of C or better). Goal 2d, 4c1

SOCI3620 Social Research II (Also SOSC3620) 2 s.h.

Students carry out an empirical research project and write a research paper. Prerequisite: SOCI/SOSC3610 (grade of C or better). Goal 2d, 4c1

SOCI3900 Advanced Topics in Sociology 1-3 s.h.

Study of topics from one or more fields of sociology, including Collective Behavior, Aging and Society, Social Change, and others. May be repeated for credit as topics vary. Prerequisite: SOCI1300 (grade of C or better). Goal 2d

SOCI4000 Individual Study Goal 2d 1-3 s.h.

SOCI4350 Sociological Theory 3 s.h.

A survey of sociological thought with particular emphasis on classical thinkers. These formulations will be used to gain a greater understanding of the theorizing process and of contemporary society. Prerequisite: SOCI1300 (grade of C or better) and senior standing. Goal 2d

SOCI4700 Sociology Internship 3-6 s.h.

An intensive internship program in selected corporations, agencies, and organizations. Placements will be supervised by the sociology faculty and developed in conjunction with the interests of the student. (Graded on a Pass/Fail basis.) Prerequisites: SOCI1300 (grade of C or better) and a major in Sociology with junior/senior status. Goal 2d

SOCI4800 Sociology Seminar 2 s.h.

Discussion of current and perennial issues in the field of sociology. Emphasis on reflective and critical thought, application of sociology to life and career. Capstone course. Prerequisites: SOCI4450 (grade of C or better) and Sociology major. Goal 2d

+Denotes an alternate year course.

Spanish

B.A. Degree — Spanish Major

Graceland's Spanish major is designed to allow students to know and understand the Spanish culture of both Latin America and Spain. Spanish majors will be able to read, write and speak the language with a high degree of fluency and will be familiar with Hispanic literature and customs. The students will spend at least one semester during their junior or senior year in a Hispanic country in an accredited United States program or approved equivalent. Study programs and/or credits transferred to the college are subject to approval by the Chairperson of the Division of Humanities and the Registrar.

In addition to the general education requirements, Spanish majors must complete 30 semester hours of Spanish study beyond 1420. (Students with a background in Spanish at the time they enter college are required to take the Language Placement Examination. If their score places them into the third-year level, they will be allowed to graduate with a concentration of 24 semester hours.) The major in Spanish must include:

SPAN2380 Advanced Grammar, Conversation and Composition 3 s.h.

SPAN2500 Hispanic Culture 3 s.h.

SPAN3200 Survey of Spanish Peninsular Literature 3 s.h.

SPAN3210 Survey of Latin American Literature 3 s.h.

* SPAN4200 Senior Seminar 2 s.h.

* Senior Presentation (Student enrolls in Individual Study SPAN4000) 1 s.h.

Electives in Hispanic Literature (May include Senior Seminar and, with approval of instructor, Senior presentation) 12 s.h.

Additional electives in Spanish 3-12 s.h.

Study abroad (up to one year, 6 s.h. and up.)

*Students may substitute Comprehensive Examination (0 s.h.) for Senior Seminar and Senior Presentation.

Spanish Minor

A minor in Spanish consists of 20 semester hours or more in Spanish courses of which at least one 3 semester hour course must be on the 3000 level.

Teacher Certification in Spanish

1. FOR SPANISH MAJORS WHO WANT A SECONDARY ENDORSEMENT (5-12): Students majoring in Spanish who desire Iowa Teacher Certification with a secondary Spanish endorsement must complete the Spanish major requirements above, which includes at least 30 s.h. of Spanish, and the [Secondary Education Program](#) (with SPAN3370 Methods of Teaching Spanish as the appropriate methods course).
2. FOR NON-SPANISH MAJORS WHO WANT A SECONDARY SPANISH ENDORSEMENT (5-12): Non-Spanish majors desiring a secondary Spanish endorsement (5-12) in Iowa must complete the [Secondary Education Program](#) (with SPAN3370 Methods of Teaching Spanish as the appropriate methods course), a major in a secondary teaching field, and the following courses or equivalents:

SPAN1410 Beginning Spanish I 4 s.h.

SPAN1420 Beginning Spanish II 4 s.h.

SPAN2380 Advanced Grammar, Conversation and Composition 3 s.h.

SPAN2500 Hispanic Culture 3 s.h.

SPAN3200 Survey of Peninsular Spanish Literature **or**

SPAN3210 Survey of Latin American Literature 3 s.h.

SPAN3500 Today's Hispanic Narrative 3 s.h.

SPAN3900 Topics in Hispanic Studies 3 s.h.

SPAN2000/3000/4000 Individual Study 1 s.h.

Courses in Spanish

SPAN1410 Beginning Spanish I 4 s.h.

Designed to practice and obtain a fundamental knowledge of the four basic skills of listening/understanding, speaking, reading and writing Spanish. An introduction to the Hispanic culture and people. Goal 2b, 7 (Goal 7 Catalog 0809+)

SPAN1420 Beginning Spanish II 4 s.h.

A continuation of SPAN1410. Prerequisite: SPAN1410 or equivalent. Goal 2b, 7 (Goal 7 Catalog 0809+)

SPAN2000 Individual Study Goal 2b, 7 (Goal 7 Catalog 0809+) 1-3 s.h.

SPAN2380 Advanced Grammar, Conversation and Composition 3 s.h.

Review of the grammatical structures introduced in the two previous semesters, with the aim of increasing the fluency and accuracy of oral skills by emphasizing the most difficult structures, and writing skills by writing short compositions. Prerequisite: SPAN1420 (Goal 7 Catalog 0809+)

SPAN2500 Hispanic Culture 3 s.h.

Study of the culture of Spain and Spanish America, with a focus on the main historical events, traditions, daily life, and Spanish contributions to Western culture. Taught in Spanish. Prerequisite: SPAN2380 or equivalent. Goal 2b, 7 (Goal 7 Catalog 0809+)

SPAN3000 Individual Study Goal 2b, 7 (Goal 7 Catalog 0809+) 1-3 s.h.**SPAN3200 Survey of Peninsular Spanish Literature 3 s.h.**

Emphasizes the particular characteristics and contributions of Peninsular Spanish literature to Western culture as well as the relationship of Peninsular Spanish literature to the country's social and political history. Taught in Spanish. Prerequisite: SPAN2500. Goal 2b, 7 (Goal 7 Catalog 0809+)

SPAN3210 Survey of Latin American Literature 3 s.h.

Emphasizes the particular characteristics and contributions of Latin American literature to Western culture. In this course, students are encouraged to perceive literature as a product of history and culture. Taught in Spanish. Prerequisites: SPAN2500. Goal 2b, 7 (Goal 7 Catalog 0809+)

SPAN3370 Methods of Teaching Spanish 3 s.h.

Comparison of various methods of teaching Spanish. Extensive individual study in Spanish, including identification of special problem areas and preparation of teaching materials. Designed to meet requirements for high school certification as well as teaching in informal situations. Goal 2b, 7 (Goal 7 Catalog 0809+) (Goal 4 Catalog 0910+)

SPAN3500 Today's Hispanic Narrative 3 s.h.

Study of recent works in the narrative form in Latin American and Spanish Peninsular literature. Skills in literary analysis are developed. Taught in Spanish. Prerequisite: SPAN2380 and SPAN2500. Goal 2b, 7 (Goal 7 Catalog 0809+)

SPAN3700 Internship in Spanish 1 – 3 s.h.

An internship developed in conjunction with and approved by the appropriate foreign language instructor. This internship will be with professionals who are in career areas relating to the field of Spanish. The internship may be pursued in the United States or abroad. The internship credit will be counted toward the major in the language, but is not required. (Graded on a Pass/Fail basis.) Goal 2b, 7 (Goal 7 Catalog 0809+)

+ SPAN3900 Topics in Hispanic Studies 3 s.h.

Specific courses dealing with some aspect of Hispanic art, literature, language, or civilization. Course may be repeated for credit with consent of instructor. Taught in Spanish. Prerequisite: SPAN2350 or equivalent. Goal 2b, 4ab, 7 (Goal 7 Catalog 0809+)

SPAN4000 Senior Presentation Goal 2b, 7 (Goal 7 Catalog 0809+) 1 s.h.**SPAN4200 Senior Seminar 2 s.h.**

Directed studies in Spanish and/or Spanish-American Literature or in problems of advanced structure in the language. Taught in Spanish. Prerequisite: Majors only with senior standing. Goal 2b, 7 (Goal 7 Catalog 0809+)

Courses Offered Abroad

The courses listed below are available to students abroad and are not offered on the Lamoni campus. All are taught exclusively in Spanish. (Goal 7 Catalog 0809+)

SPAN3350 ZZ Advanced Spanish Syntax, Conversation and Composition 3 s.h.**SPAN3430 ZZ Spanish Phonetics 3 s.h.****SPAN3440 ZZ History of the Spanish Language 3 s.h.****SPAN3450 ZZ Spanish Civilization 3 s.h.****SPAN3460 ZZ Latin-American Civilization 3 s.h.****SPAN3470 ZZ Spanish Drama of the Golden Age 3 s.h.****SPAN3930 ZZ Topics in Spanish Literature and Culture 3 s.h.**

+Denotes an alternate year course.

Speech Communication

See requirements for Teacher Certification in Speech Communication/Theatre under [Communications](#) or [Theatre](#).

Theatre

B.A. Degree — Theatre Major

In addition to the general education requirements, Theatre majors must complete 42 semester hours in theatre as prescribed below:

THTR1210 Makeup 3 s.h.
 THTR1220 Introduction to Acting 3 s.h.
 THTR1310 Introduction to Stagecraft 3 s.h.
 THTR2100 Script Analysis and Dramatic Criticism 3 s.h.
 THTR2350 Theatre Production Studies (max 3 s.h.) 0-1 s.h.
 THTR2360 Tools for the Stage 3 s.h.
 ENGL/THTR3350 Shakespeare 3 s.h.
 THTR3370 Theatre History I 3 s.h.
 THTR3380 Theatre History II 3 s.h.
 THTR3390 Design for the Stage 3 s.h.
 THTR4100 Directing 3 s.h.
 THTR4350 Advanced Theatre Production Studies (min 2, max 3 s.h.) 0-1 s.h.
 THTR4700 Senior Capstone 0-1 s.h.
 Theatre electives 6 s.h.
 Students may choose two courses from these four rotating offerings:
 THTR2230 Stage Management 3 s.h.
 THTR2400 Dramatic Literature 3 s.h.
 THTR3600 Advanced Acting 3 s.h.
 ARTS1230 Drawing 3 s.h.



Theatre and Speech Communications Minor

A minor in Theatre and Speech Communication requires 18 semester hours of courses in theatre/speech communication as prescribed below:

COMM1200 Speech Communication: An Introduction 3 s.h.
 Choose one:
 THTR1200 Introduction to Theatre 3 s.h.
 THTR1220 Introduction to Acting 3 s.h.
 THTR1240 Vocal Presentation Skills 3 s.h.
 THTR1310 Introduction to Stagecraft 3 s.h.
 THTR2100 Dramatic Criticism and Script Analysis 3 s.h.
 Choose one:
 ENGL/THTR3350 Shakespeare 3 s.h.
 THTR2400 Dramatic Literature 3 s.h.
 Communication electives 3 s.h.

Theatre Minor

A minor in Theatre requires 18 semester hours to include:

THTR1210 Makeup 3 s.h.
 THTR1220 Introduction to Acting 3 s.h.
 THTR1310 Introduction to Stagecraft 3 s.h.
 THTR2100 Script Analysis and Dramatic Criticism 3 s.h.
 THTR2360 Tools for the Stage 3 s.h.
 Theatre Course Elective 3 s.h.

Teacher Certification in Speech Communication/Theatre

- FOR THEATRE MAJORS WHO WANT A SECONDARY SPEECH COMMUNICATION/THEATRE ENDORSEMENT (5-12): Students majoring in Theatre who desire Iowa Teacher Certification with a secondary endorsement must complete the major requirements and the [Secondary Education Program](#) (with COMM4390 Methods of Teaching Theatre and Speech as the appropriate methods course), and the following courses:
 COMM1200 Speech Communication: An Introduction **or**
 COMM1230 Small Group Discussion 3 s.h.
 COMM/ENGL2500 Introduction to Mass Media 3 s.h.
 COMM3140 Theories of Persuasion 3 s.h.
 THTR1240 Vocal Presentation Skills 3 s.h.
- FOR THE NON-THEATRE MAJORS WHO WANT A SECONDARY SPEECH COMMUNICATION/THEATRE ENDORSEMENT (5-12): Non-Theatre majors desiring a secondary endorsement (5-12) in Iowa must complete the [Secondary Education Program](#) (with COMM4390 Methods of Teaching Theatre and Speech as the appropriate methods course), a major in a secondary teaching field, and the following courses:
 COMM1200 Speech Communication: An Introduction **or**
 COMM1230 Small Group Discussion 3 s.h.
 COMM/ENGL2500 Introduction to Mass Media 3 s.h.

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COMM3140 Theories of Persuasion 3 s.h.
 THTR1220 Introduction to Acting 3 s.h.
 THTR1240 Vocal Presentation Skills 3 s.h.
 THTR1310 Introduction to Stagecraft **or**
 THTR2230 Stage Management 3 s.h.
 THTR2100 Script Analysis and Dramatic Criticism 3 s.h.
 THTR4100 Directing 3 s.h.

Courses in Theatre

THTR1200 Introduction to Theatre 3 s.h.

Designed to develop an appreciation and enjoyment of dramatic art and to foster an understanding of some of the basic principles which underlie theatre practice and theatre technique. Students should develop an appreciation for the work of the artists who help to bring the playwright's pages to life as well as consider their contribution as members of an audience. Goal 2b, 3 (Goal 3A or 3C Catalog 0809+)

THTR1210 Makeup 3 s.h.

Introduction to the techniques of makeup design and its application for the stage. Content includes an overview of facial, muscular and skeletal structures and the affects of light on human skin and theatrical makeup. Goal 2b (Goal 3A or 3C Catalog 0809+)

THTR1220 Introduction to Acting 3 s.h.

Study and practice of the fundamentals of acting through improvisation and exploratory exercises. Basic principles of stage performance designed to enhance the student's appreciation of the art form are emphasized. Goal 2b, 3 (Goal 3A or 3C Catalog 0809+)

THTR1240 Vocal Presentation Skills 3 s.h.

The study and use of effective physical and vocal presentation methods. Goal 1a, 2b, 3 (Goal 1A Catalog 0809+)

THTR1310 Introduction to Stagecraft 3 s.h.

Introduction to the elements and practices of theatrical construction and scene design. Concentration on the techniques of theatrical construction, costume construction, lighting technology, stage mechanics, alternative methods of staging and shifting stage scenery, backstage organization, and development through practical experience of essential woodworking and stagecraft skills. Laboratory session required. Goal 2b (Goal 3A or 3C Catalog 0809+)

THTR2000 Individual Study Goal 2b (Goal 3A or 3C Catalog 0809+) 1-3 s.h.

+ THTR2100 Script Analysis and Dramatic Criticism 3 s.h.

An interdisciplinary investigation of theatre and literature. Explores a variety of analytic methods for examining dramatic literature from both performance and design perspectives. Critical theory is used to critique, analyze, and produce plays. Prerequisite: ENGL1410 Modern Rhetoric. Goals 2b, 4b, 10 (Goal 3A or 3C or 10 Catalog 0809+) (Goal 2A Catalog 0910+)

+ THTR2230 Stage Management 3 s.h.

An exploration of contemporary stage management procedures and practices in the theatre industry. Includes practical experience as a stage manager for a Theatre Department approved production. Goal 2b (Goal 3A or 3C Catalog 0809+)

THTR2350 Theatre Production Studies 0-1 s.h.

Participation in a theatrical production: acting, directing, technical production, design. (Total credits accumulated in this course plus THTR4350 may not exceed eight.) Students approved for credit work in this course by faculty-director must contribute a minimum of 45 clock hours of activity, which shall be exclusive of assignments, and activities pertaining to other courses. Goal 2b (Goal 3A or 3C Catalog 0809+)

+ THTR2360 Tools for the Stage 3 s.h.

Development of the skills in current methodology of theatrical scenery, properties, lighting, sound and costumes. Lab required. Prerequisites: THTR1310 Introduction to Stagecraft or consent of the instructor.

+ THTR2400 Dramatic Literature 3 s.h.

Study of representative modern plays, focusing on literary merit, the playwright's use of distinctively theatrical elements, and the plays role within a multicultural society. Texts will be examined in terms of dramatic structure, style, and genre, and as a reflection of their time, culture and the sociological issues faced by their artists. Emphasis placed on thematic analysis as revealed through plot, character, language, and spectacle. Prerequisite: ENGL1500 Introduction to Literature or THTR2100 Script Analysis and Dramatic Criticism.

THTR2600 Creative Drama and Education (Also EDUC2600) 3 s.h.

Study and application of techniques which enable teachers and group leaders to guide others in imagining, enacting, and reflecting upon human experiences through dramatic activity. Fulfills an Iowa State Teacher Certification requirement in Speech Communication/Theatre. Goals 2b, 3, 10 (Goal 10 Catalog 0809+)

THTR3000 Individual Study Goal 2b (Goal 3A or 3C Catalog 0809+) 1-3 s.h.

+ THTR3350 Shakespeare 3 s.h.

Study of a representative group of Shakespearean plays and sonnets. Primary emphasis is placed on the dramatic and poetic elements in the plays with some study of various aspects of the Renaissance. Goal 2b, 3 (Goal 3B or 3C Catalog 0809+) (Goal 2A Catalog 0910+)

+ THTR3370 Theatre History I 3 s.h.

Study of the development of theatre, drama, and stagecraft from their beginnings through the 17th century, with reading of representative plays. Prerequisite: ENGL1410 Modern Rhetoric or THTR2100 Script Analysis and Dramatic Criticism. Goal 2b (Goal 3A or 3C Catalog 0809+)

+ THTR3380 Theatre History II 3 s.h.

Study of the development of theatre, drama, and stagecraft from the 18th century to the present, with readings of representative plays. Prerequisite: THTR3370 Theatre History I, or ENGL1410 Modern Rhetoric and consent of instructor. Goal 2b (Goal 3A or 3C Catalog 0809+)

+THTR3390 Design for the Stage 3 s.h.

History, theory and principles of scenography, properties, lighting, sound and costume design. Students will analyze, research, and design a series of plays. Lab Required. Prerequisite: THTR2XXX Tools for the Stage or consent of instructor.

+THTR3600 Advanced Acting 3 s.h.

Emphasis on enlarging and improving the actor's physical, vocal and imaginative skills through performance of scenes and monologues to meet the wide range of stylistic demands of the theatrical repertory. Includes research into the social, political, artistic and martial influences of the periods studied. Prerequisite: THTR1220 Introduction to Acting.

THTR3700 Theatre Internship 1-3 s.h.

An opportunity for advanced students to link theatrical theory and practice by working with established theatre organizations. Students will consult with the instructor in researching and obtaining appropriate internships. May be repeated for credit up to 6 s.h. (Graded on a Pass/Fail basis.) Prerequisite: Theatre major/minor. Goal 2b (Goal 3A or 3C Catalog 0809+)

THTR3950 Topics in Theatre 2-3 s.h.

Advanced study of a selected area in theatre: performance, design, technology, history, management, dramaturgy, trends. May be repeated for credit. Goal 2b (Goal 3A or 3C Catalog 0809+)

THTR4000 Individual Study Goal 2b (Goal 3A or 3C Catalog 0809+) 1-3 s.h.**+ THTR4100 Directing 3 s.h.**

Study and application of stage direction, including conceptualization, staging, rehearsal techniques, issues of style, and communication with actors and designers. Prerequisites: Theatre Major/Minor or consent of instructor, THTR1220 Introduction to Acting, THTR2100 Script Analysis and Dramatic Criticism. Goal 2b, 6 (Goal 6 Catalog 0809+)

THTR4350 Advanced Theatre Production Studies 0-1 s.h.

Participation in a theatrical production: acting, directing, technical production, design. Students approved for credit work in this course by faculty-director must complete a minimum of 45 clock hours of activity which shall be exclusive of assignments and activities pertaining to other courses. Prerequisite: THTR2350 and junior or senior standing. (Total credits accumulated in this course plus THTR2350 may not exceed 8.) Goal 2b (Goal 3A or 3C Catalog 0809+)

+ THTR4390 Methods of Teaching Theatre and Speech (Also COMM4390) 3 s.h.

Consideration of the theatre and speech classroom experience on the secondary level. Provides training in methods, unit preparation, media, evaluation, and directing extracurricular activities. Required of prospective theatre and speech teachers. Goal 2b (Goal 3A or 3C Catalog 0809+)

THTR4700 Senior Capstone 0-1 s.h.

Presentation of a senior project structured around the kinds of experience that reveal culminating achievement of four years of college work in the major. This project is to be from a specific area of acting, technology or design.

+Denotes an alternate year course.

Wellness Program Management

See the requirements for the Wellness Program Management major under [Physical Education and Health](#).

Faculty and Administration

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Karen "Susie" Catanzareti, M.S., Director, Upward Bound
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Jerome D. DeNuccio, Ph.D., Chair, Division of Humanities
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Gregory Edwards, M.L.A., Director, Center for the Study of the Korean War
Paul M. Edwards, Ph.D., Senior Fellow, Center for the Study of the Korean War

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Stephanie J. Shields, A.A., Administrative Assistant to Vice President for Enrollment and Dean of Admissions
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Christine McGee, M.B.A., Director of Financial Aid Services
Brian Shantz, M.Ed., Executive Director of External Relations/Admissions Recruitment
Christina A. Washburn, B.A., Associate Dean of Admissions and Director of International Admissions

Independence Campus

Sharon M. Kirkpatrick, Ph.D., Vice President, Independence Campus

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Matt Curtis, Information Technology Specialist
Claudia D. Horton, Ph.D., Dean, School of Nursing
Lee Williams, M.L.I.S., Associate Librarian

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Lorrie Long, Ph.D., Coordinator of Reports

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Christi Dickerson, Administrative Assistant to Vice President

A. Bradford Carr, B.S., Student Activities Director; Director of Conferences and Events

Darrin Dickerson, A.A., Executive Chef/General Manager, Food Service

Benna L. Easter, M.S.N., Health Services Director

Dave Heinze, M.A.R., Campus Minister

Diana J. Jones, B.A., D.S.O., International Programs Director

Marian L. Killpack, M.S., Associate Dean of Students/Director of Residence Life

Michele Maguire Beck, M.S., CAP Center Director

Stew McDole, Ph.D., Associate Director of Athletics

Graceland College Center for Professional Development and Lifelong Learning, Inc.

John A. (Jack) Cave, B.A., Chair

Robert R. Garr, B.S., President

Sheri Brown, B.A., Secretary to the Board of Directors

Administrators/Professionals with Faculty Status 2009-10

Year in parentheses designates date of appointment. Faculty assignments are for the Lamoni Campus unless noted otherwise.

Francis Acland (1991), Division of Humanities
B.A., University of Lancaster, England; M.L.S., Brigham Young University.

Steven L. Anders (1978), School of Business
B.A., Graceland University; M.A., Ph.D., Kansas State University.

Michele Maguire Beck (2001), School of Education
B.S., Iowa State University; M.S., Drake University.

Kathleen M. Clauson (2001), Division of Social Science
A.A., Kirkwood Community College; B.A., Coe College; M.A., University of Iowa;
Ph.D., Iowa State University.

Don Compier (2001), Community of Christ Seminary (Independence)
B.A., University of the Pacific; M.A., Park College; Ph.D., Emory University.

David D. DeBarthe (1977), Division of Science and Mathematics
B.S., Iowa State University; M.A.T., Indiana University-Bloomington.

Gregory M. Edwards (2003), Division of Humanities
B.A., University of Missouri - Kansas City; M.A., Baker University.

Paul M. Edwards (2000), Independence Campus
B.A., Washburn University; M.A., University of South Dakota;
Ph.D., University of St. Andrews.

Ronald A. Ellis (1994), School of Education
B.A., Graceland College; M.S., University of Wyoming; Ph.D., Iowa State University.

John K. Franklin (2006), Division of Social Science
B.A., M.A., Midwestern State University; Ph.D., Texas Christian University.

Nancy E. Halferty (1997), School of Education
B.A., University of Missouri-Kansas City; M.A., Northeast Missouri State University; Ed.D., Nova Southeastern University.

Wayne Ham (2001), Seminary (Independence Campus)
B.A., Graceland College; M.A., Brigham Young University; M.Div., St. Paul School of Theology; Ph.D., University of Florida.

Richard G. Harrop (1990), Division of Health and Movement Science
B.A., Graceland College; M.Ed., Miami University of Ohio.

Claudia D. Horton (1994), School of Nursing (Independence)
B.S.N., Graceland College; M.S.N., University of Missouri; Ph.D., University of Missouri-Kansas City.

- Cathie Hosie** (1999), School of Education
B.A., Graceland College; M.S., Drake University.
- Marian L. Killpack** (1999), School of Education
B.A., Graceland College; M.S., Indiana State University.
- Tom P. Kotz** (1989), Division of Health and Movement Science (Lamoni/Trenton)
B.A., Knox College; M.A., University of Northern Iowa.
- M. Joyce Lighthill** (2004), School of Education
B.A., Graceland College; M.A., University of Missouri - Kansas City.
- M. Valora Long** (2001), School of Education
B.S., Graceland College; M.S., Ph.D., Iowa State University.
- Mary Ann Manuel** (1998), School of Education
B.A., M.Ed., Graceland University.
- Chad M. McDole** (2004), Division of Health and Movement Science
B.A., Graceland University; M.S., University of Kansas.
- Thomas J. Morain** (2001), Division of Social Science
B.A., Ph.D., University of Iowa.
- Thomas L. Powell** (1980), Division of Health and Movement Science
B.A., Graceland College; M.A., University of Colorado-Boulder.
- James M. Robinson** (2000), School of Education
B.A., Graceland College; M.S., Central Missouri State University.
- Brian H. Shantz** (1993), School of Education
B.A., M.Ed. Graceland University.
- Diane E. Shelton** (1985), Division of Humanities
B.A., Graceland College; M.A., Northern Illinois University.
- James Uhlenkamp** (2007), Division of Humanities
B.A., University of Iowa; M.A., Viterbo College.
- Nancy Wallace** (1977), Division of Social Science
B.A., Graceland College; M.S.W., University of Iowa.

Faculty 2009-10

Year in parentheses designates date of appointment. Faculty assignments are for the Lamoni Campus unless noted otherwise.

- William L. Armstrong** (1991), Professor of Education
B.A., Graceland College; M.A., University of West Florida; Ed.D., University of Kansas.
- Diane Bartholomew** (2001), Assistant Professor/Athletic Training Director
B.S., University of Wisconsin-LaCrosse; M.S., Indiana State University; D.Hs., Nova Southeastern University.
- Lois Bartsch** (2005), Assistant Professor of Biology
B.S., M.S., Iowa State University; Ph.D., Washington State University.
- Paul M. Beck** (1992), Professor of Economics (Lamoni/Trenton)
B.A., DePauw University; M.A., University of Missouri-Kansas City;
Ph.D., University of Missouri-Columbia.
- Kathleen C. Bosaw** (2004), Assistant Professor of Nursing (Independence)
B.S.N., Duquesne University; M.S., University of Kansas.
- Francisco Brizuela** (2006), Assistant Professor of Education
B.S., Sam Houston State University; M.Ed., Prairie View A&M University; Ed.D., Nova Southeastern University.
- Kevin Brunner** (1998), Assistant Professor of Information Technology
B.S., Graceland College; M.A., Ph.D., Nova Southeastern University.
- Tanya Coffelt** (2006), Assistant Professor of Education
B.S., Iowa State University; M.A., Ed. Specialist, University of Missouri - Kansas City.
- Linda M. DeBarthe** (1990), Professor of Accounting and Business Administration
B.A., Graceland College; M.P.A., University of Texas-Austin;
Ph.D., University of Iowa.
- Jerome D. DeNuccio** (1987), Professor of English
B.S., M.S.T., University of Wisconsin-Stevens Point; M.A.,
Ph.D., University of Minnesota.
- David C. Devonis** (1997), Professor of Psychology (Lamoni/Trenton)
B.A., Temple University; M.A., Ph.D., University of New Hampshire.
- Michelle Dickey-Kotz** (2000), Assistant Professor of Education
B.A., M.A., University of Northern Iowa.
- William E. Dudek** (1967), Assistant Professor of Physical Education
B.A., Graceland College; M.A., Northeast Missouri State University.
- Mary Dugan** (2003), Assistant Professor of Nursing (Independence)
B.S.N., Eastern Michigan University; M.S.N., Wayne State University; FNP, University of Missouri-Columbia.
- Ava Eagles** (2003), Senior Instructor of Nursing (Independence)
B.A., B.S.N., Graceland College; M.S., Indiana University; M.S.N., Graceland College.
- Priscilla Eppinger** (2002), Associate Professor of Religion
B.A., Agnes Scott College; M.Div., Andover Newton Theological School;
Ph.D., Northwestern University and Garrett-Evangelical Theological Seminary.

- Jack Ergo** (2001), Associate Professor of Music
B.M., M.M., Peabody Institute of Johns Hopkins University.
- Tammy E. Everett** (1999), Associate Professor of Education (Lamoni/Trenton)
B.S., University of Missouri-St. Louis; M.S., National Louis University; Ph.D., University of Iowa.
- Terri Foster** (2005), Assistant Professor of Biology
B.S., University of Kansas; Pharm.D., University of Kansas.
- Julia A. Franklin** (2001), Associate Professor of Art
B.F.A., Midwestern State University; M.F.A., Texas Christian University.
- Kerry D. Gale** (2000), Assistant Professor of Business
B.S., M.B.A., Brigham Young University.
- Andrea Garner** (2006), Assistant Professor of Nursing (Independence)
B.S., Webster University; M.S.N., University of Phoenix.
- Steven A. Glazer** (1996), Professor of History
B.A., Union College; M.A., Ph.D., Georgetown University.
- Carol Green** (2007), Professor of Nursing (Independence)
B.S.N., M.N., Ph.D., University of Kansas.
- Sandy Hamar** (2005), Assistant Professor of Education
B.A., Graceland College; M.Ed., University of Missouri-St. Louis.
- Robert Hamel** (2005), Assistant Professor of Theatre
B.A., Cornell College; M.Div., Trinity Lutheran Seminary; M.A., M.F.A., University of Iowa.
- Gerald E. Hampton** (1960), Professor of Physical Education
B.S., William Jewell College; M.S., Northwest Missouri State University; Ed.D., Columbia University Teachers College.
- Thomas J. Hart** (1986), Professor of Music
B.A., Olivet College; M.M., D.M.A., Michigan State University.
- Cindy Haus** (2008), Professor of Nursing (Independence)
B.S., Central Missouri State University; B.S.N., Rockhurst/Research College of Nursing; M.S.N., University of Missouri-Columbia.
- Peggy Henson** (2007), Visiting Professor of Education
B.A., Graceland University; M.S., Drake University.
- Lin Howell** (2007), Assistant Professor of Nursing (Independence)
B.S., M.S.N., Webster University.
- Enrique Jimenez** (2003), Associate Professor of Spanish
B.A., M.A., University of California-Davis; Ph.D., University of California-Santa Barbara.
- Janean Johnson** (2006), Assistant Professor of Nursing (Independence)
B.S., Graceland University; M.S.N., Research/Rockhurst College of Nursing.
- Paul A. Johnson** (2007), Assistant Professor of Mathematics
B.S., Western Illinois University; M.A., Eastern Illinois University; Ph.D., University of Iowa.
- James S. Jones** (2002), Professor of Computer Science
B.S., University of Missouri-Rolla; M.A., DePaul University; Ph.D., University of Iowa.
- Cristina S. Karmas** (1999), Associate Professor of English
B.A., University of Nevada; M.A., Ph.D., Ohio State University.
- Deborah Kepple-Mamros** (2005), Associate Professor of History
B.A., Washington & Jefferson College; M.A., Royal Holloway, University of London.
- Shelly Leialoha-Hartsack** (2004), Assistant Professor of Education
B.S., Northwest Missouri State University; M.Ed., Graceland University.
- Sherry Leialoha-Waipā** (2007), Assistant Professor of Education
B.S., Bellevue University; M.Ed., Graceland University; Ph.D., Walden University.
- Deborah Nalani Leiloha** (2001), Assistant Professor of Education (Independence)
B.S., Southern Illinois University; M.A.T., Webster University; Ph.D., University of Missouri-Kansas City.
- Kathleen Mammen** (2006), Assistant Professor of Nursing (Independence)
B.S., University of Maryland at Baltimore; M.S.N., Medical University of South Carolina.
- Susan L. Maroldo** (1987), Assistant Professor of Communications
B.A., M.A., University of Maryland.
- Jeffrey R. McDade** (2003), Associate Professor of Sociology
B.S., M.A., M.S., Ph.D., Kansas State University.
- Stewart L. McDole** (1982), Professor of Health, Physical Education and Recreation
B.A., Graceland College; M.S., Re.D., Indiana University-Bloomington
- Dennis McElroy** (2000), Associate Professor of Education
B.A., M.S., Ph.D., Iowa State University.
- Jeffery McElroy** (2008), Assistant Professor of Business Administration
B.A., Graceland University, M.B.A., Drake University.
- Judy McGhee** (2001), Assistant Professor of Education (Lamoni/Trenton)
B.S., Friends University; M.S.Ed., Northwest Missouri State University.
- Suzanne McLaughlin** (2007), Assistant Professor of Christian Education
B.S., Ohio State University; M.Div., Trinity Lutheran Seminary; D.Min., Saint Paul School of Theology.
- Carrie Melcher** (2007), Instructor of Accounting
B.S., Ohio State University.
- Bradley D. Mercer** (2003), Assistant Professor of Chemistry
B.S., Graceland College; Ph.D., Texas Christian University.

- Barbara Hiles Mesle** (1987), Professor of English
B.A., Graceland College; M.A., University of Chicago;
Ph.D., University of Kansas.
- C. Robert Mesle** (1980), Professor of Philosophy
B.A., Graceland College; M.A., University of Chicago Divinity School;
Ph.D., Northwestern University and Garrett-Evangelical Theological Seminary.
- Stephen K. Murdock** (1984), Professor of Mathematics
B.A., Graceland College; M.A., Northwest Missouri State University;
Ph.D., University of Iowa.
- William H. Norman** (1984), Professor of Sociology
B.A., M.A., University of Northern Iowa; Ph.D., University of Iowa.
- Phyllis N. O'Daniels** (1987), Professor of Education/Physical Education
B.A., Graceland College; M.S., H.S.D., Indiana University.
- Charles Persall** (2008), Visiting Professor of Education/Psychology
B.A., Graceland College; M.S., University of Houston-Clear Lake.
- David C. Pickering** (2004), Assistant Professor of Music Theory/Organ
B.M., Brigham Young University; M.M., D.M.A., University of Kansas.
- Max Pitt** (1999), Assistant Professor of Business
B.S., Graceland College; M.B.A., University of Texas.
- Jennifer L. Poulton** (2001), Associate Professor of Biology (Lamoni/Trenton)
B.A., Wittenberg University; Ph.D., Pennsylvania State University.
- Robert A. Poulton** (2003), Instructor of Economics
B.A., Wittenberg University.
- Daniel V. Pratt** (1999), Associate Professor of Chemistry
B.S., Graceland College; Ph.D., University of Washington.
- Jan Rice** (2007), Associate Professor of Nursing (Independence)
B.S.N., Avila College; M.S.N., University of Missouri-Kansas City; Ph.D., University of Kansas.
- Brian C. Smith** (1999), Associate Professor of Psychology
B.A., Rice University; J.D., University of Texas-Austin; Ph.D., University of Minnesota.
- Ronald K. Smith** (1978), Professor of Mathematics
B.A., Graceland College; M.S., Ph.D., Iowa State University.
- Beverly South** (2008), Professor of Nursing (Independence)
B.S.N., St. Luke's College of Nursing; M.S.N., University of Missouri-Kansas City.
- Robert F. Stephens, II** (2000), Associate Professor of Art
B.A., B.F.A., Southern Methodist University; M.F.A., Ohio State University.
- Thelma Sword** (2002), Associate Professor of Nursing (Independence)
B.S.N., Graceland College; M.S.N., Drake University; Ed.D., University of Phoenix.
- Edward Thomas** (2003), Assistant Professor of Physical Education
B.A., M.A., University of Iowa; Ed.D., Northern Illinois University.
- Lisa Thomas** (2004), Assistant Professor of Education
B.S., M.S., Ph.D., Mississippi State University.
- Melissa Thompson** (2008), Assistant Professor of Theatre
B.A., Monmouth College; M.A., Bowling Green State University; Ph.D., University of Wisconsin-Madison.
- Patricia K. Trachsel** (1992), Professor of Nursing (Independence)
B.S.N., Mid-America Nazarene College; M.S.N., University of Kansas; Ph.D., Walden University.
- Susan Vogelsmeier** (2007), Assistant Professor of Nursing (Independence)
B.S.N., M.S.N., Graceland College.
- Barbara P. Voshall** (1999), Assistant Professor of Nursing (Independence)
B.S., Graceland College; M.N., University of Kansas/Lawrence.
- Zane Vredenburg** (2007), Assistant Professor of Visual Communications
B.A., Grand View College; M.F.A., Iowa State University.
- Brian J. White** (2004), Assistant Professor of English
B.A., Graceland College; M.S., Utah State University; Ph.D., University of North Dakota.
- Jeana Wilcox** (2003), Assistant Professor of Nursing (Independence)
B.A., University of Missouri-Kansas City; B.S., Central Missouri State University;
M.S., Ph.D., University of Kansas.

Faculty Emeriti

- Catherine M. Anthony** (1971-1991)/Nursing
B.S.N., University of Kansas; M.S.N., The Catholic University of America.
- Shirley M. Atkinson** (1978-1997)/Nursing
B.S.N., University of Denver; M.S.N., University of Texas-El Paso.
- Roy J. Benson** (1944-1979)/Music
B.M.Ed., M.M., Drake University; D.M.Ed., Chicago Musical College.
- Alma R. Blair** (1955-1994)/History
B.A., M.A., University of Iowa.
- Howard J. Booth** (1969-2000)/Religion
B.A., Graceland College; M.A., University of Missouri-Kansas City; Ph.D., University of Iowa.

- Raymonde A. Bulger** (1980-1992)/French
B.S., University of North Dakota; M.A., D.M.L., Middlebury College.
- Richard I. Clothier** (1960-77; 1980-2000)/Music
B.A., Pittsburg State University; M.A., University of Iowa;
Ed.D., University of Northern Colorado.
- John A. Edwards** (1959-1989)/Biology
B.S., University of Maryland; M.B.S., University of Colorado.
- Paul M. Edwards** (1960-1982)/Religion
B.A., Washburn University; M.A., University of South Dakota; Ph.D., University of St. Andrews.
- MaryBeth C. Evans** (1952-1988)/Education
B.S., Northwest Missouri State University; M.A., University of Iowa;
Ed.D., Wayne State University.
- Robert W. Farnham** (2000-2009)/Computer Science
B.A., Graceland College; B.S., M.S., University of Missouri-Rolla.
- Tom S. Freeman** (1960-1997)/Psychology and Education
B.S.Ed., Northwest Missouri State University; M.S., Colorado State University; Ed.D., University of Northern Colorado.
- Arthur L. Gardner** (1973-1996)/History
B.A., M.A., Ph.D., University of Hawaii.
- Charlotte D. Gould** (1945-1979)/English
B.S., Columbia University Teachers College; M.S.Ed., Northern Illinois University.
- Bruce M. Graybill** (1961-1994)/Chemistry
B.S., Iowa State University; Ph.D., Florida State University.
- Nicholas L. Hartwig** (1965; 1967-2000)/Biology
B.S., M.S., University of Washington; Ph.D., University of Iowa.
- William E. Heath** (1994-2003)/Business Administration
B.A., Bellevue College; M.A., Webster University; Ph.D., Colorado State University.
- Clayton G. Henry** (1966-1982)/Physical Education and Mathematics
B.A., M.A., University of Iowa.
- Franklin S. Hough** (1965-1988)/Economics
B.S., Ph.D., University of Missouri.
- Oliver C. Houston** (1956-2004)/Music
B.A., University of Kansas City; M.M., University of Michigan; Ed.D., University of Colorado.
- Winston E. Inslee** (1955-1985)/Theatre and Speech
B.A., M.A., University of Washington.
- Mary Jean Jeanae** (1975-2004)/Education
B.A., Graceland College; M.Ed., University of Missouri-Columbia;
Ed.D., University of Northern Colorado.
- Robert L. Johnson** (1965-1991)/Education
B.S., M.S., Central Missouri State University; Ph.D., University of Oregon.
- William E. Juhnke** (1974-2009)/History
B.A., Bethel College; Ph.D., University of Kansas.
- Richard K. Lindgren** (1980-1985, 2002-2008)/Business
B.B.A., M.B.A., University of Michigan; M.A.T., Xavier University.
- Betty W. Mortimore** (1965-1988)/Biology
B.A., Graceland College; M.A., Drake University; Ph.D., University of Illinois.
- Brenda S. Parkes** (1978-1998)/Nursing
B.S.N., M.P.H., University of Michigan; Ph.D., University of Texas-Austin.
- Bob N. Ramsey** 1960; 1968-2003)/Chemistry
B.S., M.S., Pittsburg State University.
- Velma N. Ruch** (1946-1986)/English
B.A., University of Iowa; M.A., University of Michigan; Ph.D., University of Wisconsin.
- William D. Russell** (1966-2007)/Political Science and History
B.A., Graceland College; M.Div., St. Paul School of Theology;
J.D., University of Iowa.
- Mildred Camp Smith** (1969-1986)/Nursing
B.S., Washington University; M.S., University of Colorado.
- M. Iola Tordoff** (1968-1982)/Nursing
B.S., M.S., Western Reserve University.
- Glen E. Trullinger** (1971-1990)/Business Education
B.A., Graceland College; M.S.Ed., Northwest Missouri State University;
Ed.S., Central Missouri State University.
- Jon B. Wallace** (1970-2004)/English
B.A., San Francisco State University; M.A., University of Wisconsin; Ph.D., University of Iowa.
- Betty L. Welch** (1959-1985)/Physical Education
B.S., University of Kansas; M.S., University of Colorado.
- Darlene V. Wight** (1961-1987)/Speech and English
B.A., M.A., University of Kansas.

Non-Formal Education

In addition to its regular, for credit, educational programs Graceland University offers a variety of non-formal educational opportunities. These may or may not carry Continuing Education Unit credit. Specific non-formal programs are often designed to fit client objectives, needs and time frames. Such programs are offered under the auspices of Centers.

Center for Christian Leadership

Through this center the university seeks to serve the need for expanded theological education, a deepening of faith, and competence in worldwide ministry. Activities include an annual Congregational Leaders Workshop and a Theology Colloquy.

Center for Health Education

The Center seeks to foster health education at the undergraduate level. That includes the nursing program, pre-professional programs and community health services.

Center for Professional Development and Life-Long Learning, Inc.

Two extremely successful entities comprise this Center: SkillPath Seminars and The Center for the Study of Free Enterprise and Entrepreneurship.

SkillPath Seminars

In 1995, Graceland acquired Skillpath Seminars, Inc. magazine's 32nd fastest-growing privately held company in America. Currently, Skillpath develops and presents more than 12,000 one and two-day public seminars annually, over a wide variety of business management, personal growth and development, and technical skill topics (also under the name, CompuMaster) throughout the U.S., Canada, and several other countries. Seminars also are offered on-site to companies and organizations who want the benefits of this training tailored for their own unique interests and needs. The division also publishes and markets business and personal growth "how-to" books, audio programs, video training, and computer-based learning products. The Graceland-Skillpath partnership makes possible a long-sought objective: the potential for many to experience the joy and benefits obtained through lifelong learning and professional development.

Center for the Study of Free Enterprise and Entrepreneurship

By establishing this Center, Graceland University seeks to perpetuate the spirit of free enterprise in students, faculty, and the community.

The study of America's entrepreneurial tradition enhances and strengthens our economy by encouraging innovation and by familiarizing young people with a knowledge of the principles and history of free enterprise. That body of economic values, purposes, concepts, processes and structures which constitutes the American system has allowed our society to deploy its resources, both physical and human, to achieve an outstanding quality of life for most Americans. Although it is not perfect, our economic system is inextricably interwoven with the individual freedoms that Americans cherish. Of primary importance is the belief that enduring political and economic freedom rests on the expectation of society for ethical and compassionate behavior. The successful entrepreneur should understand the importance of behavior, and return value to the system that has provided for his/her success.



The Center is pursuing several major goals:

One—Administer the annual Entrepreneurial Roundtable. This spring event gathers business practitioners, faculty, and students to the Lamoni campus to learn, question, network, and be inspired by each other. Through a combination of active participation and exposure to nationally-recognized entrepreneurs, participants will eliminate some of their self-imposed limitations.

Two—Support and encourage the Graceland Chapter of Students in Free Enterprise (SIFE). This is a national organization with chapters in approximately 1/3 of all U.S. colleges and universities. Its mission is to provide college students the best opportunity to make a difference and to develop leadership, teamwork and communication skills through learning, practicing and teaching the principles of free enterprise. The 1999 Graceland team was a Regional Exposition Champion.

Three—Sponsor courses in the area of entrepreneurship and free enterprise. When possible, successful entrepreneurs are designated as adjunct faculty and employed to bring another perspective to the classroom. Included in this area is the creation and maintenance of the successful outreach graduate course in Free Market Economics.

Four—Produce the semi-annual newsletter, The Entrepreneurial Spirit. This publication is sent to over 2,500 alumni, friends of the university, and businesses in southern Iowa and northern Missouri. The newsletter contains helpful advice on web sites, book recommendations, pertinent news, and original articles from outstanding authors.

Five—Market and administer the Student Agency Program. This is a rare opportunity for college students to start and run their own businesses while being enrolled as fulltime students. The university acts as an "angel" investor, and grants successful applicants the necessary start-up capital and a majority of the profits. Students must submit a detailed business plan and resume to be considered.

Center for Student Development

The Center seeks to integrate the student's life while at the university into a total learning experience. The Center sponsors the leadership program (L.E.A.D.), counseling, tutoring, an honors program, Chance and co-curricular programs.

Special Programs

Pre-Med, Pre-Dental, Pre-Optometry, or Pre-Chiropractic

Students interested in pursuing a Doctor of Medicine (M.D.), Doctor of Osteopathic Medicine (D.O.), Doctor of Dental Surgery (D.D.S.), Doctor of Dental Medicine (D.M.D.), Doctor of Optometry (O.D.), or Doctor of Chiropractic (D.C.) degree should major in Biology or Chemistry (with a Biology minor). For the best preparation, we recommend a double major in both Biology and Chemistry. Students should review the admissions requirements for the professional schools of their choice. We recommend that students complete the following courses (in addition to major requirements) for preparation for admission and success in medical, dental, optometry, or chiropractic school:

BIOL3120 Internship in Biological Sciences
 BIOL3420 Human Anatomy
 BIOL3440 Human Physiology
 BIOL4310 Biochemistry
 BIOL4400 Immunology
 BIOL4450 Molecular and Cellular Biology
 MATH1380 Introduction to Statistics
 MATH1510 Calculus I

During summers, students should consider internships or volunteer experiences at local hospitals, clinics, or private practices to gain practical experience. Most students take the MCAT (medicine), DAT (dentistry), or OAT (optometry) exam in April of their junior year and begin to apply to professional schools during the summer following their junior year. Early application using the AMCAS (medicine), AADSAS (dentistry), OptomCAS (optometry) or another appropriate application service is strongly recommended.

Pre-Pharmacy

Students interested in pursuing a Doctor of Pharmacy (Pharm.D.) degree should major in Biology or Chemistry (with a Biology minor). For the best preparation, we recommend a double major in both Biology and Chemistry. Students should review the admissions requirements for the pharmacy schools of their choice. We recommend that students complete the following courses (in addition to major requirements) for preparation for admission and success in pharmacy school:

BIOL3120 Internship in Biological Sciences
 BIOL3420 Human Anatomy
 BIOL3440 Human Physiology
 BIOL3500 Applied Pharmacology
 BIOL4310 Biochemistry
 BIOL4400 Immunology
 BIOL4450 Molecular and Cellular Biology
 MATH1380 Introduction to Statistics
 MATH1510 Calculus I

During summers, students should consider internships or volunteer experiences at local hospitals or pharmacies to gain practical experience. Most students take the PCAT exam in June of their junior year and begin to apply to pharmacy schools during the summer following their junior year. Early application using the PharmCAS application service is strongly recommended.

Pre-Veterinary Medicine

Students interested in pursuing a Doctor of Veterinary Medicine (D.V.M.) degree should major in Biology. Students should review the admissions requirements for the veterinary schools of their choice. We recommend that students complete the following courses (in addition to major requirements) for preparation for admission and success in veterinary school:

BIOL2560 Nutrition
 BIOL3120 Internship in Biological Sciences
 BIOL3420 Human Anatomy
 BIOL3440 Human Physiology
 BIOL3500 Applied Pharmacology
 BIOL4310 Biochemistry
 BIOL4400 Immunology
 BIOL4450 Molecular and Cellular Biology
 MATH1380 Introduction to Statistics
 MATH1510 Calculus I

During summers, students should consider internships or volunteer experiences at local veterinary hospitals or clinics to gain practical experience. Most students take the GRE exam (or MCAT for some schools) in April of their junior year and begin to apply to veterinary schools during the summer following their junior year. Early application using the VMCAS application service is strongly recommended.

Pre-Physical Therapy and Other Allied Health Professions

Students interested in pursuing a Masters (M.P.T.) or Doctor of Physical Therapy (D.P.T.) degree should major in Biology or another appropriate major from the Division of Health and Movement Science. Students should review the admissions requirements for the physical therapy schools of their choice. We recommend that students complete the following courses (in addition to major requirements) for preparation for admission and success in physical therapy school:

ATHT2500 Medical Terminology
 BIOL3120 Internship in Biological Sciences
 BIOL3420 Human Anatomy
 BIOL3440 Human Physiology
 MATH1380 Introduction to Statistics
 MATH1510 Calculus I
 PHED3340 Anatomical and Mechanical Kinesiology
 PHED4360 Exercise Physiology
 PSYC1300 Introductory Psychology
 PSYC2250 Developmental Psychology
 SOCI1300 Introduction to Sociology

During summers, students should consider internships or volunteer experiences working with licensed physical therapists at local hospitals or clinics to gain practical experience. Most students take the GRE exam in April of their junior year and begin to apply to physical therapy schools during the summer following their junior year. Early application using the PTCAS application service is strongly recommended.

Students interested in other allied health professions should follow similar recommendations. As always, students should review the admissions requirements for the programs of their choice and seek practical experience in the field.

Forensic Science and Other Graduate Programs

Students interested in pursuing a M.S. or Ph.D. in forensic science or another related field should major in Biology or Chemistry. For the best preparation, we recommend a double major in both Biology and Chemistry. Students should review the admissions requirements for the graduate schools of their choice. We recommend that students complete the following courses (in addition to major requirements) for preparation for admission and success in a forensic science program:

BIOL3120 Internship in Biological Sciences
 BIOL3420 Human Anatomy
 BIOL3440 Human Physiology
 BIOL4310 Biochemistry
 BIOL4450 Molecular and Cellular Biology
 CHEM3300 Analytical Chemistry
 CHEM4330 Instrumental Analysis
 MATH1380 Introduction to Statistics
 MATH1510 Calculus I

During summers, students should consider internships or volunteer experiences in the criminal justice system or research opportunities in forensic science programs to gain practical experience. Most students take the GRE exam in April of their junior year and begin to apply to graduate schools during the summer following their junior year. Early application is strongly recommended.

Major universities offer a diverse array of graduate programs in the sciences. Students will find an interesting selection of M.S. and Ph.D. programs, including Biochemistry, Molecular Genetics, Bioinformatics, Microbiology, Pathology, Marine Biology, Wildlife Biology, Environmental Science, and many more. Students should review the admissions requirements for the graduate schools of their choice and plan their coursework accordingly. During summers, students should consider internships or research opportunities at major universities to gain practical experience. Most students take the GRE exam in April of their junior year and begin to apply to graduate schools during the summer following their junior year. Early application is strongly recommended.

Pre-law

Students interested in pursuing a legal education are encouraged to attend Graceland. Accredited law schools in the United States require a bachelor's degree for admission. They seek students who can analyze problems critically, who can reason logically, and who can clearly express themselves both in writing and aloud. Law schools admit students from a very broad range of majors. The intensity and depth of the undergraduate major, along with the student's ability to meet academically rigorous standards, are most important (see the Law School Admissions Council).

Pre-engineering

Graceland maintains a program of advising and information sharing for pre-engineering students. Students are encouraged to major in [Chemistry](#) or [Mathematics](#) while attending Graceland University. For additional information about the engineering program at Iowa State University, see www.eng.iastate.edu. For additional information about the engineering program at the University of Iowa, see www.engineering.uiowa.edu/records. For additional information about the engineering program at the University of Missouri at Rolla see <http://www.mst.edu/>.

Student Financial Aid

Student Financial Aid is available for those students who qualify. Forms of Financial Aid included at Graceland are employment, loans, and grants. All aid based upon financial need, academic achievement, and/or meritorious performance and is granted for a given academic year. Financial aid is supplementary to the effort of the family with whom rests the primary responsibility for financing a college education.

Financial Aid Services is the only office at Graceland University authorized to offer financial aid to students. Only awards originating from this office will constitute a commitment on behalf of Graceland University. Recommendations for awards can be made by faculty or staff on campus, and these are taken into consideration before the award letter is sent.

In order to receive federal or state financial aid, students must file a Free Application for Federal Student Aid (FAFSA) each year and be making [satisfactory academic progress](#) as defined in this Catalog. (A FAFSA is required for each applicant. When more than one student from the same family plans to attend college, a FAFSA must be filed yearly for each student. To file the FAFSA, go online at <http://www.fafsa.ed.gov/>. Financial assistance is awarded without regard to race, color, sex, religion, sexual orientation, or politics.

NOTE: Information about the various types of financial aid is subject to change when federal regulations change. Also, please see the explanation of [Graceland's Refund Policy](#) for charges and for return of federal, state and institutional aid.

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Evaluating Financial Need

Students applying for federal and state financial aid must file a Free Application for Federal Student Aid (FAFSA) to determine financial need. Indicate on the FAFSA that you want the results of this analysis sent to Graceland University, code #001866.

When documents are received, all related factors in combination with this analysis are considered in granting aid and an award letter is sent to the student.

Procedure in Applying for Financial Aid

The Free Application for Federal Student Aid (FAFSA) should be submitted as soon as possible after January 1. Awards will be made beginning approximately March 1.

Renewal of Financial Assistance

All forms of financial assistance are granted for a period of one academic year providing the student is making satisfactory academic progress at the beginning of each term. Students who wish to receive assistance in subsequent years must file the Free Application for Federal Student Aid (FAFSA) each year so that their eligibility may be reviewed annually.

Returning students may file a renewal FAFSA online at <http://www.fafsa.ed.gov/>. Renewal of most types of financial aid is based upon continuing financial need and academic achievement.

Graceland University institutional aid may be awarded to eligible students for up to but not to exceed ten full-time semesters.

Institutional Scholarships and Grants

Graceland University administers a program of academic scholarships and grants. Grants are awarded to full-time students on the Lamoni Campus and to students in the residential nursing program on the Independence Campus in the areas of athletics, performing arts, Community of Christ Leadership, and congregational matches. Academic scholarships, when applicable, are awarded for an academic year and renewed annually in combination with the Graceland University Basic Grant. The renewal grant is called the Graceland Sustaining Grant.

All students receiving Room Grants are required to live in university housing. International students receiving Intercultural Grants are required to live in university housing.

Academic awards for students enrolling at Graceland University who have fewer than 12 semester hours of college level coursework attempted will be determined by academic preparation guidelines including the cumulative high school GPA, rank in class, and the ACT or SAT test scores.

Study Abroad

Students whose graduation requirements include study abroad may, if eligible, receive Federal Financial Aid. Students must (1) file a Free Application for Federal Student Aid (FAFSA), (2) submit estimated costs to Financial Aid Services for the study abroad program in which he/she wishes to participate; and (3) secure a statement from the Registrar indicating that all credits earned will be accepted at full value at Graceland University.

Types of Financial Aid

Student Employment: Part-time employment of five but no more than twenty hours per week on the university campus is available for many students. Priority is given to those who have financial need. Employment opportunities in university departments include office assistants, library assistants, catering assistants, custodians, receptionists, music accompanists, photographers, lifeguards, audio-visual equipment operators, and other similar positions. Earnings are paid on the twenty-sixth day of each month. The pay period is from the twenty-first of one month to the twentieth of the next month. Graceland participates in the Federal Work-Study Program authorized by the Higher Education Act of 1965 as amended.

Students wishing to work and do not have financial need may apply for employment. These students will be approved for employment according to the needs of the institution.

Federal Perkins Loans: Loans are provided to students who show exceptional financial need, have filed a FAFSA and are making satisfactory academic progress. The loan funds are "reasonably available" to all students who meet the federal eligibility requirements. Loans are available to freshman and sophomore level students up to \$2000 and to junior and senior level students and graduate students up to \$1000. The repayment period is up to ten years at an interest rate of five percent per annum, and begins nine months after the student ceases to be enrolled at least half-time as a regular student. Payments are to be made monthly, but may be deferred during periods when the borrower is pursuing at least a half-time course of study at an institution of higher education, and during other periods described in the regulations. Additional benefits of partial or complete loan cancellation are available to those who enter certain areas of service, relative to the regulations in effect at the time the promissory note is signed. Examples are full-time teaching service with the handicapped or special education students, Head Start, or in designated low-income school districts published in a federal directory; law enforcement; nursing (loans issued after 7/23/92 only), and other specified areas.

Federal Supplemental Educational Opportunity Grant (SEOG): To be eligible for a Federal Supplemental Educational Opportunity Grant, the student must be eligible for the Federal Pell Grant, maintain satisfactory academic progress and be enrolled full-time. The grant does not have to be repaid. Awards range in amounts up to \$1,500 per year.

Students may receive the SEOG until they earn a bachelor's degree if they continue to meet the eligibility requirements and funds are available. However, the amount of the grant may change each year according to the family financial situation, availability of funds and changes in awarding guidelines.

Federal Pell Grant: This is a federal program that, when fully funded, provides up to \$4,731 for 2008-09. Application is made by completing the Free Application for Federal Student Aid (FAFSA) and submitting it to the Department of Education. The federal government determines the student's eligibility for this award. The student must maintain satisfactory academic progress.

TEACH Grant: The Teacher Education Assistance for College and Higher Education (TEACH) Grant does not have to be repaid unless student fails to carry out service obligation, in which case student must repay TEACH Grant as Direct Unsubsidized Loan with interest accrued from date grant was disbursed. For undergraduate, postbaccalaureate, and graduate students who are/will be taking course work necessary to become elementary or secondary teacher; recipient must sign Agreement to Serve saying they will teach full-time in designated teacher shortage area for 4 complete years (within 8 years of completing academic program) at elementary or secondary school serving children from low-income families.

William D. Ford Direct (Subsidized and Unsubsidized) Student Loan Program: This federal Direct Loan program enables a student to borrow directly from the federal government. While eligibility for the subsidized Direct Loan requires proof of financial need, financial need is not a consideration for the unsubsidized Direct Loan. The student must file a Free Application for Federal Student Aid (FAFSA) annually to determine eligibility for participation in this program, and be enrolled at least half-time. The variable interest rate is capped at 8.25%. The interest rate is determined on July 1st for the succeeding academic year. Borrowers of a Direct Loan are charged a .5% loan fee at the time of disbursement of the loan proceeds. These loans may be used singly or in combination so that any eligible enrolled student may borrow up to an annual loan limit of:

Year 1	\$3,500
Year 2	\$4,500
Year 3-5	\$5,500
Maximum available for an undergraduate degree is \$31,000	

Federal Direct Subsidized Loan only: No payments are due from the student and the government pays all interest until six months after the student leaves school or drops below half-time enrollment status.

Federal Direct Unsubsidized Loan only: Repayment on the principal amount of the loan does not begin until six months after the student leaves school or drops below half-time status, BUT the student is responsible for the interest from the date of the last disbursement of the loan. The student may pay the interest monthly or quarterly, or may defer interest payments during school or the six-month grace period. Arrangements for payment are made by the student with the Department of Education. For independent students and dependent students whose parents cannot obtain a Federal Direct Plus Loan or for whom Financial Aid Services has made a professional judgment decision, the student may have additional unsubsidized loan eligibility up to:

	Dependent Student	Independent Student
Year 1-2	\$2,000	\$6,000
Year 3-5	\$2,000	\$7,000
Maximum available for undergraduate degree is: \$31,000		

Federal Direct PLUS Loan: This loan enables parents to borrow for a dependent student. A parent may borrow up to the entire cost of each dependent child's education (minus other financial aid awarded) at a variable interest rate not to exceed 7.9%. The PLUS loan requires an origination fee of 4.25%. A credit check based on federal regulations is required. Repayment, unless deferred, begins 60 days after disbursement of the loan proceeds. Depending upon the amount borrowed, parents may have up to 10 years to repay.

Iowa Tuition Grant: Students who are residents of Iowa are eligible to apply for the Iowa Tuition Grant. The FAFSA must be mailed in time to reach the appropriate processing agency on or before the July 1 deadline (Filing the FAFSA constitutes applying for the Iowa Tuition Grant).

Academic Scholarship Program

High School and Transfer Students

Scholarships for incoming freshmen are based on high school GPA and composite ACT or combined SAT scores and class rank. For new high school graduates who have earned 12 or more semester hours of postsecondary credit, the Academic Scholarship will be based on the higher of the high school or the postsecondary cumulative GPA. For transfer students who have attempted 12 or more semester hours, scholarships are based on college GPA. Academic scholarship amounts are awarded up to \$7,000.

Financial Aid - Global Campus

Graceland offers undergraduate and graduate degree programs through a variety of delivery methods including off-campus classroom, on-line and correspondence, and sometimes a blended model of two or more methods. Graceland University's Global Campus is the expansion of our programs on-line and at remote locations. All of these degree programs are eligible for financial aid, either Title IV federal student aid or private loans. Graceland University has chosen to establish a reasonable tuition rate rather than offer institutional aid for Global Campus degree programs.

To apply for Title IV federal student aid, students must file a Free Application for Federal Student Aid (FAFSA) as described in the Student Financial Aid section of this catalog.

To establish eligibility for private loans, students apply directly to the lender of choice. The financial aid advisor for Graceland University's Global Campus can assist with this process.

The following is a list of Graceland University's degree programs offered under the umbrella of Global Campus and the financial aid for which eligible students may apply.

UNDERGRADUATE - Classroom

Division of Off-Campus Studies

Indian Hills Community College, Bachelor of Arts, Elementary Education major (Centerville, IA):

- Title IV federal student aid, including Pell, SEOG, Teach Grant, William D. Ford Direct Student Loans and Perkins Loans
- Iowa Tuition Grant

North Central Missouri College, Bachelor of Arts, Elementary Education major (Trenton, MO)

- Title IV federal student aid, including Pell, SEOG, Teach Grant, William D. Ford Direct Student Loans and Perkins Loans

School of Education

Bachelor of Arts, Elementary Education major – Independence Campus:

- Title IV federal student aid, including Pell, SEOG, Teach Grant, William D. Ford Direct Student Loans and Perkins Loans

UNDERGRADUATE - Distance Education (On-line)

School of Nursing

Bachelor of Science in Nursing

Cohort on-line

- Title IV federal student aid, including Pell, SEOG, William D. Ford Direct Student Loans and Perkins Loans

Bachelor of Arts, Health Care Administration major

Correspondence

- Title IV federal student aid, including Pell, SEOG, William D. Ford Direct Student Loans and Perkins Loans

GRADUATE - Classroom

School of Education

Master of Education – Cedar Rapids/Des Moines/Independence/Indianola/Lamoni

- William D. Ford Direct Student Loans and Perkins Loans

GRADUATE - Distance Education (On-line)

School of Education

Master of Education – On-Line (Collaborative Learning & Teaching/Technology Integration/Special Education)

- William D. Ford Direct Student Loans and Perkins Loans

Master of Education – On-Line QEP (Quality Schools/Quality Teaching Strategies)

- William D. Ford Direct Student Loans and Perkins Loans

School of Nursing

Master of Science in Nursing

MSN: Family Nurse Practitioner (On-line); Clinical Nurse Specialist/Nurse Educator (On-line)

- William D. Ford Direct Student Loans and Federal Perkins Loans

MSN: Family Nurse Practitioner/Clinical Nurse Specialist (On-line)

- Federal Nurse Traineeship Grant
(Apply directly to Dean, School of Nursing and Allied Health)
- William D. Ford Direct Student Loans and Federal Perkins Loans

Post-MSN Certificate Programs: Family Nurse Practitioner; Clinical Nurse Specialist; Nurse Educator (On-line)

- William D. Ford Direct Student Loans and Perkins Loans

Seminary

Master of Arts in Religion (MAR)

- Private loans

Master of Arts in Christian Ministries (MACM)

- Private loans

Student Rights & Code of Conduct

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Code of Conduct

As a Christian institution, Graceland University seeks to foster relationships that reflect mutual concern, dignity, and individual worth. Consistent with its religious heritage and commitment to a healthful life-style, Graceland values and promotes:

- An alcohol-free environment.
- A tobacco-free environment.
- An environment free of substance abuse.
- An environment free of harassment and exploitation in sexual relationships.

The Code of Conduct reflects these values. All members of the Graceland community are expected to abide by all federal, state, and local laws. All members of the Graceland community will refrain from:

1. Acts that humiliate, harass, and/or abuse;
2. Theft or damage of property;
3. Disruptive behavior (including but not limited to actions resulting from the influence of alcohol and other drugs);
4. Substance abuse, including illegal manufacture, distribution, possession, or use of a controlled substance;
5. Sexual behavior, which is offensive or fails to respect others' rights.

In addition, all members of the Graceland community, while on campus or in attendance at University sponsored activities, will refrain from:

1. Use or possession of firearms, ammunition, fireworks, explosives, incendiary devices, weapons, dangerous substances, drug paraphernalia and/or materials prohibited by law;
2. Possession of or use of alcoholic beverages or their containers;
3. Use, or evidence of use, of tobacco in any form;
4. Illegal gambling;
5. Premarital or extramarital intercourse.

We believe that violation of these regulations impinges directly on the rights of others. Cases are referred to either the Vice President for Student Life or the Associate Dean of Students for appropriate disciplinary action and/or referral to the Residence Life Council or the Council on Student Welfare.

Lack of mention of any regulation with regard to objectionable actions does not imply approval, and may result in disciplinary action.

Students are expected to comply with the directives of university personnel in performance of their duties. Failure to do so may result in disciplinary sanctions.

The **Residence Life Council** (RLC) is a committee consisting of the CHP President, Assistants to the Hall Directors and Hall Directors. RLC handles many of the disciplinary problems that occur in the residence halls when clear and concise guilt is established. If there is evidence of use and/or possession of illegal drugs and/or the student is a repeat offender, the case is referred to the Council on Student Welfare.

The **Council on Student Welfare** (CSW) is a committee appointed by the President to serve in an advisory and judicial capacity in matters relating to student welfare. To it is delegated the responsibility for maintaining proper standards of student conduct at Graceland University. The Council on Student Welfare expects to accomplish two goals:

- To protect the university from those influences which are not consistent with the spirit, purposes, and/or procedures of the university, and
- To assist student(s) appearing before the Council in understanding the values and behavioral expectation of the university and the subsequent consequences for violation of these expectations.

Copies of the university procedure regarding the Council on Student Welfare are available upon request from the Student Life Office.

Students enrolled in Graceland University classes on sites other than Lamoni and Independence will abide by the rules and regulations of the host institution.

Harassment Policy

Sexual and other harassment of student, faculty, or staff is not tolerated at Graceland University. Sexual and other harassment diminishes the university in achieving its mission through its insidious and detrimental impact on individual students, faculty, staff and the university community as a whole. All harassment stifles the realization of the victim's full potential as a student, faculty or staff member. Harassment is especially serious when it threatens relations between faculty and student or supervisor and subordinate by unfairly exploiting the power differential between the parties in the relationship. Likewise, Graceland University does not tolerate harassment between people of equal university status.

Procedures relating to this policy are available upon request from the Dean of Student's office or available on the Graceland University website.

Photo and Videotape Policy

Graceland University takes photographs and videotapes of students throughout the year. These images often include students in classrooms, residence halls, microlabs, at athletic events and other university activities. Graceland reserves the right to use these photographs and videotapes in the promotion of the university. Students who enroll at Graceland University do so with the understanding that photographs may be taken which would include them and these photos may be used in university publications, newspapers and other media for promotional purposes only. Names of students may be released to the press regarding student involvement in academic and extracurricular activities.

Grievance Procedure for Students**

Graceland University will generally handle complaints or concerns of students through the grievance procedure. This procedure is designed to handle situations expediently. Graceland University will handle complaints or concerns with sensitivity, confidentiality, and with respect to the Graceland community. A copy of the grievance procedure is available in the Dean of Students office (Lamoni) or from the respective School Dean (Independence).

- I. **PROCEDURE** Any member of the Graceland student body who has a complaint or concern may initiate the following informal and formal actions. Access of information provided by the complainant will be available only to those persons on a reasonable need-to-know basis.
 - A. **Informal Procedure.** The purpose of the informal procedure is to provide an opportunity to mediate a mutually acceptable resolution between the parties. A complainant is encouraged to use the informal procedure prior to a formal complaint process.
 1. A complainant may initiate an informal procedure for resolution by contacting the Dean of Students, Associate Dean of Students, or designee of the Dean of Students (Lamoni) for counseling and assistance or the respective School Dean (Independence) or designee.
 2. In an informal procedure, the university official will counsel the complainant concerning options and, at the complainant's request, may help the complainant mediate the complaint informally.
 3. If the complainant chooses to proceed with an informal complaint, the university official will inform the accused person(s) of the nature of the complaint, identity of the complainant and the actions available. If the complainant chooses not to proceed with an informal or formal complaint, no written record of the complaint will be kept.
 4. An informal mediation process must be resolved within seven days. Mediation results are final. The process of complaint, response, and mediation will not normally exceed ten calendar days.
 5. A written summary of the informal mediation proceedings will be made and retained by the university official.
 - B. **Formal Procedure.**
 1. If a complaint cannot be resolved informally or if the complainant chooses to take the complaint through the formal procedure, the complainant may elect to initiate the formal complaint procedure.
 2. A formal complaint must be made, in writing, to the Dean of Students or designee of the Dean of Students (Lamoni), or respective School Dean (Independence) or designee. The written complaint must include the following information: name, address and telephone number of the complainant; date(s) and location of the occurrence; evidence on which the complaint is based and redress sought by the complainant.
 3. The Dean of Students or or designee of the Dean of Students (Lamoni), or respective School Dean (Independence) or designee will normally begin an investigation. An investigation of the complaint will normally begin within seven days of receipt of the written complaint.
 4. The investigation will provide an opportunity for both the complainant and the accused person(s) to submit facts and to identify witnesses to be interviewed. The investigator shall be authorized to interview witnesses identified by any party. Upon completion of the investigation, the investigator will provide a written report of the formal investigation which details the findings and any recommended actions. If the facts are so disputed that the investigator cannot make fact findings, the investigator shall issue a finding of probable cause to institute further proceedings.
 5. If the report recommends action against a faculty member that could lead to severe sanctions, including possible dismissal, the investigator shall recommend that the Dean of Faculty initiate the process leading to official hearings in accordance with the principles and procedures specified in the faculty handbook.
 6. If the report recommends action against a person who is not a faculty member, the investigator shall recommend that the designated university official initiate official hearings and appropriate procedures as detailed in the Student Handbook or Personnel Handbook.
 7. If no probable cause is shown from the investigation, the complainant may appeal, in writing, to the President of the university within 72 hours of the no probable cause finding. The complainant will be notified from the President's Office in writing of his/her decision.

**Issues dealing with harassment, including sexual harassment, should be handled in accordance with the University Harassment Policy. Issues involving student grades are not subject to this grievance policy. Refer to the "Student Appeal of Final Grade" policy and procedure.

Dismissal or Removal

The university may dismiss or remove a student whose mental or physical condition constitutes a threat or undue burden to himself/herself or others. A student may also be suspended/expelled for cause if his or her actions are found to be detrimental to the university community. In case of suspension/expulsion for cause, the student will receive failing grades for the semester. Re-enrollment requires permission from the Dean of Students.

Student Life

Graceland's student life program joins the academic sector in an effort to educate the whole person. As a partner in the educational enterprise, student life enhances and supports the academic mission. In addition, Graceland's student life program encourages personal development. A unique housing system offered through Residence Life partners with student government to provide broad based student participation. Numerous clubs and organizations provide students opportunities for involvement that enhance learning and contribute to building a supportive community. The Graceland community helps students learn to work together, make and keep friends, care about the welfare of others, balance freedom and responsibility, and appreciate human differences.



Tom Powell presents the 2009 Student Life Award to Lisa Ash and Allie Petrie at Baccalaureate.

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Residence Life

The university believes that a significant portion of a student's learning experience can be achieved through association with other students in residence hall living. On the Lamoni campus, residence hall living is required of all full-time freshman and sophomore students. Exceptions to this policy are students living with their parents or legal guardians, married students, and students 21 years of age and over. All incoming transfer international students who are awarded intercultural grants will be required to live on campus one academic year before being eligible to reside off campus. Students living off campus are responsible for their own arrangements.

All seven single-gender residence halls are located near the Floyd M. McDowell Commons. Nine apartments are available for married students. All residence hall students are required to sign a housing contract with the university before occupying the room. Signed housing contracts are valid for the academic year unless cancelled under the terms of the contract. University-owned residence halls are closed during the official breaks of the university.

The basic unit of student life is known as a "house". The house system is a unique program of the university based on the principle of inclusion that recognizes the importance of each student attending the university and celebrates the individuality of each person. All full-time students (whether living on or off campus) are assigned to a house upon acceptance to the university. Members of the house elect five students to hold key leadership positions. Under their direction, social, religious, and academic support activities are planned for the house members.

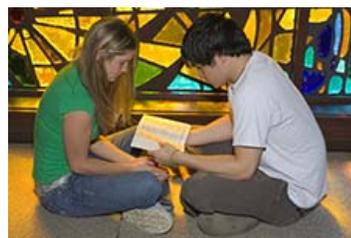
[Housing requests](#) can be completed online after acceptance to the university. Roommate requests are considered when the request is received from both parties and space is available.

Residence hall students are required to purchase a full board plan in the Floyd McDowell Commons. Flex Points are available to students who reside off campus.

Campus Ministries

The Campus Ministries team at Graceland believes that each and every person is on a spiritual journey with God. No two of us is in exactly the same place on that journey, nor have we come to this community by an identical route. Still, we believe the divine Presence is aware of each one of us and travels with us each step of the way. At Graceland, there is amazing joy to be found in sharing that journey with people from many lands and a wide variety of faith traditions or experience.

Graceland's sponsoring church is the **Community of Christ**, and many students come from that faith tradition. While the majority of students on Campus are of Christian background representing a wide variety of denominations our community also includes Hindus



Buddhists, Muslims, and others. **All are important and valued members of our on-campus family of faith.**

Campus Ministries offers a variety of religious experience on campus to support students and others on their spiritual quest. For students who wish to attend worship off campus in their own tradition, assistance is provided to locate a house of worship that will be familiar and meet their needs. Several styles of Christian worship are provided on-campus each week at various times to meet the needs of students, faculty and staff.

The Campus Ministers' offices are located in the Memorial Student Center (MSC) and are virtually always open to students who wish to chat. In addition, each residence house has a chaplain whose job it is to be available to students who need further or immediate peer support.

The success of Campus Ministries is directly dependent on the involvement of the many students who seek to develop and express their faith through a wide variety of leadership roles and ministry activities. Fellowship, Peace and Justice, Worship, and Small Group Ministry are just a few of the areas in which students can choose to be involved. We believe that the gifts of each person are important and want to find opportunities for those to be expressed in Campus Ministries activities. If you are interested in being involved or knowing more, please contact the Campus Ministers or your House Chaplain at your earliest convenience.

Community of Christ Church Leadership Program

The Community of Christ Leadership Program (CCLP) is a cooperative effort between Graceland University and the Community of Christ. It is designed to create an intentional track for persons desiring to pursue their giftedness in ministry and church leadership. Please go to the [CCLP website](#) for more information.

Graceland Student Government (Lamoni Campus)

All students enrolled at Graceland are members of the Graceland Student Government (GSG). Student government is involved in all campus areas which affect students. The GSG is organized to express their views on issues of institutional policy and on matters of general interest to the student body. The branches of student government and their corresponding bodies include:



- Executive — composed of Graceland Student Government President, Executive Advisory Committee (EAC), and Council of House Presidents (CHP)
- Legislative — Student Senate
- Academic — Student Academic Council (SAC)
- Social — Campus Organization for Social Activities (COSA) and Intramural Athletics (IM)
- Judicial — Council on Student Welfare (CSW)

Each body has specific functions and responsibilities.

The Career, Academic, and Personal Counseling (CAP) Center

The CAP Center is located in the north wing of Patroness Hall. Its purpose is to help students understand themselves and realize their career, academic and personal goals by integrating three services:

CAREER PLANNING — Career Development Specialists guide students through the process of self-assessment, choosing a major, exploring possible career fields, and then the job search process. They help students locate resources for securing internships and summer jobs. A career resource library and a computerized career guidance program are available at the CAP Center. Students may enroll in a career exploration experience during the winter term. Career planning courses are offered each semester as well as resumé and interviewing workshops for job seekers. Graceland has their own resume and job posting site to aid students in the job search.

ACADEMIC ADVISING — Academic Advising Specialists help all new students with the academic planning process as well as to explore life and career goals. Advisers share information about campus resources, educational options including choice of major, and academic policies and procedures. Students begin to work with their Academic Advisers during New Student Orientation prior to the beginning of classes.

PERSONAL COUNSELING — Personal Counseling staff helps all students with problems such as depression, anxiety, and other behavioral concerns that interfere with their academic and social life on campus through individual, group or couples counseling, crisis intervention, or brief problem-solving sessions. Through the counseling process, students may explore their interpersonal relationships and their college experience. Personal Counseling staff is also available to talk with students or groups on personal development topics such as assertiveness, eating disorders, date rape, and conflict resolution. The personal counselor(s) may refer students to other professional services when necessary.

Student Publications

The **Tower** is a weekly newspaper published by the students which attempts to keep the university community in touch with Graceland happenings, and student and faculty opinions. The **Acacia** is the yearbook of the university, and is also published by students. Both of these publications are under the supervision of sponsors.

Music Groups

Graceland's organized musical groups are the [orchestra](#), [band](#), [jazz ensembles](#), [choir](#), [chamber singers](#), and [other choral and instrumental ensembles](#). Some ensembles perform both on and off campus.

Choral and instrumental chamber music ensembles are organized and scheduled individually according to available instrumentation and voices.

Recreational Facilities

The Eugene E. and Julia Travis Closson Physical Education Center includes an indoor junior Olympic-size pool; indoor track; weight room; and racquetball, basketball, tennis and volleyball courts. Outdoor facilities include two small lakes, an 18-hole disc golf course, the Hal McKain Tennis Courts, and the Bruce Jenner Sports Complex with the Ackerley 200M outdoor track, the Rasmussen soccer field, and the football field. By special arrangement, Graceland students are welcome to join the Lamoni Golf and Country Club.

Frederick Madison Smith Library

The Frederick Madison Smith Library offers a selection of print and nonprint materials for the use of students, faculty, and members of the community. The library's collection includes 118,039 book volumes, 559 periodical and newspaper subscriptions plus an approximately 24,000 additional titles available online, 69,200 government documents, 2,138 records, cassettes and CD's, 1,405 videotapes and DVDs. The VTLS library automation system provides an integrated, on-line public access catalog, circulation, closed reserve, serials control and acquisitions system. A network of computer workstations in the library provides access to a variety of electronic databases and journal indexes, to the automated card catalog, and to the Internet. Many of these databases and indexes, as well as the library catalog, are available to off-campus users over the Internet.

Because of agreements with other libraries, it is possible for students and faculty to acquire materials the library does not own. These interlibrary loan services are extended to patrons through the statewide SILO and the international OCLC computer networks.

Since 1927, the university has been officially designated as a government depository library. This service provides a very useful collection of government-printed materials covering a wide range of subject areas.

The library also houses a special collection of books, documents, pictures, manuscripts, oral history tapes, and administrative records dealing with the history of the sponsoring church, the community of Lamoni, and Graceland University. The collection, housed in the DuRose Rare Books Room, is available to Graceland students, faculty, and other scholars and interested persons.

The library serves the university's academic program by obtaining audiovisual materials through a nationwide interlibrary loan consortium. A wide variety of audiovisual equipment and materials is provided for faculty and student use, both in the classroom and in the library. Also, different locations in the library are provided as video viewing rooms and audio listening stations.

In an effort to aid students in their research, the library provides class and individual instruction in the use of library and Internet resources. An Information Desk is staffed to assist users with their reference needs. The library is also the center for the Department of Instructional Technology and campus' microcomputer labs.

Students have the opportunity for group study in the student lounge, which includes a free hot chocolate/coffee bar, located in the lower level of the library. Quiet study areas are provided on the campus and upper level. The library staff works closely with the students to maintain an atmosphere that is both comfortable and informal, and at the same time conducive to study and research.

The Dr. Charles F. Grabske, Sr. Library and Learning Resource Center - Independence Campus

The Grabske Library is located at the Independence Campus. Its holdings focus on medicine, nursing, science, and allied health subject areas; it includes professional journals, monographs, a vertical file and a variety of audiovisual materials. The current holdings include 3,173 book volumes, 181 audiovisual items, and 60 current periodical subscriptions, with over 32,000 journal titles available electronically. A list of journal holdings for this library is available on site.

Interlibrary loan, particularly for professional journals and print media, is available to Graceland students and faculty. The Grabske Library's catalog is part of the Graceland University Libraries' VTLS online library system. Several electronic databases and journal indexes, as well as the library's catalog, are available to users over the Internet and also at the computer workstations provided in the library.

The Center for the Study of the Korean War - Independence Campus

The Center for the Study of the Korean War, located in the Dr. Charles F. Grabske, Sr. Library in Independence, is an archive designed to collect, preserve, and make available materials dealing with the Korean War. The collection is open Monday through Friday and by appointment on weekends.

Creative Media Center

The Creative Media Center (CMC), located in the lower level of Zimmermann Hall, is a center for the design and production of printed materials as well as electronic media used by the university community. Services include graphics, web design, publication design, photography and printing.

Information Technology Services

Graceland's Information Technology Services department provides information services to Graceland University in many different forms. Those provided directly to all students include:

- Network logon for access to university systems
- Student email account
- Network file storage (50 Megabyte limitation)
- Personal web page space (by request)
- Access to course management software system when required

- Access to Unix for programming classes
- Access to campus computer labs (Macintosh and Windows) and lab printing services
- Access to public machines located in the Memorial Student Center and the F.M. Smith Library
- Access to online library services
- Wireless access (on the Lamoni campus includes academic buildings, student center, library, main athletic fields and gym)

NOTE: Lamoni residence hall student rooms connect to the network/internet via wired connections, you must bring your own Ethernet cable.

In addition, students staying in residence halls receive the following information services:

- Telephone (shared with roommate if you have one)
- Personal voice mailbox
- Cable TV connection
- Data network connection for personal computers, which includes access to the Internet. (Peer-to-peer (p2p) sharing software not allowed access to the Internet.)

Instructional Technology Services

Instructional Technology Services provides the following services for students:

- Software questions answered on individual or group basis (workshops can be arranged) via the STA+ program.
- Audio/Visual support for hooking up presentation equipment for class presentations.
- Audio/Visual equipment to loan for class projects (Data Projectors, VHS and digital camcorders, digital still cameras, VHS and DVD players, tape recorders, Portable PA System, etc.)
- Audio/Visual work including video and sound taping, editing, producing and copying.
- Price List for AV Work available on website: <http://sta.graceland.edu>
- For questions please email sta@graceland.edu or call #5400 or #5496.

Testing Program

Graceland University participates in both the ACT and SAT testing programs. The ACT or SAT must be taken at an approved test center during a student's junior or senior year in high school. In extreme circumstances, a student may be able to take the ACT on the Graceland campus during new student orientation.

The [Academic Policies & Procedures](#) section provides information about credit by examination accepted at Graceland.

Student Health

The University maintains an outpatient Health Service Center where students may be seen for all illnesses and injuries. Graceland's Health Service is staffed full-time by a nurse practitioner and an office manager. All records are kept confidential. Student Health Services works closely with the medical clinics located in Lamoni. Students will be referred to health care providers outside of Health Services when necessary.

Students attending classes on the Lamoni campus must have a completed health form on file at Health Services. In addition, students living in the University's residence halls are required to have written documentation of two MMRs (Mumps, Measles, and Rubella) given no less than one month apart after the first birthday. Exemption from the MMR will be permitted to those for whom immunization is contradicted and verified by a doctor. Students from countries with a high risk of tuberculosis will be tested for TB.

Students may purchase low-cost injury and sickness health insurance. All International students are required to purchase this policy. The insurance provides coverage for 12 months and protects insured students while traveling in and outside of the United States.

Students in the Nursing major are required to have another physical examination prior to entrance into the clinical nursing courses. At this time the student must show evidence that they have current immunizations for polio, tetanus, diphtheria, MMR, and Hepatitis B. A Titer must be documented to prove immunity to varicella. A two-step TB skin test is also required. A chest X-ray is required only if the TB skin test is positive.

Effective upon enrollment in nursing courses and every year thereafter, all nursing students are required to provide proof of hospitalization insurance. Nominal charges are assessed by Health Services for physical examinations and diagnostic tests.

Student Handbook

A [student handbook](#) is available online. This handbook includes the Code of Conduct, campus policies, academic calendars, and general information.

Student Persistence

48% of new high school graduates who entered Graceland University in Fall 2002 graduated by 2008. 67% of the transfer students who entered Graceland in Fall 2002 completed the baccalaureate degree at Graceland by 2008. Graduation rates of students with athletically related aid are available [here](#).

2008-2009 Cumulative Summary of Enrollment**Undergraduate**

Lamoni	1,533
Independence	86
Global Campus	475
Total Undergraduate	2,094

Graduate

Lamoni	0
Independence	26
Global Campus	1,127
Total Graduate	1,153

Total University Enrollment 3,247

Cumulative Geographical Distribution of Undergraduate Students for 2008-2009

(Lamoni and Independence Campuses - Fall and Spring Semesters)

35 States plus the District of Columbia are represented. 41 Countries are represented.

UNITED STATES		COUNTRIES	
Alabama	4	Australia	1
Arkansas	3	Azerbaijan	1
Arizona	10	Belize	1
California	69	Bolivia	1
Colorado	16	Bosnia & Herzegovina	1
District of Columbia	1	Brazil	1
Florida	19	Canada	69
Georgia	2	China	2
Hawaii	13	Columbia	4
Idaho	1	Ecuador	1
Illinois	49	France	2
Indiana	8	Georgia	4
Iowa	298	Germany	1
Kansas	46	Hong Kong	2
Maryland	7	Hungary	1
Massachusetts	2	Japan	2
Michigan	27	Kazakhstan	1
Minnesota	11	Kenya	1
Missouri	351	Kosovo	2
Montana	1	Malaysia	3
Nebraska	4	Mexico	6
Nevada	3	Nepal	6
New Mexico	2	Nigeria	1
New York	2	Paraguay	1
North Carolina	4	Portugal	11
Ohio	9	Puerto Rico	4
Oklahoma	18	Russia	1
Oregon	15	Serbia	2
Pennsylvania	5	South Africa	1
South Dakota	1	South Korea	1
Tennessee	2	Spain	1
Texas	37	Sri Lanka	1
Virginia	1	Tahiti	3
Washington	11	Taiwan	1
Wisconsin	4	Tajikistan	3
Wyoming	2	Trinidad and Tobago	3

Unknown	4	United Kingdon	3
TOTAL UNITED STATES	1,062	United States	1,062
		Uzbekistan	1
		Venezuela	9
		Zambia	1
		TOTAL COUNTRIES	1,213

2009 - 2010 Tuition, Expenses and Financial Requirements

For specific fee or tuition amounts, please refer to the specific program or general fee section. All costs are quoted in United States currency. All payments are due in U.S. funds. The University reserves the right to change its rates without notice. Rates may change for 2010 – 2011.

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Application Fee

A *nonrefundable application fee is required for the processing of transcripts and the determination of admissibility. Re-entry, degree-seeking students who have allowed a major semester (or the equivalent of a major semester) to elapse since last enrollment must pay a reactivation fee.

*Missouri Program students have a three business day right of rescission.

Institutional Deposit

An institutional deposit of \$200.00 is required for all full-time students on the Lamoni Campus. This deposit must be paid prior to receiving a room assignment or registering for classes. The deposit is refundable until June 1 for new or re-entry students entering fall semester, and November 1 for new or re-entry students entering spring semester. For enrolled students, the deposit is refundable (net of any outstanding charges) after termination of enrollment at Graceland University. Failure to initiate the withdrawal process or to complete the checkout process at the time of withdrawal from the university, either mid session or at the close of the session or academic year, can result in the forfeiture of the institutional deposit. Costs arising from damage to university property, supplies or equipment, as well as fines or other charges placed on the student account will be deducted from the deposit. In the event that the deposit is forfeited, it will not be available to help pay these costs.

Tuition and Auditing

Undergraduate students on the Lamoni Campus and all students in the Nursing Program on the Independence Campus are charged full-time tuition if enrolled in 10 – 18 semester hours. The part-time hourly fee is charged to students enrolled in less than 10 semester hours and to full-time undergraduate students for each hour registered over 18. Students who exceed the 18 semester hour limit by virtue of having applied lessons as part of their schedule are allowed to take the lessons without additional per hour tuition fees. Added tuition is waived for students officially admitted to the Honors Program who are taking over 18 semester hours in a given semester.

An audit fee of one-half the per semester hour part-time rate is charged for audited courses when the total of semester hours for audit and credit is less than 10. There is no audit fee charged for auditing courses if the total of semester hours of courses for credit and audit is 10 or more, including hours over 18.

Room Rates (Lamoni Campus)

Lamoni Campus residence hall room rates are based on the number of students expected to be assigned to the room. All freshman students are required to have roommates. Semi-private and private rooms are available on a limited basis to upper-class students. Returning students are given priority.

Board (Lamoni Campus)

Lamoni Campus residence hall students are required to purchase full board meal plans. Full meal plans or flex point meal purchases are available to students residing off campus. There are no refunds for missed meals. Food services will be closed during the official breaks of the university. Special dietary needs may be discussed with the Director of Food Services.

Additional Costs

The cost of books and supplies varies by program. Approximately \$1000.00 per year is needed for purchase of books and supplies for undergraduate on-campus programs.

Special lesson and/or course fees exist for Music Lessons, Music Instrument Rental, Piano and Keyboard Courses, Studio Art Courses, Student Teaching, and some Physical Education courses such as Aquatics Theory, Bowling, First Aid, Hockey, Life Guard Training and Scuba Diving.

Athletic equipment costs vary by sport and student. Please contact your coach for cost information.

General Fees

2009-2010

(applicable to all programs unless otherwise specified)

Acacia Yearbook	\$	40.00
Application Fee (Missouri Program students have a 3 business day right of rescission.)	\$	50.00

Audit Fee 50% of the Program's Regular Tuition

(Not applicable to students enrolled in 10 or more semester hours, including hours over 18)

Excess Check Overnight Mailing Fee	\$	30.00
Experiential Learning Credit Fee	\$	50.00 semester hour
Extension Fee for Incomplete Course (Nonrefundable)	\$	100.00

General Education Online Courses (Global Campus)

(General Education courses offered in other formats are assessed tuition rates according to their program. Traditional campus program students may include these hours as part of their full-time 10-18 hours.)

Tuition	\$	325.00 semester hour
Technology Fee		110.00 course
Extension of Online Access beyond Course Dates		110.00 course

Graduation Fee (Assessed when application for graduation is submitted.)	\$	50.00
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ID Card Replacement Fee	\$	15.00
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Late Change of Registration Fee (Nonrefundable) (Requires official approval.)	\$	50.00
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Late Financial Clearance Fee (Applied on the first day of the session.)	\$	100.00
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Payment Plan Processing Fees (Nonrefundable)

Two Month Plan	\$	15.00
Three or more Month Plan		35.00

Proficiency Examination Fee (Nonrefundable)	\$	75.00 semester hour
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Online access for Proficiency Exam (Nonrefundable)	\$	110.00 per exam
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Program Resequencing Fee - Global Campus and Seminary	\$	100.00
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Reactivation Fee (Missouri Program students have a 3 business day right of rescission.) (Applied if students have had a major semester elapse since their last enrollment.)	\$	50.00
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Recording Fees

CEU Credit Recording Fee (Global Campus) (Seminars and workshops may have additional costs.)	\$	15.00 event
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College Level Examination Program (CLEP)	\$	20.00 semester hour
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Excelsior (Non-Nursing)	\$	20.00 semester hour
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Internship Recording Fees

Blank Park Zoo	\$	125.00 student
Des Moines Botanical Center		125.00 student
Joseph Smith Historical Center		60.00 student
Kirtland Temple Historic Center		60.00 student
Living History Farms		60.00 student
Science Center of Iowa		125.00 student
Returned Check Service Charge	\$	30.00 check
Transcript Fee		
Official	\$	10.00 each transcript
Unofficial		Available free online through MyInfo
Faxing Fee	\$	3.00 each transcript
Overnight Mailing Fee	\$	30.00
Visiting Student Fee (Global Campus) (Missouri Program students have a 3 business day right of rescission.)	\$	30.00 course
Workshop for Semester Hour Credit (Global Campus)	\$	70.00 semester hour

(See Masters of Education Program for Mentoring Workshop cost information)

Lamoni Campus

2009 - 2010 Tuition and Fees

Tuition, Room, Board & Student Activity Fees

Total for Full-time Tuition, 2 Person Room, Board, and Student Activity Fee	\$ 26,870.00 year 13,435.00 semester
Full-time Tuition	\$ 19,890.00 year 9,945.00 semester
Part-time Tuition (<10 & >18 sem. hrs)	\$ 630.00 semester hour
Rooms (nonrefundable after the first week of school)	
2 Person Room	\$ 2,710.00 year 1,355.00 semester
Semi-Private Room	\$ 3,120.00 year 1,560.00 semester
Private Room	\$ 3,540.00 year 1,770.00 semester
Tower Apartment Rental	\$ 340.00 deposit \$ 340.00 month 3,060.00 year 1,700.00 Fall (5 months) 1,360.00 Spring (4 months)
Board	\$ 4,070.00 year 2,035.00 semester
Student Activity Fee (applicable to full-time students only)	\$ 200.00 year 100.00 semester

Fees

C-BASE Testing Fee (Education Majors)	\$ 60.00
Chance Program (Two semesters are required)	\$ 1,375.00 semester
Deposit	\$ 200.00
Education Technology Fee (Education Majors)	\$ 110.00 year
English Course Fees	
ENGL3530 Digital Filmmaking	\$ 125.00
ENGL3540 Screenwriting	30.00
Flex Points Meal Purchase	\$ 40.00 = \$50 Flex Pts
History Practicum Fee	\$ 100.00 course
Keyboard/Piano Class Lab Fees	\$ 25.00 course
Music Instrument Rental Fee	\$ 10.00 semester
Music Lesson Fees	
1 semester hour	\$ 340.00
2 semester hours	375.00
3 semester hours	405.00
4 semester hours	445.00
Physical Education Course Fees	
PHED2240 Aquatics Theory	\$ 12.00
PHED0150 Bowling	45.00

HLTH2100, HLTH2110 First Aid	12.00
PHED0040 Hockey	15.00
PHED0610 Life Guard Training	12.00
PHED0360 Scuba Diving	130.00
Retired Citizen Administration Fee	\$ 50.00 semester
(Tuition waived for one course per semester.)	
Student Teaching Fee	\$ 165.00
(Additional costs may result if Student Teaching outside a 90 mile radius of either the Lamoni or Independence campus.)	
(Elementary Education Majors: State of Iowa requires PRAXIS Testing. Charges for this are paid directly to the testing service.)	
Studio Art Course Fees	\$ 10.00 per course
Study Abroad Fee (excluding Winter Term trips abroad)	\$ 500.00
Vehicle Registration Fee	\$ 50.00 On Campus 50.00 Commuter

Lamoni Campus - Discounts

Graceland Graduate Tuition Discount 50% Discount

Applicable to students who have earned an A.A, B.A., B.S. or B.S.N. at least three years previously.

Applicable to traditional undergraduate Lamoni courses only, does not include B.S.N. courses.

Honors Program Tuition Waiver 100% Waiver Over 18 hours

Tuition waiver for hours over 18, for students officially admitted to the Honors Program.

Music Lesson Tuition Waiver 100% Waiver Over 18 hours

Applicable to Music Majors, Minors, and Lamoni Campus full-time students.

Retired Citizen Tuition Waiver 100% Waiver

Tuition waived for one course per semester and requires a \$50.00 Administration Fee.

Lamoni Campus - Winter Term

Tuition \$ 630.00 semester hour

(Winter Term tuition applies to students who are not enrolled as full-time status for fall or spring semester. Students that are full-time status for fall or spring semester may take a Winter Term with no additional charge for tuition.)

Fees Vary by Course (non-refundable)

Room

2 Person Room \$ 90.00 week

Private Room 115.00 week

Board \$ 20.00 day

Non-Student Winter Term Fee \$ 100.00

(Applicable to non-students taking Winter terms outside the U.S. Additional charges related to the trip will also apply.)

Lamoni Campus - Summer Session

Tuition \$ 295.00 semester hour

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Room

Walker Hall & Units

2 Person Room	\$	120.00	week
Private Room		145.00	week

Graybill, Gunsolley & Tess Morgan Halls

2 Person Room	\$	90.00	week
Private Room		115.00	week

Board	\$	20.00	day
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 International Students Remaining on campus through the Summer

Flex Points (includes room)	\$	700.00
Private Room without Flex Points		1,300.00

For more information regarding additional fees, please see [General Fees](#).

Accelerated College Education (ACE)

2009 - 2010 Tuition and Fees

Accelerated College Education Program (ACE)

Tuition

Online Standard Option	\$	250.00	course
In-School Option (High school supplies instructor & book)	\$	30.00	semester hour

For more information regarding additional fees, please see [General Fees](#).

Kansas City Metro Undergraduate Business Program

2009 - 2010 Tuition and Fees

Business Courses

Tuition	\$	310.00	semester hour
Book Fee (nonrefundable)	\$	145.00	course

General Education Online Courses

Tuition	\$	310.00	semester hour
Book Fee (nonrefundable)	\$	145.00	course
Technology Fee(nonrefundable)	\$	110.00	course

For more information regarding additional fees, please see [General Fees](#).

Edmund J. Gleazer School of Education

2009 - 2010 Tuition and Fees

Bachelor of Education Programs

**Independence MO Campus
Centerville IA - Indian Hills Community College
Trenton MO - North Central Missouri College**

Tuition	\$	295.00	semester hour
C-BASE Testing Fee	\$	60.00	
Education Technology Fee	\$	110.00	year
Independence Campus Fee (nonrefundable)	\$	50.00	year
Student Teaching Fee	\$	165.00	

Additional costs may result if Student Teaching outside a 90 mile radius of either the Lamoni or Independence campus.

(Elementary Education Majors: State of Iowa requires PRAXIS Testing. Charges for this are paid directly to the testing service.)

For more information regarding additional fees, please see [General Fees](#).

Master of Education - Classroom Programs

Tuition

Cedar Rapids/Des Moines/Independence/Lamoni	\$	310.00	semester hour
Camp Dodge Iowa (9 Week Terms)	\$	250.00	semester hour
Mentoring Workshop	\$	180.00	

(Independence site is also assessed a nonrefundable \$30.00 per year campus fee.)

For more information regarding additional fees, please see [General Fees](#).

Master of Education - Online Programs

**Master of Education - Online
(Collaborative Learning & Teaching/Technology Integration/Special Education/Educational Leadership)**

Tuition	\$	395.00	semester hour
Administrative Withdrawal Fee (nonrefundable)	\$	100.00	course
Book Fee	\$	75.00	course

**Master of Education - Online QEP
(Quality Schools/Differentiated Instruction/Certification in Differentiated Instruction)**

Tuition	\$	395.00	semester hour
Administrative Withdrawal Fee (nonrefundable)	\$	100.00	course
Materials Royalty Fee	\$	75.00	course
QEP Transfer Credit Fees	\$	100.00	3 semester hours

For more information regarding additional fees, please see [General Fees](#).

2009-2010 School of Nursing Tuition and Fees

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[Distance Learning RN-BSN & BA-HCM Program - Tuition and Fees](#)
[Distance Learning MSN Program - Tuition and Fees](#)

Traditional BSN-RN Program

2009 - 2010 Tuition and Fees

Tuition

Full-time Tuition	\$ 9,945.00 semester
Part-time Tuition (<10 & >18 semester hours)	\$ 630.00 semester hour
Late Registration Fee	\$ 100.00

Junior Year

Summer 2009

Tuition - 7 hours @ \$630/semester hour	\$ 4,410.00
Independence Campus Fee (nonrefundable)	\$ 50.00
Clinical Fee	\$ 50.00
Materials Fee	\$ 40.00
PDA with Software	\$ 500.00
Testing Fee	\$ 150.00

Fall 2009

Full-time (10 - 18 semester hours)	\$ 9,945.00
Activity Fee	\$ 105.00
Clinical Fee	\$ 150.00
e-Portfolio Fee	\$ 50.00
Liability Insurance (nonrefundable)	\$ 70.00
Materials Fee	\$ 150.00
Testing Fee	\$ 160.00

Spring 2010

Full-time (10 - 18 semester hours)	\$ 9,945.00
Activity Fee	\$ 105.00

Senior Year

Fall 2009

Full-time (10 - 18 semester hours)	\$ 9,945.00
Activity Fee	\$ 105.00
Independence Campus Fee (nonrefundable)	\$ 50.00
Clinical Fee	\$ 75.00
e-Portfolio Fee	\$ 50.00
Liability Insurance (nonrefundable)	\$ 70.00
Materials Fee	\$ 150.00
Testing Fee	\$ 135.00

Spring 2010

Full-time (10 - 18 semester hours)	\$ 9,945.00
Activity Fee	\$ 105.00

Senior Year - Accelerated Program

Summer 2009

Tuition - 8 Hours @ \$630/semester hour	\$ 5,040.00
Activity Fee	\$ 105.00

Fall 2009

Full-time (10 - 18 semester hours)	\$ 9,945.00
Activity Fee	\$ 105.00
Independence Campus Fee (nonrefundable)	\$ 50.00
Clinical Fee	\$ 75.00
e-Portfolio Fee	\$ 50.00
Liability Insurance (nonrefundable)	\$ 70.00
Materials Fee	\$ 150.00
Testing Fee	\$ 135.00

Winter 2010

Tuition - 2 Hours @ \$630/semester hour	\$ 1,260.00
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Winter Term

Tuition	\$ 630.00 semester hour
Non-student Winter Term Fee	\$ 100.00

(Applied to Winter Terms outside the U.S. Additional charges related to the trip may also apply.)

Summer Session

Tuition	\$ 630.00 semester hour
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NURSING WAIVER - Fees for required summer nursing courses will be waived for students as follows: Graceland University full-time attendees for two years prior to enrollment receive waiver of all required summer nursing course tuition. Graceland University full-time attendees for two semesters prior to enrollment receive waiver of three semester hours of required summer nursing course tuition.

Tuition Waivers and Discounts

Honors Student Tuition Waiver 100% Waiver over 18 hours

Added tuition is waived for students officially admitted to the Honors Program and taking over 18 semester hours in a given semester.

For more information regarding additional fees, please see [General Fees](#).

Distance Learning RN-BSN & BA-HCM Programs**2009 - 2010 Tuition and Fees**

Tuition	\$ 410.00 semester hour
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Fees

Administrative Withdrawal Fee	\$ 100.00 course
Clinical Fee	\$ 115.00 semester hour
e-Portfolio	\$ 50.00 year
Experiential Learning Credit Fee	\$ 30.00 semester hour
Focus Session Campus Fee (nonrefundable)	\$ 80.00
Health Assessment Course Lab Fee	\$ 50.00 course
Late Registration Fee	\$ 100.00
Recording Fees	
CLEP Exam	\$ 20.00 semester hour
Dantes Exam	\$ 20.00 semester hour
Excelsior Exam	\$ 20.00 semester hour
Junior Level Nursing Course (Escrow)	\$ 25.00 semester hour

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Senior Level Nursing Course	\$	25.00 semester hour
Research Fee	\$	50.00 course

For more information regarding additional fees, please see [General Fees](#).

Distance Learning MSN Program

2009 - 2010 Tuition and Fees

Tuition	\$	520.00 semester hour
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Fees

Administrative Withdrawal Fee	\$	100.00 course
Core Course Fee-Scholarly Project	\$	150.00 course
Focus Campus Fee (nonrefundable)	\$	80.00

Lab Fees

Advanced Health Assessment	\$	150.00 course
Advanced Practice Prodecures	\$	100.00 course

Late Registration Fee	\$	100.00
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Practicum Fees

Family Nurse Practitioner Practicum Fee

In Continental USA	\$	250.00 practicum hour
AK, HI, the Virgin Islands and Puerto Rico	\$	400.00 practicum hour
Advanced FNP Practicum	\$	110.00 practicum hour
Health Care Administration Practicum Fee	\$	110.00 practicum hour
Nurse Educator Practicum Fee	\$	110.00 practicum hour

Research Fee	\$	100.00 course
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For more information regarding additional fees, please see [General Fees](#)

Seminary

2009 - 2010 Tuition and Fees

Master of Arts in Religion Master of Arts in Christian Ministries

Tuition	\$	240.00 semester hour
Continuing Education Unit (CEU) Charge	\$	240.00 per course
Administrative Withdrawal Fee (nonrefundable)	\$	100.00 per course
Non-Degree Seeking Administration Fee (Missouri Program students have a 3 business day right of rescission.)	\$	30.00 per course
Portfolio Fee (Thesis/Project Binding)	\$	25.00
Technology Fee (Online Courses)	\$	110.00 Per Course

For more information regarding additional fees, please see [General Fees](#).

Financial Arrangements

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Financial Arrangements

Fees and charges are considered late if not paid on or before the program start date of each term. Financial Clearance (payment of the balance due or approved payment plan arrangements) must be completed by the program start date of each term. Failure to be financially cleared by the program start date may result in the assessment of a \$100.00 Late Financial Clearance Fee. Continued failure to become financially cleared or to maintain payment arrangements may result in registration suspension; registration cancellation; withdrawal from the university; and withholding of a transcript, grade, or degree.

How do I pay my bill?

(All payments are due in U.S. funds.)

Pay Online

Pay online using credit card, debit card or checking account.

Mail your payment to:

Graceland University, Student Accounts, 1 University Place, Lamoni, IA 50140

Pay in person at InfoCentral:

Located on Lamoni Campus in Patroness Hall

Contact Student Accounts to pay by phone:

On campus dial extension 3134 or toll free 1-866-786-2792

Student Account Advisors

Option 1 – Stacie Ury
 Option 2 – Reta Ury
 Option 3 – Debbie Lundy

Or e-mail Student Accounts at studentaccounts@graceland.edu

Fax Number 641-784-5411

Payment Plans

Graceland University is pleased to offer a payment plan allowing a monthly payment schedule. Plans are interest free and are assessed a non-refundable processing fee of \$15.00 (2 month plans) or \$35.00 (3 months or longer plans). Students or parents interested in a payment plan should contact the office of Student Accounts.

Late Payments

Registration as a student at Graceland University signifies the student's agreement to do the following:

- Pay all charges and/or fees as posted to the student account when due.
- Acknowledge that failure to make a required payment by the stated deadline can result in late fee (s); registration suspension; registration cancellation; withdrawal from the university; and withholding of a transcript, grade, or degree.
- Acknowledge that obligations not paid in full prior to the due date shall be payable on demand and shall bear interest at the rate of 8% per annum, computed from the withdrawal date until the obligation is paid in full.
- Pay all costs, expenses, and collection agency or attorney fees related to the collection of the obligation, to the extent permitted by law and in accordance with the laws of the State of Iowa.
- Acknowledge that Graceland University will report any delinquency, default or other credit experience pertaining to this agreement to any or all credit reporting agencies.

Excess Policy

Balance of funds in excess of charges created by financial aid will be paid directly to the student (with the exception of Parent Plus Loans which will be payable to the parent). These funds are available to the student for use in paying non-Graceland costs such as books, off-campus housing, personal expenses and transportation. The student must have their signature on file with Student Accounts if he/she desires to keep a credit balance on their account.

Withdrawal from the University

Graceland University students not returning to Graceland for the next term, including GRADUATES and students who leave during a term, are required to initiate the withdrawal process. Lamoni Campus students must formally notify the Student Life Office of their intent to withdraw. Independence Campus students, Off-Campus Program students or Global Campus students must formally notify their Site Coordinator or Program Consultant of their intent to withdraw. Non-attendance does not constitute withdrawal notification. The notification date is used to determine financial aid award adjustments and calculate refunds for mid-semester withdrawals as per the Refund Policy. When Official Notification is not provided by the student, the date the university determines the student needs to be withdrawn is used as the notification date.

Refund Policy

Refunds and Return of Financial Aid for University Withdrawals

Graceland University's Refund Policy follows the Federal Return of Title IV Aid Refund Policy to determine return of financial aid and to calculate refunds for withdrawals. Calculations use the notification date to pro-rate aid as well as tuition and refundable charges through the 60 percent point in the semester, based on calendar days from the first day of the semester through the last scheduled day of the semester, including weekends and mid-semester breaks of less than five days. After the 60 percent point in the semester, financial aid will not be reduced for any withdrawal, nor will any refund will be granted. This policy applies to all university withdrawals whether student initiated or administrative withdrawals.

Financial aid awarded (if any) will be returned to the federal, state and Graceland programs on a pro rata basis through the 60 percent point in the semester. Outside scholarship or non-federal loan assistance will not be returned unless specifically requested by the provider.

Eligible charges due or paid will be refunded on a pro rata basis through the 60 percent point in the semester. Some fees are non-refundable and therefore not pro-rated. Additionally, some programs may assess an Administrative Withdrawal Fee. If a student living on campus withdraws from housing (but not from school) anytime after the first week of the semester, the semester charge for housing remains assessed in full. Board charges will be pro-rated. Refunds are processed within 45 days of withdrawal. Students should note that withdrawal may or may not result in an actual refund of money to the student. Circumstances may occur in which the student still owes money to the University even after appropriate withdrawal credit.

Contact Financial Aid Services or Student Accounts with specific questions.

Course Withdrawals

Graceland University students may withdraw from a course through the 20 percent point of the semester without a "W" grade. A grade of "W" is recorded in any course when the student withdraws after the 20 percent point and through the 60 percent point of the semester. After 60 percent of the semester is complete, the student is not allowed to withdraw from the course, and will be awarded the appropriate grade in the course. Please refer to the [Class Attendance Policy](#) regarding Course Withdrawal by Instructor and Administrative Withdrawals.

Students are required to initiate course withdrawals. Non-attendance does not constitute withdrawal notification. Notification dates are used to calculate withdrawal credit and financial aid award adjustments for mid-semester withdrawals as per the Refund Policy. When Official Notification is not provided by the student, the date the university determines the student needs to be withdrawn is used as the notification date.

Contact your Program Consultant, Site Coordinator or the Registrar's Office with specific questions.

Refunds and Return of Financial Aid for Course Withdrawals

Financial aid awards will be re-evaluated as appropriate for course withdrawals or changes in enrollment status. Refunds for course withdrawals will follow the pro rata schedule used for university withdrawals as per the Refund Policy.

Exceptions to the pro rata schedule for course withdrawal are the Traditional Lamoni Campus Program and the Traditional Independence Campus Nursing Program where tuition charges for course withdrawals through the 20 percent point are fully refunded if enrollment status drops below full-time. Students withdrawing from courses in these programs after the 20 percent point do not qualify for refunds.

Contact Financial Aid Services or Student Accounts with specific questions.

Return of Institutional Deposit

Failure to initiate the withdrawal process or complete the checkout process (if applicable) may result in the forfeiture of the institutional deposit. Following withdrawal from the university, return of the institutional deposit balance, net of any outstanding charges, will be mailed to the student's home address as soon as processing can be completed at the end of the semester or term.

Graceland Graduate Tuition Discount

Students who have earned an A.A., B.A., B.S., or B.S.N. degree from any Graceland program at least three years previously, who wish to enroll in a regularly scheduled undergraduate Lamoni on-campus course subject to the on-campus hourly tuition rate, will receive a tuition discount equal to one-half the tuition charge.

Retired Citizen Tuition Waiver

Retired citizens, 60 years of age or over, will receive a tuition waiver equal to the tuition (or audit) charge for one regularly scheduled Lamoni on-campus undergraduate course per session. An Administration Fee is assessed and should accompany the completed application for Admission/Retired Citizen Tuition Waiver Form (available at the Registrar's Office or at InfoCentral). The scheduling of the chosen course will be based upon the number of tuition paying students. Course fees will not be waived. Additional courses may be taken by paying full tuition and fees.