



Apply | Visit | Give

Home / Undergraduate Catalog / Undergraduate Catalog



2019-2020 Graceland University Undergraduate Catalog

Table of Contents

[About the University](#)

[Academic Calendars](#)

[Academic Policies and Procedures](#)

[Academic Services](#)

[Admissions](#)

[Educational Program: Degree Requirements, Majors and Programs](#)

[Faculty & Administration](#)

[Non-Formal Education](#)

[Special Programs](#)

[Student Financial Aid](#)

[Student Rights & Code of Conduct](#)

[Student Life](#)

[Tuition, Expenses & Financial Requirements](#)

[Catalog Index](#)

[Graceland Catalogs](#) (PDF Format)

Undergraduate Catalog

- About the University
- Undergraduate Academic Calendar
- Academic Policies and Procedures
- Admissions
- Educational Programs
- Financial Aid
- Student Life
- Student Rights and Code of Conduct
- Tuition, Expenses and Financial Requirements
- Academic Services
- Faculty and Administration
- Non-Formal Education
- Special Programs
- Catalog (PDF format)
- Catalog Index

College and Schools

SEE MORE 

[About GU](#)

[Academics](#)

[Alumni](#)

[Athletics](#)

[Financial Aid](#)

[Driving Directions](#)



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UNIVERSITY | 1895



[My Graceland](#)

[Coliseum](#)

[Bookstore](#)

[Faculty](#)

[Employment](#)

[Contact Us](#)

[Lamoni Campus Map](#)

[Lamoni Campus | 1 University Place | Lamoni, IA 50140 |](#)

[641.784.5000 | 866.GRACELAND](#)

[Independence Campus | 1401 W. Truman Road | Independence,](#)

[MO 64050-3434 | 816.833.0524](#)

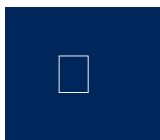
[Online Programs | distancelearning@graceland.edu |](#)

[800.833.0524](#)

[Notice of Data Breach](#)

[Privacy Policy](#)

[Graceland University is an equal opportunity provider and employer.](#)



About the University

[Accreditation](#)

[State Authorization](#)

[Policy on Non-Discrimination](#)

[History](#)

[Vision, Mission, Values](#)

[Mission Statement](#)

[Institutional Learning Outcomes](#)

[Organization of Academic Program](#)

[Educational Sites](#)

[Lamoni Campus](#)

[Independence Campus](#)

Accreditation

Graceland University is accredited by the Higher Learning Commission, www.hlcommission.org, 800-621-7440.

The nursing programs are accredited by the Commission on Collegiate Nursing Education (CCNE), <http://www.aacnnursing.org/CCNE>, 655 K Street, NW, Suite 750, Washington, DC 20001, (202) 887-6791. The master's and doctoral degrees in nursing have full approval status with the Iowa State Board of Nursing. The baccalaureate degrees in nursing have full approval status with the Iowa State Board of Nursing and Missouri State Board of Nursing.

These academic standards ensure that a degree from Graceland University will be recognized by federal, 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.

State Authorization

Federal law requires institutions of higher education to comply with all state requirements for registration, licensure or authorization to deliver online or distance education to students residing in states other than the home state of the institution. Graceland University is registered by the Iowa College Student Aid Commission to operate in Iowa and to participate in the National Council for State Authorization Reciprocity Agreements. NC-SARA is a voluntary, regional approach to state oversight of postsecondary distance education. In addition to the grievance policy stated in the Student Rights and Code of Conduct section, students may contact the Iowa College Student Aid Commission (Iowa College Aid) at (877) 272-4456 or by using the following URL: <https://www.iowacollegeaid.gov/StudentDisputeResolutionForm>

Graceland is approved to operate in Missouri by the Missouri Department of Higher Education.

Graceland University is approved by the Washington State Nursing Care Quality Assurance Commission to provide practice experiences in Washington State for RN to BSN, MSN/FNP, MSN/Nursing Education, MSN/AGACNP, Post Graduate MSN/FNP Certificate and DNP programs. See <http://www.doh.wa.gov/LicensesPermitsandCertificates/NursingCommission/NursingPrograms.aspx>

[\(table of contents\)](#)

Policy on Non-Discrimination

Graceland University does not discriminate against any student or prospective student on the basis of race, color, religion, age, sex, national origin, disability or sexual orientation. We are a caring community dedicated to the physical, intellectual and spiritual well-being of each individual. Gracelanders join together to create an atmosphere of openness, mutual respect and diversity.

[\(table of contents\)](#)

History of Graceland University

Graceland University is a nonsectarian institution of higher education open to students of all faiths. Graceland was founded in Lamoni, Iowa in 1895 by the Reorganized Church of Jesus Christ of Latter Day Saints, now the Community of Christ. Graceland University continues its commitment to helping all students find their own path to success by providing a holistic liberal arts education that prepares students for contemporary careers and lifelong learning.

More than a century later, Graceland continues its commitment to providing a solid liberal arts education along with professional preparation to a diverse student population. Today, Graceland students represent

more than 40 states and 20 countries and can choose from more than 29 academic programs, and 20 varsity sports.

Graceland began as a high school academy and a two-year college. In 1917 it became Iowa's first accredited junior college. Graceland conferred its first bachelor's degree in 1958 and became a four-year college in 1960.

Graceland College became Graceland University in 2000 and began offering a variety of master-level degrees.

Graceland granted its first bachelor's degree in nursing in 1969. Graceland's School of Nursing (SON) is located on the Independence, Missouri campus (founded in 1969) where students can earn undergraduate and graduate degrees in nursing and education, including a Doctor of Nursing Practice. The Graceland SON was among the first in the nation, in 1987, to offer accredited distance education programs.

Today, the Edmund J. Gleazer School of Education provides innovative undergraduate and graduate degrees, on-site and online, from both the Lamoni and Independence campuses, which lead to nationally accredited teacher licensure in the state where the student plans to teach.

Graceland's C.H. Sandage School of Business is home to the Sandage Center for the Study of Free Enterprise and Entrepreneurship and our Graceland's national-champion Enactus team, and offers undergraduate degrees in Accounting, Agricultural Business, Business Administration, Economics, Organizational Leadership, Social Media Marketing and Sport Management.

The Graceland University Community of Christ Seminary was founded in 2002 and is located in Independence, MO. Students can obtain a Master of Arts in Religion degree that can be pursued online and on-site.

[\(table of contents\)](#)

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.

[\(table of contents\)](#)

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 University 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.

[\(table of contents\)](#)

Institutional Learning Outcomes

Graceland's Essential Education Curriculum is designed to prepare students for a life of inquiry, analysis, discovery, problem solving, effective communication and innovation. It is designed for students and faculty to engage the "Big Questions" and far-reaching Issues—contemporary and enduring—in science and society, cultures and values, global interdependence, the changing economy, and human dignity and freedom. This curriculum seeks to connect knowledge with choices and action and to prepare students for citizenship and work through engaged and guided learning on real-world problems. The curriculum is also designed to foster civic, intercultural, and ethical learning emphasizing personal and social responsibility and a commitment to transformational justice by designing coursework according to six themes:

1. Communication
2. Critical Thinking
3. Ethical Thinking and Action
4. Global Learning
5. Knowledge of Human Cultures
6. Knowledge of the Physical and Natural World

[\(table of contents\)](#)

Organization of the Academic Program, Lamoni Campus

College of Liberal Arts and Sciences

Dr. Brian J. White, Dean

Division of Health and Movement Sciences

Andrew Miller, Chair

[Allied Health](#)

[Health and Movement Science](#)

Division of Humanities

Isaac Pressnell, Chair

[Communication](#)

[English](#)

[Hispanic Studies](#)

Division of Science and Mathematics

Dr. Kevin Brunner, Chair

[Biology](#)

[Chemistry](#)

[Computer Science & Information Technology](#)

[Data Science](#)

[Mathematics](#)

[Sustainability Studies](#)

Division of Social Science

Dr. Brian C. Smith, Chair

[Criminal Justice](#)

[History](#)

[International Studies](#)

[Psychology](#)

[Sociology](#)

Division of Visual and Performing Arts

Karen Gergely, Chair

[Art \(Studio\)](#)

[Art \(Graphic Design\)](#)

[Music](#)

[Theatre](#)

[Web Design](#)

The Edmund J. Gleazer School of Education

Dr. Michele Dickey-Kotz, Dean

[Elementary Education](#)

[Education \(Graduate\)](#)

C.H. Sandage School of Business

Dr. Jeffery McElroy, Dean

[Accounting](#)

[Agricultural Business](#)

[Business Administration](#)

[Economics](#)

[Organizational Leadership](#)

[Social Media Marketing](#)

[Sport Management](#)

Organization of the Academic Program, Independence Campus

The Edmund J. Gleazer School of Education

Dr. Michele Dickey-Kotz, Dean

[Elementary Education](#)

[Education \(Graduate\)](#)

School of Nursing

Dr. Sharon Little-Stoetzel, Dean, School of Nursing

[Nursing](#)

[Family Nurse Practitioner \(Graduate\)](#)

[Adult & Gerontology Acute Care Nurse Practitioner \(Graduate\)](#)

[Doctor of Nursing Practice](#)

Community of Christ Seminary

Zac Harmon-McLaughlin, MAR, Director of the Community of Christ Seminary

[Religion \(Graduate\)](#)

[\(table of contents\)](#)

Graceland University Educational Sites

Graceland University offers quality educational programs using various course delivery methods to provide opportunities for many students. Students may take Graceland University courses at two campuses and online.

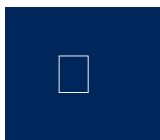
Lamoni Campus

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, or Bachelor of Science Honors degrees in 27 majors. Courses are available for non-degree seeking students interested in enrolling for personal enrichment.

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 Education, or a Master of Education degree. The Independence Campus is also home to online programs which allow students the flexibility to earn an RN to BSN, a Bachelor of Arts in Business Administration, a Master of Science in Nursing, a Master of Education degree and a Doctor of Nursing Practice. In addition, a Master of Arts in Religion can be earned through combined on campus and online courses.

In addition to degree programs, Graceland offers courses for personal enrichment at the Lamoní 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.



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[Home](#) / [Undergraduate Catalog](#) / Undergraduate Academic Calendar

Academic Calendar

Current and Future Sessions:

[Summer 2019](#)

[Fall 2019](#)

[Spring 2020](#)

[Summer 2020](#)

[Fall 2020](#)

[Spring 2021](#)

[Summer 2021](#)

Summer 2019 Academic Calendar

April

Mon 29	Summer Session Begins, Online Courses
--------	---------------------------------------

May

Wed 1	Summer Session Begins, Face-2-Face
-------	------------------------------------

June

Sat 22	Classes End, 8 Week Summer Subsession A (Trimester)
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Mon 24	Classes Begin, 8 Week Summer Subsession B (Trimester)
--------	---

August

Fri 16	Classes End, Semester Programs
--------	--------------------------------

Sat 17	Classes End, Trimester Programs
--------	---------------------------------

Fall 2019 Academic Calendar

August 2019	
Thurs 15, Fri 16	Fall Faculty Conference
Fri 23	New Students Arrive
Sun 25	Returning Students Arrive
Mon 26	Classes Begin, Semester Programs
Mon 26	Classes Begin, Trimester Programs
September	
Mon 2	Labor Day - No Classes
October	
Fri 11	Midterm/End of Quarter, Semester Programs
Fri 11 (5:00 pm)	Fall Break Begins, Semester Programs
Wed 16 (8:00 am)	Classes Resume, Semester Programs
Wed 16	Second Quarter Begins, Semester Programs
Sat 19	Classes End, 8 Week Fall Subsession A (Trimester)
Mon 21	Classes Begin, 8 Week Fall Subsession B (Trimester)
Fri-Sun 25-27	Homecoming
November	
Tues 26 (9:00 pm)	Thanksgiving Recess Begins
December	
Mon 2 (8:00 am)	Classes Resume
Fri 6	Classes End, Semester Programs
Mon-Thurs 9-12	Semester Examinations
Sat 14	Commencement - Independence, Missouri
Sat 14	Classes End, 8 Week Fall Subsession B (Trimester)
Sat 14	Classes End, 16 Week Fall Session (Trimester)

Spring 2020 Academic Calendar

January 2020

Mon 6	Classes Begin, Semester Programs
Mon 6	Classes Begin, 16 Week Spring Session (Trimester)
Mon 6	Classes Begin, 8 Week Spring Subsession A (Trimester)
Mon 20	Martin Luther King, Jr Day (No Classes)

February

Fri 21	Midterm/End of Quarter, Semester Programs
Fri 21 (5:00 pm)	Spring Recess Begins, Trimester SON Face-2-Face Programs
Mon 24	Second Quarter Begins, Semester Programs
Sat 29	Classes End, 8 Week Spring Subsession A (Trimester)

March

Mon 2 (8:00 am)	Classes Resume, Trimester Face-2-Face Programs
Mon 2	Classes Begin, 8 Week Spring Subsession B (Trimester)
Fri 6 (5:00 pm)	Spring Recess Begins, Semester Programs
Mon 16 (8:00 am)	Classes Resume, Semester Programs

April

Thurs 9	Scholars Showcase, Semester Programs (No Classes 8-5)
Fri 17	Classes End, Semester Programs
Mon-Thurs 20-23	Semester Examinations, Semester Programs
Sat 25	Classes End, Trimester Programs
Sat 25	Baccalaureate - Lamoni, Iowa
Sun 26	Commencement - Lamoni, Iowa
Mon 27, Tues 28	Spring Faculty Conference

Summer 2020 Academic Calendar

April	
Wed 29	Summer Session Begins, Face-2-Face
May	
Mon 4	Summer Session Begins, Online Courses
June	
Sat 27	Classes End, 8 Week Summer Subsession A (Trimester)
Mon 29	Classes Begin, 8 Week Summer Subsession B (Trimester)
August	
Fri 14	Classes End, Semester Programs
Sat 22	Classes End, Trimester Programs

Fall 2020 Academic Announcements**

August 2020	
Thurs 13, Fri 14	Fall Faculty Conference
Fri 21	New Students Arrive
Sun 23	Returning Students Arrive
Mon 24	Classes Begin, Semester Programs
Mon 31	Classes Begin, Trimester Programs
September	
Mon 7	Labor Day - No Classes
October	
Fri-Sun	Homecoming
Fri 9	Midterm/End of Quarter, Semester Programs
Fri 9 (5:00 pm)	Fall Break Begins, Semester Programs
Wed 14 (8:00 am)	Classes Resume, Semester Programs

Wed 14	Second Quarter Begins, Semester Programs
Sat 24	Classes End, 8 Week Fall Subsession A (Trimester)
Mon 26	Classes Begin, 8 Week Fall Subsession B (Trimester)
November	
Tues 24 (9:00 pm)	Thanksgiving Recess Begins
Mon 30 (8:00 am)	Classes Resume
December	
Fri 4	Classes End, Semester Programs
Mon-Thurs 7-10	Semester Examinations
Sat 19	Commencement - Independence, Missouri
Sat 19	Classes End, 8 Week Fall Subsession B (Trimester)
Sat 19	Classes End, 16 Week Fall Session (Trimester)

**Tentative dates subject to final approval by the Board of Trustees.

Spring 2021 Academic Announcement**

January 2021	
Mon 4	Classes Begin, 16 Week Spring Session (Trimester)
Mon 4	Classes Begin, 8 Week Spring Subsession A (Trimester)
Mon 11	Classes Begin, Semester Programs
Mon 18	Martin Luther King, Jr Day (No Classes)
February	
Fri 19 (5:00 pm)	Spring Recess Begins, Trimester SON Face-2-Face Programs
Fri 26	Midterm/End of Quarter, Semester Programs
Sat 27	Classes End, 8 Week Spring Subsession A (Trimester)
March	
Mon 1	Second Quarter Begins, Semester Programs

Mon 1	Classes Begin, 8 Week Spring Subsession B (Trimester)
Mon 1 (8:00 am)	Classes Resume, Trimester Face-2-Face Programs
Fri 5 (5:00 pm)	Spring Recess Begins, Semester Programs
Mon 15 (8:00 am)	Classes Resume, Semester Programs
April	
Thurs 15	Scholars Showcase, Semester Programs (No Classes 8-5)
Fri 23	Classes End, Semester Programs
Sat 24	Classes End, Trimester Programs
Mon-Thurs 26-29	Semester Examinations, Semester Programs
May	
Sat 1	Baccalaureate - Lamoni, Iowa
Sun 2	Commencement - Lamoni, Iowa
Mon 3, Tues 4	Spring Faculty Conference

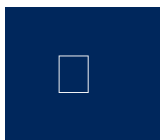
****Tentative dates subject to final approval by the Board of Trustees.**

Summer 2021 Academic Announcements******

May 2021	
Mon 3	Summer Session Begins, All Programs
June	
Sat 26	Classes End, 8 Week Summer Subsession A (Trimester)
Mon 28	Classes Begin, 8 Week Summer Subsession B (Trimester)
August	
Sat 21	Classes End, All Programs

****Tentative dates subject to final approval by the Board of Trustees.**

Undergraduate Catalog



Academic Policies & Procedures

Table of Contents

[Academic Forgiveness](#)

[Academic Integrity Policy](#)

[Exceptions to Academic Policy](#)

[Academic Standings](#)

[Readmission After Academic Dismissal](#)

[Advising & Registration](#)

[Athletic Eligibility](#)

[Center for Graduate and Continuing Studies \(CGCS\) Online Course](#)

[Class Attendance](#)

[Course Withdrawal by Instructor](#)

[Administrative Withdrawal from Online Courses](#)

[Classification of Students](#)

[Course by Arrangement](#)

[Credit for Extra-Institutional Learning](#)

[Advanced Placement Tests](#)

[College Level Examination Program \(CLEP\)](#)

[Excelsior](#)

[Experiential Learning Credit](#)

[International Baccalaureate Diploma](#)

[Language Placement Examination](#)

[Proficiency Exams](#)

[Credit Hour Definition](#)

[Final Examinations](#)

[Grade Reports](#)

[Honors & Awards](#)

[Honors Contracts](#)

[Normal Progress for Graduation](#)

[Policy for Individual Study Programs](#)

[Release of Information](#)

[Satisfactory Academic Progress](#)

[Student Load](#)

[Study Abroad Programs](#)

[System of Grading](#)

[Auditing of Courses](#)

[Changing a Course Grade](#)

[Courses Repeated](#)

[Graduate Level-Topics Courses](#)

[Incomplete Grades](#)

[Pass/Fail](#)

[Student Appeal of Final Grade](#)

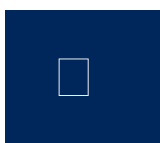
[Tech Requirements for Online Classroom](#)

[Transcripts](#)

[Withdrawal from the University](#)

[Unofficial Withdrawals](#)

[Mobilization of Student to Active Duty in the Military](#)



Academic Forgiveness

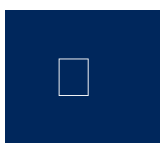
Graceland University enables undergraduate students who have not earned a baccalaureate degree an opportunity for continuing their university education by forgiving past unsatisfactory academic performance.

- **POLICY**

1. 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.
2. 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.
3. 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.
4. Forgiven credits may not be used to apply toward graduation requirements.
5. Students, who have been forgiven credits, do not qualify for the Gold Seal for Scholarship upon graduation from Graceland University.
6. A maximum of one request for academic forgiveness will be allowed during a student's enrollment at Graceland University.
7. Academic forgiveness granted at Graceland University may or may not be recognized by other colleges and universities.
8. After approval, a request for academic forgiveness cannot be rescinded.
9. The Curricular Adjustment Committee is responsible for reviewing and acting on the request. The action of the Curricular Adjustment Committee is final.

- **PROCEDURE**

1. 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.
2. 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.
3. 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.



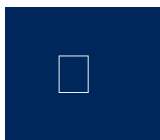
Academic Integrity Policy

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 the Vice President for Academic Affairs/Dean of Faculty (VPAA). The VPAA may impose additional consequences including sanctions or dismissal from a program or from Graceland University. The student may appeal the imposition of sanctions by the VPAA to the President.

[Undergraduate Catalog](#)



Exceptions to Academic Policy

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

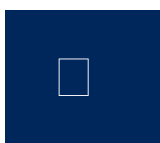
1. Policy

1. Academic policies are designed to provide consistency in, and uphold the integrity of Graceland University's academic programs.
2. 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.
3. 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 Deans Council.
4. Requests for exceptions to graduate academic policies are reviewed and acted upon by the appropriate school. Appeals may be made to the Graduate Council.

2. Procedure

1. 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.
2. 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.
3. 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.

Undergraduate Catalog



Academic Standings

Students' academic standings are determined at the end of each major semester/trimester, or at the time transfer work is recorded or grade changes are processed. Students' cumulative GPAs determine one of the following academic standards: (1) Good Standing; (2) Probation; (3) Continued Probation; and (4) Academic Dismissal. Academic Dismissal is imposed only at the end of a major semester/trimester on any student enrolled for eight or more semester hours.

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

End of 1st semester (or at least 12 s.h. attempted): 1.70

End of 2nd semester (or at least 24 s.h. attempted): 1.80

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

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

Students placed on Probation after a given session will be placed on Continued Probation after their next semester of enrollment if they do not achieve 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 semester/trimester in order to continue enrollment. Those who do not achieve the required cumulative GPA but do achieve a 2.25 GPA for the current semester/trimester will be allowed to continue their enrollment on Continued Probation. Students who fail to achieve the required GPA to be removed from probation and do not earn at least the 2.25 GPA for the semester/trimester will be academically dismissed.

Lamoni Campus students who are first-time freshman and are placed on Probation will be required to take INTD1020 Reading and Learning Strategies for College: Pathways to Student Success (2 s.h.) in their next semester of enrollment and earn a grade of C or higher. The requirement for taking this course is satisfied when a student earns a C or better and/or is removed from Probation. Students will be encouraged to take advantage of free university tutoring services.

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

The academic performance of those enrolled for 7 semester hours or less cannot cause automatic dismissal — i.e., dismissal based on a single semester's/trimester'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 continued probation.

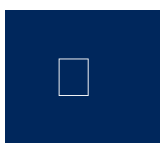
Grade changes and late receipt of college transfer work may affect probationary status at the time documentation is received by the Registrar's Office. Academic Dismissal, however, may occur only at the end of the regular semester/trimester.

Readmission After Academic Dismissal

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.

Undergraduate Catalog



Advising & Registration

Each student is assigned an academic advisor who is available for help in planning an academic program. All student who enter Graceland University with fewer than 48 s.h., will be advised by their First Year Seminar instructor. Sophomores, juniors, and seniors who have selected a major will be advised by a faculty member in the appropriate discipline. **The academic advisor 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. (Students who have at least a 2.50 college grade point average may enroll in a course(s) one level above their classification; entering freshmen may enroll in sophomore- level courses if their high school GPA is 2.80 or higher).

Juniors and Seniors enrolled in programs on the Lamoni campus may register for classes using the online registration system through "My Graceland" until the first day of classes. Freshmen and Sophomores must first see their academic advisors for registration clearance to use the system. It is strongly recommended that all students meet with their advisors to review their course selection, academic requirements, and graduation plans.

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 advisors before enrolling for the next semester.

Beginning the first day of classes, completion of an electronic [Change of Registration \(Add/Drop\) Form](#), with appropriate approvals is required. The form is accessible through "My Graceland".

- During the first and second weeks of the session, the advisor's approval is required to drop a course.
- During the first and second weeks of the session, the course instructor's approval and the advisor's approval are required to add a course. Individual instructors may choose to waive their right to require their permission to add a course.
- Beginning the third week until the last day to withdraw from a course, both instructor and advisor approvals are required.

Refunds in courses for which special tuition is charged will be based on the date the change of registration is completed.

Students may add a course during the first 13% of the session with the instructor's consent and may

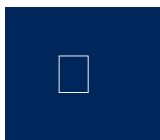
withdraw without penalty from a course during the first 60% of the session. Withdrawing from a course during the first 13% of the session results in a drop. A grade of “WD” is recorded for any course withdraw between 13% and 60% of the session. After 60% of the session, the student is not allowed to withdraw from the course, and will be awarded the appropriate grade in the course.

Deadline dates for adding Individual Study, Arranged Courses, Honors Contracts, and Internships/Practicums follow a modified schedule. Individual Study, Arranged Courses, and Honors Contracts may be added as long as the addition precedes the end of the semester by three weeks for each semester hour of credit. Internships/Practicums may be added at any time during the session, as long as the experience has not started before an approved Internship/Practicum form is submitted to the Registrar.

Graceland students may add a 1-3 hour internship to the fall schedule to allow an internship experience to take place while the student is away from campus over winter break. The student will be allowed to register without the usual petition approval required for exceeding the 18-hour max limit.

Deadlines for adding and/or dropping courses offered in educational programs that are not taught on the normal semester schedule usually differ. Contact the Registrar in Patroness Hall on the Lamoni, IA, campus for this information or view the Academic Calendar (Trimester) in My Graceland.

Undergraduate Catalog



Athletic Eligibility

Students are eligible to participate in any activity of the university including intercollegiate athletics. For athletic eligibility, the student must also meet the following National Association of Intercollegiate Athletics (NAIA) Eligibility Regulations which 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:
 1. 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.
 2. An overall high school grade point average of 2.00 or higher on a 4.00 scale.
 3. 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:

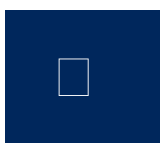
1. Full time status — Students must be identified and enrolled in a minimum of 12 institutional credit hours at the time of participation.
2. Students must have accumulated a minimum of nine institutional credit hours prior to identification for the second term of attendance. Only those hours earned after identification may be applied toward meeting the nine hours for a second term freshman.
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 [Academic Standing](#).)

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 — Both initial and repeated courses count toward the 24 hour rule when the course was initially passed with a “D” and subsequently passed with a “C” or better. 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.

Undergraduate Catalog

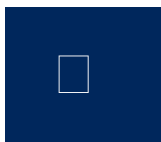


Center for Graduate & Continuing Studies Online Courses

Permission may be granted for Lamoni and Independence Campus students to enroll in Center for Graduate and Continuing Studies (CGCS) online courses when irresolvable scheduling conflicts exist, verified by the advisor, which preclude enrollment in a regularly scheduled class. The hours will be billed as residential campus hours, and may count toward the student's on-campus load.

The following procedure applies to CGCS online courses:

1. A completed [Application for Enrollment in Arranged or CGCS Online Courses](#) is submitted by the student to the Division Chair or Dean of the School responsible for the proposed course. The student must provide rationale and evidence of conflict, e.g. 4-year plan, work schedule, etc. for the online course, and signatures from their academic advisor and instructor.
2. The Division Chair or Dean of the School notes the appropriate action and forwards the application to the Registrar. Book orders are placed and charges are applied to the student's account.
3. The student is then subject to CGCS policies for completion of the course ([withdrawal policy](#), participation policy).



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.

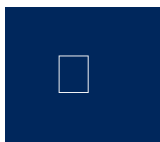
Course Withdrawal by Instructor

Instructors may drop students from a course when students have not validated their enrollment in the course. To validate enrollment in a seated course, students must attend at least one class session during the first week. Students, who miss the first week of a course without obtaining prior approval from the instructor, may be dropped from the course by the instructor. The instructor will notify the registrar and student of the drop prior to the eighth day of the semester/trimester.

Administrative Withdrawal from Online Courses

Students not participating in an online course before the census date (last day to add/drop a course) may be administratively withdrawn with or without penalty.

1. Unless special arrangements have been made between the student and instructor, a student enrolled in an online course who does not begin completion of course assignments during the first week of the course, will be referred to the Program Consultant or Registrar for administrative withdrawal.
2. 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 may be referred by the instructor to Program Consultant or Registrar for counseling and withdrawal.

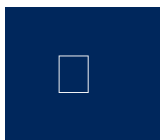


Classification of Students

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

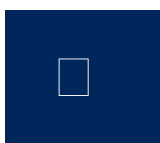


Courses by Arrangement

Permission may be granted for arranged courses when irresolvable scheduling conflicts exist, verified by the advisor, which 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 or CGCS Online Course](#) is submitted by the student to the Division Chair or Dean of the School responsible for the proposed course. The student must provide rationale and evidence of conflict, e.g. 4-year plan, work schedule, etc. for the arranged course, desired grading basis, and signatures from their academic advisor and instructor.
2. The Division Chair or Dean of the School notes the appropriate action and forwards the application to the Registrar.



Credit for Extra-Institutional Learning

Extra-institutional learning related to subject areas, courses, and programs of study is evaluated for students registered at Graceland University. Extra-institutional 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 extra-institutional learning credit should be directed to the Registrar in Patroness Hall.

Types of Extraintitutional 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.

The Advanced Placement credit listing can be found in PDF format [here](#).

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. Experiential learning credit cannot substitute for an internship or a practicum. An internship/practicum is a unique and specific learning experience requiring planning and preparation ahead of the internship/practicum experience. 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 recognizes the IB Program and 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. Course equivalency will be granted in consultation with the faculty of the appropriate academic division or school. Students who have not completed the diploma, but have scored a 4, 5, 6, or 7 on the higher level examination, can receive up to 6 s.h. of credit in the subject area. Those who score a 5, 6, or 7 on the subsidiary level examination, can receive up to 3 s.h. of credit in the subject area. Credit for individual exams will be granted on a course-by-course basis in consultation with the faculty of the appropriate academic division or school.

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 Goal 4 for general education.

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 or school approval.

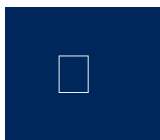
A list of courses acceptable for proficiency examinations will be prepared by and available from each

division or school.

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.”



Credit Hour Definition

A semester hour (s.h.) is the unit of measure used at Graceland University to signify the amount of work that is associated with successful completion of a course.

Awarding semester hour credit is based upon evidence of student achievement. Student performance is measured as it relates to the prescribed learning outcomes of the course.

Graceland University offers courses in a variety of instructional modalities, including:

- Face-to-face, blended, and online instruction
- 3-week, 8-week, and 15-week terms

Regardless of the length of term or the mode of instruction, it is expected that a student who is prepared for college-level work and reasonably motivated to succeed will spend a minimum of 37.5 hours per semester hour credit in course-related activity. This includes actual classroom instruction time, exams (preparing and taking exams), class preparation (e.g. reading and written assignments, project work, etc.), and other class-relevant activities (e.g. lab hours, field trips, etc.).

Traditional face-to-face classes are reasonably expected to meet in a face-to-face environment a minimum of 680 minutes per credit hour, e.g. for a three (3) semester hour course.

- 41 fifty-minute face to face sessions plus final exam time (semester-based class) or 28 seventy-five-minute face to face sessions plus final exam time (semester-based class).
- 8 four-hour face to face sessions (8-week subsession in trimester), or 14 three-hour face to face sessions (3-week sessions)

As described above, online classes will meet according to the model described herein, e.g.: spend a minimum of 37.5 hours per semester hour credit in course-related activity. This includes actual classroom instruction time, exams (preparing and taking exams), class preparation (e.g.: reading and written assignments, project work, etc.), and other class-relevant activities (e.g.: lab hours, field trips, etc.). Exceptions to this may be granted by the appropriate Academic Dean.

In order to demonstrate compliance with U.S. Department of Education regulations and standards established by the Higher Learning Committee, all Graceland University instructors will create a good faith estimate of the learning time associated with each course they teach.

Effective with the Spring 2012 terms, the estimates of learning time will be submitted to the Vice President of Institutional Effectiveness and published in a master syllabus to be maintained in the office of the appropriate Dean for all courses offered.



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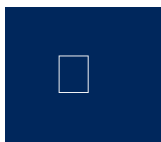
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Final Examinations

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.

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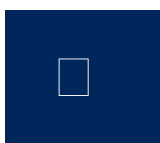
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Grade Reports

Grade reports are issued to each student enrolled in undergraduate courses at Graceland through My Graceland. Midterm grades are issued to students 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.

[Undergraduate Catalog](#)



Honors & 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 earned at least 56 semester hours at Graceland University recorded on his/her Graceland University permanent record and will be completing all requirements for graduation with their current enrollment.

1. Cum Laude is awarded to graduates with a Graceland University GPA of 3.50-3.74 and signifies special honor.
2. Magna Cum Laude is awarded to graduates with a Graceland University GPA of 3.75-3.89 and signifies achievement worthy of great honor.
3. Summa Cum Laude is awarded to graduates with a Graceland University GPA of 3.90-4.00 and signifies achievement of the highest order.

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.

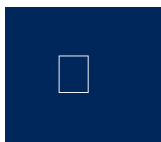
The Gold Seal for Scholarship is presented to the graduate(s) with the highest cumulative GPA in recognition of the special value placed on academic achievement. The cumulative GPA used for determining Gold Seal recipient(s) is calculated using all credits and grades earned at previous colleges/universities, including all Graceland University course work completed, and course work in which the student is currently enrolled.

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.

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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.

[Undergraduate Catalog](#)



- Admissions
- Educational Programs
- Financial Aid
- Student Life
- Student Rights and Code of Conduct
- Tuition, Expenses and Financial Requirements
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- Non-Formal Education
- Special Programs
- Catalog (PDF format)
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College and Schools

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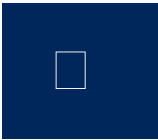
[Independence Campus](#) | 1401 W. Truman Road | Independence,
MO 64050-3434 | 816.833.0524

[Online Programs](#) | distancelearning@graceland.edu |
800.833.0524

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Normal Progress for Graduation

Normal progress refers to a student’s progress toward achieving in four years the 120 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	75	2.00
6	90	2.00
7	105	2.00
8	120	2.00

[Undergraduate Catalog](#)



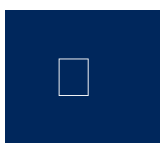
Normal Progress for Graduation

Normal progress refers to a student's progress toward achieving in four years the 120 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	75	2.00
6	90	2.00
7	105	2.00
8	120	2.00

[Undergraduate Catalog](#)



Policy for Individual Study Programs

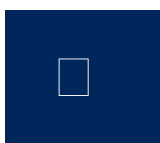
Individual study programs are self-directed learning experiences designed and carried out by the student with minimal assistance from others. Programs may be proposed for 1-3 s.h. credit as a means of meeting the student's specific educational objectives beyond the regular course offerings. Individual 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 or school's 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 or school 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 or school 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 or school'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.



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 below.

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
<hr/>	

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	Vice President for Independence Campus
Admissions Records following enrollment for all programs administered by the Lamoni Campus	Vice President for Enrollment Management
Cumulative Academic Records	Registrar
Discipline Records	Dean of Students
Employment Records for Students	Director of Human Resources
Financial Records for Students	Director of Student Financial 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.

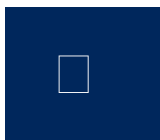
If the record custodian believes that the information presented does not merit a change, the student will be notified of that decision and advised of the hearing process. If a hearing is requested the following steps will be followed:

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

Graceland
UNIVERSITY 1895

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Undergraduate Satisfactory Academic Progress Standards for Receiving Financial Aid

In order to be eligible to receive Title IV federal aid, 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](#))

Eligibility and Evaluation

To qualify for financial aid, undergraduate students must progress according to the following standards. All financial aid recipients will be evaluated by two measurements; quantitative and qualitative. All Undergraduate students must meet or exceed the minimum requirements for both measurements in order to remain eligible for financial aid.

- The quantitative measurement is the pace in which it will take the student to complete their program. All students must obtain a 67% pace of completion or higher. The pace of completion standard is determined by the scheduled length of completion for an undergraduate student (120 s.h.) divided by the maximum timeframe (180 s.h.) of 150% defined by the Department of Education. The pace of completion is calculated for each student by taking total credits earned (successfully completed with passing grades) divided by the total credits attempted. (Please see the section below Attempted Credits for clarification of what credits are considered attempted.) A student will become ineligible to receive financial aid once it becomes evident that the student is unable to complete the program requirements without exceeding the maximum timeframe rather than waiting until they have exceeded the maximum timeframe.
- The qualitative measurement is the cumulative GPA of the student during their enrollment at Graceland. GPA standards are set at a 2.0 cumulative GPA at each evaluation period. (For information on how GPA is figured refer to [System of Grading](#))

The academic progress of financial aid recipients will be evaluated at the end of each payment period (semester or trimester).

Attempted Credits

Attempted credits include the following: successfully completed courses, non-passing credits (including F's, withdrawals, incompletes, and audit grades), repeated courses, and transfer credits. Transfer credits refer to all credits accepted by Graceland (for more information in regards to accepted transfer credits refer to the [Transfer Student](#)).

If a student is not meeting the minimum requirements for Satisfactory Academic Progress they will be notified by email from their Student Financial Services Advisor that they are not meeting SAP.

Developmental Studies (Remedial Coursework): Undergraduate students may receive financial aid for a maximum of 30 semester hours of developmental coursework as long as the courses are required as a result of placement testing, the student is in an eligible program of study, and SAP requirements continue to be met. Developmental Studies are figured in the total of completed and attempted hours as well as part of the student's cumulative GPA.

Academic Forgiveness: In the event that a student has been granted Academic Forgiveness, this does not exclude their previous academic record when calculating hours completed, hours earned, or cumulative GPA as it pertains to satisfactory academic progress.

Financial Aid Warning Period

An undergraduate student may receive financial aid for one semester while on Financial Aid Warning and no appeal is necessary. The Financial Aid Warning period will be the semester that directly follows the evaluation period where a student is not meeting the satisfactory academic progress standards. Students who have been accepted to return after an Academic Dismissal will be given one semester of Financial Aid Warning on their return. It is possible for a student to receive more than one Financial Aid Warning Period during their academic career as long as they are not consecutive with another Financial Aid Warning Period or directly following a Financial Aid Probation Period. If the student does not meet all of the satisfactory academic progress standards at the end of the Financial Aid Warning Period, the student will lose their eligibility until they have appealed and been approved for Financial Aid Probation.

If a student is being allowed to continue to receive financial aid during a Financial Aid Warning Period, the student will be notified by email from their Financial Advisor.

Financial Aid Appeal

If a student is no longer eligible to receive financial aid and must appeal due to not meeting the satisfactory academic progress standards, the student will be notified by email from their Financial Advisor that they must complete a SAP Appeal and be approved in order to be granted a Financial Aid Probation period.

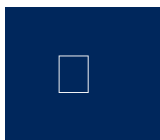
Appeals for Financial Aid Probation must be submitted in writing or by email to their Financial Advisor, no later than two weeks from receipt of the Advising Form. The appeal must contain the following information:

1. A statement by the student that outlines the circumstances that the student believes contributed to their lack of academic progress.
2. The steps that the student plans to make to remedy their current academic situation.
3. An Advising Form will be emailed to the student. This form will outline the progress required to regain SAP eligibility. The student will sign and return this form.
4. For undergraduate juniors and seniors, a semester by semester plan of the classes the student will take in order to graduate within the standards of satisfactory academic progress.

A student may be placed on Financial Aid Probation if a SAP Appeal has been approved by Student Financial Services. Financial Aid Probation allows a student to receive financial aid for one payment period. A student can only receive financial aid for a subsequent payment period if that student is now making SAP. It is possible for a student to receive more than one Financial Aid Probation during their academic career as long as they are not consecutive with another Financial Aid Probation. Financial Aid probation typically is only for one payment period. On a case-by-case basis, the student's academic plan could be approved to extend longer in order for the student to regain SAP eligibility.

After a student's SAP Appeal has been reviewed, the student will be contacted by the Student Financial Services Office Manager and explained the outcome of their appeal. The Office Manager will explain if the student is being granted a Financial Aid Probation and/or what the student needs to do moving forward to meet the satisfactory academic progress standards.

Undergraduate Catalog

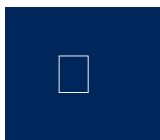


Student Load

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.

Undergraduate Catalog



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. In order to study abroad, students must meet the following criteria:

1. Students must have successfully completed at least 2 semesters of coursework at Graceland University before they depart. Students may begin the application process at any time.
2. Students must have a minimum cumulative GPA of 2.80, or a minimum of 3.0 in the 2 semesters prior to studying abroad.
3. Students must obtain approval for studying abroad by submitting a completed [Experience Abroad Application Packet](#) to the Registrar's Office and be registered in the appropriate Graceland Study Abroad Course prior to departure.

Approval for study abroad programs is obtained through the following procedure:

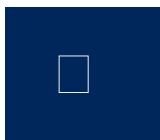
1. Students will review the catalog from the foreign university they plan to attend, or from the program provider they plan to study through and, using their degree audit sheet, identify classes that would appear to fulfill requirements in their majors, then consult with the appropriate faculty members for determination of course equivalency and any other needed assistance.
2. Three recommended program providers that Graceland works closely with are ISA (www.studiesabroad.com), AIFS (www.AIFS.com), CEA Study Abroad www.ceastudyabroad.com/ and Central College Abroad (www.central.edu/study-abroad/).
3. After completing the Experience Abroad Application Packet listing the courses that they plan to take abroad and attaching photo copies of course descriptions and documentation of costs, students will submit the completed Experience Abroad Proposal Form for review, approval and signature to the appropriate faculty members, their advisor, the coordinator of study abroad and financial aid. (The Experience Abroad Application Packet is available in the Registrar's Office and online.)
4. The approved Experience Abroad Application Packet will then be returned to the Registrar's Office for final review. The student will then be registered in the appropriate Study Abroad course. This form is to be used for the evaluation of transfer credit, tuition, registration and recordkeeping, and financial aid. Please see [Student Financial Aid - Study Abroad](#) for more information on financial aid for study abroad. If you have questions concerning application of courses to major, minor or graduation requirements, contact the appropriate faculty member.
5. All undergraduate students studying or interning abroad on approved programs will be charge the non-refundable Study Abroad Enrollment Fee for each semester or summer they are abroad. This fee

allows the student to remain enrolled at Graceland University while abroad and allows eligible students to receive federal and state financial aid. The fee also covers advising, technology and administrative expenses, foreign transcript evaluations, foreign internship evaluations, language level evaluation (when necessary) and International SOS coverage. The fee schedule and detailed explanation is available from the Coordinator of Study Abroad Programs.

6. Students studying or interning abroad are encouraged to set up quest access for a parent, guardian, or other trusted person for the duration of their time abroad at https://my.graceland.edu/ics/Student/Setup_GUest_Access.jnz so that information may be shared as necessary.

Final transcripts for students studying abroad should be mailed directly to the Registrar's Office by the study abroad college/university or program provider. 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.

Undergraduate Catalog



System of Grading

Table of Contents:

[System of Grading](#)

[Auditing of Courses](#)

[Changing a Course Grade](#)

[Courses Repeated](#)

[Graduate Level-Topics Course](#)

[Incomplete Grades](#)

[Pass/Fail](#)

[Student Appeal of Final Grade](#)

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](#)).

In-Progress, no grade points.

NR - Not Recorded, no grade points.

W or WD - Withdrawn from the course at a specified date.

[\(table of contents\)](#)

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.

[\(table of contents\)](#)

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.

[\(table of contents\)](#)

Courses Repeated

A student may repeat a course for credit. If a course is repeated, the last grade earned will be the one to compute the cumulative grade point average. 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" or higher. 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.

[\(table of contents\)](#)

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.

[\(table of contents\)](#)

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.

[\(table of contents\)](#)

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

[\(table of contents\)](#)

Student Appeal of Final Grade

INFORMAL PHASE:

1. The student must file a written appeal with the dean or school or division 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 division chair or dean of school 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/dean's office, with copies given to the student and the faculty member.

FORMAL PHASE:

1. If the issue cannot be resolved informally, the division chair or dean of school 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/school 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.

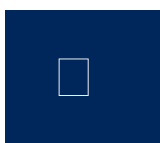
*If a division chair or dean of school is the instructor whose grade is appealed, the student shall initiate the grade appeal with the Dean of Faculty (Lamoni) or Dean of Nursing (Independence).

**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 not 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 division chair or dean of school and the Dean of Faculty.

[\(table of contents\)](#)

[Undergraduate Catalog](#)



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 [My Graceland](#).

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

MY GRACELAND

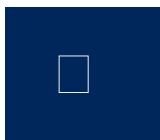
If you have access to My Graceland, you may go to the [Verify Enrollment or Order Transcripts Online](#) link and follow an expedited transcript ordering process.

Walk-In Transcript Requests

Walk-in requests for transcripts can be made at InfoCentral in the Memorial Student Center (MSC) or the Registrar's Office in Patroness Hall. Office hours are Monday through Friday, 8:00 a.m. to 5:00 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.

[Undergraduate Catalog](#)



Withdrawal from the University

Students not returning to Graceland for the next semester or term, including graduating students, 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 by visiting the Success Studio, lower level of the Library. 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 Financial Services with specific questions.

Unofficial Withdrawals

An unofficial withdrawal occurs when a student elects to cease participation in courses and fails to notify Graceland University of his/her intent to withdraw. At the end of each session a review will be conducted of any student who received all "F" or "W" grades. The review will determine if the student earned the failing grades or if the student ceased participation and the situation is deemed an unofficial withdrawal. A student receiving a passing grade for a session course is considered to have been in attendance and earned all grades. The last date of attendance will be the most recent last day of academically related activity as noted by each course faculty. If a last day of academically related activity is unable to be determined, the last date of attendance will be the midpoint of the session.

Mobilization of Students to Active Duty in the Military

Students who are called into active military duty, and the spouse of service members with a dependent child(ren) who are called into active military duty, including the National Guard and Reserve active duty, during the course of an academic term may receive refunds and course credits.

- **POLICY**

- A. Grades and Credit: Students will be withdrawn, take incomplete grades in all courses in progress, or be granted credit at the time of departure as follows.
 - 1. Prior to departure, the student may withdraw from all courses. No course credit will be given and grades will be recorded as "W." Pursuant to normal University policy, students who withdraw from courses do not receive course credit.
 - 2. Prior to departure, the student may take an incomplete (I) grade for all courses. An incomplete grade due to military mobilization will appear on the student's academic record. Courses are due to be completed by the end of the second semester after returning from active duty. Course completion may be accomplished by retaking the course at no additional cost or through independent study as determined by the instructor and the Vice President for Student Life/Dean of Students.
 - 3. Receive credit for the course.
 - a. Credit for **undergraduate** students may take the form of a letter grade or grade of "P" for each course in which they have attained a grade of "C" or better at the time of mobilization, as determined by the instructor.
 - b. Credit for **graduate** students may take the form of a letter grade or grade of "P" for each course in which they have attained a grade of "B" or better at the time of mobilization, as determined by the instructor.
- B. Fees and Charges:
 - 1. Tuition and fees will be refunded in full to students who withdraw.
 - 2. Tuition and fees will not be refunded to students who take an incomplete or receive credit for courses.
 - 3. Housing and board charges will be refunded on a prorated basis.
 - 4. Textbook refunds will be made to students based on applicable bookstore policies regarding student mobilization into the armed forces.
 - 5. Students, who receive financial aid and withdraw, will have financial aid refunded according to guidelines established by federal and state financial aid regulations. Students should consult with Financial Aid Services concerning the impact of military mobilization on financial aid conditions and eligibility if they withdraw.

- **PROCEDURE**

- I. The student must inform the Vice President for Student Life/Dean of Students within 15 days of receiving notice of a pending call to active duty.
- II. The Vice President for Student Life/Dean of Students will assist the student in determining the best option for withdrawing or completion of coursework.

- III. The Vice President for Student Life/Dean of Students will notify the appropriate offices of the student's decision regarding enrollment for the semester.



Apply | Visit | Give

[Home](#) / [Undergraduate Catalog](#) / [Admissions](#)

Admissions

The Admissions Office invites prospective students, their parents and friends to visit Graceland's Lamoni campus for an individual visit or one of several campus preview programs offered throughout the year. Please call 866-GRACELAND (866-472-2352) or visit us online at <http://www.graceland.edu/visit> to make arrangements for your personalized visit.

Graceland University does not discriminate against any student or prospective student on the basis of race, color, religion, age, sex, national origin, disability, or sexual orientation. We are a caring community dedicated to the physical, intellectual and spiritual well-being of each individual. Gracelanders join together to create an atmosphere of openness, mutual respect and diversity.

Graceland does reserve the right to deny admission to a student who is deemed unable to adjust successfully to the Graceland environment.

Table of Contents

[High School Students](#)

[Home School Policy](#)

[International Students](#)

[Transfer Students](#)

[Articulation Agreements](#)

[Part-time Study](#)

[Registered Nurses](#)

[Military Service](#)

High School Students

A student seeking admission to Graceland from high school must submit an application (www.graceland.edu/apply), a high school transcript with at least six semesters of work, and ACT or SAT results. Documents should be sent to the Admissions Office, Graceland University, 1 University Place, Lamoni, Iowa 50140.

To best prepare for your Graceland academic experience, we recommend the following high school

curriculum:

- Four years of English (speech or journalism could be included)
- Three years of mathematics (including algebra and advanced algebra)
- Three years of social science
- Two years of natural science
- One year of study in a second language

In order to be considered for acceptance to Graceland, an applicant must be a high school graduate or have a GED high school equivalency certificate/diploma and qualify in two of the following three criteria:

1. Rank in upper 50% of the class.
2. Have a grade point average of 2.50 or above based on a 4.00 system.
3. Have either a minimum composite ACT score of 21 or a minimum combined SAT score of 1060.

Meeting two of the three criteria does not guarantee admission to Graceland University and applicants may be asked to provide additional information to support their application for admission.

General Educational Development (GED) and other state or nationally recognized test scores may be used as high school equivalency.

- A student accepted with an ACT English score of 15 or below, or SAT English score of 480 or below, will be required to take Basics of English (DEVL1250)
 - Exception: student completed 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.
- A student accepted with an ACT Math score of 16 or below, or SAT Math score of 420 or below, will be required to take both Beginning Algebra (DEVL0900) and Intermediate Algebra (DEVL1200).
 - Exception: student completed 2 years of high school math, one of which was Algebra, receiving a grade of "C" or better.

Developmental courses are designed to ensure students have a good foundation for academic success. Students taking Beginning Algebra, Intermediate Algebra, and Basics of English as a condition of their acceptance 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.

Acceptance of a student will be on a conditional basis until Graceland receives the final official high school transcript. Transcripts must be mailed directly from the school and have the official school seal affixed, or transmitted electronically through any certified vendor.

For athletic eligibility, the ACT/SAT test results must come from official test centers on the national testing dates. To ensure Graceland University receives your results in a timely manner be sure to enter our school code (ACT = 1314 / SAT = 6249).

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

[\(table of contents\)](#)

Home School Policy

Graceland welcomes applications from homeschooled students. We acknowledge the important contributions that homeschoolers make, both in the classroom and as part of student life. Graceland makes a deliberate effort to accommodate the special circumstances of homeschooled 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:

- Have either a minimum composite ACT score of 21 or a minimum combined SAT score of 1060. For athletic eligibility, the test results must come from official test centers on the national testing dates.
- A portfolio demonstrating the breadth and depth of learning by the applicant. The portfolio may express the unique learning of the homeschooler 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.
- A homeschool 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.

A homeschooled student who has 24 or more college credits will need to comply with Graceland's transfer student policies.

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

[\(table of contents\)](#)

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 550 (paper-based), 213 (computer-based) or 80 (internet-based) is required for applicants whose primary language is not English. If applying for financial aid, an International Financial Aid Application is required. Advising and support services are provided by the Intercultural Office and the academic advisor. All forms are available through the Admissions Office or online.

[\(table of contents\)](#)

Transfer Students

A student seeking admission to Graceland after enrollment at another college must submit to Admissions an application form, a high school transcript, and transcripts from all colleges previously attended. Transcripts must be mailed directly from the school and have the official school seal affixed, or transmitted electronically through any certified vendor. Withholding information concerning previous schools attended could result in termination of enrollment.

Acceptance is based on college/university work rather than high school if a student has attended college/university full time and has accumulated at least 24 semester hours of college-level credit (excluding college preparatory courses). Students with less than 24 hours will be required to meet freshmen requirements and submit official transcripts documenting all college coursework attempted, an official high school transcript, which includes class rank (if available), and ACT/SAT scores. A minimum 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.

Courses accepted for transfer will be accepted as credit only and will not carry grade points. Credit will be accepted for courses in which the student earned a grade of C- or better. However, coursework in which the student has earned a passing grade of less than a C- (D+, D or D-) will be accepted for transfer if the work was included as part of an earned Associates or Bachelor's Degree.

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 or you may click [here](#).

[\(table of contents\)](#)

Articulation Agreements

Graceland's articulation agreements facilitate credit transfer. To view equivalency listings go to the [Transfer Evaluation System \(TES\)](#) or for a detailed listing of the following articulation agreements contact the Registrar's Office:

Cotley College, Nevada, MO

Des Moines Area Community College

Eastern Iowa Community College District

- Clinton, Muscatine, Scott

Indian Hills Community College

Iowa Central Community College

Iowa Valley Community College District

- Ellsworth, Marshalltown, Grinnell

Iowa Western Community College

Johnson County Community College

Kirkwood Community College

Metropolitan Community College-Omaha, NE

Metropolitan Community College District - Kansas City, MO

- Blue River, Longview, Maple Wood, Penn Valley

North Central Missouri College, Trenton, MO

North Iowa Area Community College

Northeast Iowa Community College

Northwest Iowa Community College

Southwestern Community College

Western Iowa Tech Community College

[\(table of contents\)](#)

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 student 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**. High School students planning to participate in (ACE) must meet the following criteria:

- Student must be 16 years of age,
- Student should have a 3.0 grade point average.

Student must also submit the following information to the Admissions Office at Graceland University, 1 University Place, Lamoni, IA 50140:

- An Application (www.graceland.edu/ace),
- An official copy of their high school transcript,
- Two letters of recommendation from their high school guidance counselor, their high school principal, or from a high school English, math, science or history teacher.

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. A \$50.00 administration fee is assessed each term.

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.

([table of contents](#))

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](#).

Admission Requirements for undergraduate nursing programs can be found at <http://www.graceland.edu/catalog/nursing-undergraduate>.

Admission Requirements for graduate nursing programs can be found at <http://www.graceland.edu/grad-catalog/school-of-nursing#MSN>.

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 M.S.N. Family Nurse Practitioner Degree, Adult & Gerontology Acute Care Nurse

Practitioner Degree and Post-MSN FNP, Post-NE, and Post-AGACNP programs.

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

[\(table of contents\)](#)

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. Graceland University is a Department of Defense Memorandum of Understanding signatory member and supports the Principles of Excellence. Students eligible for veterans' benefits should contact the Registrar in Patroness Hall on the Lamoni, IA, campus prior to enrollment at the university.

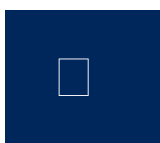
Graceland University:

- 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 service members;
- Publicizes alternative admissions procedures available to service members 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 service members; and
- Completes a degree completion plan for all degree-seeking service members.

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

[\(table of contents\)](#)

Undergraduate Catalog



General Transfer Credit Policy

SUBJECT: General Transfer Credit Policy

PURPOSE: To delineate policy and procedures followed to award credit for course work taken at other colleges and universities.

POLICY:

- A. For undergraduate programs, the Registrar has the responsibility for the evaluation and awarding of transfer credits according to university transfer policies.
- B. For graduate programs, the appropriate school has the responsibility for the evaluation and awarding of transfer credits.
- C. For undergraduate programs, credit will be accepted if the following requirements are met.
 1. Credits must have been earned from regionally accredited institutions, as determined by the Transfer Credit Practices of Designated Educational Institutions, published by the American Association of Collegiate Registrars and Admissions Officers. Credit not ordinarily accepted as shown in this guide may be accepted at Graceland if it is verified that course work from the sending institution is recognized and accepted at any major state university within that state, or if the credits have been approved for acceptance by Graceland's schools/divisions.
 2. Students have earned a grade of C- or better for transfer courses to be accepted for credit at Graceland University. (See Procedure P.)
- D. An unlimited number of collegiate-level semester hours may be transferred to Graceland University. However, only a limited number of developmental, remedial, physical education activity, vocational-technical, music ensemble and English as a Second Language semester hours are acceptable (see procedure for clarification).
- E. No coursework completed at other institutions (transfer work) is included in the calculation of the Graceland University GPA.
- F. All graduation requirements as outlined in the current catalog must still be met by students who wish to transfer work to Graceland.
- G. Essential Education Requirements follow for students with transfer credits when entering Graceland University.
 1. Students entering Graceland with 1-23 s.h. of transfer credit:
 - a. Any college level math courses that are transferred in will count toward the math Essential Education math requirement.
 - b. If a student has taken 3 sh. in speech or composition, Discourse I is waived and the

- student must take Discourse II and III.
- c. If a student has taken 3 sh. in both speech and composition, or has taken 6 sh. in composition, Discourse I and II are waived and the student must take Discourse III.
 - d. If the student has taken 6 sh. in composition and 3 sh. in speech/communication, the student is waived from Discourse I, II, and III.
 - e. Students who have taken courses in: Ethics, Visual and Performing Arts, Humanities, Social Sciences, Natural and Physical Science will be allowed to apply courses taken in those disciplines to substitute for no more than 6 sh. of the courses required for a specific essential education curriculum theme.
2. Students entering Graceland with 24-47 s.h. of transfer credit:
- a. Any college level math courses that are transferred in will count toward the Essential Education math requirement.
 - b. If a student has taken 3 sh. in speech or composition, Discourse I is waived and the student must take Discourse II and III.
 - c. If a student has taken 3 sh. in both speech and composition, or has taken 6 sh. in composition, Discourse I and II are waived and the student must take Discourse III.
 - d. If the student has taken 6 sh. in composition and 3 sh. in speech/communication, the student is waived from Discourse I, II, and III.
 - e. Students who have taken courses in: Ethics, Visual and Performing Arts, Humanities, Social Sciences, Natural and Physical Science will be allowed to apply courses taken in those disciplines to substitute for the courses specifically required for courses in a essential education curriculum theme.
3. Students entering Graceland with 48 or more s.h. of transfer credit – Students automatically qualify for the “Alternative Essential Education” program:
- Students must complete 8 s.h. in each of the following areas: college composition/speech courses (to include at least 3 s.h. of composition and 3 s.h. of speech, humanities (literature, philosophy, religion, art, music, theatre, and foreign language courses), social sciences, and science/mathematics (to include at least 3 s.h. of college-level mathematics and 3 s.h. of natural science). The student must also meet the following requirement:
- a. a. Discourse III (ENGL3100) 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 college composition/speech courses.

RATIONALE: To provide for a consistent evaluation of credits taken at other colleges and universities

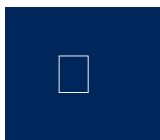
PROCEDURE:

- A. Official transcripts are required and must be received directly from all accredited and non-accredited secondary and post-secondary institutions (VA requirement and regulation for federal financial aid).

- B. A maximum of 16 semester hours of vocational-technical course work will be accepted as elective credit, if needed.
- C. A maximum of 6 semester hours of physical education activities, including a maximum of 2 semester hours of intercollegiate sports, will be accepted.
- D. A maximum of 8 semester hours of music ensemble credit will be accepted.
- E. A maximum of 8 semester hours of English as a Second Language will be accepted.
- F. A maximum of 6 semester hours of developmental or remedial coursework will be accepted.
- G. Credit can be accepted according to the American Council on Education (ACE) Guide to Educational Credit by Examination. Score reports must be sent directly from the testing center to Graceland University for evaluation.
- H. Credit for proficiency examinations taken at previous post-secondary institutions is not awarded.
- I. Credit does not become obsolete, but application of some credit to a specific program at Graceland may be subject to review by department faculty.
- J. Graceland's course number, as listed in the current catalog, is assigned to equivalent transfer courses.
- K. An elective course number, "0000" for lower division courses or "4999" for upper division courses, is assigned to non-equivalent transfer courses.
- L. Course titles and semester hours assigned by the sending institution are generally retained on the Graceland record.
- M. Quarter hours are converted to semester hours; one quarter hour equals 2/3 of a semester hour.
- N. Courses accepted for transfer are accepted as credit only and are recorded with a transfer grade of "TA, TB, TC, TD, or TP" in place of a letter grade. The transfer grades do not carry grade points.
- O. All work transferred from two-year institutions will be considered lower division. However, some two-year college courses may meet the intent of specific upper division courses at Graceland. In this case, the courses are assigned a lower division number "0000" and the upper division course is included on the academic record as "WV". The intent of the course is met, but the hours will not count toward the upper division requirement.
- P. Coursework in which the student has earned a passing grade of less than a C- (D+, D, or D-) can be transferred to Graceland University if the work was included as part of an earned Associates or Bachelors Degree.
- Q. Credit for military programs and training is awarded according to ACE recommendations in the baccalaureate category in the Guide to the Evaluation of Educational Experiences in the Armed Services.
- R. Graduates of colleges and/or schools of nursing located outside the US may find it impossible to obtain official transcripts from the institution. After all other efforts to obtain an official transcript have failed, the student may request a letter from any college attended in the US or from the state board of nursing. A copy of the "foreign transcript" received by the college or state board should accompany the letter with a statement certifying it is a true copy of the official transcript received previously by the college or state board from the foreign institution.
- S. Credit may be awarded for post-secondary education completed at colleges and/or universities in

foreign countries. A course-by-course evaluation provided by the World Education Service (WES) is required before awarding credit. If the student is pursuing admission to the MSN program, nursing credits earned at an institution outside the US are evaluated by the Commission on Graduates of Foreign Nursing Schools (CGFNS) before awarding credits.

- T. Department faculty and college catalogs may be consulted for advice. Undergraduate students may petition the university, appropriate school or college to request variance in program requirements in light of previous background.



Undergraduate Educational Program: Degree Requirements, Majors and Programs

All majors offered on the Lamoni Campus with additional locations noted.

[Bachelor of Arts](#)

[Accounting](#)

[Agricultural Business](#)

[Art \(Studio or Graphic Design\)](#)

[Business Administration](#)²

[Communication](#)

[Criminal Justice](#)²

[Economics](#)

[Elementary Education](#)¹

[English](#)

[Graphic Design \(see \[Art: Graphic Design\]\(#\)\)](#)

[Health and Movement Science](#)

[Hispanic Studies](#)

[History](#)

[Interdisciplinary Studies](#)¹

[International Studies](#)

[Mathematics](#)

[Music](#)

[Organizational Leadership](#)²

[Psychology](#)

[Social Media Marketing](#)

[Sociology](#)

[Sport Management](#)

[Sustainability Studies](#)

[Theatre](#)

[Web Design](#)

[Bachelor of Science](#)

[Allied Health](#)

[Biology](#)

[Chemistry](#)

[Computer Science and Information Technology](#)

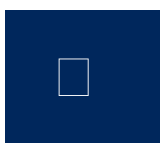
[Data Science](#)

[Bachelor of Science in Nursing](#)

[Nursing](#)^{1, 2}

¹Independence, Missouri

²Online



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 Bachelor of Arts Honors, Bachelor of Science Honors, or Bachelor of Science in Nursing 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. 120 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. 30 of the last 60 semester hours taken immediately prior to graduation must be through Graceland University²
5. A recognized major or equivalent
6. Completion of the prescribed Essential Education Curriculum or, for eligible transfer students, the alternative essential education program³.

Prescribed Essential Education Curriculum

The Essential Education Curriculum requires completion of the following six essential learning outcomes (ELOs), **4 of which** must be met with theme-based courses chosen from a single Essential Education Curriculum theme.

A student who completes all course work for one of the Essential Education themes with no substitutions will also receive the following notation on their transcript: "Concentration: Essential Education Curriculum (Name of Theme, e.g. Sustainability) Theme."

The themes are:

- [Sustainability](#)
- [Equality](#)
- [World Citizenship](#)
- [Peace](#)

Innovation

NOTE: No course may meet more than one learning outcome. Any learning outcome 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 learning outcome. 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.

Learning Outcome One: Communication

Students will be able to communicate effectively, both orally and in writing, demonstrating the information literacy necessary to participate thoughtfully in complex dialogues.

- **(9 s.h.):**
- [ENGL1100](#) Discourse I **or** [HONR1010](#) Honors 101 3 s.h.
- [ENGL2100](#) Discourse II **or** [HONR2010](#) Honors 201 3 s.h.
- [ENGL3100](#) Discourse III 3 s.h.

Learning Outcome Two: Critical Thinking

Students will be able to make decisions, draw conclusions, and advocate positions through open-minded inquiry. Students will incorporate a process that includes examining diverse and appropriate information from multiple sources, evaluating alternative arguments, and identifying and assessing assumptions that may frame the student's thinking.

- [INTD1100](#) Critical Thinking in the Liberal Arts and Science (3 s.h.)
- This outcome also will be fulfilled by an emphasis on critical thinking across the curriculum with course-embedded assessments.

Learning Outcome Three: Ethical Thinking and Action

Students can articulate their own ethical beliefs and identify ethical issues. Considering diverse ethical perspectives and/or frameworks, students can consider the social dimensions of an issue and outcomes of ethical action, assessing ethical decision-making and action in light of the worth of persons, and/or values of community, justice, and/or the common good.

- 3 s.h. from [list of courses](#) approved for this outcome by the Essential Education Committee

Learning Outcome Four: Global Learning

Students will be able to use a disciplinary perspective and tools of analysis to articulate an understanding of the interconnections (such as social, economic, political, religious, and environmental) of the world community, along with the global conditions and systems that affect the well-being of human communities and ecosystems. Students will be able to demonstrate the ability to constantly question the source of their cultural assumptions and ethical judgments, leading to the habit of seeing things through the eyes of others.

3 s.h. from [list of courses](#) approved for this outcome by the Essential Education Committee

Learning Outcome Five: Knowledge of Human Cultures

Students will be able to apply knowledge and methodologies from diverse fields (arts, humanities, social science, and histories) to explain, analyze and reflect upon human experiences. This involves the ability to identify patterns in human behaviors and cultures, noting commonalities and differences and the ability to creatively produce works that synthesize these concepts.

- 3 s.h. Arts from [list of courses](#) approved for this outcome by the Essential Education Committee
- 3 s.h. Humanities from [list of courses](#) approved for this outcome by the Essential Education Committee
- 3 s.h. Social Science from [list of courses](#) approved for this outcome by the Essential Education Committee
- 3 s.h. Histories from [list of courses](#) approved for this outcome by the Essential Education Committee

Learning Outcome Six: Knowledge of the Physical and Natural World

Students will be able to demonstrate literacy in both mathematics and natural sciences (biology, chemistry, and general physical science*) by defining and recalling terms, interpreting and using appropriate notation, and recognizing and applying concepts, in order to understand the relevance of mathematics and natural sciences to contemporary life. (* For purpose of transfer credits, this includes physics, astronomy, and geology.)

- 3 s.h. Science from [list of courses](#) approved for this outcome by the Essential Education Committee
- 3 or 6 s.h. Math--Two 3 s.h. courses from [list of courses](#) approved for this outcome by the Essential Education Committee, **or** a grade of C or better in [MATH1510](#) Calculus I

Alternative essential education program

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 essential education requirements by successfully completing 8 s.h. in each of the following areas: college composition/speech courses (to include at least 3 s.h. of composition and 3 s.h. of speech), humanities (literature, philosophy, religion, art, music, theatre, and foreign language courses), social sciences, and science/mathematics (to include at least 3 s.h. of college-level mathematics and 3 s.h. of natural science). The transfer student must also meet the following requirement:

1. Discourse III (ENGL3100) 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 college composition/speech courses.

Essential Education Requirements for BSN Degrees

Students must complete 8 s.h. in each of the following areas: college composition/speech courses (to

include at least 3 s.h. of composition and 3 s.h. of speech, humanities (literature, philosophy, religion, art, music, theatre, and foreign language courses), social sciences, and science/mathematics (to include at least 3 s.h. of college-level mathematics and 3 s.h. of natural science). The student must also meet the following requirement:

1. Discourse III (ENGL3100) 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 college composition/speech courses.

Essential Education Requirements for degree programs offered through the Independence Campus (Elementary Education, Business Administration, Organizational Leadership, and Criminal Justice)

Students who are admitted with fewer than 48 semester hours to a degree program offered online or on ground through the Independence Campus must complete the requirements of the Essential Education Curriculum but are not required to complete any themes associated with the curriculum. Current transfer credit policies will continue to pertain to these students as they relate to Essential Education.

¹No more than 8 s.h. of Physical Education activity courses numbered 0000-1000 may be presented toward the 120 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 Theatre Production Studies/ Advanced Theatre Production Studies may be counted toward credits required for 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 BA, BS, BSN, 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 essential education program by completion of the earlier degree. Such a candidate would be required to meet the major course and residence requirements only.

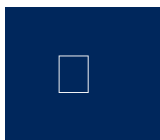
NOTE: A student completing two majors at Graceland on two different graduation dates will receive a second degree only if:

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 (BA, BS, BSN)

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 BA, BS, or BSN.

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

[Undergraduate Catalog](#)



Essential Education Curriculum

Learning Outcome Three: Ethical Thinking and Action

Students can articulate their own ethical beliefs and identify ethical issues. Considering diverse ethical perspectives and/or frameworks, students can consider the social dimensions of an issue and outcomes of ethical action, assessing ethical decision-making and action in light of the worth of persons, and/or values of community, justice, and/or the common good.

- 3 s.h. from the following list of courses approved for this outcome by the Essential Education Committee:

Sustainability Theme

[PHIL1200](#) Environmental Ethics

Equality Theme

[EDUC2120](#) Human Relations for Educators

[PHIL2440](#) Social Dimensions of Equality

[RELG2220](#) Religion and Social Justice

[RELG2380](#) Life and Writings of Dr. Martin Luther King, Jr.

[RELG3900B](#) Topic: God and Sex

World Citizenship Theme

[PHIL2420](#) World Philosophy

[RELG1310](#) Tyrant or Lover? God in the Old Testament

Peace Theme

[PHIL2340](#) Finding Peace in Identity

[PHIL2410](#) Reason and Religion

[RELG1400](#) Making Meaning from Suffering and Loss

[RELG2130](#) Introduction to New Testament

[RELG3540](#) Peace and Justice in the Christian Tradition

Innovation Theme

[PHIL1100](#) Philosophy of Death and Dying

[RELG3360](#) Ethics of Hope

[SOCI3110](#) Community Studies

Approved course descriptions:

[EDUC2120](#) 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. Goal 3E, ELO3 Ethical Thinking and Action - Equality

+ PHIL1100 The Philosophy of Death and Dying 3 s.h.

An exploration of philosophical issues related to death and dying. Examines the ethical scope of end-of-life decisions, obligations toward the dead and dying, and appropriate attitudes toward death, including evaluating the possibility of an afterlife. Offered even year springs. ELO3 Ethical Thinking and Action - Innovation

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, ELO3 Ethical Thinking and Action - Sustainability

PHIL2340 Finding Peace in Identity 3 s.h.

A survey of personal identity, appealing to metaphysical and value theoretical issues as they relate to the self. Addresses the influence of memory, collective experience, and narrative on accounts of the nature of persons and assesses ethical implications of the accounts. Goal 3E, ELO3 Ethical Thinking and Action - Peace

+ PHIL2410 Reason and Religion 3 s.h.

An examination of issues at the intersection of philosophy and religion. Involves assessment of the rationality of religious and areligious belief, the relationship between morality and religion, and ethical interactions within and among religious traditions. Offered odd year falls. ELO3 Ethical Thinking and Action - Peace

PHIL2420 World Philosophy 3 s.h.

A survey of philosophical worldviews with origins in differing traditions, appealing to historical and contemporary Western and non-Western philosophy. Addresses fundamental philosophical issues from a variety of perspectives and evaluates points of convergence and divergence. Goal 3E, ELO3 Ethical Thinking and Action - World Citizenship

PHIL2440 Social Dimensions of Equality 3 s.h.

An examination of different conceptions of ethical social relationships and ethical behavior. Considers varying accounts of theories of value and right action with critical analysis of systemic and social influences on individual and collective interactions. Goal 3E, ELO3 Ethical Thinking and Action - Equality

RELG1310 Tyrant or Lover? God in the Old Testament 3 s.h.

Introduces students to the Hebrew Bible, a diverse collection of writings that emerged from the faith and experience of ancient Israel and early Judaism. Themes, stories, characters, and the entire collection itself

inform 3 of the world's major religions: Judaism, Christianity, and Islam. This fact makes the Hebrew Bible a sacred library with global significance. Explores the diverse literature of the Hebrew Bible in light of its genres, historical and social contexts, ethical/theological aims, and relationship to Ancient Near Eastern cultures. Of special importance is how the Hebrew Bible's images of social justice have informed and can still inspire the search for justice in the contemporary world. Goal 2B, ELO3 Ethical Thinking and Action - World Citizenship

+ RELG1400 Making Meaning from Suffering and Loss 3 s.h.

Considers various spiritual and religious approaches to the reality of suffering in human experience. We will explore this theme through literature, poetry, music, film, and sacred texts. Using these and other resources, students will engage many of the challenges suffering poses to a meaningful life. ELO3 Ethical Thinking and Action - Peace

RELG2130 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, ELO3 Ethical Thinking and Action - Peace

RELG2220 Religion and Social Justice 3 s.h.

What are the stories and inspiration of those who work for social justice? Religion and Social Justice introduces students to social justice as a basic concept of Western social and political thought. Students will explore religious and ethical foundations for social justice and the role of religion that shape the imperative for social justice in a pluralistic and secularizing world. Goal 2B, ELO3 Ethical Thinking and Action - Equality

RELG3360 Ethics of Hope 3 s.h.

Hope is a central construct of Western theology and thought. Ethics of hope introduces students to the intellectual tradition and spiritual resources of hope. Students will be encouraged to explore hope in their own worldview, and how application of the ethics of hope can shape individual, collective (communal and global), and professional life. ELO3 Ethical Thinking and Action - Innovation

RELG2380 Life and Writings of Rev. Dr. Martin Luther King, Jr. 3 s.h.

Examines the life and circumstances of the Rev. Dr. Martin Luther King Jr., a black Baptist preacher, scholar, and American prophet who has been whitewashed, romanticized, and misunderstood. Central themes include racism in America, the US Civil Rights Movement, black Christianity and the black church, non-violence, and MLK's vision for America. ELO3 Ethical Thinking and Action - Equality

RELG3540 Peace and Justice in the Christian Tradition 3 s.h.

Christian theology is a centuries-long conversation about the meaning of Jesus' life and message. As theologians have interpreted their faith, they have often pondered questions of justice and peace. How can the nonviolent message of Jesus challenge cultures of oppression? Can war ever be 'just'? What insights might theological traditions offer to help critique forces that perennialize poverty? What ethical resources can Christian traditions apply to environmental degradation or the search for gender justice? This course explores such questions by focusing them through the thought of key theologians from across the centuries:

e.g., Augustine of Hippo, Julian of Norwich, Dietrich Bonhoeffer, Oscar Romero, Martin Luther King, Jr., and Letty Russell. We explore how these thinkers' questions and proposals remain ethically meaningful in the contemporary World. Goal 2B, ELO3 Ethical Thinking and Action - Peace

RELG3900B Topic: God and Sex 3 s.h.

Explores the interconnections of God, sexuality, and gender. This seminar integrates perspectives on gender and sexuality from a Judeo-Christian perspective in theology and scripture with how the lived experience of gender and sexuality shapes perspectives on God, scripture, and faith. How perspectives of God and sex affect the relationship of faith and ethics regarding gender and sexuality will be immanent throughout readings and discussion. Goal 3E, ELO3 Ethical Thinking and Action - Equality

SOCI3110 Community Studies 3 s.h.

Explores various approaches to and studies of community. Topics include forms of community, community development, community organizing, community assessment, place attachment, community power structure, community trauma, and crime and community. ELO3 Ethical Thinking - Innovation



Essential Education Curriculum

Learning Outcome Four: Global Learning

Students will be able to use a disciplinary perspective and tools of analysis to articulate an understanding of the interconnections (such as social, economic, political, religious, and environmental) of the world community, along with the global conditions and systems that affect the well-being of human communities and ecosystems. Students will be able to demonstrate the ability to constantly question the source of their cultural assumptions and ethical judgments, leading to the habit of seeing things through the eyes of others.

- 3 s.h. from the following list of courses approved for this outcome by the Essential Education Committee

Sustainability Theme

[AGRI1200](#) Sustainable International Agriculture

[SOCI3100](#) Environment and Society

Equality Theme

[POLS2360](#) The Politics of Immigration

[SPAN3110](#) Hispanic Cinema

[SPAN3120](#) Hispanic Literatures

[SPAN3220](#) Unheard Voices

[SPAN3240](#) Literature, Visual Culture, and Digital Media in the Hispanic Caribbean

World Citizenship Theme

[COMM3100](#) Intercultural Communication

[ECON3440](#) International Economics

[POLS/GEOG/INTD1200](#) Introduction to International Studies

[POLS2370](#) Politics of Latin America: Beyond Borders

[PSYC3370](#) Cross Cultural Psychology

Peace Theme

[PEAC/POLS3220](#) Global Peace Issues

[POLS3300](#) Politics and Religion

Innovation Theme

[CSIT1080](#) Technology in a Changing World

[EDUC2100](#) Technology Application in Education

Approved course descriptions:

AGRI1200 Sustainable International Agriculture 3 s.h.

Sustainable International Agriculture explores global issues, incremental and transformative steps toward sustainable agriculture, international development opportunities, current agricultural industries, educational pathways, and career options. Content includes emphasis on understanding the need for agricultural infrastructure and production, embracing sustainability, and appreciating broad-based, liberating (essential) education. ELO4 Global Learning - Sustainability

CSIT1080 Technology in a Changing World 3 s.h.

A study of technology and its effects on the world. The world is connected by technology and how its connecting us is critical to how we live today. Knowing how to handle technology and make it work effectively will be increasingly important for the future. Exploration will include how technology impacts our world in both a positive and negative sense. The ethical use of technology will be explored. Students will understand how to solve simple programming problems. ELO4 Global Learning - Innovation

+COMM3100 Intercultural Communication 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 4, ELO4 Global Learning - World Citizenship

+ ECON3440 International Economics 3 s.h.

Theories of international trade, foreign exchange markets, resource movements and international economic policies. Prerequisite: ECON1300. Goal 1C, ELO4 Global Learning - World Citizenship

EDUC2100 Technology Applications in Education 3 s.h.

A hands-on course with a focus on the effective and appropriate use of technologies commonly used in the professional world and the field of education. This includes use of office applications, developing and working with multimedia such as video, podcasts, and professional audio recording, creating web pages, using cutting edge social media communications tools for marketing and communication, and extensive use of still and video cameras, audio recording tools, smart boards and tablet technologies. ELO4 Global Learning - Innovation

+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). ELO4 Global Learning - Peace

POLS1200 Introduction to International Studies (also INTD1200) 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, ELO4 Global Learning - World Citizenship

POLS2360 The Politics of Immigration 3 s.h.

Examines immigration in an interdisciplinary way, focusing on how politics affects, obscures or exacerbates

inequalities of power, wealth and safety among immigrant populations worldwide. Explores motives for migration across or within states, the means by which people migrate, and the reception immigrants receive in their destination countries. Goal 1B, ELO4 Global Learning - Equality

POLS2370 Politics of Latin America: Beyond Borders 3 s.h.

This course examines the politics of Latin America past and present, with an emphasis upon examining inequalities of power, wealth, gender, race and origin among populations throughout Latin America. The course will explore the legacy of colonialism, the functioning of local and national government institutions, challenges posed by neoliberal globalization, and migration flows both within and outside of Latin America. The course also explores the politics of identity concerning what, in each country and across them, is defined as “Latin”, “American”, and other identity markers such as “Latino”/“Latina”, “Hispanic”, “Chicano”/“Chicana”, “Mestizo”/“Mestiza”, and how these intersect with other forms of inequality. ELO4 Global Learning - World Citizenship

+ POLS3300 Politics and Religion 3 s.h.

Addresses longstanding issues of religion's involvement in domestic and international politics. It will place a critical focus on how the major religious traditions think of the appropriate relationship of religion to society and politics, the history of how different religious groups participate in the political process, the ways that political leaders use religion as a source of legitimacy, and changing religious values due to globalization. A particular emphasis will be placed upon the contemporary political relationship between religion and a growing secularism worldwide. Prerequisite: Any lower division course in History, Political Science, Religion, or instructor's consent. Goal 1B, ELO4 Global Learning - Peace

PSYC3370 Cross Cultural Psychology 3 s.h.

Study of psychological theories and empirical findings relating to variations in cultures. Goal 4, ELO4 Global Learning - World Citizenship

SOCI3100 Environment and Society 3 s.h.

Examines environmental concerns and issues such as environmental justice, wilderness preservation, sustainability, peak oil, environmental security, green consumption, conservation crime, oil spills, and fracking. Ecological hope and despair, that is, the question of emotional sustainability in the face of issues that seem beyond one's individual control, are explored throughout. Goal 1C, ELO4 Global Learning - Sustainability

SPAN3110 Hispanic Cinema 3 s.h.

Designed to enhance students' knowledge of Hispanic culture through selected Spanish-speaking films. Prerequisite: SPAN2440. Goal 4, ELO4 Global Learning - Equality

SPAN3120 Hispanic Literatures 3 s.h.

Designed to enhance students' knowledge of Hispanic culture through selected pieces of literature from different parts of the Spanish-speaking world. Prerequisite: SPAN2440. Goal 4, ELO4 Global Learning - Equality

SPAN3220 Unheard Voices 3 s.h.

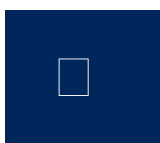
Explores representations of vulnerability in Latin American cultural production, particularly short narrative and film. Discusses the diversity of vulnerable experiences among unheard sectors of Latin American societies with a focus on women, afrolatinos, and the LGBTQ+ community. Taught in Spanish. Instructor approval required. Goal 4, ELO4 Global Learning – Equality

Note: Since this course is taught in Spanish, an intermediate-high proficiency level in Spanish is recommended for non-minor students.

SPAN3240 Literature, Visual Culture, and Digital Media in the Hispanic Caribbean 3 s.h.

Explores contemporary literature, visual culture, and digital media in translation produced in the Hispanic Caribbean (Cuba, Puerto Rico, and the Dominican Republic). Through the examination of literary, digital, and visual materials, including narrative prose, paintings, murals, films, and performances, students will be exposed to multiple interpretations (new and traditional) of concepts such as citizenship and gender, sexual, and racial identities in the Hispanic Caribbean and its diasporas, particularly in the United States. Taught in English. Goal 4, ELO4 Global Learning – Equality

+ Denotes an alternate year course.



Essential Education Curriculum

Learning Outcome Five: Knowledge of Human Cultures - Arts

Students will be able to apply knowledge and methodologies from diverse fields (arts, humanities, social science, and histories) to explain, analyze and reflect upon human experiences. This involves the ability to identify patterns in human behaviors and cultures, noting commonalities and differences and the ability to creatively produce works that synthesize these concepts.

- 3 s.h. Arts from list of courses approved for this outcome by the Essential Education Committee

Sustainability Theme

[ARTS1230](#) Drawing

[ARTS2300](#) Art History Survey: Ancient to Medieval

[ARTS3240](#) Eco Art and Ceramics

[MUSC1270](#) Music and the Environment

Equality Theme

[ARTS2390](#) History of Graphic Design

[ARTS3100](#) Modern to Contemporary Art History

[THTR1200](#) Introduction to Theatre

World Citizenship Theme

[ARTS2240](#) Art and Social Practice

[MUSC2350](#) Musics of the World

Peace Theme

[ARTS2400](#) Ethics, Politics, and Controversy in Art

[MUSC2320](#) Global Musics as Languages of Peace

[THTR2270](#) Film and Theatre of the Jewish Holocaust

Innovation Theme

[ARTS1210](#) 2-D Design

[ARTS1220](#) 3-D Design

[ARTS1250](#) Creativity, Innovation & Change

[ARTS2310](#) Art History Survey: Renaissance to Modern

[ARTS3200](#) The Printed Image

[THTR1220](#) Beginning Acting

Approved course descriptions:

ARTS1210 2-D Design 3 s.h.

Introduction to the visual arts which explores the elements of art and principles of 2-D design while focusing on creativity, idea development, formal criticism, and the understanding of visual language. Through the use of various media, tools, materials, and processes, emphasis will be placed on comprehending contemporary art, non-literal visual problem solving and presentation. Additional fee required. Goal 2A, ELO5 Arts - Innovation

ARTS1220 3-D Design

Introduction to the principles of composition in three-dimensional space. Coordinated sequence of studio projects investigates the problems of spatial organization and focuses on creativity, idea development, formal criticism, and the understanding of visual language. Through the use of various media, tools, materials, and processes, emphasis will be placed on comprehending contemporary art, visual problem solving and presentation. Additional fee required. Goal 2A, ELO5 Arts - Innovation

ARTS1230 Drawing 3 s.h.

This introductory course considers drawing as a form of communication and a sustaining practice. Through the use of various drawing materials, observation, memory training, and composition are stressed to give the student a wide experience and solid base in the art, skill and history of drawing. Additional fee required. Goal 2A, ELO5 Arts - Sustainability

ARTS1250 Creativity, Innovation & Change 3 s.h.

In a playground of creative thinking and discovery, students will learn and apply the process of design thinking – ideation, visualization, production and refinement to solve problems. Through hands-on exercises and interactive discussions and experiences, students will develop an understanding of the language of the visual arts, the development and function of art and innovation, and the creative process. Goal 2A, ELO5 Arts - Innovation

ARTS2240 Art and Social Practice 3 s.h.

Introduces an interdisciplinary approach to understand and produce social practice art projects with an emphasis on engaging community in social and public spaces. Focus is on being able to use creative acts as a force for social change. Goal 2A, ELO5 Arts - World Citizenship

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. Focus is on the development and sustaining of cultural identity, preservation and cultivation of sustaining culture through storytelling and the birth of Land Art. Goal 4, ELO5 Arts - Sustainability

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

Chronological, cultural and historical study of the visual arts, technology and innovations from Renaissance through Modern periods in major Western and non-western civilizations. Goal 4, ELO5 Arts - Innovation

+ ARTS2390 History of Graphic Design 3 s.h.

A study of the major developments, movements and styles, and artists associated with the history of Graphic

Design. ELO5 Arts - Equality

+ 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 3E, ELO5 Arts - Peace

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. Examines influences of privilege and inequality on the development of major artists, styles and movements from a global perspective. ELO5 Arts - Equality

+ ARTS3200 The Printed Image 3 s.h.

This introductory printmaking/image making studio course is steeped in the tradition of innovation through technology, and the power it has through its use of media, information sharing and protest. Students are introduced to non-toxic relief, intaglio-type, monotype, silkscreen, and multiple image making through contemporary applications of print media. Additional fee required. ELO5 Arts - Innovation

ARTS3240 Eco Art & Ceramics 3 s.h.

Contemporary and traditional approaches to clay with emphasis on wheel-throwing and hand-building techniques. Exploration of sustainable production practices will also address surface decoration and responsible firing processes. Additional fee required. ELO5 Arts - Sustainability

MUSC1270 Music and the Environment 3 s.h.

Examines the relationship between music and the natural world, specifically ways in which the environmental movement has shaped musical composition throughout history. Covers a broad spectrum of popular and art music genres, ranging from Beethoven to Marvin Gaye to Radiohead. Identifies connections between music spanning multiple centuries and society's concern for enjoying and protecting the environment and the resources that it provides. ELO5 Arts - Sustainability

MUSC2320 Global Musics as Languages of Peace 3 s.h.

Music, and sacred music in particular, has been the bridge to peace across many cultural situations and political barriers. It is a language (actually many languages) of connection between reason and emotion, personal and communal activity, solitude and social activism (all large political crowds sing and chant). This course will increase awareness of our distinctives as musical cultures, recognize the common themes and concerns of musical expression, experience great performances of essential repertoire, and make personal discoveries of global musics. Goal 2A, ELO5 Arts - Peace

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 4, ELO5 Arts - World Citizenship

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. The dramatic literature studied in the course will focus primarily on the issue of equality. Goal 2A, ELO5 Arts - Equality

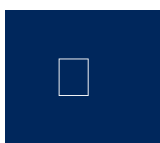
THTR1220 Beginning Acting 3 s.h.

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 2A, ELO5 Arts - Innovation

THTR2270 Film and Theatre of the Jewish Holocaust 3 s.h.

The course will examine the history of the Jewish Holocaust by studying some of the most significant plays and films dealing with this period. The course will also study the methods incorporated by playwrights and filmmakers to give artistic treatment to the subject matter, as well as the issues and themes they examine. Goal 2A, ELO5 Arts - Peace

+ Denotes an alternate year course.



Essential Education Curriculum

Learning Outcome Five: Knowledge of Human Cultures - Humanities

Students will be able to apply knowledge and methodologies from diverse fields (arts, humanities, social science, and histories) to explain, analyze and reflect upon human experiences. This involves the ability to identify patterns in human behaviors and cultures, noting commonalities and differences and the ability to creatively produce works that synthesize these concepts.

- 3 s.h. Humanities from list of courses approved for this outcome by the Essential Education Committee

Sustainability Theme

[ENGL2410](#) Creative Writing: Poetry

[ENGL2420](#) Creative Writing: Fiction

[ENGL2540](#) Global Eco-Cinema

[ENGL3260](#) American Environmental Literature

[ENGL3570](#) Documentary Film

Equality Theme

[ENGL2330](#) Our Bondage and Our Freedom: Literatures of the Americas, 1491-1865

[ENGL2350](#) American Ethnic Literature

[ENGL2360](#) African American Literature

[ENGL2600](#) Gender and Sexuality

[ENGL2610](#) Whiteness and the Working Class

[ENGL3480](#) Cultural Studies

[ENGL3560](#) Race, Space, and Place in American Cinema

World Citizenship Theme

[ENGL2310](#) British Borders: British Literature to 1800

[ENGL2340](#) Legacies of Conquest: American Literature, 1900 to Present

[ENGL2370](#) World Literature

Peace Theme

[ENGL2320](#) Britain, Empire, and Modernity: 19th and 20th Century British and Irish Literature

[ENGL3240](#) Poetry and Social Justice

[ENGL/THTR3350](#) Shakespeare

Innovation Theme

[COMM1250](#) Introduction to Communication Theory

[ENGL2510](#) Introduction to Film

[ENGL3300](#) Creative Writing Experiments

[ENGL3420](#) Structures of Modern English

Approved course descriptions:

[COMM1250](#) Introduction to Communication Theory 3 s.h.

Survey of the major theories that support research and study of communication, such as interpersonal communication, organizational communication, rhetoric, media, culture, and ethics. The course gives students a foundation in communication vocabulary, basic knowledge of key theories, and an introduction to practical application of theory to human communication. *Offered every Fall.* ELO5 Humanities - Innovation

[ENGL2310](#) British Borders: British Literature to 1800 3 s.h.

Survey of significant works originating from the British Isles through the eighteenth century, with an emphasis on poetry and drama. Examines the fluctuating concept of "Britishness" in literature in relation to the national borders of England, Wales, Scotland, and Ireland as they were shaped throughout this period. Goal 2B, ELO5 Humanities - World Citizenship

[ENGL2320](#) Britain, Empire, and Modernity: 19th and 20th Century British and Irish Literature 3 s.h.

Survey of significant works by "British" and Irish writers from the beginning of the nineteenth century through the end of the twentieth century. Emphasizes literary visions of peace and conflict amidst major political and social upheavals. Goal 2B, ELO5 Humanities - Peace

[ENGL2330](#) Our Bondage and Our Freedom: Literatures of the Americas, 1491-1865 3 s.h.

Survey of writers from North and South America stretching from the advent of European colonization in the Western Hemisphere to the conclusion of the U.S. Civil War. The course will pay special attention to the legacies of colonialism and slavery, and the ways that literature and language, as oral storytelling and print culture, both underwrote systems of enslavement and created social movements for freedom and equality. Goal 2B, ELO5 Humanities - Equality

[ENGL2340](#) Legacies of Conquest: American Literature, 1900 to Present 3 s.h.

Survey of U.S. Literature in the 20th and 21st centuries. Special attention given to the emergence of the U.S. as a dominant world power, the impact of global migration to the United States, and the influence of those two socio-historical transformations on U.S. Literature. Goal 2B, ELO5 Humanities - World Citizenship

++[ENGL2350](#) American Ethnic Literature 3 s.h.

A survey of multi-ethnic U.S. literature, including Latino/a literature, Asian American literature, Native American literature, and American Jewish literature. As a complement to literary texts, students will also examine a range of introductory theoretical texts in the interdisciplinary field of ethnic studies. Goal 2B, ELO5 Humanities - Equality

++[ENGL2360](#) African American Literature 3 s.h.

A survey of African American literature from the eighteenth century to the present. An array of discursive modes, including songs, folklore, speeches, poetry, fiction and drama, will be analyzed across various

African-American artistic and social movements, from sorrow songs, abolitionist tracts, and the Harlem Renaissance to civil rights speeches, the Black Arts avant-garde, and spoken word performance. As a complement to literary texts, students will also examine a range of introductory theoretical texts in the interdisciplinary field of African-American studies. Goal 2B, ELO5 Humanities - Equality

+ENGL2370 World Literature 3 s.h.

Examines literary works by authors from a broad range of artistic and cultural traditions, emphasizing literature in translation. Designed to offer students an introduction to literature as a point of access into global communities. Goal 2B, ELO5 Humanities - World Citizenship

+ ENGL2410 Creative Writing: Poetry 3 s.h.

Study of poetry writing through the lens of sustainability. Investigates the maintenance of various systems that meet human needs (e.g. emotional, physical, social, environmental) through extensive poetry writing and class discussion. Emphasis on poetry as a means of self-discovery as well as an art form. Goal 2B, ELO5 Humanities - Sustainability

+ ENGL2420 Creative Writing: Fiction 3 s.h.

Study of fiction writing through the lens of sustainability. Investigates the maintenance of various systems that meet human needs (e.g. emotional, physical, social, environmental) through extensive fiction writing and class discussion. Emphasis on fiction as a means of self-discovery as well as an art form. Goal 2B, ELO5 Humanities - Sustainability

ENGL2510 Introduction to Film 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. 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, ELO5 Humanities - Innovation

+ENGL2540 Global Eco-Cinema 3 s.h.

A transnational survey of films that deal with environmental issues and, more broadly, with human relationships to the nonhuman world. An examination of the impact of urbanization on rural communities, the mysterious allure of wild and uncultivated landscapes, the threat of climate change to daily life around the world, and the cinematic representation of environmental apocalypse. Explores different genres and styles, including neo-realism, eco-horror, anime, and avant-garde cinema. Goal 2B, ELO5 Humanities - Sustainability

++ENGL2600 Gender and Sexuality 3 s.h.

An exploration of issues of gender and sexuality in literature, with a focus on fiction, drama, and poetry by women and LGBT+ writers. As a complement to literary texts, students will also examine a range of introductory theoretical texts in the interdisciplinary field of gender and sexuality studies. Goal 2B, ELO5 Humanities - Equality

++ENGL2610 Whiteness and the Working Class 3 s.h.

An exploration of the racial category of whiteness and its historical relationship to social class and power in the United States. Representations of the white working class in literature, music, film, and television will be analyzed alongside cultural histories of multiracial, antiracist labor movements in the United States. As a complement to cultural texts, students will also examine a range of introductory theoretical texts in the multidisciplinary fields of Critical Whiteness Studies and working class studies. Goal 2B, ELO5 Humanities - Equality

+ENGL3240 Poetry and Social Justice 3 s.h.

An investigation of the role of poetry as a vehicle for social change. With a focus on the poetry of emancipatory social movements, this global survey course includes a range of modern poets who merged the personal with the political, including William Blake, Walt Whitman, Muriel Rukeyser, Pablo Neruda, Amiri Baraka, Adrienne Rich, June Jordan, Dennis Brutus, and Mahmoud Darwish. Students examine how poetry and poetic form function as a means of engaging ethical and social concerns, and eliciting emotions in readers-from rage and defiance to observation and understanding-that might serve to promote social justice. Goal 2B, ELO5 Humanities - Peace

ENGL3260 American Environmental Literature 3 s.h.

What makes a work of literature "environmental"? How have humans thought about nature throughout history, and how does that intellectual and artistic history affect us today? Can works of literature help humans prevent environmental catastrophes like climate change and species extinction? We'll seek answers to these questions as we engage with fiction, nonfiction, drama, and poetry. We'll discuss the ways that literary and cultural forms can shape who we are, what we value, and what we imagine for the future. We'll also work to build your skills of critical reading, analytical thinking and persuasive writing, skills that will serve you in the future, in whatever environment you inhabit. Goal 2B, ELO5 Humanities - Sustainability

ENGL3300 Creative Writing Experiments 3 s.h.

An investigation of experimental writing and the ways it disrupts preconceived notions of genre. Students will write individually and collaboratively, composing short stories, poems, nonfiction pieces, and comics that reimagine the uses and possibilities of language. Goal 2B, ELO5 Humanities - Innovation

+ ENGL3350 Shakespeare (Also THTR3350) 3 s.h.

Study of a selection of plays and poems likely authored or co-authored by Shakespeare, emphasizing the plays as historical performance texts. Encourages students to locate Shakespeare's works within Renaissance-era notions of harmony and discord, and war and peace. Goal 2B, ELO5 Humanities - Peace

+ ENGL3420 Structures in Modern English 3 s.h.

An introduction to grammatical structures of the English language. Emphasizes the history and development of English in different cultural communities as a means to understand, rather than prescribe, how English-speakers use language. Encourages active participation in, rather than passive observance of, language's evolutionary processes and social functions. ELO5 Humanities - Innovation

+ 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. ELO5 Humanities - Equality

ENGL3560 Race, Space, and Place in American Cinema 3 s.h.

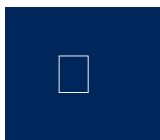
An investigation of intersecting representations of race, space, and place in postwar American Cinema and the different ways that films reproduce dominant cultural notions of “racialized space” that contribute to ongoing problems such as segregation, economic inequality, and police brutality. Emphasis on how films can challenge systems of spatialized racism and other forms of oppression and help in the struggles for racial and environmental justice. Additional emphasis on formal qualities of films, such as editing and cinematography, as ways to develop and enrich interpretations of what we see on screen. Goal 2B, ELO5 Humanities - Equality

ENGL3570 Documentary Film 3 s.h.

Explores the history, economics, and formal qualities of the “documentary tradition” in filmmaking, with a special focus on documentary films that engage issues of sustainability, broadly defined (environmental, social, and economic). Goal 2B, ELO5 Humanities - Sustainability

+ Denotes an alternate year course.

++ Denotes a course on a four-year cycle.



Essential Education Curriculum

Learning Outcome Five: Knowledge of Human Cultures - Social Science

Students will be able to apply knowledge and methodologies from diverse fields (arts, humanities, social science, and histories) to explain, analyze and reflect upon human experiences. This involves the ability to identify patterns in human behaviors and cultures, noting commonalities and differences and the ability to creatively produce works that synthesize these concepts.

- 3 s.h. Social Science from list of courses approved for this outcome by the Essential Education Committee

Sustainability Theme

[ECON1320](#) Principles of Microeconomics

[PSYC3360](#) Environmental Psychology

Equality Theme

[ECON3200](#) Public Finance

[PSYC2250](#) Developmental Psychology

[SOCI1300](#) Introduction to Sociology

World Citizenship Theme

[ECON1300](#) Principles of Macroeconomics

[HIST/POLS3460](#) United States Foreign Relations

Peace Theme

[CRMJ2400](#) Introduction to Criminal Justice

[SOCI2200](#) Environmental Crime

[SOCI3120](#) Sociological Studies of Policing

Innovation Theme

[ECON/GEOG3280](#) Economic Development

[POLS1300](#) United States Government

[PSYC1300](#) Introductory Psychology

Approved course descriptions:

[CRMJ2400](#) Introduction to Criminal Justice 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. ELO5 Social Science - Peace

ECON1300 Principles of Macroeconomics 3 s.h.

Analysis of the fundamental principles of the American economic system, centering on price, national income, international trade and finance, fiscal policy, monetary policy, money, and banking. Prerequisite: 1 year high school algebra; geometry recommended. Goal 1C, ELO5 Social Science - World Citizenship

ECON1320 Principles of Microeconomics 3 s.h.

Analysis of the fundamental principles of the American economic system, centering on price, production, market structures, and a survey of contemporary economic problems, e.g. sustainability. Goal 1C, ELO5 Social Science - Sustainability

+ 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 1C, ELO5 Social Science - Equality. *Offered odd years Spring.*

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 4, ELO5 Social Science - Innovation

+ HIST3460 United States Foreign Relations (Also POLS3460) 3 s.h.

A history of the interaction of the United States with the people and governments of foreign nations from 1898 to the present. Topics include US imperial ambitions, the world wars, the Cold War, and US concerns with foreign nationalist movements. Goal 1B, ELO5 Social Science - World Citizenship

POLS1300 United States 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 1B, ELO5 Social Science - Innovation

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 1C, ELO5 Social Science - Innovation

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 1C, ELO5 Social Science - Equality

+ PSYC3360 Environmental Psychology 3 s.h.

Examination of the ways in which psychology impacts conservation, population, design, and sustainability issues in both natural and built environments. Interactive activity with ongoing campus sustainability

programs is a feature of the course. Goal 1C, ELO5 Social Science - Sustainability

SOCI1300 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 1C, ELO5 Social Science - Equality

SOCI2200 Environmental Crime

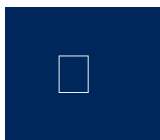
Explores various environmental harms from a criminological perspective. Students will learn about the development of and key ideas and debates within the field of green criminology and related crime-and-environment disciplines. ELO5 Social Science - Peace

SOCI3120 Sociological Studies of Policing 3 s.h.

Explores the sociological literature on policing. Examines studies of types of policing, police- citizen encounters, police discretion, use of force, police brutality, police culture, police organizational structure and change, effects of new technologies on police work, police corruption, experiences of female officers, and experiences of minority officers. ELO5 Social Science - Peace

+ Denotes an alternate year course.

++ Denotes a course on a four-year cycle.



Essential Education Curriculum

Learning Outcome Five: Knowledge of Human Cultures - Histories

Students will be able to apply knowledge and methodologies from diverse fields (arts, humanities, social science, and histories) to explain, analyze and reflect upon human experiences. This involves the ability to identify patterns in human behaviors and cultures, noting commonalities and differences and the ability to creatively produce works that synthesize these concepts.

- 3 s.h. Histories from list of courses approved for this outcome by the Essential Education Committee

Sustainability Theme

[HIST1560](#) United States Environmental History

Equality Theme

[HIST1200](#) History of the African Diaspora

[HIST/POLS3240](#) Rights & Responsibilities in the United States

World Citizenship Theme

[HIST1310](#) World Civilizations I

[HIST1320](#) World Civilizations II

[HIST2200](#) Survey of Latin American History I

[HIST2210](#) Survey of Latin American History II

Peace Theme

[HIST2340](#) Middle Eastern Civilization I

[HIST2360](#) Middle Eastern Civilization II

[PEAC/POLS2200](#) Introduction to Peace Studies

Innovation Theme

[HIST2410](#) United States History to 1877

[HIST2420](#) United States History Since 1877

Approved course descriptions:

[HIST1200](#) History of the African Diaspora 3 s.h.

A history of the people of African descent in the Americas, including the United States, as well as the Caribbean, Central and South America. Issues of survival and resistance, the persistence of racism and white supremacy, and struggles for freedom, across countries and time periods, will be stressed. Goal 4, ELO5 Histories - Equality

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 4, ELO5 Histories - World Citizenship

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 4, ELO5 Histories - World Citizenship

HIST1560 United States Environmental History 3 s.h.

An examination of the complex relationship between human society and nature from early settlements to the present in what is now the United States. Important topics include the impact of human settlement, population growth, use of land and natural resources, the effects of industrialization, and the development of the conservation and environmental movements. Goal 1B, ELO5 Histories - Sustainability

HIST2200 Survey of Latin American History I 3 s.h.

A history of the peoples of the Americas, from their arrival in the western hemisphere through the 19th century. Topics to be addressed include Native American societies and states, the encounter with Europe, the long colonial period, and struggles for political and economic independence. Goal 1B, ELO5 Histories - World Citizenship

HIST2210 Survey of Latin American History II 3 s.h.

A history of the peoples of Mexico, Central America, the Caribbean, and South America, from the 19th century to the present. Topics to be addressed include struggles for political and economic independence, social movements, and the influence of North American and other outside powers. Goal 1B, ELO5 Histories - World Citizenship

+ 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 1B, ELO5 Histories - Peace

+ 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 1B, ELO5 Histories - Peace

HIST2410 United States History to 1877 3 s.h.

A survey of the personalities, events, and ideas which have shaped United States history from the earliest colonial settlements to the Civil War and Reconstruction. Emphasis upon the struggle for independence, the establishment of government under the Constitution, and the succeeding political, social, and economic

movements that culminated in the Civil War. Goal 1B, ELO5 Histories - Innovation

HIST2420 United States History Since 1877 3 s.h.

A survey of the personalities, events, and ideas that have shaped United States history since the Civil War and Reconstruction. Emphasis upon the rise of the industrial United States, 20th century adjustments to prosperity, depression and world war, and the political, social, and economic changes since World War II. Goal 1B, ELO5 Histories - Innovation

+ HIST3240 Rights and Responsibilities in the United States (Also POLS3240) 3 s.h.

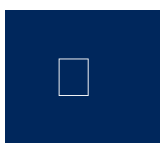
A study of the history of the creation and evolving interpretation of the U.S. Constitution, with emphasis on important issues decided by the Supreme Court. Goal 1B, ELO5 Histories - Equality

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 3E, ELO5 Histories - Peace

+ Denotes an alternate year course.

++ Denotes a course on a four-year cycle.



Essential Education Curriculum

Learning Outcome Six: Knowledge of the Physical and Natural World - Science

Students will be able to demonstrate literacy in both mathematics and natural sciences (biology, chemistry, and general physical science*) by defining and recalling terms, interpreting and using appropriate notation, and recognizing and applying concepts, in order to understand the relevance of mathematics and natural sciences to contemporary life. (* For purpose of transfer credits, this includes physics, astronomy, and geology.)

- 3 s.h. Science from the following list of courses approved for this outcome by the Essential Education Committee

Sustainability Theme

[BIOL1100](#) Introduction to Sustainability

Equality Theme

[BIOL1400](#) Unity of Life

World Citizenship Theme

[BIOL3400](#) Ecology and Conservation Biology

[CHEM1340](#) Forensic Chemistry

Peace Theme

[BIOL1260](#) Environmental Biology

[SCIE1310](#) Fundamentals of Physical Science

Innovation Theme

[BIOL2580](#) Drug Development and Society

[CHEM1300](#) Introduction to Environmental Chemistry with Lab

Approved course descriptions:

[BIOL1100](#) Introduction to Sustainability 3 s.h.

An introduction to the fundamentals of sustainability and its impact on biological systems. Explores how sustainability relates to population, ecosystems, global change, energy, agriculture, water, environmental economics and policy, ethics, and cultural history. Practical approaches to this course will be tied closely to small-scale agriculture and water use with hands-on fieldwork at the campus EcoPlot. Goal 1A, ELO6 Science - Sustainability

[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, climate change, loss of biodiversity, and ecosystem degradation, will be considered.

Goal 1A, ELO6 Science - Peace

BIOL1400 Unity of Life (3-0) 3 s.h.

A study of the key characteristics of life that unite all living organisms, including humans. Emphasis will be placed on comparing how humans and other organisms fulfill basic life needs. Will not count for credit in the Biology major or minor. Goal 1A, ELO6 Science - Equality

BIOL2580 Drug Development and Society 3 s.h.

An exploration of drug discovery, development, and delivery from the medicinal herbs of the Middle Ages through the present day pharmaceutical industry. Drug safety for society is the underlying theme. Topics include pharmacology of selected herbs, drug delivery systems, and federal regulation of drugs. ELO6 Science - Innovation

+ BIOL3400 Ecology and Conservation Biology (3-0) 3 s.h.

A study of how organisms interact with one another and with their physical environments at the physiological, population, community, and ecosystem levels. Case studies will use ecological concepts to develop conservation strategies for species, habitats, and ecosystems. Corequisite (for Biology majors): BIOL3401 Ecology and Conservation Biology Lab. Goal 6, ELO6 Science - World Citizenship

CHEM1300 Introduction to Environmental Chemistry with Lab 4 s.h.

Examination of the chemical processes underlying the natural cycles of Earth including the impact anthropogenic processes and emissions have on these cycles. The course will also examine the technological innovations that have affected emissions and those innovations that have been implemented to remedy environmental problems. ELO6 Science - Innovation

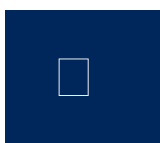
CHEM1340 Forensic Chemistry 3 s.h.

This course will expose students to the field of forensic science primarily using chemical forensics and testing. Topics include evidence collection and preservation, drugs and drug chemistry, heat and explosions, poisons and others. The course will cover basic chemical concepts needed to plan, execute, and interpret forensic results. All necessary scientific concepts will be developed in the context of forensic science. Two 50-minute class sessions and a 75-minute laboratory per week. ELO6 Science - World Citizenship

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 1A, ELO6A Science - Peace

+ Denotes an alternate year course.



Essential Education Curriculum

Learning Outcome Six: Knowledge of the Physical and Natural World - Math

Students will be able to demonstrate literacy in both mathematics and natural sciences (biology, chemistry, and general physical science*) by defining and recalling terms, interpreting and using appropriate notation, and recognizing and applying concepts, in order to understand the relevance of mathematics and natural sciences to contemporary life. (* For purpose of transfer credits, this includes physics, astronomy, and geology.)

- 3 or 6 s.h. Math--Two 3 s.h. courses from the following list of courses approved for this outcome by the Essential Education Committee, **or** a grade of C or better in [MATH1510](#) Calculus I

[MATH1200](#) Mathematics for Liberal Arts

[MATH1280](#) College Algebra

[MATH1310](#) Math Concepts I

[MATH1320](#) Math Concepts II

[MATH1330](#) Elementary Functions

[MATH1380](#) Introduction to Statistics

[MATH1510](#) Calculus I

Approved course descriptions:

[MATH1200](#) Mathematics for Liberal Arts 3 s.h.

A survey course for non-majors with an emphasis on problem solving and quantitative literacy. Topics included will be voting theory, financial math, graph theory, and coding theory. ELO6 Math

[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 3A, ELO6 Math

[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 3A, ELO6 Math

[MATH1320](#) Mathematical Concepts II 3 s.h.

A systematic development of the real number system and its subsystems, symbolic logic. Prerequisite:

MATH1310. Goal 3A, ELO6 Math

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 3A, ELO6 Math

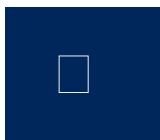
MATH1380 Introduction to Statistics 3 s.h.

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 3A, ELO6 Math

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 3A, ELO6 Math

+ Denotes an alternate year course.



Essential Education Curriculum - Sustainability Theme

Curriculum for this theme will critically examine the concept of sustainability from human, social, economic and environmental perspectives. Sustainability is broadly conceived here as the endurance of systems and processes.

Learning Outcome One: Communication (9 s.h.)

- [ENGL1100](#) Discourse I or [HONR1010](#) Honors 101 (3 s.h.)
- [ENGL2100](#) Discourse II or [HONR2010](#) Honors 201 (3 s.h.)
- [ENGL3100](#) Discourse III (3 s.h.)

Learning Outcome Two: Critical Thinking (3 s.h.)

- [INTD1100](#) Critical Thinking in the Liberal Arts and Sciences (3 s.h.)

Learning Outcome Three: Ethical Thinking and Action (3 s.h.)

One of the following:

- [PHIL1200](#) Environmental Ethics

Learning Outcome Four: Global Learning (3 s.h.)

- [AGRI1200](#) Sustainable International Agriculture
- [SOCI3100](#) Environment and Society

Learning Outcome Five: Knowledge of Human Cultures: Arts (3 s.h.)

One of the following:

- [ARTS1230](#) Drawing
- [ARTS2300](#) Art History Survey: Ancient to Medieval
- [ARTS3240](#) Eco Art and Ceramics
- [MUSC1270](#) Music and the Environment

Learning Outcome Five: Knowledge of Human Cultures: Humanities (3 s.h.)

One of the following:

- [ENGL2410](#) Creative Writing: Poetry
- [ENGL2420](#) Creative Writing: Fiction
- [ENGL2540](#) Global Eco-Cinema
- [ENGL3260](#) American Environmental Literature
- [ENGL3570](#) Documentary Film

Learning Outcome Five: Knowledge of Human Cultures: Social Science (3 s.h.)

- [ECON1320](#) Principles of Microeconomics
- [PSYC3360](#) Environmental Psychology

Learning Outcome Five: Knowledge of Human Cultures: Histories (3 s.h.)

One of the following:

- [HIST1560](#) United States Environmental History

Learning Outcome Six: Knowledge of Natural and Physical World: Science (3 s.h.)

- [BIOL1100](#) Introduction to Sustainability

Learning Outcome Six: Knowledge of Natural and Physical World: Math (3 or 6 s.h.)

Two of the following or a grade of C or better in [MATH1510](#) Calculus I:

- [MATH1200](#) Mathematics for Liberal Arts
- [MATH1280](#) College Algebra
- [MATH1310](#) Mathematical Concepts I
- [MATH1320](#) Mathematical Concepts II
- [MATH1330](#) Elementary Functions
- [MATH1380](#) Introduction to Statistics
- [MATH1510](#) Calculus

Approved course descriptions:

[AGRI1200](#) Sustainable International Agriculture 3 s.h.

Sustainable International Agriculture explores global issues, incremental and transformative steps toward sustainable agriculture, international development opportunities, current agricultural industries, educational pathways, and career options. Content includes emphasis on understanding the need for agricultural infrastructure and production, embracing sustainability, and appreciating broad-based, liberating (essential) education. ELO4 Global Learning - Sustainability

ARTS1230 Drawing 3 s.h.

This introductory course considers drawing as a form of communication and a sustaining practice. Through the use of various drawing materials, observation, memory training, and composition are stressed to give the student a wide experience and solid base in the art, skill and history of drawing. Additional fee required.

Goal 2A, ELO5 Arts - Sustainability

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. Focus is on the development and sustaining of cultural identity, preservation and cultivation of sustaining culture through storytelling and the birth of Land Art. Goal 4, ELO5 Arts - Sustainability

ARTS3240 Eco Art & Ceramics 3 s.h.

Contemporary and traditional approaches to clay with emphasis on wheel-throwing and hand-building techniques. Exploration of sustainable production practices will also address surface decoration and responsible firing processes. Additional fee required. ELO5 Arts - Sustainability

BIOL1100 Introduction to Sustainability 3 s.h.

An introduction to the fundamentals of sustainability and its impact on biological systems. Explores how sustainability relates to population, ecosystems, global change, energy, agriculture, water, environmental economics and policy, ethics, and cultural history. Practical approaches to this course will be tied closely to small-scale agriculture and water use with hands-on fieldwork at the campus EcoPlot. Goal 1A, ELO6 Science - Sustainability

ECON1320 Principles of Microeconomics 3 s.h.

Analysis of the fundamental principles of the American economic system, centering on price, production, market structures, and a survey of contemporary economic problems, e.g. sustainability. Goal 1C, ELO5 Social Science - Sustainability

ENGL1100 Discourse I 3 s.h.

"Discourse" refers to the language, images, styles, genres, behaviors and other forms of communication used by specific social and professional groups. This course introduces students to college-level writing and speaking, with a primary focus on composition. In order to lead productive academic, professional, and personal lives, students must learn to communicate their ideas effectively to different audiences in a variety of formats and contexts, as well as to seek and evaluate relevant messages sent by others. Students will produce, deliver, and analyze college-level, written and oral texts; and they will learn how written and oral performances function together in specific discourse communities. Prerequisite for students with ACT

English score of 15 and below, or an SAT English score of 480 and below: 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. All students must complete Discourse I or transfer in equivalent credit by the end of their third semester at Graceland. Goal 3B, ELO1A Communication

ENGL2100 Discourse II 3 s.h.

The second of three sequenced courses focused on integrated written and oral communication skill development emphasizing critical inquiry and research. Students will learn to produce, deliver, and analyze college-level, written and oral texts that are based on sustained academic research. Students will continue to develop their understanding of critical discourse analysis and critical language awareness in the context of a range of discursive forms (written, oral, visual and/or multimedia). Prerequisite: ENGL1100 or HONR1010. Goal 3C, ELO1B Communication

+ ENGL2410 Creative Writing: Poetry 3 s.h.

Study of poetry writing through the lens of sustainability. Investigates the maintenance of various systems that meet human needs (e.g. emotional, physical, social, environmental) through extensive poetry writing and class discussion. Emphasis on poetry as a means of self-discovery as well as an art form. Goal 2B, ELO5 Humanities - Sustainability

+ ENGL2420 Creative Writing: Fiction 3 s.h.

Study of fiction writing through the lens of sustainability. Investigates the maintenance of various systems that meet human needs (e.g. emotional, physical, social, environmental) through extensive fiction writing and class discussion. Emphasis on fiction as a means of self-discovery as well as an art form. Goal 2B, ELO5 Humanities - Sustainability

+ENGL2540 Global Eco-Cinema 3 s.h.

A transnational survey of films that deal with environmental issues and, more broadly, with human relationships to the nonhuman world. An examination of the impact of urbanization on rural communities, the mysterious allure of wild and uncultivated landscapes, the threat of climate change to daily life around the world, and the cinematic representation of environmental apocalypse. Explores different genres and styles, including neo-realism, eco-horror, anime, and avant-garde cinema. Goal 2B, ELO5 Humanities - Sustainability

ENGL3100 Discourse III 3 s.h.

Teaches students to put the knowledge and skills learned in Discourse I and II into sustained, practical use by preparing them for substantial, interdisciplinary research projects. In this course, students will explore issues of civic, public, or community concern using rhetorical analysis, engage in deliberation over those issues, and ultimately propose solutions based on well-developed arguments. Students are expected to use strategies of critical discourse analysis and production to target the appropriate audience/recipients and to develop innovative and rhetorically effective texts (written, oral, visual and/or multimedia). Prerequisites: ENGL2100 or HONR2010 and Junior standing. Goal 3D, ELO1C Communication

ENGL3260 American Environmental Literature 3 s.h.

What makes a work of literature "environmental"? How have humans thought about nature throughout history, and how does that intellectual and artistic history affect us today? Can works of literature help humans prevent environmental catastrophes like climate change and species extinction? We'll seek answers to these questions as we engage with fiction, nonfiction, drama, and poetry. We'll discuss the ways that literary and cultural forms can shape who we are, what we value, and what we imagine for the future. We'll also work to build your skills of critical reading, analytical thinking and persuasive writing, skills that will serve you in the future, in whatever environment you inhabit. Goal 2B, ELO5 Humanities - Sustainability

ENGL3570 Documentary Film 3 s.h.

Explores the history, economics, and formal qualities of the "documentary tradition" in filmmaking, with a special focus on documentary films that engage issues of sustainability, broadly defined (environmental, social, and economic). Goal 2B, ELO5 Humanities - Sustainability

HIST1560 United States Environmental History 3 s.h.

An examination of the complex relationship between human society and nature from early settlements to the present in what is now the United States. Important topics include the impact of human settlement, population growth, use of land and natural resources, the effects of industrialization, and the development of the conservation and environmental movements. Goal 1B, ELO5 Histories - Sustainability

HONR1010 Honors 101 3 s.h.

Interdisciplinary first-year seminar provides a common intellectual experience for new Honors students and introduces them to the culture and opportunities of a small liberal arts institution. Designed to help exceptional students produce, deliver, and, analyze written and oral texts and learn how written and oral performances function together in specific discourse communities. Substitutes for Discourse I. Admission by selection only. Goal 3B, ELO1A Communication

HONR2010 Honors 201 3 s.h.

The second of two sequenced interdisciplinary Honors seminars focused on developing the skills of written and oral communication, critical inquiry, and research. Students produce, deliver, and analyze college-level written and oral texts based on sustained academic research, and continue to develop their understanding of critical discourse analysis and critical language awareness in the context of a range of discursive forms (written, oral, visual and/or multimedia). Reinforces the common intellectual experience of the Honors program and further exposes students to the culture and opportunities of a small liberal arts institution. Admission by selection only. Substitutes for Discourse II. Prerequisite: HONR1010. Goal 3C, ELO1B Communication

INTD1100 Critical Thinking in the Liberal Arts and Sciences 3 s.h.

An interdisciplinary course that introduces students to college-level critical thinking and a thematic approach to Essential Education. Applies the critical-thinking model to big questions, both contemporary and enduring, and serves as the entry point for the Essential Education program. NOTE: Withdrawal from this course is only allowed through student petition. ELO2 Critical Thinking

MATH1200 Mathematics for Liberal Arts 3 s.h.

A survey course for non-majors with an emphasis on problem solving and quantitative literacy. Topics included will be voting theory, financial math, graph theory, and coding theory. ELO6 Math

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 3A, ELO6 Math

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 3A, ELO6 Math

MATH1320 Mathematical Concepts II 3 s.h.

A systematic development of the real number system and its subsystems, symbolic logic. Prerequisite: MATH1310. Goal 3A, ELO6 Math

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 3A, ELO6 Math

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 3A, ELO6 Math

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 3A, ELO6 Math

MUSC1270 Music and the Environment 3 s.h.

Examines the relationship between music and the natural world, specifically ways in which the environmental movement has shaped musical composition throughout history. Covers a broad spectrum of popular and art music genres, ranging from Beethoven to Marvin Gaye to Radiohead. Identifies connections between music spanning multiple centuries and society's concern for enjoying and protecting the environment and the resources that it provides. ELO5 Arts - Sustainability

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, ELO3 Ethical Thinking and Action - Sustainability

+ PSYC3360 Environmental Psychology 3 s.h.

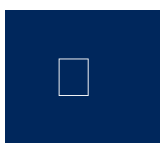
Examination of the ways in which psychology impacts conservation, population, design, and sustainability

issues in both natural and built environments. Interactive activity with ongoing campus sustainability programs is a feature of the course. Goal 1C, ELO5 Social Science - Sustainability

SOCI3100 Environment and Society 3 s.h.

Examines environmental concerns and issues such as environmental justice, wilderness preservation, sustainability, peak oil, environmental security, green consumption, conservation crime, oil spills, and fracking. Ecological hope and despair, that is, the question of emotional sustainability in the face of issues that seem beyond one's individual control, are explored throughout. Goal 1C, ELO4 Global Learning - Sustainability

+ Denotes an alternate year course.



Essential Education Curriculum - Equality Theme

Curriculum for this theme will critically examine humanity's fundamental equality, and the historical and contemporary forces that impede equality and privilege certain groups, (e.g. racism, sexism, nationalism, ableism, social class, and others).

Learning Outcome One: Communication (9 s.h.)

- [ENGL1100](#) Discourse I or [HONR1010](#) Honors 101 (3 s.h.)
- [ENGL2100](#) Discourse II or [HONR2010](#) Honors 201 (3 s.h.)
- [ENGL3100](#) Discourse III (3 s.h.)

Learning Outcome Two: Critical Thinking (3 s.h.)

- [INTD1100](#) Critical Thinking in the Liberal Arts and Sciences (3 s.h.)

Learning Outcome Three: Ethical Thinking and Action (3 s.h.)

One of the following:

- [EDUC2120](#) Human Relations for Educators
- [PHIL2440](#) Social Dimensions of Equality
- [RELG2220](#) Religion and Social Justice
- [RELG2380](#) Life and Writings of Rev. Dr. Martin Luther King, Jr.
- [RELG3900B](#) Topic: God and Sex

Learning Outcome Four: Global Learning (3 s.h.)

- [POLS2360](#) The Politics of Immigration
- [SPAN3110](#) Hispanic Cinema
- [SPAN3120](#) Hispanic Literatures
- [SPAN3220](#) Unheard Voices
- [SPAN3240](#) Literature, Visual Culture, and Digital Media in the Hispanic Caribbean

Learning Outcome Five: Knowledge of Human Cultures: Arts (3 s.h.)

One of the following:

- [ARTS2390](#) History of Graphic Design
- [ARTS3100](#) Modern to Contemporary Art History
- [THTR1200](#) Introduction to Theatre

Learning Outcome Five: Knowledge of Human Cultures: Humanities (3 s.h.)

One of the following:

- [ENGL2330](#) Our Bondage and Our Freedom: Literatures of the Americas, 1491-1865
- [ENGL2350](#) American Ethnic Literature
- [ENGL2360](#) African American Literature
- [ENGL2600](#) Gender and Sexuality
- [ENGL2610](#) Whiteness and the Working Class
- [ENGL3480](#) Cultural Studies
- [ENGL3560](#) Race, Space and Place in American Cinema

Learning Outcome Five: Knowledge of Human Cultures: Social Science (3 s.h.)

- [ECON3200](#) Public Finance
- [PSYC2250](#) Developmental Psychology
- [SOCI1300](#) Introduction to Sociology

Learning Outcome Five: Knowledge of Human Cultures: Histories (3 s.h.)

One of the following:

- [HIST1200](#) History of the African Diaspora
- [HIST/POLS3240](#) Rights and Responsibilities in the United States

Learning Outcome Six: Knowledge of Natural and Physical World: Science (3 s.h.)

- [BIOL1400](#) Unity of Life

Learning Outcome Six: Knowledge of Natural and Physical World: Math (3 or 6 s.h.)

Two of the following or a grade of C or better in [MATH1510](#) Calculus I:

- [MATH1200](#) Mathematics for Liberal Arts
- [MATH1280](#) College Algebra
- [MATH1310](#) Mathematical Concepts I
- [MATH1320](#) Mathematical Concepts II
- [MATH1330](#) Elementary Functions
- [MATH1380](#) Introduction to Statistics
- [MATH1510](#) Calculus I

Approved course descriptions:

[+ ARTS2390](#) History of Graphic Design 3 s.h.

A study of the major developments, movements and styles, and artists associated with the history of Graphic Design. ELO5 Arts - Equality

[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. Examines influences of privilege and inequality on the development of major artists, styles and movements from a global perspective. ELO5 Arts - Equality

[BIOL1400](#) Unity of Life (3-0) 3 s.h.

A study of the key characteristics of life that unite all living organisms, including humans. Emphasis will be placed on comparing how humans and other organisms fulfill basic life needs. Will not count for credit in the Biology major or minor. Goal 1A, ELO6 Science - Equality

[+ 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 1C, ELO5 Social Science - Equality. *Offered odd years Spring.*

[EDUC2120](#) 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. Goal 3E, ELO3 Ethical Thinking and Action - Equality

[ENGL1100](#) Discourse I 3 s.h.

"Discourse" refers to the language, images, styles, genres, behaviors and other forms of communication used by specific social and professional groups. This course introduces students to college-level writing and speaking, with a primary focus on composition. In order to lead productive academic, professional, and personal lives, students must learn to communicate their ideas effectively to different audiences in a variety of formats and contexts, as well as to seek and evaluate relevant messages sent by others. Students will

produce, deliver, and analyze college-level, written and oral texts; and they will learn how written and oral performances function together in specific discourse communities. Prerequisite for students with ACT English score of 15 and below, or an SAT English score of 480 and below: 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. All students must complete Discourse I or transfer in equivalent credit by the end of their third semester at Graceland. Goal 3B, ELO1A Communication

HONR1010 Honors 101 3 s.h.

Interdisciplinary first-year seminar provides a common intellectual experience for new Honors students and introduces them to the culture and opportunities of a small liberal arts institution. Designed to help exceptional students produce, deliver, and, analyze written and oral texts and learn how written and oral performances function together in specific discourse communities. Substitutes for Discourse I. Admission by selection only. Goal 3B, ELO1A Communication

ENGL2100 Discourse II 3 s.h.

The second of three sequenced courses focused on integrated written and oral communication skill development emphasizing critical inquiry and research. Students will learn to produce, deliver, and analyze college-level, written and oral texts that are based on sustained academic research. Students will continue to develop their understanding of critical discourse analysis and critical language awareness in the context of a range of discursive forms (written, oral, visual and/or multimedia). Prerequisite: ENGL1100 or HONR1010. Goal 3C, ELO1B Communication

HONR2010 Honors 201 3 s.h.

The second of two sequenced interdisciplinary Honors seminars focused on developing the skills of written and oral communication, critical inquiry, and research. Students produce, deliver, and analyze college-level written and oral texts based on sustained academic research, and continue to develop their understanding of critical discourse analysis and critical language awareness in the context of a range of discursive forms (written, oral, visual and/or multimedia). Reinforces the common intellectual experience of the Honors program and further exposes students to the culture and opportunities of a small liberal arts institution. Admission by selection only. Substitutes for Discourse II. Prerequisite: HONR1010. Goal 3C, ELO1B Communication

ENGL2330 Our Bondage and Our Freedom: Literatures of the Americas, 1491-1865 3 s.h.

Survey of writers from North and South America stretching from the advent of European colonization in the Western Hemisphere to the conclusion of the U.S. Civil War. The course will pay special attention to the legacies of colonialism and slavery, and the ways that literature and language, as oral storytelling and print culture, both underwrote systems of enslavement and created social movements for freedom and equality. Goal 2B, ELO5 Humanities - Equality

++ENGL2350 American Ethnic Literature 3 s.h.

A survey of multi-ethnic U.S. literature, including Latino/a literature, Asian American literature, Native American literature, and American Jewish literature. As a complement to literary texts, students will also examine a range of introductory theoretical texts in the interdisciplinary field of ethnic studies. Goal 2B,

ELO5 Humanities - Equality

++[ENGL2360](#) African American Literature 3 s.h.

A survey of African American literature from the eighteenth century to the present. An array of discursive modes, including songs, folklore, speeches, poetry, fiction and drama, will be analyzed across various African-American artistic and social movements, from sorrow songs, abolitionist tracts, and the Harlem Renaissance to civil rights speeches, the Black Arts avant-garde, and spoken word performance. As a complement to literary texts, students will also examine a range of introductory theoretical texts in the interdisciplinary field of African-American studies. Goal 2B, ELO5 Humanities - Equality

++[ENGL2600](#) Gender and Sexuality 3 s.h.

An exploration of issues of gender and sexuality in literature, with a focus on fiction, drama, and poetry by women and LGBT+ writers. As a complement to literary texts, students will also examine a range of introductory theoretical texts in the interdisciplinary field of gender and sexuality studies. Goal 2B, ELO5 Humanities - Equality

++[ENGL2610](#) Whiteness and the Working Class 3 s.h.

An exploration of the racial category of whiteness and its historical relationship to social class and power in the United States. Representations of the white working class in literature, music, film, and television will be analyzed alongside cultural histories of multiracial, antiracist labor movements in the United States. As a complement to cultural texts, students will also examine a range of introductory theoretical texts in the multidisciplinary fields of Critical Whiteness Studies and working class studies. Goal 2B, ELO5 Humanities - Equality

[ENGL3100](#) Discourse III 3 s.h.

Teaches students to put the knowledge and skills learned in Discourse I and II into sustained, practical use by preparing them for substantial, interdisciplinary research projects. In this course, students will explore issues of civic, public, or community concern using rhetorical analysis, engage in deliberation over those issues, and ultimately propose solutions based on well-developed arguments. Students are expected to use strategies of critical discourse analysis and production to target the appropriate audience/recipients and to develop innovative and rhetorically effective texts (written, oral, visual and/or multimedia). Prerequisites: ENGL2100 or HONR2010 and Junior standing. Goal 3D, ELO1C Communication

+ [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. ELO5 Humanities - Equality

[ENGL3560](#) Race, Space, and Place in American Cinema 3 s.h.

An investigation of intersecting representations of race, space, and place in postwar American Cinema and the different ways that films reproduce dominant cultural notions of "racialized space" that contribute to ongoing problems such as segregation, economic inequality, and police brutality. Emphasis on how films can challenge systems of spatialized racism and other forms of oppression and help in the struggles for racial and environmental justice. Additional emphasis on formal qualities of films, such as editing and

cinematography, as ways to develop and enrich interpretations of what we see on screen. Goal 2B, ELO5 Humanities - Equality

HIST1200 History of the African Diaspora 3 s.h.

A history of the people of African descent in the Americas, including the United States, as well as the Caribbean, Central and South America. Issues of survival and resistance, the persistence of racism and white supremacy, and struggles for freedom, across countries and time periods, will be stressed. Goal 4, ELO5 Histories - Equality

+ HIST3240 Rights and Responsibilities in the United States (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 1B, ELO5 Histories - Equality

INTD1100 Critical Thinking in the Liberal Arts and Sciences 3 s.h.

An interdisciplinary course that introduces students to college-level critical thinking and a thematic approach to Essential Education. Applies the critical-thinking model to big questions, both contemporary and enduring, and serves as the entry point for the Essential Education program. NOTE: Withdrawal from this course is only allowed through student petition. ELO2 Critical Thinking

MATH1200 Mathematics for Liberal Arts 3 s.h.

A survey course for non-majors with an emphasis on problem solving and quantitative literacy. Topics included will be voting theory, financial math, graph theory, and coding theory. ELO6 Math

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 3A, ELO6 Math

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 3A, ELO6 Math

MATH1320 Mathematical Concepts II 3 s.h.

A systematic development of the real number system and its subsystems, symbolic logic. Prerequisite: MATH1310. Goal 3A, ELO6 Math

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 3A, ELO6 Math

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 3A, ELO6 Math

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 3A, ELO6 Math

PHIL2440 Social Dimensions of Equality 3 s.h.

An examination of different conceptions of ethical social relationships and ethical behavior. Considers varying accounts of theories of value and right action with critical analysis of systemic and social influences on individual and collective interactions. Goal 3E, ELO3 Ethical Thinking and Action - Equality

POLS2360 The Politics of Immigration 3 s.h.

Examines immigration in an interdisciplinary way, focusing on how politics affects, obscures or exacerbates inequalities of power, wealth and safety among immigrant populations worldwide. Explores motives for migration across or within states, the means by which people migrate, and the reception immigrants receive in their destination countries. Goal 1B, ELO4 Global Learning - Equality

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 1C, ELO5 Social Science - Equality

RELG2220 Religion and Social Justice 3 s.h.

What are the stories and inspiration of those who work for social justice? Religion and Social Justice introduces students to social justice as a basic concept of Western social and political thought. Students will explore religious and ethical foundations for social justice and the role of religion that shape the imperative for social justice in a pluralistic and secularizing world. Goal 2B, ELO3 Ethical Thinking and Action - Equality

RELG3900B Topic: God and Sex 3 s.h.

Explores the interconnections of God, sexuality, and gender. This seminar integrates perspectives on gender and sexuality from a Judeo-Christian perspective in theology and scripture with how the lived experience of gender and sexuality shapes perspectives on God, scripture, and faith. How perspectives of God and sex affect the relationship of faith and ethics regarding gender and sexuality will be immanent throughout readings and discussion. Goal 3E, ELO3 Ethical Thinking and Action - Equality

SOCI1300 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 1C, ELO5 Social Science - Equality

SPAN3110 Hispanic Cinema 3 s.h.

Designed to enhance students' knowledge of Hispanic culture through selected Spanish-speaking films. Prerequisite: SPAN2440. Goal 4, ELO4 Global Learning - Equality

SPAN3120 Hispanic Literatures 3 s.h.

Designed to enhance students' knowledge of Hispanic culture through selected pieces of literature from

different parts of the Spanish-speaking world. Prerequisite: SPAN2440. Goal 4, ELO4 Global Learning - Equality

SPAN3220 Unheard Voices 3 s.h.

Explores representations of vulnerability in Latin American cultural production, particularly short narrative and film. Discusses the diversity of vulnerable experiences among unheard sectors of Latin American societies with a focus on women, afrolatinos, and the LGBTQ+ community. Taught in Spanish. Instructor approval required. Goal 4, ELO4 Global Learning – Equality

Note: Since this course is taught in Spanish, an intermediate-high proficiency level in Spanish is recommended for non-minor students.

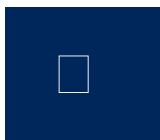
SPAN3240 Literature, Visual Culture, and Digital Media in the Hispanic Caribbean 3 s.h.

Explores contemporary literature, visual culture, and digital media in translation produced in the Hispanic Caribbean (Cuba, Puerto Rico, and the Dominican Republic). Through the examination of literary, digital, and visual materials, including narrative prose, paintings, murals, films, and performances, students will be exposed to multiple interpretations (new and traditional) of concepts such as citizenship and gender, sexual, and racial identities in the Hispanic Caribbean and its diasporas, particularly in the United States. Taught in English. Goal 4, ELO4 Global Learning – Equality

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. The dramatic literature studied in the course will focus primarily on the issue of equality. Goal 2A, ELO5 Arts - Equality

+ Denotes an alternate year course.



Essential Education Curriculum - World Citizenship Theme

Curriculum for this theme will critically examine the interconnections within the world community including: global structures of power and privilege and the struggles for human rights, quality of life and respect for all sentient life within and across bounded communities.

Learning Outcome One: Communication (9 s.h.)

- [ENGL1100](#) Discourse I or [HONR1010](#) Honors 101 (3 s.h.)
- [ENGL2100](#) Discourse II or [HONR2010](#) Honors 201 (3 s.h.)
- [ENGL3100](#) Discourse III (3 s.h.)

Learning Outcome Two: Critical Thinking (3 s.h.)

- [INTD1100](#) Critical Thinking in the Liberal Arts and Sciences (3 s.h.)

Learning Outcome Three: Ethical Thinking and Action (3 s.h.)

One of the following:

- [PHIL2420](#) World Philosophy
- [RELG1310](#) Tyrant or Lover? God in the Old Testament

Learning Outcome Four: Global Learning (3 s.h.)

- [COMM3100](#) Intercultural Communications
- [ECON3440](#) International Economics
- [POLS1200](#) Introduction to International Studies (also GEOG/INTD1200)
- [POLS2370](#) Politics of Latin America: Beyond Borders
- [PSYC3370](#) Cross Cultural Psychology

Learning Outcome Five: Knowledge of Human Cultures: Arts (3 s.h.)

One of the following:

- [ARTS2240](#) Art and Social Practice
- [MUSC2350](#) Musics of the World

Learning Outcome Five: Knowledge of Human Cultures: Humanities (3 s.h.)

One of the following:

- [ENGL2310](#) British Borders: British Literature to 1800
- [ENGL2340](#) Legacies of Conquest: American Literature, 1900 to Present
- [ENGL2370](#) World Literature

Learning Outcome Five: Knowledge of Human Cultures: Social Science (3 s.h.)

- [ECON1300](#) Principles of Macroeconomics
- [HIST/POLS3460](#) United States Foreign Relations

Learning Outcome Five: Knowledge of Human Cultures: Histories (3 s.h.)

One of the following:

- [HIST1310](#) World Civilizations I
- [HIST1320](#) World Civilizations II
- [HIST2200](#) Survey of Latin American History I
- [HIST2210](#) Survey of Latin American History II

Learning Outcome Six: Knowledge of Natural and Physical World: Science (3 s.h.)

- [BIOL3400](#) Ecology and Conservation Biology
- [CHEM1340](#) Forensic Chemistry

Learning Outcome Six : Knowledge of Natural and Physical World: Math (3 or 6 s.h.)

Two of the following or a grade of C or better in [MATH1510](#) Calculus I:

- [MATH1200](#) Mathematics for Liberal Arts
- [MATH1280](#) College Algebra
- [MATH1310](#) Mathematical Concepts I
- [MATH1320](#) Mathematical Concepts II
- [MATH1330](#) Elementary Functions

MATH1380 Introduction to Statistics

- **MATH1510 Calculus I**

Approved course descriptions:

ARTS2240 Art and Social Practice 3 s.h.

Introduces an interdisciplinary approach to understand and produce social practice art projects with an emphasis on engaging community in social and public spaces. Focus is on being able to use creative acts as a force for social change. Goal 2A, ELO5 Arts - World Citizenship

+ BIOL3400 Ecology and Conservation Biology (3-0) 3 s.h.

A study of how organisms interact with one another and with their physical environments at the physiological, population, community, and ecosystem levels. Case studies will use ecological concepts to develop conservation strategies for species, habitats, and ecosystems. Corequisite (for Biology majors): BIOL3401 Ecology and Conservation Biology Lab. Goal 6, ELO6 Science - World Citizenship

CHEM1340 Forensic Chemistry 3 s.h.

This course will expose students to the field of forensic science primarily using chemical forensics and testing. Topics include evidence collection and preservation, drugs and drug chemistry, heat and explosions, poisons and others. The course will cover basic chemical concepts needed to plan, execute, and interpret forensic results. All necessary scientific concepts will be developed in the context of forensic science. Two 50-minute class sessions and a 75-minute laboratory per week. ELO6 Science - World Citizenship

+COMM3100 Intercultural Communication 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 4, ELO4 Global Learning - World Citizenship

ECON1300 Principles of Macroeconomics 3 s.h.

Analysis of the fundamental principles of the American economic system, centering on price, national income, international trade and finance, fiscal policy, monetary policy, money, and banking. Prerequisite: 1 year high school algebra; geometry recommended. Goal 1C, ELO5 Social Science - World Citizenship

+ ECON3440 International Economics 3 s.h.

Theories of international trade, foreign exchange markets, resource movements and international economic policies. Prerequisite: ECON1300. Goal 1C, ELO4 Global Learning - World Citizenship

ENGL1100 Discourse I 3 s.h.

"Discourse" refers to the language, images, styles, genres, behaviors and other forms of communication used by specific social and professional groups. This course introduces students to college-level writing and speaking, with a primary focus on composition. In order to lead productive academic, professional, and personal lives, students must learn to communicate their ideas effectively to different audiences in a variety of formats and contexts, as well as to seek and evaluate relevant messages sent by others. Students will

produce, deliver, and analyze college-level, written and oral texts; and they will learn how written and oral performances function together in specific discourse communities. Prerequisite for students with ACT English score of 15 and below, or an SAT English score of 480 and below: 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. All students must complete Discourse I or transfer in equivalent credit by the end of their third semester at Graceland. Goal 3B, ELO1A Communication

HONR1010 Honors 101 3 s.h.

Interdisciplinary first-year seminar provides a common intellectual experience for new Honors students and introduces them to the culture and opportunities of a small liberal arts institution. Designed to help exceptional students produce, deliver, and, analyze written and oral texts and learn how written and oral performances function together in specific discourse communities. Substitutes for Discourse I. Admission by selection only. Goal 3B, ELO1A Communication

ENGL2100 Discourse II 3 s.h.

The second of three sequenced courses focused on integrated written and oral communication skill development emphasizing critical inquiry and research. Students will learn to produce, deliver, and analyze college-level, written and oral texts that are based on sustained academic research. Students will continue to develop their understanding of critical discourse analysis and critical language awareness in the context of a range of discursive forms (written, oral, visual and/or multimedia). Prerequisite: ENGL1100 or HONR1010. Goal 3C, ELO1B Communication

HONR2010 Honors 201 3 s.h.

The second of two sequenced interdisciplinary Honors seminars focused on developing the skills of written and oral communication, critical inquiry, and research. Students produce, deliver, and analyze college-level written and oral texts based on sustained academic research, and continue to develop their understanding of critical discourse analysis and critical language awareness in the context of a range of discursive forms (written, oral, visual and/or multimedia). Reinforces the common intellectual experience of the Honors program and further exposes students to the culture and opportunities of a small liberal arts institution. Admission by selection only. Substitutes for Discourse II. Prerequisite: HONR1010. Goal 3C, ELO1B Communication

ENGL2310 British Borders: British Literature to 1800 3 s.h.

Survey of significant works originating from the British Isles through the eighteenth century, with an emphasis on poetry and drama. Examines the fluctuating concept of "Britishness" in literature in relation to the national borders of England, Wales, Scotland, and Ireland as they were shaped throughout this period. Goal 2B, ELO5 Humanities - World Citizenship

ENGL2340 Legacies of Conquest: American Literature, 1900 to Present 3 s.h.

Survey of U.S. Literature in the 20th and 21st centuries. Special attention given to the emergence of the U.S. as a dominant world power, the impact of global migration to the United States, and the influence of those two socio-historical transformations on U.S. Literature. Goal 2B, ELO5 Humanities - World Citizenship

+ENGL2370 World Literature 3 s.h.

Examines literary works by authors from a broad range of artistic and cultural traditions, emphasizing literature in translation. Designed to offer students an introduction to literature as a point of access into global communities. Goal 2B, ELO5 Humanities - World Citizenship

ENGL3100 Discourse III 3 s.h.

Teaches students to put the knowledge and skills learned in Discourse I and II into sustained, practical use by preparing them for substantial, interdisciplinary research projects. In this course, students will explore issues of civic, public, or community concern using rhetorical analysis, engage in deliberation over those issues, and ultimately propose solutions based on well-developed arguments. Students are expected to use strategies of critical discourse analysis and production to target the appropriate audience/recipients and to develop innovative and rhetorically effective texts (written, oral, visual and/or multimedia). Prerequisites: ENGL2100 or HONR2010 and Junior standing. Goal 3D, ELO1C Communication

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 4, ELO5 Histories - World Citizenship

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 4, ELO5 Histories - World Citizenship

HIST2200 Survey of Latin American History I 3 s.h.

A history of the peoples of the Americas, from their arrival in the western hemisphere through the 19th century. Topics to be addressed include Native American societies and states, the encounter with Europe, the long colonial period, and struggles for political and economic independence. Goal 1B, ELO5 Histories - World Citizenship

HIST2210 Survey of Latin American History II 3 s.h.

A history of the peoples of Mexico, Central America, the Caribbean, and South America, from the 19th century to the present. Topics to be addressed include struggles for political and economic independence, social movements, and the influence of North American and other outside powers. Goal 1B, ELO5 Histories - World Citizenship

+ HIST3460 United States Foreign Relations (Also POLS3460) 3 s.h.

A history of the interaction of the United States with the people and governments of foreign nations from 1898 to the present. Topics include US imperial ambitions, the world wars, the Cold War, and US concerns with foreign nationalist movements. Goal 1B, ELO5 Social Science - World Citizenship

INTD1100 Critical Thinking in the Liberal Arts and Sciences 3 s.h.

An interdisciplinary course that introduces students to college-level critical thinking and a thematic approach to Essential Education. Applies the critical-thinking model to big questions, both contemporary and enduring, and serves as the entry point for the Essential Education program. NOTE: Withdrawal from this course is only allowed through student petition. ELO2 Critical Thinking

MATH1200 Mathematics for Liberal Arts 3 s.h.

A survey course for non-majors with an emphasis on problem solving and quantitative literacy. Topics included will be voting theory, financial math, graph theory, and coding theory. ELO6 Math

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 3A, ELO6 Math

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 3A, ELO6 Math

MATH1320 Mathematical Concepts II 3 s.h.

A systematic development of the real number system and its subsystems, symbolic logic. Prerequisite: MATH1310. Goal 3A, ELO6 Math

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 3A, ELO6 Math

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 3A, ELO6 Math

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 3A, ELO6 Math

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 4, ELO5 Arts - World Citizenship

PHIL2420 World Philosophy 3 s.h.

A survey of philosophical worldviews with origins in differing traditions, appealing to historical and contemporary Western and non-Western philosophy. Addresses fundamental philosophical issues from a

variety of perspectives and evaluates points of convergence and divergence. Goal 3E, ELO3 Ethical Thinking and Action - World Citizenship

POLS1200 Introduction to International Studies (also INTD1200) 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, ELO4 Global Learning - World Citizenship

POLS2370 Politics of Latin America: Beyond Borders 3 s.h.

This course examines the politics of Latin America past and present, with an emphasis upon examining inequalities of power, wealth, gender, race and origin among populations throughout Latin America. The course will explore the legacy of colonialism, the functioning of local and national government institutions, challenges posed by neoliberal globalization, and migration flows both within and outside of Latin America. The course also explores the politics of identity concerning what, in each country and across them, is defined as “Latin”, “American”, and other identity markers such as “Latino”/”Latina”, “Hispanic”, “Chicano”/”Chicana”, “Mestizo”/”Mestiza”, and how these intersect with other forms of inequality. ELO4 Global Learning - World Citizenship

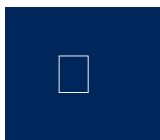
PSYC3370 Cross Cultural Psychology 3 s.h.

Study of psychological theories and empirical findings relating to variations in cultures. Goal 4, ELO4 Global Learning - World Citizenship

RELG1310 Tyrant or Lover? God in the Old Testament 3 s.h.

Introduces students to the Hebrew Bible, a diverse collection of writings that emerged from the faith and experience of ancient Israel and early Judaism. Themes, stories, characters, and the entire collection itself inform 3 of the world's major religions: Judaism, Christianity, and Islam. This fact makes the Hebrew Bible a sacred library with global significance. Explores the diverse literature of the Hebrew Bible in light of its genres, historical and social contexts, ethical/theological aims, and relationship to Ancient Near Eastern cultures. Of special importance is how the Hebrew Bible's images of social justice have informed and can still inspire the search for justice in the contemporary world. Goal 2B, ELO3 Ethical Thinking and Action - World Citizenship

+ Denotes an alternate year course.



Essential Education Curriculum - Peace Theme

Curriculum for this theme addresses peace as “an end to all forms of personal and structural violence, rooted in a just and sustainable society.”

Learning Outcome One: Communication (9 s.h.)

- [ENGL1100](#) Discourse I or [HONR1010](#) Honors 101 (3 s.h.)
- [ENGL2100](#) Discourse II or [HONR2010](#) Honors 201 (3 s.h.)
- [ENGL3100](#) Discourse III (3 s.h.)

Learning Outcome Two: Critical Thinking (3 s.h.)

- [INTD1100](#) Critical Thinking in the Liberal Arts and Sciences (3 s.h.)

Learning Outcome Three: Ethical Thinking and Action (3 s.h.)

One of the following:

- [PHIL2340](#) Finding Peace in Identity
- [PHIL2410](#) Reason and Religion
- [RELG1400](#) Making Meaning from Suffering and Loss
- [RELG2130](#) Introduction to New Testament
- [RELG3540](#) Peace and Justice in the Christian Tradition

Learning Outcome Four: Global Learning (3 s.h.)

- [PEAC/POLS3220](#) Global Peace Issues
- [POLS3300](#) Politics and Religion

Learning Outcome Five: Knowledge of Human Cultures: Arts (3 s.h.)

One of the following:

- [ARTS2400](#) Ethics, Politics, and Controversy in Art
- [MUSC2320](#) Global Musics as Languages of Peace
- [THTR2270](#) Film and Theatre of the Jewish Holocaust

Learning Outcome Five: Knowledge of Human Cultures: Humanities (3 s.h.)

One of the following:

- [ENGL2320](#) Britain, Empire and Modernity: 19th and 20th Century British and Irish Literature
- [ENGL3240](#) Poetry and Social Justice
- [ENGL/THTR3350](#) Shakespeare

Learning Outcome Five: Knowledge of Human Cultures: Social Science (3 s.h.)

- [CRMJ2400](#) Introduction to Criminal Justice
- [SOCI2200](#) Environmental Crime
- [SOCI3120](#) Sociological Studies of Policing

Learning Outcome Five: Knowledge of Human Cultures: Histories (3 s.h.)

One of the following:

- [HIST2340](#) Middle Eastern Civilization I
- [HIST2360](#) Middle Eastern Civilization II
- [PEAC/POLS2200](#) Introduction to Peace Studies

Learning Outcome Six: Knowledge of Natural and Physical World: Science (3 s.h.)

- [BIOL1260](#) Environmental Biology
- [SCIE1310](#) Fundamentals of Physical Science

Learning Outcome Six: Knowledge of Natural and Physical World: Math (3 or 6 s.h.)

Two of the following or a grade of C or better in [MATH1510](#) Calculus I:

- [MATH1200](#) Mathematics for Liberal Arts
- [MATH1280](#) College Algebra
- [MATH1310](#) Mathematical Concepts I
- [MATH1320](#) Mathematical Concepts II
- [MATH1330](#) Elementary Functions
- [MATH1380](#) Introduction to Statistics

- [MATH1510](#) Calculus I

Approved course descriptions:

[+ 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 3E, ELO5 Arts - Peace

[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, climate change, loss of biodiversity, and ecosystem degradation, will be considered. Goal 1A, ELO6 Science - Peace

[CRMJ2400](#) Introduction to Criminal Justice 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. ELO5 Social Science - Peace

[ENGL1100](#) Discourse I 3 s.h.

"Discourse" refers to the language, images, styles, genres, behaviors and other forms of communication used by specific social and professional groups. This course introduces students to college-level writing and speaking, with a primary focus on composition. In order to lead productive academic, professional, and personal lives, students must learn to communicate their ideas effectively to different audiences in a variety of formats and contexts, as well as to seek and evaluate relevant messages sent by others. Students will produce, deliver, and analyze college-level, written and oral texts; and they will learn how written and oral performances function together in specific discourse communities. Prerequisite for students with ACT English score of 15 and below, or an SAT English score of 480 and below: 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. All students must complete Discourse I or transfer in equivalent credit by the end of their third semester at Graceland. Goal 3B, ELO1A Communication

[HONR1010](#) Honors 101 3 s.h.

Interdisciplinary first-year seminar provides a common intellectual experience for new Honors students and introduces them to the culture and opportunities of a small liberal arts institution. Designed to help exceptional students produce, deliver, and, analyze written and oral texts and learn how written and oral performances function together in specific discourse communities. Substitutes for Discourse I. Admission by selection only. Goal 3B, ELO1A Communication

[ENGL2100](#) Discourse II 3 s.h.

The second of three sequenced courses focused on integrated written and oral communication skill

development emphasizing critical inquiry and research. Students will learn to produce, deliver, and analyze college-level, written and oral texts that are based on sustained academic research. Students will continue to develop their understanding of critical discourse analysis and critical language awareness in the context of a range of discursive forms (written, oral, visual and/or multimedia). Prerequisite: ENGL1100 or HONR1010. Goal 3C, ELO1B Communication

HONR2010 Honors 201 3 s.h.

The second of two sequenced interdisciplinary Honors seminars focused on developing the skills of written and oral communication, critical inquiry, and research. Students produce, deliver, and analyze college-level written and oral texts based on sustained academic research, and continue to develop their understanding of critical discourse analysis and critical language awareness in the context of a range of discursive forms (written, oral, visual and/or multimedia). Reinforces the common intellectual experience of the Honors program and further exposes students to the culture and opportunities of a small liberal arts institution. Admission by selection only. Substitutes for Discourse II. Prerequisite: HONR1010. Goal 3C, ELO1B Communication

ENGL2320 Britain, Empire, and Modernity: 19th and 20th Century British and Irish Literature 3 s.h.

Survey of significant works by "British" and Irish writers from the beginning of the nineteenth century through the end of the twentieth century. Emphasizes literary visions of peace and conflict amidst major political and social upheavals. Goal 2B, ELO5 Humanities - Peace

ENGL3100 Discourse III 3 s.h.

Teaches students to put the knowledge and skills learned in Discourse I and II into sustained, practical use by preparing them for substantial, interdisciplinary research projects. In this course, students will explore issues of civic, public, or community concern using rhetorical analysis, engage in deliberation over those issues, and ultimately propose solutions based on well-developed arguments. Students are expected to use strategies of critical discourse analysis and production to target the appropriate audience/recipients and to develop innovative and rhetorically effective texts (written, oral, visual and/or multimedia). Prerequisites: ENGL2100 or HONR2010 and Junior standing. Goal 3D, ELO1C Communication

+ENGL3240 Poetry and Social Justice 3 s.h.

An investigation of the role of poetry as a vehicle for social change. With a focus on the poetry of emancipatory social movements, this global survey course includes a range of modern poets who merged the personal with the political, including William Blake, Walt Whitman, Muriel Rukeyser, Pablo Neruda, Amiri Baraka, Adrienne Rich, June Jordan, Dennis Brutus, and Mahmoud Darwish. Students examine how poetry and poetic form function as a means of engaging ethical and social concerns, and eliciting emotions in readers-from rage and defiance to observation and understanding-that might serve to promote social justice. Goal 2B, ELO5 Humanities - Peace

+ ENGL3350 Shakespeare (Also THTR3350) 3 s.h.

Study of a selection of plays and poems likely authored or co-authored by Shakespeare, emphasizing the plays as historical performance texts. Encourages students to locate Shakespeare's works within Renaissance-era notions of harmony and discord, and war and peace. Goal 2B, ELO5 Humanities - Peace

+ 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 1B, ELO5 Histories - Peace

+ 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 1B, ELO5 Histories - Peace

INTD1100 Critical Thinking in the Liberal Arts and Sciences 3 s.h.

An interdisciplinary course that introduces students to college-level critical thinking and a thematic approach to Essential Education. Applies the critical-thinking model to big questions, both contemporary and enduring, and serves as the entry point for the Essential Education program. NOTE: Withdrawal from this course is only allowed through student petition. ELO2 Critical Thinking

MATH1200 Mathematics for Liberal Arts 3 s.h.

A survey course for non-majors with an emphasis on problem solving and quantitative literacy. Topics included will be voting theory, financial math, graph theory, and coding theory. ELO6 Math

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 3A, ELO6 Math

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 3A, ELO6 Math

MATH1320 Mathematical Concepts II 3 s.h.

A systematic development of the real number system and its subsystems, symbolic logic. Prerequisite: MATH1310. Goal 3A, ELO6 Math

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 3A, ELO6 Math

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 3A, ELO6 Math

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 3A, ELO6 Math

MUSC2320 Global Musics as Languages of Peace 3 s.h.

Music, and sacred music in particular, has been the bridge to peace across many cultural situations and political barriers. It is a language (actually many languages) of connection between reason and emotion, personal and communal activity, solitude and social activism (all large political crowds sing and chant). This course will increase awareness of our distinctives as musical cultures, recognize the common themes and concerns of musical expression, experience great performances of essential repertoire, and make personal discoveries of global musics. Goal 2A, ELO5 Arts - Peace

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 3E, ELO5 Histories - Peace

+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). ELO4 Global Learning - Peace

PHIL2340 Finding Peace in Identity 3 s.h.

A survey of personal identity, appealing to metaphysical and value theoretical issues as they relate to the self. Addresses the influence of memory, collective experience, and narrative on accounts of the nature of persons and assesses ethical implications of the accounts. Goal 3E, ELO3 Ethical Thinking and Action - Peace

+ PHIL2410 Reason and Religion 3 s.h.

An examination of issues at the intersection of philosophy and religion. Involves assessment of the rationality of religious and areligious belief, the relationship between morality and religion, and ethical interactions within and among religious traditions. Offered odd year falls. ELO3 Ethical Thinking and Action - Peace

+ POLS3300 Politics and Religion 3 s.h.

Addresses longstanding issues of religion's involvement in domestic and international politics. It will place a critical focus on how the major religious traditions think of the appropriate relationship of religion to society and politics, the history of how different religious groups participate in the political process, the ways that political leaders use religion as a source of legitimacy, and changing religious values due to globalization. A particular emphasis will be placed upon the contemporary political relationship between religion and a growing secularism worldwide. Prerequisite: Any lower division course in History, Political Science, Religion, or instructor's consent. Goal 1B, ELO4 Global Learning - Peace

RELG2130 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, ELO3 Ethical Thinking and Action - Peace

RELG3540 Peace and Justice in the Christian Tradition 3 s.h.

Christian theology is a centuries-long conversation about the meaning of Jesus' life and message. As theologians have interpreted their faith, they have often pondered questions of justice and peace. How can the nonviolent message of Jesus challenge cultures of oppression? Can war ever be 'just'? What insights might theological traditions offer to help critique forces that perennialize poverty? What ethical resources can Christian traditions apply to environmental degradation or the search for gender justice? This course explores such questions by focusing them through the thought of key theologians from across the centuries: e.g., Augustine of Hippo, Julian of Norwich, Dietrich Bonhoeffer, Oscar Romero, Martin Luther King, Jr., and Letty Russell. We explore how these thinkers' questions and proposals remain ethically meaningful in the contemporary World. Goal 2B, ELO3 Ethical Thinking and Action - Peace

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 1A, ELO6A Science - Peace

SOCI2200 Environmental Crime

Explores various environmental harms from a criminological perspective. Students will learn about the development of and key ideas and debates within the field of green criminology and related crime-and-environment disciplines. ELO5 Social Science - Peace

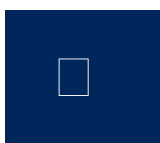
SOCI3120 Sociological Studies of Policing 3 s.h.

Explores the sociological literature on policing. Examines studies of types of policing, police- citizen encounters, police discretion, use of force, police brutality, police culture, police organizational structure and change, effects of new technologies on police work, police corruption, experiences of female officers, and experiences of minority officers. ELO5 Social Science - Peace

THTR2270 Film and Theatre of the Jewish Holocaust 3 s.h.

The course will examine the history of the Jewish Holocaust by studying some of the most significant plays and films dealing with this period. The course will also study the methods incorporated by playwrights and filmmakers to give artistic treatment to the subject matter, as well as the issues and themes they examine. Goal 2A, ELO5 Arts - Peace

+ Denotes an alternate year course.



Essential Education Curriculum - Peace Theme

Curriculum for this theme addresses peace as “an end to all forms of personal and structural violence, rooted in a just and sustainable society.”

Learning Outcome One: Communication (9 s.h.)

- [ENGL1100](#) Discourse I or [HONR1010](#) Honors 101 (3 s.h.)
- [ENGL2100](#) Discourse II or [HONR2010](#) Honors 201 (3 s.h.)
- [ENGL3100](#) Discourse III (3 s.h.)

Learning Outcome Two: Critical Thinking (3 s.h.)

- [INTD1100](#) Critical Thinking in the Liberal Arts and Sciences (3 s.h.)

Learning Outcome Three: Ethical Thinking and Action (3 s.h.)

One of the following:

- [PHIL2340](#) Finding Peace in Identity
- [PHIL2410](#) Reason and Religion
- [RELG1400](#) Making Meaning from Suffering and Loss
- [RELG2130](#) Introduction to New Testament
- [RELG3540](#) Peace and Justice in the Christian Tradition

Learning Outcome Four: Global Learning (3 s.h.)

- [PEAC/POLS3220](#) Global Peace Issues
- [POLS3300](#) Politics and Religion

Learning Outcome Five: Knowledge of Human Cultures: Arts (3 s.h.)

One of the following:

- [ARTS2400](#) Ethics, Politics, and Controversy in Art
- [MUSC2320](#) Global Musics as Languages of Peace
- [THTR2270](#) Film and Theatre of the Jewish Holocaust

Learning Outcome Five: Knowledge of Human Cultures: Humanities (3 s.h.)

One of the following:

- [ENGL2320](#) Britain, Empire and Modernity: 19th and 20th Century British and Irish Literature
- [ENGL3240](#) Poetry and Social Justice
- [ENGL/THTR3350](#) Shakespeare

Learning Outcome Five: Knowledge of Human Cultures: Social Science (3 s.h.)

- [CRMJ2400](#) Introduction to Criminal Justice
- [SOCI2200](#) Environmental Crime
- [SOCI3120](#) Sociological Studies of Policing

Learning Outcome Five: Knowledge of Human Cultures: Histories (3 s.h.)

One of the following:

- [HIST2340](#) Middle Eastern Civilization I
- [HIST2360](#) Middle Eastern Civilization II
- [PEAC/POLS2200](#) Introduction to Peace Studies

Learning Outcome Six: Knowledge of Natural and Physical World: Science (3 s.h.)

- [BIOL1260](#) Environmental Biology
- [SCIE1310](#) Fundamentals of Physical Science

Learning Outcome Six: Knowledge of Natural and Physical World: Math (3 or 6 s.h.)

Two of the following or a grade of C or better in [MATH1510](#) Calculus I:

- [MATH1200](#) Mathematics for Liberal Arts
- [MATH1280](#) College Algebra
- [MATH1310](#) Mathematical Concepts I
- [MATH1320](#) Mathematical Concepts II
- [MATH1330](#) Elementary Functions
- [MATH1380](#) Introduction to Statistics

- [MATH1510](#) Calculus I

Approved course descriptions:

[+ 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 3E, ELO5 Arts - Peace

[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, climate change, loss of biodiversity, and ecosystem degradation, will be considered. Goal 1A, ELO6 Science - Peace

[CRMJ2400](#) Introduction to Criminal Justice 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. ELO5 Social Science - Peace

[ENGL1100](#) Discourse I 3 s.h.

"Discourse" refers to the language, images, styles, genres, behaviors and other forms of communication used by specific social and professional groups. This course introduces students to college-level writing and speaking, with a primary focus on composition. In order to lead productive academic, professional, and personal lives, students must learn to communicate their ideas effectively to different audiences in a variety of formats and contexts, as well as to seek and evaluate relevant messages sent by others. Students will produce, deliver, and analyze college-level, written and oral texts; and they will learn how written and oral performances function together in specific discourse communities. Prerequisite for students with ACT English score of 15 and below, or an SAT English score of 480 and below: 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. All students must complete Discourse I or transfer in equivalent credit by the end of their third semester at Graceland. Goal 3B, ELO1A Communication

[HONR1010](#) Honors 101 3 s.h.

Interdisciplinary first-year seminar provides a common intellectual experience for new Honors students and introduces them to the culture and opportunities of a small liberal arts institution. Designed to help exceptional students produce, deliver, and, analyze written and oral texts and learn how written and oral performances function together in specific discourse communities. Substitutes for Discourse I. Admission by selection only. Goal 3B, ELO1A Communication

[ENGL2100](#) Discourse II 3 s.h.

The second of three sequenced courses focused on integrated written and oral communication skill

development emphasizing critical inquiry and research. Students will learn to produce, deliver, and analyze college-level, written and oral texts that are based on sustained academic research. Students will continue to develop their understanding of critical discourse analysis and critical language awareness in the context of a range of discursive forms (written, oral, visual and/or multimedia). Prerequisite: ENGL1100 or HONR1010. Goal 3C, ELO1B Communication

HONR2010 Honors 201 3 s.h.

The second of two sequenced interdisciplinary Honors seminars focused on developing the skills of written and oral communication, critical inquiry, and research. Students produce, deliver, and analyze college-level written and oral texts based on sustained academic research, and continue to develop their understanding of critical discourse analysis and critical language awareness in the context of a range of discursive forms (written, oral, visual and/or multimedia). Reinforces the common intellectual experience of the Honors program and further exposes students to the culture and opportunities of a small liberal arts institution. Admission by selection only. Substitutes for Discourse II. Prerequisite: HONR1010. Goal 3C, ELO1B Communication

ENGL2320 Britain, Empire, and Modernity: 19th and 20th Century British and Irish Literature 3 s.h.

Survey of significant works by "British" and Irish writers from the beginning of the nineteenth century through the end of the twentieth century. Emphasizes literary visions of peace and conflict amidst major political and social upheavals. Goal 2B, ELO5 Humanities - Peace

ENGL3100 Discourse III 3 s.h.

Teaches students to put the knowledge and skills learned in Discourse I and II into sustained, practical use by preparing them for substantial, interdisciplinary research projects. In this course, students will explore issues of civic, public, or community concern using rhetorical analysis, engage in deliberation over those issues, and ultimately propose solutions based on well-developed arguments. Students are expected to use strategies of critical discourse analysis and production to target the appropriate audience/recipients and to develop innovative and rhetorically effective texts (written, oral, visual and/or multimedia). Prerequisites: ENGL2100 or HONR2010 and Junior standing. Goal 3D, ELO1C Communication

+ENGL3240 Poetry and Social Justice 3 s.h.

An investigation of the role of poetry as a vehicle for social change. With a focus on the poetry of emancipatory social movements, this global survey course includes a range of modern poets who merged the personal with the political, including William Blake, Walt Whitman, Muriel Rukeyser, Pablo Neruda, Amiri Baraka, Adrienne Rich, June Jordan, Dennis Brutus, and Mahmoud Darwish. Students examine how poetry and poetic form function as a means of engaging ethical and social concerns, and eliciting emotions in readers-from rage and defiance to observation and understanding-that might serve to promote social justice. Goal 2B, ELO5 Humanities - Peace

+ ENGL3350 Shakespeare (Also THTR3350) 3 s.h.

Study of a selection of plays and poems likely authored or co-authored by Shakespeare, emphasizing the plays as historical performance texts. Encourages students to locate Shakespeare's works within Renaissance-era notions of harmony and discord, and war and peace. Goal 2B, ELO5 Humanities - Peace

+ 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 1B, ELO5 Histories - Peace

+ 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 1B, ELO5 Histories - Peace

INTD1100 Critical Thinking in the Liberal Arts and Sciences 3 s.h.

An interdisciplinary course that introduces students to college-level critical thinking and a thematic approach to Essential Education. Applies the critical-thinking model to big questions, both contemporary and enduring, and serves as the entry point for the Essential Education program. NOTE: Withdrawal from this course is only allowed through student petition. ELO2 Critical Thinking

MATH1200 Mathematics for Liberal Arts 3 s.h.

A survey course for non-majors with an emphasis on problem solving and quantitative literacy. Topics included will be voting theory, financial math, graph theory, and coding theory. ELO6 Math

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 3A, ELO6 Math

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 3A, ELO6 Math

MATH1320 Mathematical Concepts II 3 s.h.

A systematic development of the real number system and its subsystems, symbolic logic. Prerequisite: MATH1310. Goal 3A, ELO6 Math

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 3A, ELO6 Math

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 3A, ELO6 Math

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 3A, ELO6 Math

MUSC2320 Global Musics as Languages of Peace 3 s.h.

Music, and sacred music in particular, has been the bridge to peace across many cultural situations and political barriers. It is a language (actually many languages) of connection between reason and emotion, personal and communal activity, solitude and social activism (all large political crowds sing and chant). This course will increase awareness of our distinctives as musical cultures, recognize the common themes and concerns of musical expression, experience great performances of essential repertoire, and make personal discoveries of global musics. Goal 2A, ELO5 Arts - Peace

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 3E, ELO5 Histories - Peace

+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). ELO4 Global Learning - Peace

PHIL2340 Finding Peace in Identity 3 s.h.

A survey of personal identity, appealing to metaphysical and value theoretical issues as they relate to the self. Addresses the influence of memory, collective experience, and narrative on accounts of the nature of persons and assesses ethical implications of the accounts. Goal 3E, ELO3 Ethical Thinking and Action - Peace

+ PHIL2410 Reason and Religion 3 s.h.

An examination of issues at the intersection of philosophy and religion. Involves assessment of the rationality of religious and areligious belief, the relationship between morality and religion, and ethical interactions within and among religious traditions. Offered odd year falls. ELO3 Ethical Thinking and Action - Peace

+ POLS3300 Politics and Religion 3 s.h.

Addresses longstanding issues of religion's involvement in domestic and international politics. It will place a critical focus on how the major religious traditions think of the appropriate relationship of religion to society and politics, the history of how different religious groups participate in the political process, the ways that political leaders use religion as a source of legitimacy, and changing religious values due to globalization. A particular emphasis will be placed upon the contemporary political relationship between religion and a growing secularism worldwide. Prerequisite: Any lower division course in History, Political Science, Religion, or instructor's consent. Goal 1B, ELO4 Global Learning - Peace

RELG2130 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, ELO3 Ethical Thinking and Action - Peace

RELG3540 Peace and Justice in the Christian Tradition 3 s.h.

Christian theology is a centuries-long conversation about the meaning of Jesus' life and message. As theologians have interpreted their faith, they have often pondered questions of justice and peace. How can the nonviolent message of Jesus challenge cultures of oppression? Can war ever be 'just'? What insights might theological traditions offer to help critique forces that perennialize poverty? What ethical resources can Christian traditions apply to environmental degradation or the search for gender justice? This course explores such questions by focusing them through the thought of key theologians from across the centuries: e.g., Augustine of Hippo, Julian of Norwich, Dietrich Bonhoeffer, Oscar Romero, Martin Luther King, Jr., and Letty Russell. We explore how these thinkers' questions and proposals remain ethically meaningful in the contemporary World. Goal 2B, ELO3 Ethical Thinking and Action - Peace

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 1A, ELO6A Science - Peace

SOCI2200 Environmental Crime

Explores various environmental harms from a criminological perspective. Students will learn about the development of and key ideas and debates within the field of green criminology and related crime-and-environment disciplines. ELO5 Social Science - Peace

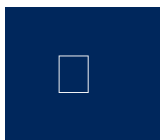
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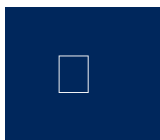
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Academic Catalog for Returning Students

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.

[Undergraduate Catalog](#)



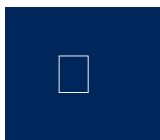
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Preparing for Graduation

At least six months prior to the fall or spring commencement convocations, students wishing to participate in the ceremony must complete and submit an [Application for Graduation](#). Submitting an application will activate a series of communications that will keep applicants informed about possible graduation discrepancies needing to be resolved, ordering caps and gowns, and the schedule of commencement activities. A graduation fee is assessed after receipt of the application.

[Undergraduate Catalog](#)

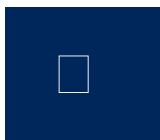


Participation In Commencement Ceremony

It is the responsibility of the student to apply for graduation preferably one year prior to the anticipated graduation date, but not later than 30 days prior to the graduation ceremony.

Two commencement ceremonies are available each academic year.

1. Fall Commencement Ceremony - Independence, MO
 - a. The only ceremony for those earning graduate degrees during the academic year – MEd, MAR, MSN, and DNP. Verification by the Registrar that all degree requirements are anticipated to be completed by the end of the spring trimester will permit participation in the Fall Ceremony. Petitions are not required for these graduates to participate.
 - b. The only ceremony for those earning School of Nursing baccalaureate degrees during that academic year -- BA, BAH, BSN, and BSNH. Verification by the Registrar that all degree requirements are anticipated to be completed by the end of the spring trimester will permit participation in the Fall Ceremony. Petitions are not required for these graduates to participate.
 - c. An optional ceremony for all other baccalaureate graduates during the academic year. [Petitions](#) are required for graduates who anticipate completion of requirements by the end of the spring trimester/semester. [Petitions](#) are considered by the Curricular Adjustment Committee (CAC).
2. Spring Commencement Ceremony - Lamoni, IA
 - a. The ceremony for those earning baccalaureate degrees during the academic year, excluding School of Nursing BA, BAH, BSN and BSNH. [Petitions](#) are required for graduates who want to participate in the ceremony and are not registered for all required courses, but anticipate completion of requirements by the end of the calendar year. [Petitions](#) are considered by the Curricular Adjustment Committee (CAC).
3. Graduates who finish degree requirements during the academic year will attend a ceremony during that academic year, and will not be allowed to choose to attend a ceremony during the next academic year.



Minors

All minors offered on the Lamoni Campus with additional locations noted.

[Accounting](#)

[Agricultural Business](#)

[Agricultural Plant and Animal Sciences](#)

[Art Studio](#)

[Art: Graphic Design](#)

[Biology](#)

[Business Administration](#)

[Chemistry](#)

[Cinema Studies](#)

[Coaching](#)

[Communication](#)

[Computer Science and Information Technology](#)

[Creative Writing](#)

[Data Science](#)

[Economics](#)

[English](#)

[Health](#)

[History](#)

[Hispanic Studies](#)

[International Studies](#)

[Mathematics](#)

[Music](#)

[Political Science](#)

[Psychology](#)

[Religion and Philosophy](#)

[Sociology](#)

[Sport Management](#)

[Theatre](#)

[Web Design](#)

Certificates

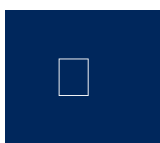
All certificates offered on the Lamoni Campus with additional locations noted.

[Business Scholars' Certificate](#)²

[Organizational Leadership Certificate](#)²

¹Independence, Missouri

²Online



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
AGRI	79	Agricultural Business
BUAD	40	Business Administration
BUED	42	Business Education
ECON	41	Economics
ITEC	75	Information Technology
LEAD		Leadership
ORGL		Organizational Leadership
SPMT		Sport Management

Visual and Performing 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		Communication
ENGL	30	English
ENSL	30	English as a Second Language
FREN	32	French
GRMN	33	German
HONR		Honors
HUMN	70	Humanities
INTC		Interdisciplinary Cluster
JAPN	35	Japanese
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 & Information Technology
MATH	28	Mathematics
PHYS	24	Physics

SCIE	21	Science
SUST		Sustainability
Social Science Division		
ARCH		Archeology
CRMJ	74	Criminal Justice
GEOG	43	Geography
HMSV		Human Services
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		
CEED		Continuing Education - Education
EDUC	50	Education
School of Nursing		
ADST	62	Addiction Studies
HCAD	61	Health Care Administration
NURS	60/NU	Nursing
General		
CRPL		Career Planning
CTED	81	Continuing Education

DEVL	90	Developmental
GNRL	80	General Elective
GOAL		General Education Goal
LBST	72	Liberal Studies
ORIE	80	Orientation
WTRM	76/77	Winter Term

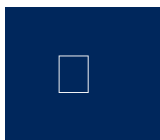
b. The four digits following the course number represent the specific course and its classification: (Courses prior to Summer 2000 contain only three digits following the course number.)

1000 - 1999	Freshman Level
2000 - 2999	Sophomore Level
3000 - 3999	Junior Level
4000 - 4999	Senior Level
5000 - 8999	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.

Undergraduate Catalog



Accounting Major or Minor

BA Degree - Accounting Major

In addition to the essential 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.
- [ACCT4200](#) Seminar in Accounting 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.
- [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](#).

Courses in Accounting

[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: One MATH course.

[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.

[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.

[ACCT3210](#) Financial Statement Reporting and Analysis 3 s.h.

The financial theory and application in financial statement analysis from the perspective of financial statement users. Students will learn to interpret and analyze financial statements for tasks such as credit and security analyses, lending and investment decisions, and other managerial decisions that rely on financial data. Prerequisite: ACCT2310.

[ACCT3220](#) Agricultural Accounting and Taxation 3 s.h.

Exposure to accounting methods and taxation policies specific to agricultural producers and businesses. Prerequisite: ACCT2310 Financial Accounting.

[ACCT3310](#) Tax Accounting 3 s.h.

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

[ACCT3320](#) VITA: Volunteer Income Tax Assistance 1 s.h.

Students will be trained and will provide free tax assistance to non-resident alien students who may desire assistance with their U.S. tax forms. Tax preparation workshops are held. May be repeated once for credit.

[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.

+[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.

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.

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.

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. Repeatable to a maximum of 12 hours. Prerequisite: Instructor's consent. (Graded on a Pass/Fail basis).

ACCT4200 Seminar in Accounting 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 with extensive analysis of Financial Statements (Balance Sheets, Income Statements, and Cash Flow Statements). Prerequisites: ACCT3460, BUAD3320, BUAD3330, BUAD3380, and MATH1380.

+ACCT4360 Advanced Accounting 3 s.h.

A study of topics including partnership, corporate liquidation, foreign currency transactions, business combinations and stock investments. Prerequisite: ACCT3360.

+ Denotes an alternate year course.

Support Courses for Accounting Major

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.

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.

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.

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.

ECON1300 Principles of Macroeconomics 3 s.h.

Analysis of the fundamental principles of the American economic system, centering on price, national income, international trade and finance, fiscal policy, monetary policy, money, and banking. Prerequisite: 1 year high school algebra; geometry recommended. Goal 1C, ELO5 Social Science - World Citizenship

ECON1320 Principles of Microeconomics 3 s.h.

Analysis of the fundamental principles of the American economic system, centering on price, production, market structures, and a survey of contemporary economic problems, e.g. sustainability. Goal 1C, ELO5 Social Science - Sustainability

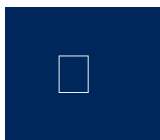
MATH1380 Introduction to Statistics 3 s.h.

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 3A, ELO6 Math

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 3A, ELO6 Math

Undergraduate Catalog



Agricultural Business

BA Degree - Agricultural Business Major

In addition to the essential education requirements, majors in Agricultural Business must complete a concentration of 42 semester hours in Accounting, Agriculture, Business, Economics, and Mathematics including:

- [ACCT3220](#) Agricultural Accounting and Taxation 3 s.h.
- [AGRI1200](#) Sustainable International Agriculture 3 s.h.
- [AGRI2100](#) Agricultural Management and Markets 3 s.h.
- [AGRI3100](#) Agricultural Finance and Resource Allocation 3 s.h.
- [AGRI4700](#) Agricultural Business Practicum 3 s.h.
- [ACCT2310](#) Financial Accounting 3 s.h.
- [BUAD3330](#) Principles of Marketing 3 s.h.
- [BUAD3340](#) Business Law 3 s.h.
- [ECON1300](#) Principles of Macroeconomics 3 s.h.
- [ECON1320](#) Principles of Microeconomics 3 s.h.

Electives in Accounting, Agriculture, Business, or Economics 6 s.h.

- An Agricultural Business major must also complete:
- [BUAD1420](#) Math for Decision Making **or**
[MATH1510](#) Calculus I 3 s.h.
- [MATH1380](#) Introduction to Statistics 3 s.h.

Agricultural Business Minor

A minor in Agricultural Business consists of 18 semester hours as follows:

- [ACCT2310](#) Financial Accounting 3 s.h.
- [ACCT3220](#) Agricultural Accounting and Taxation 3 s.h.
- [AGRI1200](#) Sustainable International Agriculture 3 s.h.
- [AGRI2100](#) Agricultural Management and Markets 3 s.h.
- [AGRI3100](#) Agricultural Finance and Resource Allocation 3 s.h.

- [ECON1320](#) Principles of Microeconomics 3 s.h.

Agricultural Plant and Animal Sciences Minor

A minor in Agricultural Plant and Animal Sciences requires 21-23 semester hours to include:

- [AGRI1300](#) Crop Production and Soil Management 3 s.h.
- [BIOL1500](#) Fundamentals of Ecology and Evolution* 3 s.h. **or** [BIOL1520](#) Fundamentals of Organismal Biology* 4 s.h.
- [BIOL2430](#) Animal Biology 4 s.h.
- [BIOL2440](#) Plant Biology 4 s.h.
- [CHEM1300](#) Introduction to Environmental Chemistry 4 s.h.

Additional Biology electives from among the following courses 3-4 s.h.

- [BIOL1100](#) Introduction to Sustainability 3 s.h.
- [BIOL1260](#) Environmental Biology 3 s.h.
- [BIOL1500](#) Fundamentals of Ecology and Evolution* 3 s.h.
- [BIOL1520](#) Fundamentals of Organismal Biology* 4 s.h.
- [BIOL3400](#) Ecology and Conservation Biology 3 s.h.

*Students may not count BIOL1500 or BIOL1520 as both a required and an elective course for the minor.

Courses in Agricultural Business

[AGRI1200](#) Sustainable International Agriculture 3 s.h.

Sustainable International Agriculture explores global issues, incremental and transformative steps toward sustainable agriculture, international development opportunities, current agricultural industries, educational pathways, and career options. Content includes emphasis on understanding the need for agricultural infrastructure and production, embracing sustainability, and appreciating broad-based, liberating (essential) education. ELO4 Global Learning - Sustainability

+[AGRI1300](#) Crop Production and Soil Management 3 s.h.

A foundational course in agronomy applying crop, soil, and environmental sciences in understanding agricultural systems in the world. Includes introductory concepts of plant, soil, tillage, pest, environmental, and sustainable aspects of crop production.

[AGRI2100](#) Agricultural Management and Markets 3 s.h.

Overview of agricultural management and markets including exposure to management of commodity/livestock production, product differentiation/promotion, pricing issues, and distribution opportunities/challenges. Prerequisite: ECON1320 Microeconomics.

AGRI3100 Agricultural Finance and Resource Allocation 3 s.h.

Application of economics and financial resource allocation to agricultural businesses from producer to distributor to the end consumer. Content includes equity and credit practices for operations and for capital investments. Prerequisite: ECON1320 Microeconomics.

AGRI3700 Internship in Agricultural Business 1 - 3 s.h.

Internship with professionals who are in agricultural business. The student takes an active role in identifying and arranging for a field sponsor. Repeatable to a maximum of 12 hours. (Graded on a Pass/Fail basis.) Prerequisite: Instructor's consent.

AGRI3900 Topics in Agricultural Business 1 - 3 s.h.

Selected topics in agricultural business as determined by student interest and instructor expertise. Topics will be announced prior to each semester they are offered. Course may be repeated for credit when the topics vary.

AGRI4700 Agricultural Business Practicum 3 s.h.

A capstone experience for students to apply their skills and education in agricultural business in a practicum setting (preferably in the type of business in which they gain future employment) and present their experience and education in a seminar with other students.

Support Courses for Agricultural Business Major or Minor

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: One MATH course.

ACCT3220 Agricultural Accounting and Taxation 3 s.h.

Exposure to accounting methods and taxation policies specific to agricultural producers and businesses. Prerequisite: ACCT2310 Financial Accounting.

BIOL1100 Introduction to Sustainability 3 s.h.

An introduction to the fundamentals of sustainability and its impact on biological systems. Explores how sustainability relates to population, ecosystems, global change, energy, agriculture, water, environmental economics and policy, ethics, and cultural history. Practical approaches to this course will be tied closely to small-scale agriculture and water use with hands-on fieldwork at the campus EcoPlot. Goal 1A, ELO6 Science - Sustainability

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, climate change, loss of biodiversity, and ecosystem degradation, will be considered. Goal 1A, ELO6 Science - Peace

BIOL1500 Fundamentals of Ecology and Evolution 3 s.h.

A study of the diversity of life, focusing on the evolutionary processes that shape life and the ecological

interactions among organisms and their physical environments. Goal 1A

BIOL1520 Fundamentals of Organismal Biology (3-2) 4 s.h.

A comparative study of form and function across organisms, focusing on the various structures and strategies used by plants and animals to fulfill basic life needs. Additional fee required. Goal 1A

+ BIOL2430 Animal Biology (3-2) 4 s.h.

A survey of the major groups in the animal kingdom, including sponges, cnidarians, molluscs, arthropods, echinoderms, vertebrates, etc. Within each group, taxonomy, internal and external form, reproduction, nutrition, and habitat will be considered. Additional fee required. Prerequisite: BIOL1400, BIOL1500, or BIOL1520. Goal 1A

+ BIOL2440 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. Additional fee required. Prerequisite: BIOL1400, BIOL1500, or BIOL1520. Goal 1A

+ BIOL3400 Ecology and Conservation Biology (3-0) 3 s.h.

A study of how organisms interact with one another and with their physical environments at the physiological, population, community, and ecosystem levels. Case studies will use ecological concepts to develop conservation strategies for species, habitats, and ecosystems. Corequisite (for Biology majors): BIOL3401 Ecology and Conservation Biology Lab. Goal 6, ELO6 Science - World Citizenship

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.

BUAD3330 Principles of Marketing 3 s.h.

A decision-oriented overview of marketing management in modern organizations. The most basic objectives of the course are to provide students with a broad introduction to marketing concepts, the role of marketing in society and in the firm, and the various factors that influence marketing decision-making. Students will be exposed to and expected to learn the "language of marketing" (that is, terms, concepts, and frameworks) used by practicing marketing managers. 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.

CHEM1300 Introduction to Environmental Chemistry with Lab 4 s.h.

Examination of the chemical processes underlying the natural cycles of Earth including the impact anthropogenic processes and emissions have on these cycles. The course will also examine the technological innovations that have affected emissions and those innovations that have been implement to

remedy environmental problems. ELO6 Science - Innovation

ECON1300 Principles of Macroeconomics 3 s.h.

Analysis of the fundamental principles of the American economic system, centering on price, national income, international trade and finance, fiscal policy, monetary policy, money, and banking. Prerequisite: 1 year high school algebra; geometry recommended. Goal 1C, ELO5 Social Science - World Citizenship

ECON1320 Principles of Microeconomics 3 s.h.

Analysis of the fundamental principles of the American economic system, centering on price, production, market structures, and a survey of contemporary economic problems, e.g. sustainability. Goal 1C, ELO5 Social Science - Sustainability

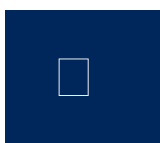
MATH1380 Introduction to Statistics 3 s.h.

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 3A, ELO6 Math

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 3A, ELO6 Math

Undergraduate Catalog



Allied Health Program

BS Degree - Allied Health Major

In addition to the essential education requirements, majors in Allied Health must complete the core requirements as prescribed below and a minimum of one concentration from Applied Health Science or Human and Sport Performance.

Students who are interested in completing an accelerated Master of Science in Nutrition and Human Performance, the Applied Health Science and Human and Sport Performance concentrations have a 3+2 year plan available for Graceland University. Please contact Bryan Gatzke gatzke1@graceland.edu for specific information regarding this program.

Core Requirements for all concentrations:

- [BIOL3420](#) Human Anatomy 4 s.h.
- [BIOL3440](#) Human Physiology 4 s.h.
- [HLTH1100](#) First Aid 1 s.h.
- [HLTH2560](#) Nutrition 3 s.h.
- [HMSC4930](#) Evidence Based Practice 3 s.h.
- [PHED1240](#) Introduction to Movement Science 3 s.h.
- [PHED1260](#) Movement Science II 3 s.h.
- [PHED2120](#) Motor Learning 3 s.h.
- [PHED2260](#) Introduction to Performance Training 3 s.h.
- [PHED2720](#) Physical Training Practicum I 1 s.h.
- [PHED3340](#) Biomechanics 3 s.h.
- [PHED3720](#) Physical Training Practicum II 1 s.h.
- [PHED4360](#) Physiology of Exercise 3 s.h.
- [PHED4500](#) Performance Enhancement Programming 3 s.h.
- [PHED4800](#) Fitness and Wellness Internship 3 s.h.

Applied Health Science Concentration

The Allied Health Major with a concentration in Applied Health Science is intended for students seeking to pursue advanced or professional degrees in Physical Therapy or Chiropractic. In addition to the required coursework, students planning to pursue a Physical Therapy or Chiropractic program should complete 4 semester hours of Physics 2, 8 semester hours of Biology with Lab, and 8 semester hours of psychology.

Note that programs vary on required hours in various disciplines, so students should work with their academic advisors to determine the correct coursework to meet the entrance requirements of specific programs.

Students who are interested in completing an accelerated Doctor of Chiropractic Degree, the Applied Health Science concentration has a 3+3 year plan available for Logan University and Palmer University. Please contact Dr. James Geiselman jgf1@graceland.edu for specific information regarding this program.

Additional required courses for Applied Health Science Concentration:

- [CHEM1430](#) Principles of Chemistry I 3 s.h. and [CHEM1431](#) Principles of Chemistry I Lab 1 s.h.
- [CHEM1440](#) Principles of Chemistry II 3 s.h. and [CHEM1441](#) Principles of Chemistry II Lab 1 s.h.
- [PHYS1410](#) Elements of Physics I 4 s.h.

The following is a list of Recommended Electives for students planning to apply to Professional or Graduate programs. These are not degree requirements, but will be useful in the application process, and additionally may fulfill prerequisite coursework for the desired Professional or Graduate program:

- [ATHT2500](#) Medical Terminology 2 s.h.
- [ATHT3100](#) Prevention and Care of Athletic Injuries 3 s.h.
- [BIOL1520](#) Fundamentals of Organismal Biology 4 s.h.
- [BIOL2100](#) Fundamentals of Cell Biology and Genetics 4 s.h.
- [BIOL2440](#) Plant Biology 4 s.h.
- [CHEM1330](#) Introduction to General, Organic, and Biochemistry 3 s.h.
- [PHED3120](#) Speed, Agility, and Endurance 3 s.h.
- [PHED/PSYC3130](#) Sports Psychology 3 s.h.
- [PHED3410](#) Theory of Coaching 1 s.h.
- [PHED3420](#) Practicum of Coaching 2 s.h.
- [PHED4720](#) Physical Training Practicum III 1 s.h.
- [PHED4730](#) Advanced Topics in Strength and Conditioning 3 s.h.
- [PHYS1420](#) Elements of Physics II 4 s.h.
- [PSYC1300](#) Introductory Psychology 3 s.h.
- [PSYC2250](#) Developmental Psychology 3 s.h.
- [PSYC3310](#) Social Psychology 3 s.h.
- [PSYC3380](#) Abnormal Psychology 3 s.h.
- [PSYC3390](#) Cognitive Psychology 3 s.h.

Human and Sports Performance Concentration

The Allied Health Major with a concentration in Human and Sport Performance is designed for students who wish to pursue a careers in strength and conditioning, personal training, corporate wellness, or graduate degrees in Exercise Science and Athletic Training. Students will gain the scientific background necessary to be quality practitioners. Additionally, the concentration includes multiple hands-on practical courses to prepare students for real world scenarios and interpersonal skills necessary to be a successful professional.

Students who are interested in completing an accelerated Masters of Science in Athletic Training degree, the Human and Sports performance concentration has a 3+2 year plan available for Culver-Stockton College and Midland University. Please contact Andrew Miller amiller1@graceland.edu for specific information regarding this program.

Additional required courses for Human and Sports Performance Concentration:

- [ATHT3100](#) Prevention and Care of Athletic Injuries 3 s.h.
- [PHED/PSYC3130](#) Sports Psychology 3 s.h.
- [PHED3120](#) Speed, Agility and Endurance 3 s.h.
- [PHED4720](#) Physical Training Practicum III 1 s.h.
- [PHED4730](#) Advanced Topics in Strength and Conditioning 3 s.h.

The following is a list of Recommended Electives for students planning to apply to Graduate programs. These are not degree requirements, but will be useful in the application process, and additionally may fulfill prerequisite coursework for the desired Graduate program:

- [CHEM1430](#) Principles of Chemistry I 3 s.h. and [CHEM1431](#) Principles of Chemistry I Lab 1 s.h.
- [PHED3410](#) Theory of Coaching 1 s.h.
- [PHED3420](#) Practicum of Coaching 2 s.h.
- [PHYS1410](#) Elements of Physics I 4 s.h.
- [PHYS1420](#) Elements of Physics II 4 s.h.
- [PSYC1300](#) Introductory Psychology 3 s.h.
- [PSYC2250](#) Developmental Psychology 3 s.h.
- [PSYC3310](#) Social Psychology 3 s.h.
- [PSYC3380](#) Abnormal Psychology 3 s.h.
- [PSYC3390](#) Cognitive Psychology 3 s.h.

Courses for Allied Health Major

[ATHT2500](#) Medical Terminology 2 s.h.

A self-study, programmed-based opportunity to learn and understand medical terminology.

[ATHT3100](#) Prevention and Care of Athletic Injuries 3 s.h.

Techniques of injury prevention and caring for athletic injuries.

[BIOL1520](#) Fundamentals of Organismal Biology (3-2) 4 s.h.

A comparative study of form and function across organisms, focusing on the various structures and strategies used by plants and animals to fulfill basic life needs. Additional fee required. Goal 1A

[BIOL2100](#) Fundamentals of Cell Biology and Genetics (3-2) 4 s.h.

A study of the various patterns and mechanisms of heredity, changes in the genetic material and the consequences of these genetic changes. The course will also give an introduction to cellular structures, macromolecules, and processes, including DNA replication, transcription, translation and cellular signaling. Additional fee required. Prerequisite: CHEM1330 or CHEM3410 (C or better strongly recommended). Goal

1A

+ BIOL2440 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.

Additional fee required. Prerequisite: BIOL1400, BIOL1500, or BIOL1520. Goal 1A

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. Additional fee required. Prerequisites: BIOL1400 or BIOL2100 or PHED1240. Goal 1A

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. Additional fee required. Prerequisites: BIOL3420 (grade of C or better strongly recommended) and one semester of chemistry. Goal 1A

CHEM1330 Introduction to General, Organic, and Biochemistry 3 s.h.

An introduction to the principles of inorganic, organic and biochemistry, including a study of atoms, chemical bonding, types of chemical reactions (focusing on ones in the cell), solution chemistry, introduction of biological molecules (proteins, lipids, carbohydrates and nucleic acids). This course is intended for students desiring a general education in chemistry, those majoring in nursing or allied health fields and those that need it to fulfill the chemistry requirement for fundamentals of cell biology and genetics course. Course will not count for credit in the Chemistry and/or Biology majors or minors. Prerequisite: MATH1280 or one year of high school algebra (C or better strongly recommended). Goal 1A

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

A study of the general principles, theories, and methods of chemistry. Emphasis 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 CHEM1330. Corequisite: CHEM1431 Principles of Chemistry I Lab. Goal 1A

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

Additional fee required. Corequisite: CHEM1430 Principles of Chemistry I. Goal 1A

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 1A

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

Additional fee required. Corequisite: CHEM1440 Principles of Chemistry II. Goal 1A

HLTH1100 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. Additional fee required.

HLTH2560 Nutrition 3 s.h.

A study the principles of nutrition as it relates to health, exercise, sports and disease. Students will be presented with applied content that includes research-based guidelines meant to help students differentiate between nutrition recommendations that are backed by science and the overabundance of false and misleading information. Goal 1A

HMSC4930 Evidence Based Practice 3 s.h.

Presentation of introductory research methods. Application of evidence based practice through the use of various assessment tools to evaluate the quality and use of research as evidence. Pre-requisite: Junior Standing in a HMS major. A grade of C or higher required to count toward the Allied Health major.

PHED2120 Motor Learning 3 s.h.

Introduction to the principles involved in learning and teaching motor skills.

PHED1240 Introduction to Movement Science 3 s.h.

The emphasis will be on the development of ideal fundamental movement patterns primarily focused on the upper body and core developed through the principles of progression, variety and precision. We will emphasize the understanding and application of efficient progressions to simultaneously assess, reverse, and reduce injury by improving tissue health. We will accomplish this by asking why through the use of a comprehensive self assessment of proper mobility, ideal muscle balances, and functional movement patterns, and through the use of these assessments we will become skilled at preventative protocols, to arrest, reduce and eliminate unhealthy environments in our soft tissue with the ultimate goal to develop ideal fundamental movement patterns.

PHED1260 Movement Science II I 3 s.h.

A detailed view of the NASM Corrective Exercise Continuum with analysis of movement dysfunction and the principles applied to musculoskeletal function. The course examines the anatomy of full-body movement and function as it relates to activities of daily living, athletics, and exercise. Utilizing theory and practice based approaches, the course details functional movement impairments and application of restorative theory. Prerequisite: PHED1240 Introduction to Movement Science.

PHED2260 Introduction to Performance Training 3 s.h.

Theory and application of performance training to include flexibility, core, balance, plyometric, resistance, and power training. Using an integrated approach to performance students will explore programming and periodization for sport and human performance. Prerequisite: PHED1260 Movement Science II. A grade of

C or higher required to count toward the Allied Health major.

PHED2720 Physical Training Practicum I 1 s.h.

This practicum is designed to allow students to apply appropriate postural and functional movement screening to various populations. In addition, students will continue to incorporate and master skills learned in previous core coursework. Practical experience outside the scheduled classroom will be required. Additional fee required. Prerequisites: PHED1240, 1260, 2120 with a "C" or better, and sophomore standing. Must pass with "C" or better.

PHED3120 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.

PHED3130 Sports Psychology (Also PSYC3130) 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.

PHED3340 Biomechanics 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 or BIOL3420 with a grade of "C" or higher. A grade of C or higher required to count toward the Allied Health major. Goal 10 (Goal 10 Catalog 0809+)

PHED3410 Theory of Coaching 2 s.h.

Knowledge and understanding of the techniques and theory of coaching interscholastic athletics, including professional ethics in coaching.

PHED3420 Practicum in Coaching 3-6 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.

PHED3720 Physical Training Practicum II 1 s.h.

This practicum is designed to allow students to apply appropriate corrective exercises to various populations. In addition, students will continue to incorporate and master skills learned in previous core coursework. Practical experience outside the scheduled classroom will be required. Prerequisites: PHED2260, 2720 with a "C" or better, and junior standing. Must pass with "C" or better.

PHED4360 Physiology of Exercise 3 s.h.

The principles and practices of energizing the human body for physical exercise. Prerequisite: BIOL2300 or BIOL3440 with a grade of "C" or better. A grade of C or higher required to count toward the Allied Health major.

PHED4500 Performance Enhancement Programming 3 s.h.

Study of the variety of tools available to assess human performance. A broad range of instrumentation will

be utilized. Prescriptive models will be studied and applied as a practical means of directing client performance training. Prerequisites: PHED1240 and PHED2260 and PHED3120, or ATHT4260 with a "C" or better. Goal 4ab

PHED4720 Physical Training Practicum III 1 s.h.

This capstone practicum is designed to allow students to design and initiate fitness and performance enhancement programming for various populations. In addition, students will continue to incorporate and master skills learned in previous and concurrent coursework. Practical experience outside the scheduled classroom will be required. Additional fee required. Prerequisites: PHED3120, 3720 with a "C" or better. Pre- or Corequisite: PHED4500. Must pass with "C" or better.

PHED4730 Advanced Topics in Strength and Conditioning 3 s.h.

Theory and application of advanced principles in programming periodization with in depth analysis of physiological adaptations from performance training. Completion of the course will prepare students for the NSCA CSCS certification. Prerequisite: PHED4500.

PHED4800 Fitness and Wellness Internship 3 s.h.

Student will acquire experience with qualified personnel in a selected agency. Six weeks of involvement preferably taken consecutively. Repeatable to a maximum of six 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, wave motion, 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 1A

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 1A

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 1C, ELO5 Social Science - Innovation

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 1C, ELO5 Social Science - Equality

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 1C

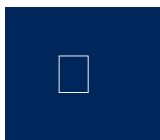
PSYC3380 Abnormal Psychology 3 s.h.

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 1C

+ 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 1C

Undergraduate Catalog



Art Major or Minor

BA Degree — Art: Studio Major

In addition to the essential education requirements, majors in Studio Art must complete 45 semester hours as prescribed below:

Core classes - Students must complete all of the following core classes.

- [ARTS1210](#) 2-D Design 3 s.h.
- [ARTS1220](#) 3-D Design 3 s.h.
- [ARTS1230](#) Drawing 3 s.h.
- [ARTS1680](#) Computer Graphics for Art & Design 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.
- [ARTS2600](#) Professional Practices 3 s.h.
- [ARTS3100](#) Modern to Contemporary Art History 3 s.h.
- [ARTS3280](#) Sculpture 3 s.h.
- [ARTS4700](#) Senior Exhibition 3 s.h.

Students will choose 12 credits - 4 classes from the following electives.

- [ARTS2220](#) Advanced Drawing 3 s.h.
- [ARTS2240](#) Art and Social Practice 3 s.h.
- [ARTS3200](#) The Printed Image 3 s.h.
- [ARTS3240](#) Eco Art & Ceramics 3 s.h.
- [ARTS3260](#) Experimental Media and Processes 3 s.h.
- [ARTS3840](#) Interdisciplinary Studio 3 s.h.
- [ARTS1900](#) Topics in Art* 1-3 s.h.
- [ARTS2900](#) Topics in Art* 1-3 s.h.
- [ARTS3900](#) Topics in Art* 1-3 s.h.

*Special topics in art. May be repeated for credit as topics vary.

BA Degree — Art: Graphic Design Major

In addition to the essential education requirements, majors in Art: Graphic Design must complete 45 semester hours as prescribed below:

- [ARTS1210](#) 2-D Design 3 s.h.
- [ARTS1230](#) Drawing 3 s.h.
- [ARTS1680](#) Computer Graphics for Art & Design 3 s.h.
- [ARTS1710](#) Introduction to Graphic Design 3 s.h.
- [ARTS2250](#) Painting **or**
 [ARTS3200](#) The Printed Image 3 s.h.
- [ARTS2390](#) History of Graphic Design 3 s.h.
- [ARTS3100](#) Modern to Contemporary Art History 3 s.h.
- [ARTS3620](#) Illustration and Imaging 3 s.h.
- [ARTS3630](#) Systems in Design 3 s.h.
- [ARTS3640](#) Interactive Design 3 s.h.
- [ARTS3820](#) Portfolio Development 3 s.h.
- [ARTS4700](#) Senior Exhibition 3 s.h.
- [COMM2300](#) Introduction to Media Technologies **or**
 [COMM2500](#) Introduction to Mass Media 3 s.h.
- [COMM3140](#) Campaigns and Theories of Persuasion 3 s.h.
- [CSIT1060](#) Introduction to Web Programming 3 s.h.

Art: Studio Minor

In addition to the essential education requirements, minors in Art: Studio must complete 21 semester hours as prescribed below:

- [ARTS1210](#) 2-D Design 3 s.h.
- [ARTS1220](#) 3-D Design 3 s.h.
- [ARTS1230](#) Drawing 3 s.h.
- [ARTS2240](#) Art and Social Practice 3 s.h.
- [ARTS2300](#) Art History: Ancient to Medieval 3 s.h.
- [ARTS2310](#) Art History: Renaissance to Modern 3 s.h.
- Studio Course 3 s.h.

*Choose from [ARTS2250](#) Painting, [ARTS3200](#) Printed Image, [ARTS3240](#) Eco Art & Ceramics, [ARTS3260](#) Experimental Media and Process, or [ARTS3280](#) Sculpture.

Art: Graphic Design Minor

In addition to the essential education requirements, minors in Art: Graphic Design must complete 21 semester hours as prescribed below:

- [ARTS1210](#) 2-D Design 3 s.h.
- [ARTS1680](#) Computer Graphics for Art & Design 3 s.h.
- [ARTS1710](#) Introduction to Graphic Design 3 s.h.
- [ARTS2390](#) History of Graphic Design 3 s.h.
- [ARTS3630](#) Systems in Design 3 s.h.
- [COMM2300](#) Introduction to Media Technologies **or**
[COMM2500](#) Introduction to Mass Media 3 s.h.
- [COMM3140](#) Campaigns and Theories of Persuasion 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 [ARTS3300](#) 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:

[ARTS1210](#) 2-D Design 3 s.h.

[ARTS1220](#) 3-D Design 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.

Studio Courses 9 s.h.

*Choose from [ARTS2250](#) Painting, [ARTS2900](#) Topics in Art, [ARTS3200](#) Printed Image, [ARTS3240](#) Eco Art

& Ceramics, [ARTS3260](#) Experimental Media and Processes, or [ARTS3280](#) Sculpture.

Courses in Art

[ARTS1210](#) 2-D Design 3 s.h.

Introduction to the visual arts which explores the elements of art and principles of 2-D design while focusing on creativity, idea development, formal criticism, and the understanding of visual language. Through the use of various media, tools, materials, and processes, emphasis will be placed on comprehending contemporary art, non-literal visual problem solving and presentation. Additional fee required. Goal 2A, ELO5 Arts - Innovation

[ARTS1220](#) 3-D Design

Introduction to the principles of composition in three-dimensional space. Coordinated sequence of studio projects investigates the problems of spatial organization and focuses on creativity, idea development, formal criticism, and the understanding of visual language. Through the use of various media, tools, materials, and processes, emphasis will be placed on comprehending contemporary art, visual problem solving and presentation. Additional fee required. Goal 2A, ELO5 Arts - Innovation

[ARTS1230](#) Drawing 3 s.h.

This introductory course considers drawing as a form of communication and a sustaining practice. Through the use of various drawing materials, observation, memory training, and composition are stressed to give the student a wide experience and solid base in the art, skill and history of drawing. Additional fee required. Goal 2A, ELO5 Arts - Sustainability

[ARTS1250](#) Creativity, Innovation & Change 3 s.h.

In a playground of creative thinking and discovery, students will learn and apply the process of design thinking – ideation, visualization, production and refinement to solve problems. Through hands-on exercises and interactive discussions and experiences, students will develop an understanding of the language of the visual arts, the development and function of art and innovation, and the creative process. Goal 2A, ELO5 Arts - Innovation

[ARTS1680](#) Computer Graphics for Art & Design 3 s.h.

A technical course exploring the digital tools used in the graphic design industry. Students are exposed to the function, theory, and use of industry-standard computer hardware, software, and basic digital design principles utilized in the production of graphic design. Additional fee required. Goal 2A

[ARTS1710](#) Introduction to Graphic Design 3 s.h.

Covers basic principles of typography, such as type anatomy, type fonts and families, communication with typography and an introduction to layout and grid structures. Typography as medium and message and conceptual solutions are emphasized. Additional fee required. Prerequisite: ARTS1680 Computer Graphics for Art & Design. Goal 2A

ARTS1900 Topics in Art 1-3 s.h.

Special topics in art. May be repeated for credit as topics vary. Content and semester hours will vary.

Prerequisites may apply. Additional fee may be required. Goal 2A

ARTS2000 Individual Study Goal 2A 1-3 s.h.

+ ARTS2220 Advanced Drawing 3 s.h.

This course reinforces, refines and further develops the skills of direct observation established in Drawing while exploring and analyzing conceptual strategies in dialogue with contemporary art through the use of color, thematic development and experimental approaches that push the boundaries of what we define as drawing. Additional fee required.

ARTS2240 Art and Social Practice 3 s.h.

Introduces an interdisciplinary approach to understand and produce social practice art projects with an emphasis on engaging community in social and public spaces. Focus is on being able to use creative acts as a force for social change. Goal 2A, ELO5 Arts - World Citizenship

+ ARTS2250 Painting 3 s.h.

A studio experience which presents the fundamental principles and techniques of painting and color theory. Additional fee required. Prerequisites: ARTS1210 and ARTS1230.

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. Focus is on the development and sustaining of cultural identity, preservation and cultivation of sustaining culture through storytelling and the birth of Land Art. Goal 4, ELO5 Arts - Sustainability

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

Chronological, cultural and historical study of the visual arts, technology and innovations from Renaissance through Modern periods in major Western and non-western civilizations. Goal 4, ELO5 Arts - Innovation

+ ARTS2390 History of Graphic Design 3 s.h.

A study of the major developments, movements and styles, and artists associated with the history of Graphic Design. ELO5 Arts - Equality

+ 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 3E, ELO5 Arts - Peace

+ ARTS2600 Professional Practices 3 s.h.

This course focuses on career preparation and opportunities for visual artists and designers. Focus is on equipping students with professional tools and business skills including goal setting, professional ethics, contracts, and portfolio basics including cover letters, statements, resumes and documentation of artwork.

Exhibitions in galleries, museums, alternative spaces, networking and public relations, arts advocacy, applying for grants and residencies, internships, jobs and graduate school will be covered.

ARTS2900 Topics in Art 1-3 s.h.

Special topics in art. May be repeated for credit as topics vary. Content and semester hours will vary. Prerequisites may apply. Additional fee required. Goal 2A

ARTS3000 Individual Study 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. Examines influences of privilege and inequality on the development of major artists, styles and movements from a global perspective. ELO5 Arts - Equality

+ ARTS3200 The Printed Image 3 s.h.

This introductory printmaking/image making studio course is steeped in the tradition of innovation through technology, and the power it has through its use of media, information sharing and protest. Students are introduced to non-toxic relief, intaglio-type, monotype, silkscreen, and multiple image making through contemporary applications of print media. Additional fee required. ELO5 Arts - Innovation

ARTS3240 Eco Art & Ceramics 3 s.h.

Contemporary and traditional approaches to clay with emphasis on wheel-throwing and hand-building techniques. Exploration of sustainable production practices will also address surface decoration and responsible firing processes. Additional fee required. ELO5 Arts - Sustainability

+ 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. Additional fee required. Prerequisite: ARTS1220.

+ 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. Additional fee required. Prerequisite: ARTS1220.

+ 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. Additional fee required. Prerequisite: admittance into Teacher Education, unless part of an approved Liberal Studies Program, junior standing.

+ 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. Additional fee required. Prerequisites: ARTS1210, ARTS1680 and ARTS1710.

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. Additional fee required. Prerequisite: ARTS1680 and ARTS1710.

ARTS3640 Interactive Design 3 s.h.

Introduction into the principles of interactivity through interface, web, and information design. Additional fee required. Prerequisite: ARTS1210, ARTS1680 and ARTS1710.

+ ARTS3820 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 graphic design. Focus on presentation skills and exhibit display appropriate for the medium (matting, layout, mounting, mock-up, etc.). Additional fee required. Prerequisite: ARTS3630.

+ ARTS3840 Interdisciplinary Studio 3.h.

Focuses on generating interdisciplinary theories, practices and works within a studio-based format. The course allows for collaborative learning opportunities for students working in different disciplines to approach themes and develop personal bodies of work. May be repeated for credit. Additional fee required. Prerequisite: ARTS1210 and ARTS1220.

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 2A

ARTS4000 Individual Study 1-3 s.h.

ARTS4100 Systems Development Project 1-3 s.h. (Also CSIT4100)

In-depth project in consultation with the sponsoring faculty member. Students will complete a project that requires design, interactivity and creativity. The project will include some technical aspects and complete documentation of the project is required. The project requires a formal presentation at completion. Additional fee required. Prerequisite: Instructor's consent.

+ 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. Additional fee required.

Prerequisites: admittance into Teacher Education, unless part of an approved Liberal Studies Program. Goal 2A

ARTS4450 Graphic Design Internship 3 s.h.

Advanced work intended for graphic design experiences in a real world environment. The majority of graphic design 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. Repeatable once for credit. (Graded on a Pass/Fail basis.) Prerequisite: At least two courses from the Graphic Design

offerings.

ARTS4700 Senior Exhibition 3 s.h.

Senior capstone experience that focuses on the planning and completion of pieces for a public exhibition. The exhibit presentation must be appropriate for the medium and include publicity and a launch. All students will give a professional presentation, assemble a portfolio and personal website, and complete an exit interview. Prerequisite: Approval of instructor.

+ Denotes an alternate year course.

Support Courses for Art Majors or Minors

+COMM2300 Introduction to Media Technologies 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.

+COMM2500 Introduction to Mass Media 3 s.h.

An examination of the various landmark theories, such as rhetorical, Marxist, and feminist to analyze popular culture, with an emphasis on the importance of communication in the production and consumption of culture. Students will study the development of culture by applying different theories or 'lenses' to cultural artifacts including music, movies, advertisements, clothing, etc.

+COMM3140 Campaigns and Theories of Persuasion 3 s.h.

An emphasis in learning theories, information processing theories, perception theories, components of persuasive appeals, and the ethics involved in persuasion. Further, students will examine the theories and persuasive appeals involved in communication campaigns and critique the success, or lack thereof, of multiple persuasive strategies.

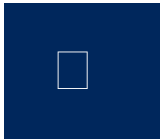
CSIT1060 Introduction to Web Programming 3 s.h.

Basics of how the World Wide Web works and web site construction using HTML and CSS. Related technology skills will be covered.

***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. Additional fee required. Prerequisites: Senior standing, admittance into Teacher Education, and approval for student teaching. (Graded on a Pass/Fail basis.)

Undergraduate Catalog



Athletic Training

Courses in Athletic Training

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

Athletic Training Clinical Experience 1 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. Up to 12 s.h. of clinical experience allowed toward total hours for graduation. Prerequisite: Accepted to the Professional Portion of the Athletic Training majors. Specific courses for each level noted:

- **ATHT2710 Prevention and Health Promotion**
Prerequisite: ATHT1400, HLTH/PHED1300.
- **ATHT2720 Protective Equipment**
Prerequisite: ATHT1400, ATHT3100.
- **ATHT2730 Emergency Care and Management**
Prerequisite: ATHT1500, ATHT3100.
- **ATHT3710 General Medical Conditions**
Prerequisite: ATHT3200/3210.
- **ATHT3720 Psychosocial Conditions**
Prerequisite: ATHT3200/3210.
- **ATHT4710 Clinical Assessment and Care**
Prerequisite: ATHT4200/4210, ATHT4220/4230, ATHT4240/4250, ATHT4260/4270.
- **ATHT4720 Healthcare Administration**
Prerequisite: ATHT1400, ATHT1500. Corequisite: HMSC4330.
- **ATHT4730 Capstone**
Prerequisite: ATHT4200/4210, ATHT4220/4230, ATHT4240/4250, ATHT4260/4270. Corequisite: ATHT2710/2720/2730/3710/3720/4710/4720. Additional fee required.

ATHT1400 Introduction to Athletic Training 3 s.h.

Focuses on the profession of athletic training. Includes study of basic skills and expectations as well as professional organizations and education requirements. Additional fee required.

ATHT2100 Acute Care and Management 3 s.h.

Knowledge and skills associated with the recognition, evaluation, and immediate management of acute

injuries and illnesses. Includes emergency cardiac care (ECC) training. Additional fee required.

ATHT2500 Medical Terminology 2 s.h.

A self-study, programmed-based opportunity to learn and understand medical terminology.

ATHT3100 Prevention and Care of Athletic Injuries 3 s.h.

Techniques of injury prevention and caring for athletic injuries.

ATHT3110 Kinesio Taping® 1 s.h.

Instruction in Kinesio Taping theory and techniques along with guided practice in applying the modality.

Successful completion of the course will serve as eligibility to take the KTA exam. Additional fee required.

Prerequisites: Anatomy and physiology (BIOL2300 or BIOL3420 and BIOL3440) and athletic training major accepted to the professional phase of the major.

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, ATHT3100, BIOL1400; CO: ATHT3210.

ATHT3210 Medical Aspects of Athletic Training Lab (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 general medical concepts, pharmacology, and related documentation. Prerequisites: Accepted to the Professional Portion of the Athletic Training major, CO: ATHT3200.

ATHT4200 Evaluation of Lower Body 2 s.h.

Focuses on the assessment and evaluation of 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, ATHT3100, BIOL3420; CO: ATHT4210.

ATHT4210 Evaluation of Lower Body Lab (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 and conditions of the lower body. Prerequisites: Accepted to the Professional Portion of the Athletic Training major, CO: ATHT4200.

ATHT4220 Evaluation of Upper Body 2 s.h.

Focuses on the assessment and evaluation of 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, ATHT3100, BIOL3420; CO: ATHT4230.

ATHT4230 Evaluation of Upper Body Lab (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 and conditions of the trunk and upper extremity. Prerequisites: Accepted to the Professional Portion of the Athletic Training major, CO: ATHT4220.

ATHT4240 Therapeutic Modalities 2 s.h.

Focuses on planning, implementing, documenting, and evaluating treatment plans involving therapeutic modalities. Prerequisites: Accepted to the Professional Portion of the Athletic Training major, CO: ATHT4240.

ATHT4250 Therapeutic Modalities Lab (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. Prerequisites: Accepted to the Professional Portion of the Athletic Training major, CO: ATHT4240.

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: Accepted to Professional Portion of the Athletic Training major, ATHT3100, CO: ATHT4270.

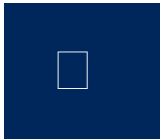
ATHT4270 Therapeutic Exercise and Rehabilitation Lab (0-2) 1 s.h.

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. Prerequisites: Accepted to the Professional Portion of the Athletic Training major, CO: ATHT4260.

ATHT4300 Graston Module I: Instrument Assisted Soft Tissue Mobilization 1 s.h.

This course is designed for students wishing to pursue Graston Technique certification. Students will undergo no less than 12 hours of hands-on Module One GT training including, but not limited to, the introduction of instrument assisted soft tissue mobilization, GT theory, and basic GT instrumentation on the upper and lower extremities. Upon completion of this course students will receive a GT certificate of completion. Official certification can then be obtained through GT upon verification of BOC certification. Additional fee required. Prerequisites: Senior standing in the Athletic Training major and in final semester of undergraduate education.

[Undergraduate Catalog](#)



Biology Major or Minor

BS Degree - Biology Major

In addition to the essential education requirements, students majoring in Biology must complete 55-58 semester hours in Biology and related sciences.

Core Courses - 14 s.h.

- [BIOL1500](#) Fundamentals of Ecology and Evolution 3 s.h.
- [BIOL1520](#) Fundamentals of Organismal Biology 4 s.h.
- [BIOL2100](#) Fundamentals of Cell Biology and Genetics 4 s.h.
- [BIOL4110](#) Biology Seminar 1 s.h.
- [BIOL/CHEM4120](#) Research I 1 s.h.
- [BIOL/CHEM4130](#) Research II 1 s.h.

Choose five of the following courses with at least one in each of the three areas - 17-20 s.h.

Area 1:

- [BIOL2360](#) Microbiology 4 s.h.
- [BIOL2430](#) Animal Biology 4 s.h.
- [BIOL2440](#) Plant Biology 4 s.h.
- [BIOL3400](#) Ecology and Conservation Biology 3 s.h. and [BIOL3401](#) Ecology and Conservation Biology Lab 1 s.h.

Area 2:

- [BIOL3310](#) Fundamentals of Molecular Genetics 4 s.h.
- [BIOL3500](#) Applied Pharmacology 3 s.h.
- [BIOL/CHEM4310](#) Biochemistry 4 s.h.
- [BIOL4450](#) Cell Biology 4 s.h.
- [BIOL4460](#) Cancer Biology 3 s.h.

Area 3:

- [BIOL3420](#) Human Anatomy 4 s.h.
- [BIOL3440](#) Human Physiology 4 s.h.
- [BIOL4400](#) Immunology 3 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.

Required essential education math requirement (6 s.h.)

- [MATH1380](#) Introduction to Statistics 3 s.h.
- One of the following ([MATH1510](#) Calculus I 3 s.h., [MATH1330](#) Elementary Functions 3 s.h., or [MATH1280](#) College Algebra 3 s.h.)

The following courses are strongly recommended for any student planning to attend professional school (medical, dental, pharmacy, veterinary, etc.) or graduate school in biology (or any related field).

- [ATHT2500](#) Medical Terminology 2 s.h.
- [BIOL2360](#) Microbiology 4 s.h.
- [BIOL3120](#) Internship in Biological Sciences 1-3 s.h.
- [BIOL3310](#) Fundamentals of Molecular Genetics 4 s.h.
- [BIOL3420](#) Human Anatomy 4 s.h.
- [BIOL3440](#) Human Physiology 4 s.h.
- [BIOL3500](#) Applied Pharmacology 3 s.h.
- [BIOL/CHEM4310](#) Biochemistry 4 s.h.
- [BIOL4400](#) Immunology 3 s.h.
- [BIOL4450](#) Cell Biology 4 s.h.
- [BIOL4460](#) Cancer Biology 3 s.h.
- [MATH1510](#) Calculus I 3 s.h.

Biology Minor

A minor in Biology consists of 18 semester hours or more, including [BIOL1500](#), [BIOL1520](#), [BIOL2100](#) and BIOL electives.

Neuroscience Concentration

- [BIOL2100](#) Fundamentals of Cell Biology and Genetics 4 s.h.
- [BIOL3440](#) Human Physiology* 4 s.h.

- [BIOL3500](#) Applied Pharmacology 3 s.h. **or**
[BIOL4450](#) Cell Biology 4 s.h.
- [CHEM1330](#) Introduction to General, Organic, and Biochemistry 3 s.h. **or**
[CHEM3410](#) Organic Chemistry I 3 s.h.
- [PSYC1300](#) Introductory Psychology 3 s.h.
- [PSYC3330](#) Biopsychology 3 s.h.
- [PSYC3390](#) Cognitive Psychology 3 s.h.
- [PSYC3500](#) Principles of Learning 3 s.h. **or**
[PSYC3900C](#) Topics: Animal Models in Psychopathology 3 s.h.
- [BIOL/PSYC2400](#) Frontiers in Neuroscience 1 s.h.
- Capstone Research 2-3 s.h.
[BIOL/CHEM4120](#) Research I 1 s.h. and [BIOL/CHEM4130](#) Research II 1 s.h. **or**
[PSYC3520](#) Research Methods Two 3 s.h.

*For Psychology majors the prerequisite of [BIOL3420](#) Human Anatomy will be waived in lieu of [BIOL2300](#) Anatomy and Physiology I.

Teacher Certification in Biology

1. 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).
2. **OPTION 1:** 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 27 semester hours in Biology including the following courses:
[BIOL1400](#) Unity of Life 3 s.h.
[BIOL2360](#) Fundamentals of Microbiology 4 s.h.
[BIOL2430](#) Animal Biology 4 s.h.
[BIOL2440](#) Plant Biology 4 s.h.
[BIOL3400](#) Ecology and Conservation Biology 3 s.h. and [BIOL3401](#) Ecology and Conservation Biology Lab 1 s.h.
[BIOL3420](#) Human Anatomy 4 s.h.
[BIOL3440](#) Human Physiology 4 s.h.
OPTION 2: 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 30 semester hours in the broad area of Science (BIOL, CHEM, SCIE) to include the following 15

semester hours in Biology:

[BIOL1500](#) Fundamentals of Ecology and Evolution 3 s.h.

[BIOL1520](#) Fundamentals of Organismal Biology 4 s.h.

[BIOL2100](#) Fundamentals of Cell Biology and Genetics 4 s.h.

Choose one of the following BIOL courses:

[BIOL2360](#) Microbiology 4 s.h.

[BIOL2430](#) Animal Biology 4 s.h.

[BIOL2440](#) Plant Biology 4 s.h.

[BIOL3400](#) Ecology and Conservation Biology 3 s.h. and [BIOL3401](#) Ecology and Conservation Biology Lab 1 s.h.

Courses in Biological Sciences

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

[BIOL1100](#) Introduction to Sustainability 3 s.h.

An introduction to the fundamentals of sustainability and its impact on biological systems. Explores how sustainability relates to population, ecosystems, global change, energy, agriculture, water, environmental economics and policy, ethics, and cultural history. Practical approaches to this course will be tied closely to small-scale agriculture and water use with hands-on fieldwork at the campus EcoPlot. Goal 1A, ELO6 Science - Sustainability

[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, climate change, loss of biodiversity, and ecosystem degradation, will be considered. Goal 1A, ELO6 Science - Peace

[BIOL1400](#) Unity of Life (3-0) 3 s.h.

A study of the key characteristics of life that unite all living organisms, including humans. Emphasis will be placed on comparing how humans and other organisms fulfill basic life needs. Will not count for credit in the Biology major or minor. Goal 1A, ELO6 Science - Equality

[BIOL1500](#) Fundamentals of Ecology and Evolution 3 s.h.

A study of the diversity of life, focusing on the evolutionary processes that shape life and the ecological interactions among organisms and their physical environments. Goal 1A

[BIOL1520](#) Fundamentals of Organismal Biology (3-2) 4 s.h.

A comparative study of form and function across organisms, focusing on the various structures and strategies used by plants and animals to fulfill basic life needs. Additional fee required. Goal 1A

[BIOL2000](#) Individual Study Goal 1A 1-3 s.h.

BIOL2100 Fundamentals of Cell Biology and Genetics (3-2) 4 s.h.

A study of the various patterns and mechanisms of heredity, changes in the genetic material and the consequences of these genetic changes. The course will also give an introduction to cellular structures, macromolecules, and processes, including DNA replication, transcription, translation and cellular signaling. Additional fee required. Prerequisite: CHEM1330 or CHEM3410 (C or better strongly recommended). Goal 1A

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.) Additional fee required. Goal 1A

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. Online only. Prerequisite: BIOL2300. Goal 1A

BIOL2350 Introduction to Microbiology 4 s.h.

Students will learn about immunology, bacteriology, mycology, and virology. Emphasis will be placed on the cellular mechanisms and role of microbial pathogens (bacteria) and agents (viruses, prions) affecting human health and how they are treated. Credit is not allowed for this course and BIOL2360. Prerequisites: CHEM1330 or BIOL2100 or instructors consent or enrollment in the RN to BSN program.

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

Students will learn about immunology, bacteriology, mycology, and virology. Emphasis will be placed on the cellular mechanism and role of microbial pathogens (bacteria) and agents (viruses, prions) affecting human health and how they are treated. Additional fee required. Prerequisite: BIOL2100 or instructor's consent. Goal 1A

BIOL2400 Frontiers in Neuroscience (also PSYC2400) 1 s.h.

This course will explore historical and recent exploration in the field of neuroscience. Specifically, research will be presented related to cellular mechanisms of action in neuroscience, the use of animals in neuroscience, disease states related to neuroscience, drug discovery in neuroscience, and psychological medications in neuroscience.

+ BIOL2430 Animal Biology (3-2) 4 s.h.

A survey of the major groups in the animal kingdom, including sponges, cnidarians, molluscs, arthropods, echinoderms, vertebrates, etc. Within each group, taxonomy, internal and external form, reproduction, nutrition, and habitat will be considered. Additional fee required. Prerequisite: BIOL1400, BIOL1500, or BIOL1520. Goal 1A

+ BIOL2440 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. Additional fee required. Prerequisite: BIOL1400, BIOL1500, or BIOL1520. Goal 1A

HLTH2560 Nutrition 3 s.h.

A study the principles of nutrition as it relates to health, exercise, sports and disease. Students will be presented with applied content that includes research-based guidelines meant to help students differentiate between nutrition recommendations that are backed by science and the overabundance of false and misleading information. Goal 1A

BIOL2580 Drug Development and Society 3 s.h.

An exploration of drug discovery, development, and delivery from the medicinal herbs of the Middle Ages through the present day pharmaceutical industry. Drug safety for society is the underlying theme. Topics include pharmacology of selected herbs, drug delivery systems, and federal regulation of drugs. ELO6 Science - Innovation

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 1A

BIOL3000 Individual Study Goal 1A 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. May be repeated for a maximum of 9 semester hours. (Graded on a Pass/Fail basis.) Prerequisite: Instructor's consent. Goal 1A

BIOL3310 Molecular Genetics (3-3) 4 s.h.

A study of cellular processes involved in the Central Dogma: DNA replication, transcription and translation. The study will include how gene expression is regulated at various levels, such as at the transcription level and post-translational level. Lastly students will study and perform different molecular genetic techniques used in laboratories today: pipetting, DNA gel electrophoresis, PCR and DNA cloning. Additional fee required. Prerequisite: BIOL2100 (C or better strongly recommended). Goal 1A

+ BIOL3400 Ecology and Conservation Biology (3-0) 3 s.h.

A study of how organisms interact with one another and with their physical environments at the physiological, population, community, and ecosystem levels. Case studies will use ecological concepts to develop conservation strategies for species, habitats, and ecosystems. Corequisite (for Biology majors): BIOL3401 Ecology and Conservation Biology Lab. Goal 6, ELO6 Science - World Citizenship

+ BIOL3401 Ecology and Conservation Biology Lab (0-2) 1 s.h.

Additional fee required. Corequisite (for Biology majors): BIOL3400 Ecology and Conservation Biology.
Prerequisite: Instructor's consent.

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. Additional fee required. Prerequisites: BIOL1400 or BIOL2100 or PHED1240. Goal 1A

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. Additional fee required. Prerequisites: BIOL3420 (grade of C or better strongly recommended) and one semester of chemistry. Goal 1A

BIOL3500 Applied Pharmacology 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: CHEM1330 or CHEM3410. Goal 1A

BIOL3900 Special Topics Goal 1A 1-3 s.h.

BIOL4110 Biology Seminar 1 s.h.

Presentation and discussion of current topics from the biological literature and biological world. Emphasis will be placed on finding, interpreting, and presenting primary journal articles. Prerequisite: Upper division status. Goal 1A

BIOL4120 Research I (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: BIOL2100, CHEM3410, and senior standing or consent of instructor. Goal 1A

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 1A

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

An introduction to biologically important molecules and metabolic pathways and the laboratory techniques used to study and characterize them. Additional fee required. Prerequisite: CHEM3420/3421 and BIOL2100. Goal 1A

+ BIOL4400 Immunology 3 s.h.

Investigation of the innate and adaptive immune system, including inflammation, B and T cell development

and function, immunization and its role in human health. Prerequisites: BIOL2100 and BIOL2360 (grade of C or better strongly recommended). Goal 1A

+ BIOL4450 Cell Biology (3-3) 4 s.h.

Investigation of the fine structures and functions of the cell and its parts. Includes an in-depth study of: 1) the regulatory mechanisms involved in cellular processes, such as transport of material, cell division, metabolism, signal transduction and apoptosis and 2) the fine structures, such as the different eukaryotic organelles, cytoskeleton, and prokaryotic appendages. Additional fee required. Prerequisite: BIOL2100 (grade of C or better strongly recommended). Goal 1A

+ BIOL4460 Cancer Biology 3 s.h.

Students will investigate the cellular mechanisms of cancer and then will learn about a few specific cancers. Includes an in-depth study of the multistage model of carcinogenesis, genes involved in cancer, activation of cancer genes, signal transduction pathways that promote carcinogenesis, the mechanism of metastasis, apoptosis, how cancer treatments work, and the new potential cancer treatments. Prerequisite: BIOL3310, BIOL4450, or [BIOL2100 and BIOL/CHEM 4310] (grade of C or better strongly recommended). Goal 1A

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 1A

Support Courses for Biology Major

ATHT2500 Medical Terminology 2 s.h.

A self-study, programmed-based opportunity to learn and understand medical terminology.

CHEM1330 Introduction to General, Organic, and Biochemistry 3 s.h.

An introduction to the principles of inorganic, organic and biochemistry, including a study of atoms, chemical bonding, types of chemical reactions (focusing on ones in the cell), solution chemistry, introduction of biological molecules (proteins, lipids, carbohydrates and nucleic acids). This course is intended for students desiring a general education in chemistry, those majoring in nursing or allied health fields and those that need it to fulfill the chemistry requirement for fundamentals of cell biology and genetics course. Course will not count for credit in the Chemistry and/or Biology majors or minors. Prerequisite: MATH1280 or one year of high school algebra (C or better strongly recommended). Goal 1A

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

A study of the general principles, theories, and methods of chemistry. Emphasis 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 CHEM1330. Corequisite: CHEM1431 Principles of Chemistry I Lab. Goal 1A

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

Additional fee required. Corequisite: CHEM1430 Principles of Chemistry I. Goal 1A

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 1A

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

Additional fee required. Corequisite: CHEM1440 Principles of Chemistry II. Goal 1A

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 with a grade of C or better. is strongly recommended. Corequisite: CHEM3411 Organic Chemistry I Lab. Goal 1A

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

Additional fee required. Corequisite: CHEM3410 Organic Chemistry I. Goal 1A

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

A continuation of CHEM3410 which is a prerequisite. With a grade of C or better is strongly recommended. Corequisite: CHEM3421 Organic Chemistry II Lab. Goal 1A

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

Additional fee required. Corequisite: CHEM3420 Organic Chemistry II. Goal 1A

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 3A, ELO6 Math

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 3A, ELO6 Math

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 3A, ELO6 Math

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 3A, ELO6 Math

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, wave motion, 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 1A

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 1A

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 1C, ELO5 Social Science - Innovation

+ 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 1C

+ 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 1C

+ 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 1C

PSYC3520 Research Methods Two 3 s.h.

Development and implementation of an original research project. Prerequisite: PSYC3320, psychology major. Goal 1C

PSYC3900C Topic - Animal Models of Psychopathology 3 s.h.

An exploration of the role of animals in the experimental study of mental illness. Course includes the psychology and neurobiology of human psychopathology, historical conceptions, assessment of animal model validity and specific animal models for human illnesses such as schizophrenia, anxiety, depression, aggression, and memory disorders due both to disease and aging. Prerequisite: PSYC1300 or instructor consent.

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 and Prerequisites: admittance into Teacher Education, unless part of an approved Liberal Studies Program. Goal 1A

Undergraduate Catalog



Business Administration Major or Minor

BA Degree — Business Administration Major

In addition to the essential 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.
- [ACCT4200](#) Seminar in Accounting **or**
[BUAD4200](#) Seminar in Business Policy 3 s.h.
- [ECON1300](#) Principles of Macroeconomics 3 s.h.
- [ECON1320](#) Principles of Microeconomics 3 s.h.
- [CSIT3500](#) Management of Information Systems 3 s.h.
- Electives in Business Administration 3 s.h.
- Electives in Business Administration, Economics, or Accounting 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 six courses: [BUAD1100](#), [BUAD3320](#), [BUAD3330](#), [BUAD3380](#), [CSIT3500](#), [ECON3440](#).

Business Scholars' Certificate Program

Students wishing to earn a Business Scholars' certificate can be admitted to the program by meeting the admission requirement: Two years high school algebra or two years accounting experience or Financial Accounting (official transcripts required).

Completion of the certificate requires:

Development of an electronic career portfolio that includes: the student's resume, evidence of effective written and oral communication, evidence of effective leadership and collaborative problem-solving, evidence of ethical decision-making, evidence of technological competency, and reflection statements on special events attended. When complete, the portfolio must be approved by the Program Director.

and

24 semester hours, including:

[ACCT2310](#) Financial Accounting 3 s.h.

[BUAD3650](#) Business Connections 3 s.h.

[ECON1300](#) Principles of Macroeconomics 3 s.h.

[ECON1320](#) Principles of Microeconomics 3 s.h.

One of the following: 3 s.h. internship* or 3 s.h. travel course or 3 s.h. [BUAD2350/3350](#) Free Market Practicum

Nine s.h. electives from one of the below areas**:

Marketing

[BUAD3210](#) Social Media Marketing

[BUAD3330](#) Principles of Marketing

[BUAD4430](#) Marketing Strategies

[SPMT3300](#) Sport Marketing

Management

[BUAD3250](#) Entrepreneurship & Free Enterprise

[BUAD3320](#) Principles of Management

[BUAD3400](#) Small Business Ventures

[BUAD3450](#) Organizational Behavior

[BUAD3460](#) Operations Management

Entrepreneurship

[ACCT2320](#) Managerial Accounting

[BUAD3220](#) Alternative Business Structures

[BUAD3250](#) Entrepreneurship & Free Enterprise

[BUAD3330](#) Principles of Marketing

[BUAD3400](#) Small Business Ventures

General Business

[ACCT2320](#) Managerial Accounting

[BUAD3320](#) Principles of Management

[BUAD3330](#) Principles of Marketing

[BUAD3340](#) Business Law

[BUAD3380](#) Principles of Business Finance

*For students with a minimum of one year of full-time work experience, the internship requirement may be waived upon request. The nature of this experience should be documented carefully in the portfolio and be shown to have developed the student's career skills.

**For students with a major or minor in the School of Business, the elective coursework must be in addition to courses already required for their major or minor. For example, a student with a BUAD major takes Principles of Management as required and Social Media Marketing as one of their BUAD electives. These courses may not count towards the certificate's electives.

Residency Requirement:

Fifty percent (50%) of the semester hours in the certificate program are required to be taken from Graceland University.

Gainful Employment Disclosure

The Gainful Employment Disclosure for this program can be found with Consumer Information located [here](#).

Courses in Business Administration

[BUAD1100](#) Introduction to Business 3 s.h.

Introduction to Business is designed to expose students to the many functions of modern business including topics such as management, finance accounting, marketing, production, computers, international business, small business, investments and other areas of general business interest.

[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.

[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.

[BUAD1900C](#) Topic - Introduction to Business 3 s.h.

Introduction to Business is designed to expose students to the many functions of modern business including topics such as management, finance accounting, marketing, production, computers, international business,

small business, investments and other areas of general business interest.

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.

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 3E

BUAD3210 Social Media Marketing 3 s.h.

This course provides a comprehensive overview, with hands-on experience, of Social Media Marketing. The most basic objectives of the course are to provide students with a broad introduction to social media marketing concepts and techniques using the latest online tools combined with practical "real world" application. There will be an emphasis on strategic use of tools, effective design and contemporary marketing techniques. Students will build and maintain real world marketing campaigns. Prerequisite: BUAD3330 Principles of Marketing or ARTS1680 Computer Graphics for Art & Design or COMM1250 Introduction to Communication Theory.

+BUAD3220 Alternative Business Structures 3 s.h.

A study of traditional and emerging options for legally structuring an enterprise. The course will explore four major units: traditional business forms, international options, nonprofits, and social entrepreneurship.

Prerequisite: ACCT2310.

+ 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.

BUAD3310 Principles of Sales 3 s.h.

Principles of Sales is designed to expose students to the many functions of modern sales and sales management including topics such as the selling process, the buying process, creating value in buyer-seller relationships, prospecting, sales call planning, communicating the message, negotiating for win-win solutions, promoting trust, closing the sale, as well as how to motivate, compensate and train sales people.

BUAD3320 Principles of Management 3 s.h.

Fundamentals of planning, organizing, directing, coordinating, and controlling business activity.

Prerequisites: Junior standing. Goal 6

BUAD3330 Principles of Marketing 3 s.h.

A decision-oriented overview of marketing management in modern organizations. The most basic objectives of the course are to provide students with a broad introduction to marketing concepts, the role of marketing in society and in the firm, and the various factors that influence marketing decision-making. Students will be exposed to and expected to learn the "language of marketing" (that is, terms, concepts, and frameworks) used by practicing marketing managers. 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.

BUAD3360 Entrepreneurial Leadership 3 s.h.

Emphasis is placed on: learning skills for taking risks and thriving in a changing environment; discovering individual passion; learning about the system in which we exist; and becoming action oriented. In addition to being academically challenging, this course will also be physically challenging due to the service projects, team-building and risk-taking activities. Prerequisites: BUAD3350 and instructor's consent.

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.

+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. *Offered Fall even years.*

+ BUAD3460 Operations Management 3 s.h.

The planning, organizing, staffing, directing and controlling of all the activities of production systems. Prerequisites: MATH1380. *Offered Fall odd years.*

+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. Offered for online Organizational Leadership major only.

+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. *Offered Spring even years.*

BUAD3650 Business Connections 3 s.h.

A project-based course in which students connect content from one of the certificate program's Business Administration courses with a course in their major. If the student's major is in the School of Business, the project will connect one of the certificate courses with a liberal arts course they are taking concurrently. For non-degree seeking students, the project will connect one of their certificate courses with a life experience or previously completed liberal arts course. Wherever appropriate, the topic must be approved by the instructors of both courses being linked in the project. Prerequisite: Instructor's consent.

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.

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. Repeatable to a maximum of 12 hours. (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. Repeatable to a maximum of 12 hours. (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. Repeatable to a maximum of 12 hours. (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. Repeatable to a maximum of 12 hours. (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. Repeatable to a maximum of 12 hours. (Graded on a Pass/Fail basis.) Prerequisite: Instructor's consent.

BUAD4180 Internship in Social Media Marketing 1-3 s.h.

An internship that allows students to work with professionals who are in career areas relating to the field of social media marketing. The student will play an active role in identifying potential field sponsors. Repeatable to a maximum of 12 hours. (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.

BUAD4210 Seminar in Social Media Marketing 3 s.h.

A comprehensive overview, with hands-on experience, of Social Media Marketing. There will be an emphasis on strategic use of online tools, effective design, and contemporary marketing techniques, combined with practical application. Students will build and maintain real world marketing campaigns. Restricted to Social Media Marketing Majors. Additional fee required.

BUAD4430 Marketing Strategies 3 s.h.

A focus on the development of decision-making skills in marketing. Concepts and tools are applied to frame and solve real-world problems facing marketing managers engaged in developing optimal marketing strategies. Prerequisite: BUAD3330.

+Denotes alternate year course.

Support Courses for Business Administration Major or Minor

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: One MATH course.

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.

ACCT4200 Seminar in Accounting 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 with extensive analysis of Financial Statements

(Balance Sheets, Income Statements, and Cash Flow Statements). Prerequisites: ACCT3460, BUAD3320, BUAD3330, BUAD3380, and MATH1380.

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.

ECON1300 Principles of Macroeconomics 3 s.h.

Analysis of the fundamental principles of the American economic system, centering on price, national income, international trade and finance, fiscal policy, monetary policy, money, and banking. Prerequisite: 1 year high school algebra; geometry recommended. Goal 1C, ELO5 Social Science - World Citizenship

ECON1320 Principles of Microeconomics 3 s.h.

Analysis of the fundamental principles of the American economic system, centering on price, production, market structures, and a survey of contemporary economic problems, e.g. sustainability. Goal 1C, ELO5 Social Science - Sustainability

+ ECON3440 International Economics 3 s.h.

Theories of international trade, foreign exchange markets, resource movements and international economic policies. Prerequisite: ECON1300. Goal 1C, ELO4 Global Learning - World Citizenship

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 3A, ELO6 Math

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 3A, ELO6 Math

SPMT3300 Sport Marketing 3 s.h.

An analysis of the field of marketing from a sports perspective with focus on the elements of and development of a marketing plan. Prerequisite: ECON1320.

+ Denotes alternate year course.

Undergraduate Catalog



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. Additional fee required. Prerequisite: Open to freshmen and sophomores only or instructor's consent.

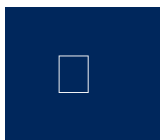
CRPL3100 Future Focus and the Job Search 1 s.h.

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. Additional fee required.

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 and 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 Career Services Coordinator. May be repeated once for credit. (Graded on a Pass/Fail basis.)

[Undergraduate Catalog](#)



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Chemistry Major or Minor

BS Degree — Chemistry Major

In addition to the essential 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:

- [BIOL1500](#) Fundamentals of Ecology and Evolution 3 s.h.
- [CSIT1100](#) Principles of Computing 3 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

1. 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).
2. **OPTION 1:** 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 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.

OPTION 2: 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 30 semester hours in the broad area of Science (BIOL, CHEM, SCIE) to include the following 17 semester hours in Chemistry:

[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.

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).

[CHEM1300](#) Introduction to Environmental Chemistry with Lab 4 s.h.

Examination of the chemical processes underlying the natural cycles of Earth including the impact anthropogenic processes and emissions have on these cycles. The course will also examine the technological innovations that have affected emissions and those innovations that have been implement to remedy environmental problems. ELO6 Science - Innovation

[CHEM1330](#) Introduction to General, Organic, and Biochemistry 3 s.h.

An introduction to the principles of inorganic, organic and biochemistry, including a study of atoms, chemical bonding, types of chemical reactions (focusing on ones in the cell), solution chemistry, introduction of biological molecules (proteins, lipids, carbohydrates and nucleic acids). This course is intended for students desiring a general education in chemistry, those majoring in nursing or allied health fields and those that need it to fulfill the chemistry requirement for fundamentals of cell biology and genetics course. Course will not count for credit in the Chemistry and/or Biology majors or minors. Prerequisite: MATH1280 or one year of high school algebra (C or better strongly recommended). Goal 1A

[CHEM1340](#) Forensic Chemistry 3 s.h.

This course will expose students to the field of forensic science primarily using chemical forensics and testing. Topics include evidence collection and preservation, drugs and drug chemistry, heat and explosions,

poisons and others. The course will cover basic chemical concepts needed to plan, execute, and interpret forensic results. All necessary scientific concepts will be developed in the context of forensic science. Two 50-minute class sessions and a 75-minute laboratory per week. ELO6 Science - World Citizenship

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

A study of the general principles, theories, and methods of chemistry. Emphasis 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 CHEM1330. Corequisite: CHEM1431 Principles of Chemistry I Lab. Goal 1A

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

Additional fee required. Corequisite: CHEM1430 Principles of Chemistry I. Goal 1A

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 1A

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

Additional fee required. Corequisite: CHEM1440 Principles of Chemistry II. Goal 1A

CHEM2000 Individual Study Goal 1A 1-3 s.h.

CHEM3000 Individual Study Goal 1A 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 1A

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. May be repeated for a maximum of 9 semester hours. (Graded on a Pass/Fail basis.) Prerequisite: Instructor's consent. Goal 1A

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. Additional fee required. Prerequisite: CHEM1440/1441 with a . grade of C or better is strongly recommended. Goal 1A. *Offered odd years Spring.*

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 with a grade of C or better. is strongly recommended. Corequisite: CHEM3411 Organic Chemistry I Lab. Goal 1A

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

Additional fee required. Corequisite: CHEM3410 Organic Chemistry I. Goal 1A

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

A continuation of CHEM3410 which is a prerequisite. With a grade of C or better is strongly recommended.

Corequisite: CHEM3421 Organic Chemistry II Lab. Goal 1A

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

Additional fee required. Corequisite: CHEM3420 Organic Chemistry II. Goal 1A

+ 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. Additional fee required. Prerequisites: CHEM1440/1441 with a grade of C or better is strongly recommended, PHYS1420, and MATH1520. Goal 1A. *Offered odd years Fall.*

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

Additional fee required. Continuation of CHEM3610, which is a prerequisite. Goal 1A. *Offered even years Spring.*

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 1A

CHEM4000 Individual Study Goal 1A 1-3 s.h.

CHEM4110 Chemistry Seminar II 1 s.h.

Continuation of CHEM3110. Prerequisite: 17 s.h. of chemistry including CHEM3110. Goal 1A

CHEM4120 Research I (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: BIOL2100, CHEM3410, and senior standing or consent of instructor. Goal 1A

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 1A

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

An introduction to biologically important molecules and metabolic pathways and the laboratory techniques used to study and characterize them. Additional fee required. Prerequisite: CHEM3420/3421 and BIOL2100. Goal 1A

+ 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. Additional fee required. Prerequisite: CHEM3420/3421 with a grade of C or better is strongly recommended. Goal 1A. *Offered even years Fall.*

+Denotes alternate year course.

Support Courses for Chemistry Major

BIOL1500 Fundamentals of Ecology and Evolution 3 s.h.

A study of the diversity of life, focusing on the evolutionary processes that shape life and the ecological interactions among organisms and their physical environments. Goal 1A

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.

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 3A, ELO6 Math

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 3A

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, wave motion, 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 1A

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 1A

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 and Prerequisites: admittance into Teacher Education, unless part of an approved Liberal Studies Program. Goal 1A

Undergraduate Catalog



Communication Major or Minor

BA Degree — Communication Major

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

The following 18 semester hours of core courses are required:

- [COMM1250](#) Introduction to Communication Theory 3 s.h.
- [COMM2500](#) Introduction to Mass Media 3 s.h.
- [COMM2600](#) Interpersonal Communication 3 s.h.
- [COMM3100](#) Intercultural Communication 3 s.h.
- [COMM3230](#) Small Group Communication 3 s.h.
- [COMM4150](#) Senior Seminar 3 s.h.

24 semester hours chosen from the list of elective courses below:

- [ARTS1710](#) Introduction to Graphic Design 3 s.h.
- [COMM2100](#) Introduction Organizational Communication 3 s.h.
- [COMM2300](#) Introduction to Media Technologies 3 s.h.
- [COMM3140](#) Campaigns and Theories of Persuasion 3 s.h.
- [COMM3200](#) Health Communication 3 s.h.
- [COMM/PEAC/SOCI3210](#) Conflict Management and Dialogue 3 s.h.
- [COMM3220](#) Gender and Communication 3 s.h.
- [COMM3500](#) Emerging and Social Media 3 s.h.
- [COMM3900](#) Topics in Communication 1-3 s.h.
- [COMM4300](#) Internship in Communication 3 s.h.
- [SOCI3440](#) Research Methods 3 s.h.

Minor in Communication*

A minor in Communication requires 18 or more semester hours in Communication, including all of the COMM core courses listed above (except for COMM4150 Senior Seminar) and one Communication elective COMM prefix (3 s.h.).

*This minor may require four sequential semesters to complete since it includes courses offered on an

every-other-year basis.

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 3B

COMM1250 Introduction to Communication Theory 3 s.h.

Survey of the major theories that support research and study of communication, such as interpersonal communication, organizational communication, rhetoric, media, culture, and ethics. The course gives students a foundation in communication vocabulary, basic knowledge of key theories, and an introduction to practical application of theory to human communication. *Offered every Fall.* ELO5 Humanities - Innovation

COMM2000 Individual Study 1-3 s.h.

+COMM2100 Introduction to Organizational Communication 3 s.h.

Introduction to the basic concepts in the study of organizational communication. The course considers approaches to the practice and study of communication within organizational setting, including classical approach, human relations, human resources approaches, systems approaches, cultural approaches, and critical approaches. It also introduces specific issues within the study of organizational communication, including assimilation, decision-making, conflict, change, emotion, organizational ethics, cultural diversity, and communication technologies.

+COMM2300 Introduction to Media Technologies 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.

+COMM2500 Introduction to Mass Media 3 s.h.

An examination of the various landmark theories, such as rhetorical, Marxist, and feminist to analyze popular culture, with an emphasis on the importance of communication in the production and consumption of culture. Students will study the development of culture by applying different theories or 'lenses' to cultural artifacts including music, movies, advertisements, clothing, etc.

+COMM2600 Interpersonal Communication 3 s.h.

A focus on the study of communication within dyads with a specific focus on friendships, romantic relationships, and family relationships. The course seeks to draw from experience, interaction, and theory to encourage a behavioral and conceptual understanding of communication within interpersonal relationships. Goal 3B.

COMM3000 Individual Study 1-3 s.h.

+COMM3100 Intercultural Communication 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 4, ELO4 Global Learning - World Citizenship

+COMM3140 Campaigns and Theories of Persuasion 3 s.h.

An emphasis in learning theories, information processing theories, perception theories, components of persuasive appeals, and the ethics involved in persuasion. Further, students will examine the theories and persuasive appeals involved in communication campaigns and critique the success, or lack thereof, of multiple persuasive strategies.

+COMM3200 Health Communication 3 s.h.

Examines theory and research relevant to health communication, including interpersonal, organizational, and mass media approaches. Topics include the role of communication in general, models of health and illness, the relationship between patients and healthcare providers, social support, and the ethics involved within the health context.

+COMM3210 Conflict Management and Dialogue (Also SOCI/PEAC3210) 3 s.h.

An examination of conflict theories and approaches, negotiation process, conflict ethics, and third party mediation. In this class, students will become familiar with the causes of conflict as well as ways strategies and tactics used in conflict management. Further, this class will explore the foundational theoretical concepts and models of dialogue in the context of conflict management. Goal 3B

+COMM3220 Gender and Communication 3 s.h.

An exploration of sex, gender, and sexuality as they relate to the ways we communicate in personal, professional, and political contexts. Specific attention will be given to self-other relationships, how gendered identities affect interpersonal, cultural, and political interactions, where do individuals stand in terms of normative gender identities, and how those norms came to be.

+COMM3230 Small Group Communication 3 s.h.

An examination of the communication processes within small group situations. Specifically, the class will consider theory, principles, and the practical application of small group problem-solving and decision-making process. Students will participate in group discussion, group projects, and will develop skills in analyzing group performance. Goal 3B

+COMM3500 Emerging and Social Media 3 s.h.

An exploration of the emergence of new communication practices as well as their social, political, cultural, and economic impact in personal, community, cultural, social, institutional, and international life. Specific attention will be given to the ways social media influence and shape matters of ethics and privacy, how we see ourselves and others, how we interact formally and informally, and how we do business.

COMM3900 Topics in Communication 1-3 s.h.

Advanced study in specific topics in 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.

Allows students to synthesize knowledge across the communication studies major through the exploration and presentation of original research. *Offered every spring.*

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. Prerequisites: admittance into Teacher Education, unless part of an approved Liberal Studies Program.

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.

Support Courses for Communication Major

ARTS1710 Introduction to Graphic Design 3 s.h.

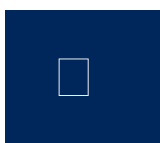
Covers basic principles of typography, such as type anatomy, type fonts and families, communication with typography and an introduction to layout and grid structures. Typography as medium and message and conceptual solutions are emphasized. Additional fee required. Prerequisite: ARTS1680 Computer Graphics for Art & Design. Goal 2A

SOCI3440 Research Methods 3 s.h.

A survey of the principles and practices of social research, including data analysis, research ethics, and the design and implementation of surveys, in-depth interviews, content analysis, participant observation, experiments, and field studies. Prerequisite: MATH1380.

+ Denotes an alternate year course.

Undergraduate Catalog



Computer Science & Information Technology Degree

BS Degree — Computer Science and Information Technology Major

In addition to the essential 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](#) Introduction to Operating Systems 3 s.h.
- [CSIT2010](#) Object-Oriented Programming 3 s.h.
- [CSIT2100](#) Intermediate Programming 2 s.h.
- [CSIT2200](#) Computer Hardware and Networks 3 s.h.
- [CSIT3140](#) Information Security 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**
 - [ARTS/CSIT4100](#) Systems Development Project **or**
 - [CSIT4000](#) 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:
 - [MATH1380](#) Statistics or MATH1510 Calculus I 3 s.h.
 - [MATH2350](#) Discrete Mathematics 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. This excludes CSIT1010-1050, CSIT1900, CSIT2000, CSIT3000, and CSIT3700.

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.

CSIT1060 Introduction to Web Programming 3 s.h.

Basics of how the World Wide Web works and web site construction using HTML and CSS. Related technology skills will be covered.

CSIT1080 Technology in a Changing World 3 s.h.

A study of technology and its effects on the world. The world is connected by technology and how its connecting us is critical to how we live today. Knowing how to handle technology and make it work effectively will be increasingly important for the future. Exploration will include how technology impacts our world in both a positive and negative sense. The ethical use of technology will be explored. Students will understand how to solve simple programming problems. ELO4 Global Learning - Innovation

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 Introduction to Operating Systems 3 s.h.

This course serves as an introduction to the concepts driving modern operating systems, as well as a hands-on course in Unix and Linux Systems and Windows Systems. Concepts covered include Process Management, Memory Management, Operating System Scripting and Programs, and Virtualization.

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 Hardware and Networks 3 s.h.

This course is a look at the organization of computer systems at the discrete and network levels. Topics include hardware and components of modern computer systems such as processor organization, digital logic and circuitry, network concepts, the OSI model, packet structure, and communication protocols.

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.

CSIT3140 Information Security 3 s.h.

This course will explore the concepts of information security. Topics such as encryption, malware, software exploitation, secure development practices, reverse engineering, cyber operations, and cyber defense will be discussed. Course will require significant programming. Prerequisite: 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: 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.

+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. *Offered Spring even years.*

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

This internship allows students to 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. May be repeated for a maximum of 9 semesters hours. (Graded on Pass/ Fail basis.) Prerequisite: Instructor's consent.

CSIT3710 Internship in Data Science (Also MATH3710) 3 s.h.

Application of data science skills and methods to client projects. Students will interact with clients and prepare formal reports and presentations. (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.

Research-level study, especially one in which a conference presentation or published paper is the goal. Prerequisite: Instructor's consent.

CSIT4100 Systems Development Project 1-3 s.h. (Also ARTS4100)

In-depth project in consultation with the sponsoring faculty member. Students will complete a project that requires design, interactivity and creativity. The project will include some technical aspects and complete documentation of the project is required. The project requires a formal presentation at completion. Prerequisite: Instructor's consent.

CSIT4200 Machine Learning 3 s.h.

A study of regression, kernels, support vector machines, clustering, Neural networks. Prerequisites: MATH3340, MATH2520, MATH3200, CSIT1200.

CSIT4300 Cluster Algorithms 3 s.h.

Basic concepts of cluster analysis and algorithms are introduced. Methods for clustering validation and evaluation of clustering quality. Prerequisites: CSIT4200 (Machine Learning).

+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 3A

+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 3A

+Denotes an alternate year course.

Support Courses for Computer Science and Information Technology Major

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 3A, ELO6 Math

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 3A, ELO6 Math

MATH2350 Discrete Mathematics 3 s.h.

A survey of topics in discrete mathematics focusing on introductory logic, methods of mathematical proof, set theory, determinants and matrices, combinatorics, and graph theory. Prerequisite: 2 years high school algebra or MATH1280. Goal 3A

Undergraduate Catalog



Criminal Justice Major

BA Degree - Criminal Justice Major

In addition to the essential education requirements, students majoring in Criminal Justice must complete 39 semester hours as prescribed below:

Required Courses (21 semester hours)

- [CRMJ2400](#) Introduction to Criminal Justice 3 s.h.
- [CRMJ3100](#) Law and the Justice System 3 s.h.
- [PSYC1300](#) Introductory Psychology 3 s.h.
- [SOCI1300](#) Introduction to Sociology 3 s.h.
- [SOCI2500](#) Criminology 3 s.h.
- [*SOCI3440](#) Research Methods 3 s.h.
- [SOCI4330](#) Social Inequality **or** [SOCI2300](#) Race and Ethnicity in the United States 3 s.h.

*It is recommended that [MATH1380](#) Statistics be taken prior to enrolling for [SOCI3440](#) Research Methods.

From the following, students will take 1 course (3 semester hours):

- [COMM/PEAC/SOCI3210](#) Conflict Management 3 s.h.
- [COMM3100](#) Intercultural Communication 3 s.h.
- [PEAC/POLS2200](#) Introduction to Peace Studies 3 s.h.

And 15 semester hours from courses listed below:

The following courses are recommended for any student planning a career in *law enforcement or corrections*:

Take either [SOCI3120](#) Sociological Studies of Policing or [CRMJ/SOCI3340](#) Penology

Take 4 Additional Courses from: [CHEM1340](#) Forensic Chemistry; [CRMJ/SOCI3340](#) Penology; [CRMJ3350](#) Community-Based Corrections; [CRMJ/SOCI3520](#) Juvenile Delinquency and Juvenile Justice; [CRMJ3900](#) Advanced Topics in Criminal Justice; [CRMJ4700](#) Criminal Justice Internship**; [PSYC3280](#) Psychology and Law; [SOCI3120](#) Sociological Studies of Policing

The following courses are recommended for any student planning a career in *criminal justice social services*:

Take either [CRMJ/SOCI3520](#) Juvenile Delinquency and Juvenile Justice or [SOCI2440](#) Victimology

Take 4 Additional Courses from: [CRMJ3350](#) Community-Based Corrections; [CRMJ/SOCI3520](#) Juvenile Delinquency and Juvenile Justice; [CRMJ4700](#) Criminal Justice Internship**; [PSYC2250](#) Developmental Psychology; [PSYC3370](#) Cross Cultural Psychology; [PSYC3380](#) Abnormal Psychology; [PSYC4430](#) Theory and Practice of Counseling; [SOCI2440](#) Victimology

The following courses are recommended for any student planning a career in *criminal justice administration*:

Take [SOCI3120](#) Sociological Studies of Policing and [CRMJ/SOCI3340](#) Penology

Take 4 Additional Courses from: [BUAD3450](#) Organizational Behavior; [BUAD3490](#) Human Resource Management; [CRMJ/SOCI3340](#) Penology; [CRMJ4700](#) Criminal Justice Internship**; [PSYC3440](#) Psychology of the Workplace; [SOCI3120](#) Sociological Studies of Policing

**Internships must be approved by instructor prior to enrollment.

Courses in Criminal Justice

[CRMJ2400](#) Introduction to Criminal Justice 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. ELO5 Social Science - Peace

[CRMJ3100](#) Law and the Justice System 3 s.h.

An overview of Constitutional law that impacts the American justice system from arrest through trial, punishment to release. Key legal cases and precedents for policing, prosecution, sentencing, and corrections will be covered in depth. Prerequisite: CRMJ2400.

+ [CRMJ3340](#) Penology (Also SOCI3340) 3 s.h.

Examines various theories of social control, as well as correctional practices, reforms, and their consequences. Research on various punishment and correctional strategies will be discussed.

+ [CRMJ3350](#) Community-based Corrections 3 s.h.

Study of the history and design of community-based correctional programs, including probation and parole. The nature and variety of community corrections programs are examined and analyzed.

+ [CRMJ3520](#) Juvenile Delinquency and Juvenile Justice (also SOCI3520) 3 s.h.

Includes an examination of the nature, extent, and patterns of juvenile delinquency, evaluation of theories and causal explanations of delinquency and investigation of delinquent subcultures, as well as an examination of legal processing and treatment programs for young offenders. PREREQUISITE: SOCI1300 Introduction to Sociology.

[CRMJ3900](#) Advanced Topics in Criminal Justice 3 s.h.

An in-depth study of topics from the fields of criminal justice, law enforcement, or corrections. Courses may be repeated as topics vary. Prerequisites: CRMJ2400.

+ [CRMJ4100](#) Correctional Case Management 3 s.h.

This course examines the role and techniques of casework in corrections with emphasis on integrating casework and counseling responsibilities and procedures. The course includes examining of therapy techniques and processes in various correctional settings and studying of service delivery programs tailored to the specific needs of correctional clients. Prerequisite: CRMJ/SOCI3340 Penology or CRMJ3350 Community-based Corrections.

CRMJ4700 Criminal Justice Internship 1-3 s.h.

An intensive internship program in appropriate agencies or departments directly related to criminal justice, law enforcement, or corrections. Placements will be supervised by department faculty and developed in conjunction with the interests of the student. (Graded on a Pass/Fail basis.) Prerequisites: CRMJ2400, minimum 3 s.h. upper division Criminal Justice course, major in Criminal Justice, junior/senior status, a minimum GPA of 2.75 or better in the major, and instructor's consent.

Support Courses for Criminal Justice Major

+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. *Offered Fall even years.*

+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. Offered for online Organizational Leadership major only.

CHEM1340 Forensic Chemistry 3 s.h.

This course will expose students to the field of forensic science primarily using chemical forensics and testing. Topics include evidence collection and preservation, drugs and drug chemistry, heat and explosions, poisons and others. The course will cover basic chemical concepts needed to plan, execute, and interpret forensic results. All necessary scientific concepts will be developed in the context of forensic science. Two 50-minute class sessions and a 75-minute laboratory per week. ELO6 Science - World Citizenship

+COMM3100 Intercultural Communication 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 4, ELO4 Global Learning - World Citizenship

+COMM3210 Conflict Management and Dialogue (Also SOCI/PEAC3210) 3 s.h.

An examination of conflict theories and approaches, negotiation process, conflict ethics, and third party mediation. In this class, students will become familiar with the causes of conflict as well as ways strategies and tactics used in conflict management. Further, this class will explore the foundational theoretical concepts and models of dialogue in the context of conflict management. Goal 3B

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 3A, ELO6 Math

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 3E, ELO5 Histories - Peace

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 1C, ELO5 Social Science - Innovation

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 1C, ELO5 Social Science - Equality

+ 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 1C

PSYC3370 Cross Cultural Psychology 3 s.h.

Study of psychological theories and empirical findings relating to variations in cultures. Goal 4, ELO4 Global Learning - World Citizenship

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 1C

PSYC3440 Psychology of the Workplace 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 1C

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 1C

SOCI1300 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 1C, ELO5 Social Science - Equality

SOCI2300 Race and Ethnicity in the United States 3 s.h.

Examines the basic sociological concepts and theories of race and ethnicity. Particular focus will be given to the social construction of race, as well as the causes and consequences of racism, immigration, education and residential segregation, environmental inequality, and social justice movements.

SOCI2440 Victimology 3 s.h.

Explores victimology, or the study of victimization. Topics include the history of victims' rights, causes of victimization, its consequences, and how other institutions deal with crime victims. Also addresses how social scientists conduct research on victims of crimes and current issues and topics of interests to researchers who study victimization. Prerequisites: SOCI1300 or consent from instructor.

SOCI2500 Criminology 3 s.h.

Study of the nature, extent and causes of crime, and the analysis of various types of crimes. Prerequisite: SOCI1300 (grade of C or better) and Sophomore standing.

SOCI3120 Sociological Studies of Policing 3 s.h.

Explores the sociological literature on policing. Examines studies of types of policing, police- citizen encounters, police discretion, use of force, police brutality, police culture, police organizational structure and change, effects of new technologies on police work, police corruption, experiences of female officers, and experiences of minority officers. ELO5 Social Science - Peace

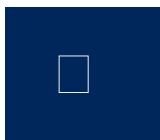
SOCI3440 Research Methods 3 s.h.

A survey of the principles and practices of social research, including data analysis, research ethics, and the design and implementation of surveys, in-depth interviews, content analysis, participant observation, experiments, and field studies. Prerequisite: MATH1380.

SOCI4330 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, life-styles, 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. Prerequisite: SOCI1300 (with grade of C or better) and senior standing.

Undergraduate Catalog



Developmental Courses

Two courses from this area may count toward graduation.

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 ACT Math scores 16 and below or SAT Math scores 420 and below. Students required to enroll in this course must achieve a “C” or better. Additional fee required.

DEVL1200 Developmental Mathematics: Intermediate Algebra 3 s.h.

Designed for students who have completed DEVL0900 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. Additional fee required.

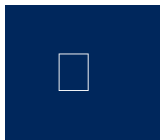
DEVL1250 Basics of English 3 s.h.

Deals with difficulties common to underprepared writers. Emphasizes control of writing mechanics and organization. This course is a prerequisite to ENGL1100 Discourse I for students with ACT English scores 15 and below or SAT English scores 480 and below. Students must achieve at least a “C” before being permitted to take ENGL1100.

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.

[Undergraduate Catalog](#)



Economics Major or Minor

BA Degree — Economics Major

In addition to the essential 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

ECON1300 Principles of Macroeconomics 3 s.h.

Analysis of the fundamental principles of the American economic system, centering on price, national income, international trade and finance, fiscal policy, monetary policy, money, and banking. Prerequisite: 1 year high school algebra; geometry recommended. Goal 1C, ELO5 Social Science - World Citizenship

ECON1320 Principles of Microeconomics 3 s.h.

Analysis of the fundamental principles of the American economic system, centering on price, production, market structures, and a survey of contemporary economic problems, e.g. sustainability. Goal 1C, ELO5 Social Science - Sustainability

ECON2000 Individual Study Goal 1C 1-3 s.h.

ECON3000 Individual Study Goal 1C 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 1C, ELO5 Social Science - Equality. *Offered odd years Spring.*

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 and either two MATH courses or MATH1380. Goal 1C

+ 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 1C

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 4, ELO5 Social Science - Innovation

+ 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 1C

ECON3350 Intermediate Microeconomic Theory 3 s.h.

A study of contemporary consumption, production, pricing resource allocation, and distribution theory. Prerequisite: ECON1320. Goal 1C

ECON3360 Intermediate Macroeconomic Theory 3 s.h.

A study of national income determination theory and stabilization policies. Prerequisite: ECON1320. Goal 1C

+ 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 1C

+ ECON3440 International Economics 3 s.h.

Theories of international trade, foreign exchange markets, resource movements and international economic policies. Prerequisite: ECON1300. Goal 1C, ELO4 Global Learning - World Citizenship

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 1C

ECON4000 Individual Study Goal 1C 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 1C

ECON4300 Research Seminar 3 s.h.

Students investigate theoretical and applied topics and present their findings. Prerequisites: ECON3350, ECON3360. Goal 1C

+Denotes an alternate year course.

Support Courses for Economics Major

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.

MATH1380 Introduction to Statistics 3 s.h.

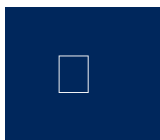
Data analysis and measures of central tendency, dispersion, and correlation. Introduction to probability. Estimation and hypothesis testing. Bivariate regression. Elementary ANOVA. Introduction to nonparametric techniques. Prerequisite: 1 year high school algebra. Goal 3A, ELO6 Math

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 3A, ELO6 Math

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. Prerequisites: admittance into Teacher Education, unless part of an approved Liberal Studies Program.



Education (Undergraduate)

Accreditation

The Teacher Education Programs of Graceland University have been approved by the Iowa Department of Education.

Teacher Education Programs

The Teacher Education Programs of Graceland University have been approved by the Iowa Department of Education. Information about the Graceland Teacher Education Program Title II Report is [here](#). 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 successfully completing [EDUC2420](#) Entry Workshop. Application for admission is made through the Director of Teacher Education. Final approval is given by the Teacher Education Committee. Applicants must have:

1. a minimum Graceland grade point average of 2.75 for all work attempted,
2. a grade of "C" or higher in all education courses and a successful field work evaluation in [EDUC1410](#) Clinical Experience Lab
3. verification of completion of two sections (English and Math) of the College Basic Academic Subjects Examination (C-BASE) with scores of 235 or above,
If a transfer student has already taken and passed a state approved entrance exam for another accredited Teacher Education Program prior to admittance to Graceland, those scores may be accepted in lieu of the C-BASE Exam. The student is responsible for providing official documentation of the scores to his or her advisor. The Teacher Education Committee determines if the test and scores match the criteria above.
4. completed a technology survey and a diversity survey,
5. a current graduation plan signed by their advisor,
6. submit application and disclose revoked or suspended education related license or criminal convictions, and
7. submitted three or more professional references (two of which must come from the GSOE), in which applicants will be evaluated on the following criteria: caring attitude, collaboration, reflection, leadership, academic success, communication skills, organization, dependability, and integrity.

Admission to Student Teaching

Candidates seeking admission to Student Teaching are required to complete the following prior to March 1 of the year prior to when student teaching is to begin. Applicants must have:

1. been admitted to the Teacher Education Program,
2. completed required Education courses with e-portfolio assessed,
3. maintained a 2.75 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,

7. taken the Content Knowledge portions of Praxis II the semester prior to student teaching and
8. registered for the Principles of Learning and Teaching portion of Praxis II by the end of 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 2.75 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. successful completion of e-portfolio,
5. All Teacher Education candidates (Elementary and Secondary) must pass two PRAXIS II tests: a Principles of Learning and Teaching (PLT) test, as well as a Content Knowledge test for your major (not endorsement area), and
6. 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.

BA Degree - Elementary Education (K-6 grade level)

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

Education Requirements:

- [BIOL1400](#) Unity of Life **or**
- [BIOL1260](#) Environmental Biology 3 s.h.
- [SCIE1310](#) Fundamentals of Physical Science 3 s.h.
- [ENGL1100](#) Discourse I **or**
[HONR1010](#) Honors 101 3 s.h.
- [ENGL2100](#) Discourse II **or**
[HONR2010](#) Honors 201 3 s.h.
- [MATH1310](#) Mathematical Concepts I 3 s.h.
- * Mathematics elective [MATH1320](#) or [MATH1380](#) (recommended) 3 s.h.
- [HIST1320](#) World Civilizations II **or**
- [HIST2420](#) U.S. History since 1877 3 s.h.
- [POLS1300](#) American Government or an approved American Government with civic literacy class
- [EDUC1400](#) Introduction to Education 3 s.h.

- [EDUC1410](#) Clinical Experience Lab for EDUC1400 1 s.h.
- [EDUC2120](#) Human Relations for Educators 3 s.h.
- [EDUC2300](#) Children's and Adolescent Literature in Elementary Education 3 s.h.
- [EDUC2420](#) Teacher Education Entry Workshop 0 s.h.
- [EDUC2450](#) Pre-service Teacher Education Seminar 0 s.h.
- [EDUC3300](#) Foundations of Literacy 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.
- [EDUC3511](#) Methods of Teaching Elementary Science 3 s.h.
- [EDUC3530](#) Methods of Teaching Elementary Math 3 s.h.
- [EDUC3540](#) Methods Lab 1 s.h.
- [EDUC3580](#) Education of Exceptional Children and Adults 3 s.h.
- [EDUC3590](#) Educational Psychology and Measurement 3 s.h.
- [EDUC3710](#) K-6 Elementary Education Practicum
(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. 2-3 s.h.
- [EDUC4100](#) Legal, Ethical, and Pedagogical Responsibilities in Education 3 s.h.
- [EDUC4230](#) Classroom Management 3 s.h.
- ** [EDUC4400](#) Elementary Student Teaching 14 s.h.
- [PSYC2250](#) Developmental Psychology 3 s.h.
- [EDUC2500](#) Teaching Elementary Physical Education, Health/Wellness, Visual and Performance Arts 1-3 s.h.
OR Methods courses in 1. Elementary Physical Education 2. Health/Wellness 3. Visual Arts 4. Performance Arts (Music or Creative Drama)

*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 K-8 Mild/Moderate Special Education should substitute [EDUC4460](#) Elementary and Mild/Moderate Student Teaching.

Art (K-8)

- [ARTS1210](#) 2-D Design 3 s.h.
- [ARTS1220](#) 3-D Design 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.
- [ARTS3300](#) Art for Elementary School 3 s.h.
- [EDUC3710](#) K-6 Elementary Education Practicum (in Art) 2 s.h.

English/Language Arts (K-8)

- [EDUC2150](#) Literacy Instruction for Early Reading and Language Acquisition 3 s.h.
- [EDUC2300](#) Children's and Adolescent Literature in Elementary Education 3 s.h.
- [EDUC3300](#) Foundations of Literacy Instruction 3 s.h.
- [EDUC3480](#) Language Arts, Reading, and Social Studies Methods 3 s.h.
- [ENGL1100](#) Discourse I **or**
[HONR1010](#) Honors 101 3 s.h.
- [ENGL2100](#) Discourse II **or**
[HONR2010](#) Honors 201 3 s.h.
- [ENGL2330](#) Our Bondage and Our Freedom: Literatures of the Americas, 1491-1865 3 s.h.
- [ENGL3100](#) Discourse III 3 s.h.
- [THTR1220](#) Beginning Acting **or**
[THTR1240](#) Vocal Presentation Skills 3 s.h.

Health (K-8)

- [BIOL1400](#) Unity of Life **or**
[BIOL2300](#) Anatomy and Physiology I 3 s.h.
- [EDUC3710](#) K-6 Elementary Education Practicum (in Health) 2 s.h.
- [HLTH1100](#) First Aid **or**
[PHED0610](#) Life Guard Training 1 s.h.
- [HLTH2400](#) Children's Health and Development 3 s.h.
- [HLTH2410](#) Children's Health and Development - K-8 Health and Physical Education Methods Lab 1 s.h.
- [HLTH2560](#) Nutrition 3 s.h.
- [HLTH3100](#) Drugs Education and Behavior 3 s.h.
- [HLTH3200](#) Community Health 3 s.h.
- [PSYC2250](#) Developmental Psychology 3 s.h.
- [SOCI2320](#) Marriage and the Family 3 s.h.
- 3 s.h. of Health related electives from:

- [ATHT3100](#) Care and Prevention of Athletic Injuries 2 s.h.
- [BIOL2310](#) Anatomy and Physiology II 3 s.h.
- [BIOL2350](#) Introduction to Microbiology 4 s.h. **or**
[BIOL2360](#) Microbiology 4 s.h.
- [HLTH3120](#) Human Sexuality 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.
- [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.

**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 3 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.
- [EDUC4230](#) Classroom Management 3 s.h.
- [EDUC3580](#) Education of Exceptional Children and Adults 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 3 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.
- [EDUC4230](#) Classroom Management 3 s.h.
- [EDUC3580](#) Education of Exceptional Children & Adults 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.

Physical Education (K-8)

- [BIOL2300](#) Anatomy and Physiology I 3 s.h. **or**
[BIOL3420](#) Human Anatomy 4 s.h. and [BIOL3440](#) Human Physiology 4 s.h.
- [EDUC3710](#) K-6 Elementary Education Practicum (in P.E.) 2 s.h.
- [HLTH1100](#) First Aid **or**
[PHED0610](#) Life Guard Training 1 s.h.
- [HLTH2400](#) Children's Health and Development 3 s.h.
- [HLTH2410](#) Children's Health and Development - K-8 Health and Physical Education Methods Lab 1 s.h.
- [PHED1100](#) New Games 1 s.h.
- [PHED1240](#) Introduction to Movement Science 3 s.h.
- [PHED2120](#) Motor Learning 3 s.h.
- [PHED2350](#) Teaching Team Sports 2 s.h.
- [PHED2370](#) Teaching Individual Sports 2 s.h.
- [PHED2380](#) Creative Rhythm and Movement 3 s.h.
- [PHED3430](#) Adaptive Physical Education 3 s.h.
- 3 s.h. of related Physical Education Electives from the following:
[ATHT3100](#) Prevention and Care of Athletic Injuries 3 s.h.
[PHED3280](#) The Foundations of Physical Education 3 s.h.

[PHED3340](#) Biomechanics 3 s.h.

Reading (K-8)

- [EDUC2150](#) Literacy Instruction for Early Reading and Language Acquisition 3 s.h.
- [EDUC2300](#) Children's and Adolescent Literature in Elementary Education 3 s.h.
- [EDUC3300](#) Foundations of Literacy 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.
- [EDUC3540](#) Methods Lab 1 s.h.

Science-Basic (K-8)

- [SCIE1250](#) Descriptive Astronomy 3 s.h.
- [SCIE1310](#) Fundamentals of Physical Science 3 s.h.
- [SCIE3030](#) The Nature of Science 3 s.h.
- Elective of any class with SCIE, CHEM, or PHYS prefix 3 - 4 s.h.
- [EDUC3511](#) Methods of Teaching Elementary Science 3 s.h.
- Six hours of chemistry from the following:
 - [CHEM1330](#) Introduction to General, Organic, and Biochemistry 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 of biology from the following:
 - [BIOL1260](#) Environmental Biology 3 s.h.
 - [BIOL1400](#) Unity of Life 3 s.h.
 - [BIOL2100](#) Fundamentals of Cell Biology and Genetics 4 s.h.
 - [BIOL2430](#) Animal Biology 4 s.h.
 - [BIOL2440](#) Plant Biology 4 s.h.
 - [HLTH2560](#) Nutrition 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 1877 3 s.h.
- [HIST2420](#) United States History Since 1877 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 1877 3 s.h.
- [HIST2420](#) United States History Since 1877 3 s.h.
- History Elective 3 s.h.
- [POLS1300](#) United States Government 3 s.h.
- [PSYC2250](#) Developmental Psychology 3 s.h.
- [SOCI1300](#) Introduction to Sociology 3 s.h.

PK-K Early Childhood Education

- [EDUC2150](#) Literacy Instruction for Early Reading and Language Acquisition 3 s.h.
- [EDUC2500](#) Teaching Elementary Physical Education, Health/Wellness, Visual and Performing Arts 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.
- [EDUC3620](#) Administration of Early Childhood Programs 2 s.h.
- [EDUC3630](#) Assessment, Diagnosis, and Evaluation Strategies 3 s.h.
- [EDUC4100](#) Legal, Ethical, and Pedagogical Responsibilities in Education 3 s.h.
- [EDUC4440](#) Early Childhood Student Teaching (substitutes for EDUC4400) 14 s.h.
- [HLTH2400](#) Children's Health and Development 3 s.h.
- [PHED2380](#) Creative Rhythm and Movement 3 s.h.
- [PSYC2250](#) Developmental Psychology 3 s.h.

Secondary Education Program (5-12 grade level)

Education Requirements:

- [EDUC1400](#) Introduction to Education 3 s.h.
- [EDUC1410](#) Clinical Experience Lab for EDUC1400 1 s.h.
- [EDUC2120](#) Human Relations for Educators 3 s.h.
- [EDUC2420](#) Teacher Education Entry Workshop 0 s.h.
- [EDUC2450](#) Pre-service Teacher Education Seminar 0 s.h.
- [EDUC3520](#) General Secondary Methods and Content Reading 3 s.h.
- [EDUC3580](#) Education of Exceptional Children and Adults 3 s.h.
- [EDUC3590](#) Educational Psychology and Measurement 3 s.h.
- *[EDUC3720](#) 7-12 Secondary Education Practicum 2 s.h.
- [EDUC4100](#) Legal, Ethical, and Pedagogical Responsibilities in Education 3 s.h.
- [EDUC4230](#) Classroom Management 3 s.h.
- **[EDUC4420](#) Secondary Student Teaching 14 s.h.
- [PSYC2250](#) Developmental Psychology 3 s.h.
- The appropriate methods course 3-5 s.h.

*Majors in Art, Music, Health, and Physical Education (obtaining K-8 and 7-12 endorsements) will substitute [EDUC3730](#) Combination K-6 and 7-12 Education Practicum for EDUC3720. Secondary subject-area majors (including Art, Music, Health, and Physical Education) with a 5-12 Mild/Moderate Special Education endorsement must substitute [EDUC3550](#) Mild/Moderate Special Education Practicum for [EDUC3720](#) and [EDUC3730](#). Secondary candidates with more than one 5-12 teaching major should have a practicum for each major to meet the pre-student teaching requirement of the state of Iowa for teaching majors. Candidates with more than one 5-12 teaching major obtaining a 5-12 Mild/Moderate Special Education endorsement will substitute [EDUC3550](#) Mild/Moderate Special Education Practicum for one of the majors.

**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](#)
- [English](#)

- [Health and Movement Science with Health Education or Physical Education Concentration](#)
- [History](#)
- [Mathematics](#)
- [Music](#)

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](#)
- [Music](#)
- [Mild/Moderate Special Education](#)
- [Physical Education](#)
- [Psychology](#)
- [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 and/or 5-12 Mild/Moderate Special Education, must complete the Secondary Teacher Education Program and the appropriate concentration.

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

A secondary education student majoring in Art, Health, 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

Art, Health, Music, or Physical Education majors desiring a K-8 endorsement must complete the Secondary Education Program (5-12 grade-level requirements), the K-8 endorsement requirements in the same area and [EDUC4450](#) Combination Student Teaching.

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

*Majors in Art, Music, Health, and Physical Education (obtaining K-8 and 7-12 endorsements) will substitute [EDUC3730](#) Combination K-6 and 7-12 Education Practicum for [EDUC3720](#). Secondary subject-area majors (including Art, Music, Health, and Physical Education) with a 5-12 Mild/Moderate Special Education endorsement must substitute [EDUC3550](#) Mild/Moderate Special Education Practicum for [EDUC3720](#) and [EDUC3730](#). Secondary candidates with more than one 5-12 teaching major should have a practicum for each major to meet the pre-student teaching requirement of the state of Iowa for teaching majors. Candidates with more than one 5-12 teaching major obtaining a 5-12 Mild/Moderate Special Education endorsement will substitute [EDUC3550](#) Mild/Moderate Special Education Practicum for one of the majors.

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 admittance into Teacher Education and to enroll in junior-level education classes. Co-requisite: EDUC1410

[EDUC1410](#) Clinical Experience for EDUC1400 1 s.h.

A robust series of well-sequenced early clinical field experiences that connect to and integrate the content of EDUC1400. Students will observe and participate in teaching activities in a variety of P-12 classroom settings monitored by licensed professional educators as well as university faculty. Corequisite: EDUC1400 (concurrent registration required). (Graded on a Pass/Fail basis.)

[EDUC2000](#) Individual Study 1-3 s.h.

[EDUC2100](#) Technology Applications in Education 3 s.h.

A hands-on course with a focus on the effective and appropriate use of technologies commonly used in the professional world and the field of education. This includes use of office applications, developing and working with multimedia such as video, podcasts, and professional audio recording, creating web pages, using cutting edge social media communications tools for marketing and communication, and extensive use of still and video cameras, audio recording tools, smart boards and tablet technologies. ELO4 Global Learning - Innovation

[EDUC2120](#) 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. Goal 3E, ELO3 Ethical Thinking and Action - Equality

[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 and Adolescent 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.

EDUC2420 Teacher Education Entry Workshop 0 s.h.

Acquire information pertaining to teacher education requirements and candidate responsibilities for the program assessment system. Take the C-BASE examination and complete other testing required for program participation. Required for all transfer students during their first semester or term at Graceland. (Graded on a Pass/Fail basis.)

EDUC2450 Pre-service Teacher Education Seminar 0 s.h.

Acquire the requisite knowledge and skills that will promote successful utilization of common educational resources in the classroom. Prerequisite: EDUC2420. (Graded on a Pass/Fail basis.)

EDUC2500 Teaching Elementary Physical Education, Health/Wellness, Visual and Performance Arts 1-3 s.h.

Development of skills and abilities related to learning physical education, health/wellness, visual and performance arts methods for teaching in the elementary classroom.

EDUC3000 Individual Study 1-3 s.h.

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: EDUC1400. Co- or prerequisites: EDUC3580.

EDUC3220 K-8 Methods and Strategies for Mild/Moderate Special Education 3 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: EDUC3200, EDUC3580.

EDUC3230 5-12 Methods and Strategies for Mild/Moderate Special Education 3 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: EDUC3200, EDUC3580.

EDUC3260 Transition Programming 2 s.h.

An introduction to organizing and implementing career-vocational programs for secondary students with mild disabilities. Prerequisites: EDUC3580.

EDUC3280 Middle School Practicum 1-2 s.h.

A two-week practicum in a middle school classroom. Prerequisites: EDUC3560. Admittance into Teacher Education required. (Graded on a Pass/Fail basis).

EDUC3290 Early Childhood Practicum 1-2.5 s.h.

A pre-student teaching practicum of at least 100 clock hours. 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: EDUC3200, EDUC3310. Admittance into Teacher Education required. (Graded on a Pass/Fail basis.)

EDUC3300 Foundations of Literacy 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 evaluating 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 EDUC1400 and EDUC1410.

+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. Co-requisite: EDUC3620.

EDUC3330 K-6 Reading Practicum 1-3 s.h.

A three-week practicum 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. Pre or Corequisite: EDUC3390. Admittance into Teacher Education required. (Graded on a Pass/Fail basis.)

EDUC3340 7-12 Reading Practicum 1-6 s.h.

A three-week practicum 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. Pre or Corequisite: EDUC3390. Admittance into Teacher Education required. (Graded on a Pass/Fail basis.)

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.

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: 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: EDUC3300.

EDUC3450 K-6 Mild/Moderate Special Education Practicum 1-2 s.h.

A two-week practicum in Mild/Moderate Special Education Programs in elementary schools. Prerequisites: EDUC3200, EDUC3220. Admittance into Teacher Education required. (Graded on a Pass/Fail basis.)

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 an education setting.

EDUC3480 Language Arts, Reading, and Social Studies Methods 3 s.h.

Curriculum and strategies for instructing language arts, reading, and the social sciences in the elementary school. Use knowledge and assessment of reading- writing-speaking connections, listening and viewing, 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 and integrating within the areas of history, geography, and economics. Technology and classroom management as it applies to social science and literacy methods is included. Prerequisite: Admittance into Teacher Education, unless part of an approved Liberal Studies Program. Co-requisite: EDUC3540.

EDUC3511 Methods of Teaching Elementary Science 3 s.h.

An introduction to best-practice, research-based methods of inquiry based teaching and learning of science. Curriculum and strategies introduced for instructing in the areas of physical, earth/space, and life science. Integration of technology and classroom management as it applies to science methods included. Prerequisite: EDUC1400.

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: Admittance into Teacher Education, unless part of an approved Liberal Studies Program, EDUC3590.

EDUC3530 Methods of Teaching Elementary Math 3 s.h.

An introduction to best-practice, research-based methods of teaching and learning mathematical processes to include problem solving, reasoning, communication, making connections and representations to the real life experiences for student learning. Curriculum, instruction, assessment, diagnosis and evaluation strategies introduced in the areas of numbers/operations, algebra, geometry, measurement, data analysis, and probability. Integration of technology and classroom management as it applies to math methods included. Prerequisites: Admittance into Teacher Education, unless part of an approved Liberal Studies Program. Co-requisite: EDUC3540.

EDUC3540 Methods Lab 1 s.h.

Students apply curriculum planning and instructional strategies for teaching literacy and mathematics in a pre-student teaching clinical experience. Students are placed in two different grade levels to include one primary and one intermediate placement. Prerequisite: Admittance into Teacher Education, unless part of an approved Liberal Studies Program. Co-requisite: EDUC3530, 3480.

EDUC3550 7–12 Mild/Moderate Special Education Practicum 1-2 s.h.

A two-week practicum in Mild/Moderate Special Education Programs in secondary schools. Prerequisites: EDUC3200, EDUC3230. Admittance into Teacher Education required. (Graded on a Pass/Fail basis.)

+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: EDUC1400.

+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: EDUC1400.

EDUC3580 Education 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: EDUC1400, PSYC1300.

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: EDUC1400, PSYC1300.

+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. Co-requisite: 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: EDUC3580.

EDUC3710 K-6 Elementary Education Practicum 1-2 s.h.

A required two-week internship for Elementary Education majors. Interns with endorsements in English/Language Arts, Health, Mathematics, Science, and Social Studies have full-day placements in regular elementary classroom programs. Interns with endorsements in Art, Music and Physical Education have placements in these specialty-area classrooms. Elementary majors may substitute PHED3400. Prerequisites: admittance into Teacher Education. (Graded on a Pass/Fail basis.)

EDUC3720 7-12 Secondary Education Practicum 1-2 s.h.

A required two-week internship for Secondary Teacher Education Program. Interns have full-day placements

in secondary school subject-area programs. Pre or Corequisite: subject-area methods class or EDUC3520. Admittance into Teacher Education required. (Graded on a Pass/Fail basis.)

EDUC3730 Combination K-6 and 7-12 Education Practicum 1-2 s.h.

Candidates with majors in art, music, and physical education complete two 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. Pre or Corequisite: subject-area methods courses or EDUC3520. Admittance into Teacher Education required. (Graded on a Pass/Fail basis.)

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: EDUC1400.

EDUC4000 Individual Study 1-3 s.h.

EDUC4100 Legal, Ethical, and Pedagogical Responsibilities in Education 3 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. Prerequisites: admittance into Teacher Education, unless part of an approved Liberal Studies Program. Enroll during the semester that precedes student teaching.

EDUC4230 Classroom Management 3 s.h.

Designed for the Elementary and Secondary Education majors 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. Prerequisites: Admittance into Teacher Education, unless part of an approved Liberal Studies Program. Enroll during the semester that precedes student teaching.

***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. Additional fee required. Prerequisites: Senior standing, admittance into Teacher Education, and approval for student teaching. (Graded on a Pass/Fail basis.)

*** 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. Additional fee required. Prerequisites: Senior standing, admittance into Teacher Education, and approval for student teaching. (Graded on a Pass/Fail basis.)

*** 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. Additional fee required. Prerequisites: Senior standing, admittance into Teacher Education, and approval for student teaching.

(Graded on a Pass/Fail basis.)

* If a candidate with more than one teaching major completes 14 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.

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. Additional fee required. Prerequisites: Senior standing, admittance into Teacher Education, and approval for student teaching. (Graded on a Pass/Fail basis.)

****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. This course substitutes for EDUC4400. Additional fee required. Prerequisites: Senior standing, admittance into Teacher Education, and approval for student teaching. (Graded on a Pass/Fail basis.)

** This is the only student teaching course required for elementary majors completing the K-12 Mild/Moderate Special Education endorsement.

***** 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. This course substitutes for EDUC4420. Additional fee required. Prerequisites: Senior standing, admittance into Teacher Education, and approval for student teaching. (Graded on a Pass/Fail basis.)

***This is the only student teaching course required for secondary majors completing the K-12 Mild/Moderate Special Education endorsement.

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. Additional fee required. Prerequisites: Senior standing, admittance into Teacher Education, and approval for student teaching. (Graded on a Pass/Fail basis.)

Support Courses for Education Major or Endorsements

ARTS1210 2-D Design 3 s.h.

Introduction to the visual arts which explores the elements of art and principles of 2-D design while focusing on creativity, idea development, formal criticism, and the understanding of visual language. Through the use of various media, tools, materials, and processes, emphasis will be placed on comprehending contemporary art, non-literal visual problem solving and presentation. Additional fee required. Goal 2A, ELO5 Arts - Innovation

ARTS1220 3-D Design

Introduction to the principles of composition in three-dimensional space. Coordinated sequence of studio projects investigates the problems of spatial organization and focuses on creativity, idea development, formal criticism, and the understanding of visual language. Through the use of various media, tools, materials, and processes, emphasis will be placed on comprehending contemporary art, visual problem solving and presentation. Additional fee required. Goal 2A, ELO5 Arts - Innovation

ARTS1230 Drawing 3 s.h.

This introductory course considers drawing as a form of communication and a sustaining practice. Through the use of various drawing materials, observation, memory training, and composition are stressed to give the student a wide experience and solid base in the art, skill and history of drawing. Additional fee required. Goal 2A, ELO5 Arts - Sustainability

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. Focus is on the development and sustaining of cultural identity, preservation and cultivation of sustaining culture through storytelling and the birth of Land Art. Goal 4, ELO5 Arts - Sustainability

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

Chronological, cultural and historical study of the visual arts, technology and innovations from Renaissance through Modern periods in major Western and non-western civilizations. Goal 4, ELO5 Arts - Innovation

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. Examines influences of privilege and inequality on the development of major artists, styles and movements from a global perspective. ELO5 Arts - Equality

+ 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. Additional fee required. Prerequisite: admittance into Teacher Education, unless part of an approved Liberal Studies Program, junior standing.

ATHT3100 Prevention and Care of Athletic Injuries 3 s.h.

Techniques of injury prevention and caring for athletic injuries.

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, climate change, loss of biodiversity, and ecosystem degradation, will be considered. Goal 1A, ELO6 Science - Peace

BIOL1400 Unity of Life (3-0) 3 s.h.

A study of the key characteristics of life that unite all living organisms, including humans. Emphasis will be placed on comparing how humans and other organisms fulfill basic life needs. Will not count for credit in the Biology major or minor. Goal 1A, ELO6 Science - Equality

BIOL2100 Fundamentals of Cell Biology and Genetics (3-2) 4 s.h.

A study of the various patterns and mechanisms of heredity, changes in the genetic material and the consequences of these genetic changes. The course will also give an introduction to cellular structures, macromolecules, and processes, including DNA replication, transcription, translation and cellular signaling. Additional fee required. Prerequisite: CHEM1330 or CHEM3410 (C or better strongly recommended). Goal 1A

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.) Additional fee required. Goal 1A

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. Online only. Prerequisite: BIOL2300. Goal 1A

BIOL2350 Introduction to Microbiology 4 s.h.

Students will learn about immunology, bacteriology, mycology, and virology. Emphasis will be placed on the cellular mechanisms and role of microbial pathogens (bacteria) and agents (viruses, prions) affecting human health and how they are treated. Credit is not allowed for this course and BIOL2360. Prerequisites: CHEM1330 or BIOL2100 or instructors consent or enrollment in the RN to BSN program.

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

Students will learn about immunology, bacteriology, mycology, and virology. Emphasis will be placed on the cellular mechanism and role of microbial pathogens (bacteria) and agents (viruses, prions) affecting human health and how they are treated. Additional fee required. Prerequisite: BIOL2100 or instructor's consent. Goal 1A

+ BIOL2430 Animal Biology (3-2) 4 s.h.

A survey of the major groups in the animal kingdom, including sponges, cnidarians, molluscs, arthropods, echinoderms, vertebrates, etc. Within each group, taxonomy, internal and external form, reproduction, nutrition, and habitat will be considered. Additional fee required. Prerequisite: BIOL1400, BIOL1500, or BIOL1520. Goal 1A

+ BIOL2440 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. Additional fee required. Prerequisite: BIOL1400, BIOL1500, or BIOL1520. Goal 1A

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. Additional fee required. Prerequisites: BIOL1400 or BIOL2100 or PHED1240. Goal 1A

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. Additional fee required. Prerequisites: BIOL3420 (grade of C or better strongly recommended) and one semester of chemistry. Goal 1A

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

A study of the general principles, theories, and methods of chemistry. Emphasis 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 CHEM1330. Corequisite: CHEM1431 Principles of Chemistry I Lab. Goal 1A

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

Additional fee required. Corequisite: CHEM1430 Principles of Chemistry I. Goal 1A

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 1A

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

Additional fee required. Corequisite: CHEM1440 Principles of Chemistry II. Goal 1A

ECON1300 Principles of Macroeconomics 3 s.h.

Analysis of the fundamental principles of the American economic system, centering on price, national income, international trade and finance, fiscal policy, monetary policy, money, and banking. Prerequisite: 1 year high school algebra; geometry recommended. Goal 1C, ELO5 Social Science - World Citizenship

ENGL1100 Discourse I 3 s.h.

"Discourse" refers to the language, images, styles, genres, behaviors and other forms of communication used by specific social and professional groups. This course introduces students to college-level writing and speaking, with a primary focus on composition. In order to lead productive academic, professional, and personal lives, students must learn to communicate their ideas effectively to different audiences in a variety of formats and contexts, as well as to seek and evaluate relevant messages sent by others. Students will produce, deliver, and analyze college-level, written and oral texts; and they will learn how written and oral

performances function together in specific discourse communities. Prerequisite for students with ACT English score of 15 and below, or an SAT English score of 480 and below: 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. All students must complete Discourse I or transfer in equivalent credit by the end of their third semester at Graceland. Goal 3B, ELO1A Communication

HONR1010 Honors 101 3 s.h.

Interdisciplinary first-year seminar provides a common intellectual experience for new Honors students and introduces them to the culture and opportunities of a small liberal arts institution. Designed to help exceptional students produce, deliver, and, analyze written and oral texts and learn how written and oral performances function together in specific discourse communities. Substitutes for Discourse I. Admission by selection only. Goal 3B, ELO1A Communication

ENGL2100 Discourse II 3 s.h.

The second of three sequenced courses focused on integrated written and oral communication skill development emphasizing critical inquiry and research. Students will learn to produce, deliver, and analyze college-level, written and oral texts that are based on sustained academic research. Students will continue to develop their understanding of critical discourse analysis and critical language awareness in the context of a range of discursive forms (written, oral, visual and/or multimedia). Prerequisite: ENGL1100 or HONR1010. Goal 3C, ELO1B Communication

ENGL2330 Our Bondage and Our Freedom: Literatures of the Americas, 1491-1865 3 s.h.

Survey of writers from North and South America stretching from the advent of European colonization in the Western Hemisphere to the conclusion of the U.S. Civil War. The course will pay special attention to the legacies of colonialism and slavery, and the ways that literature and language, as oral storytelling and print culture, both underwrote systems of enslavement and created social movements for freedom and equality. Goal 2B, ELO5 Humanities - Equality

ENGL3100 Discourse III 3 s.h.

Teaches students to put the knowledge and skills learned in Discourse I and II into sustained, practical use by preparing them for substantial, interdisciplinary research projects. In this course, students will explore issues of civic, public, or community concern using rhetorical analysis, engage in deliberation over those issues, and ultimately propose solutions based on well-developed arguments. Students are expected to use strategies of critical discourse analysis and production to target the appropriate audience/recipients and to develop innovative and rhetorically effective texts (written, oral, visual and/or multimedia). Prerequisites: ENGL2100 or HONR2010 and Junior standing. Goal 3D, ELO1C Communication

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 4, ELO5 Histories - World Citizenship

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 4, ELO5 Histories - World Citizenship

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. Prerequisite: 9 semester hours of history courses or instructor permission.

HIST2410 United States History to 1877 3 s.h.

A survey of the personalities, events, and ideas which have shaped United States history from the earliest colonial settlements to the Civil War and Reconstruction. Emphasis upon the struggle for independence, the establishment of government under the Constitution, and the succeeding political, social, and economic movements that culminated in the Civil War. Goal 1B, ELO5 Histories - Innovation

HIST2420 United States History Since 1877 3 s.h.

A survey of the personalities, events, and ideas that have shaped United States history since the Civil War and Reconstruction. Emphasis upon the rise of the industrial United States, 20th century adjustments to prosperity, depression and world war, and the political, social, and economic changes since World War II. Goal 1B, ELO5 Histories - Innovation

HLTH1100 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. Additional fee required.

HLTH1110 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. Additional fee required.

HLTH1300 Lifetime Health and Fitness Lab 2 s.h.

The basic knowledge, understanding, components, and values of fitness and health as they relate to optimal

healthful living. Theory and practical application of the basic concepts related to overall fitness and health will be provided by classroom and laboratory experiences (physical activity required). Goal 3F

HLTH2200 Contemporary Issues in Health 2 s.h.

An in-depth study of nutrition, drugs, consumer health, and other areas of current concern. Goal 3F

HLTH2400 Children's Health and Development 3 s.h.

Course will focus on the lifelong development of the human from infancy and continuing through adulthood. It will explore the ways of development and learning within physical, cognitive, emotional, and social health, including family environment.

HLTH2410 Children's Health and Development - K-8 Health and Physical Education Methods Lab 1 s.h.

Methods and development of teaching competence for prospective K-8 teachers in the health education classroom and physical education classroom and early childhood classroom. Intended for early childhood and education majors (including Health Education and Physical Education). To be taken concurrently with HLTH2400 Children's Health and Development.

HLTH2560 Nutrition 3 s.h.

A study the principles of nutrition as it relates to health, exercise, sports and disease. Students will be presented with applied content that includes research-based guidelines meant to help students differentiate between nutrition recommendations that are backed by science and the overabundance of false and misleading information. Goal 1A

HLTH3100 Drugs Education and Behavior 3 s.h.

This course will prepare the student to become an effective drug educator with emphasis on historical and current drug use and trends and its effects on society and human behavior. (Goal is for students to make positive decisions to protect their own health but also higher understanding of effects to social health/life when others use or abuse drugs.)

HLTH3120 Human Sexuality 3 s.h.

Discussion of sexual biology, psychology, and sociocultural dimension of human sexual health and behavior.

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 3 s.h.

General safety education through the life span with emphasis on prevention and intervention for home, school, recreation, occupation, and traffic.

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.

HONR2010 Honors 201 3 s.h.

The second of two sequenced interdisciplinary Honors seminars focused on developing the skills of written and oral communication, critical inquiry, and research. Students produce, deliver, and analyze college-level written and oral texts based on sustained academic research, and continue to develop their understanding of critical discourse analysis and critical language awareness in the context of a range of discursive forms (written, oral, visual and/or multimedia). Reinforces the common intellectual experience of the Honors program and further exposes students to the culture and opportunities of a small liberal arts institution. Admission by selection only. Substitutes for Discourse II. Prerequisite: HONR1010. Goal 3C, ELO1B Communication

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 3A

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 3A, ELO6 Math

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 3A, ELO6 Math

MATH1320 Mathematical Concepts II 3 s.h.

A systematic development of the real number system and its subsystems, symbolic logic. Prerequisite: MATH1310. Goal 3A, ELO6 Math

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 3A, ELO6 Math

MATH3320 Modern Geometry 3 s.h.

Foundations of Euclidean and non-Euclidean geometries. Prerequisite: MATH1510 and MATH2350 or consent of instructor. Goal 3A

POLS1300 United States 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 1B, ELO5 Social Science - Innovation

PHED1100 New Games 1 s.h.

Development and participation of new games for the K-12 learner, lifelong learner, and leisure.

PHED1240 Introduction to Movement Science 3 s.h.

The emphasis will be on the development of ideal fundamental movement patterns primarily focused on the upper body and core developed through the principles of progression, variety and precision. We will emphasize the understanding and application of efficient progressions to simultaneously assess, reverse, and reduce injury by improving tissue health. We will accomplish this by asking why through the use of a comprehensive self assessment of proper mobility, ideal muscle balances, and functional movement patterns, and through the use of these assessments we will become skilled at preventative protocols, to arrest, reduce and eliminate unhealthy environments in our soft tissue with the ultimate goal to develop ideal fundamental movement patterns.

PHED2120 Motor Learning 3 s.h.

Introduction to the principles involved in learning and teaching motor skills.

PHED2350 Teaching Team Sports 2 s.h.

Teaching technique, analysis of skills, and principles of skill development in areas such as soccer, basketball, volleyball and softball. Prerequisite: Health and Movement Science major, Elementary Education major (PE Concentration), or consent of instructor.

PHED2370 Teaching Individual Sports 2 s.h.

Teaching techniques, analysis of skills, and principles of skill development in areas such as golf, bowling, disc golf and racquet sports. Prerequisite: Health and Movement Science major, Elementary Education major (PE Concentration), or consent of instructor.

PHED2380 Creative Rhythm and Movement 3 s.h.

The study and understanding of movement concepts as they relate to special awareness, effort, and rhythm through movement education, dance, and educational gymnastics.

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.

PHED3340 Biomechanics 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 or BIOL3420 with a grade of "C" or higher. A grade of C or higher required to count toward the Allied Health major. Goal 10 (Goal 10 Catalog 0809+)

PHED3430 Adaptive Physical Education 3 s.h.

Theory and techniques of adaptive, corrective and developmental activities to meet the needs of "special persons."

POLS1300 United States 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 1B, ELO5 Social Science - Innovation

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 1C, ELO5 Social Science - Equality

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 1A

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 1A, ELO6A Science - Peace

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 1A

SOCI1300 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 1C, ELO5 Social Science - Equality

+ SOCI2320 Marriage and the Family 3 s.h.

Sociological study of the family institution. Topics include dating, marital roles and interaction patterns, socialization, divorce, and others. Goal 1C

THTR1220 Beginning Acting 3 s.h.

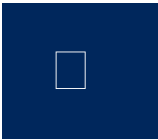
Study and practice of the fundamentals of acting through improvisation and exploratory exercises. Basic principles of stage performance designed to enhance the student's appreciation of the art form are emphasized. Goal 2A, ELO5 Arts - Innovation

THTR1240 Vocal Presentation Skills 3 s.h.

The study and use of effective physical and vocal presentation methods. Goal 3B

+ Denotes an alternate year course.

Undergraduate Catalog



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English Major or Minor, Cinema Studies Minor, Creative Writing Minor

BA Degree - English Major

In addition to the essential education requirements, majors in English must complete a program of 42 s.h.

All survey courses 12 s.h.

- [ENGL2310](#) British Borders: British Literature to 1800 3 s.h.
- [ENGL2320](#) Britain, Empire, and Modernity: 19th and 20th Century British and Irish Literature 3 s.h.
- [ENGL2330](#) Our Bondage and Our Freedom: Literatures of the Americas, 1491-1865 3 s.h.
- [ENGL2340](#) Legacies of Conquest: American Literature, 1900 to Present 3 s.h.

English electives 9 s.h. (2000 designation or higher; 6 s.h. must be upper-division.)

- Discourse courses required by essential education cannot be counted towards this requirement.

Creative writing/practicum course 3 s.h. of the following:

- [ENGL2410](#) Creative Writing: Poetry 3 s.h.
- [ENGL2420](#) Creative Writing: Fiction 3 s.h.
- [ENGL3300](#) Creative Writing Experiments 3 s.h.
- [ENGL3530](#) Digital Filmmaking 3 s.h.
- [THTR3140](#) Playwriting 3 s.h.

Identity and Difference course 3 s.h. of the following:

- [ENGL2350](#) American Ethnic Literature 3 s.h.
- [ENGL2360](#) African American Literature 3 s.h.
- [ENGL2600](#) Gender and Sexuality 3 s.h.
- [ENGL2610](#) Whiteness and the Working Class 3 s.h.

All of the following: (15 s.h.)

- [ENGL3110](#) Critical Theory 3 s.h.
- [ENGL3420](#) Structures of Modern English 3 s.h.
- [ENGL3430](#) Major Authors 3 s.h.

[ENGL3480](#) Cultural Studies 3 s.h.

- [*ENGL4150](#) Thesis Hours I: Planning and Research 1 s.h.
- [*ENGL4160](#) Thesis Hours II: Composition and Presentation 2 s.h.

English Minor

A minor in English requires 18 or more semester hours in English including [ENGL3420](#) or [ENGL3480](#) and two of the following: [ENGL2310](#), [ENGL2320](#), [ENGL2330](#), [ENGL2340](#).

The following courses are **not** acceptable for credit in the minor: ENGL1100, ENGL1410, ENGL2100, ENGL3100, ENGL3370, HONR1010, HONR2010.

Cinema Studies Minor

A minor in Cinema Studies requires 15 or more semester hours from the following:

- [ENGL2510](#) Introduction to Film 3 s.h.
- [ENGL3110](#) Critical Theory **or**
[ENGL3480](#) Cultural Studies 3 s.h.
- [ENGL3530](#) Digital Filmmaking 3 s.h.
- Other Cinema Studies electives ([ENGL2530](#) Film Topics, [ENGL2540](#) Global Eco-Cinema, [ENGL3550](#) Film Studies, [ENGL3560](#) Race, Space, and Place in American Cinema, [ENGL3570](#) Documentary Film) 6 s.h.

Creative Writing Minor

Minors in creative writing must complete 18 semester hours as prescribed below:

9 semesters hours of core creative writing classes chosen from the list below:

- [ENGL2410](#) Creative Writing: Poetry 3 s.h.
- [ENGL2420](#) Creative Writing: Fiction 3 s.h.
- [ENGL3300](#) Creative Writing Experiments 3 s.h.
- [ENGL3530](#) Digital Filmmaking 3 s.h.
- [THTR3140](#) Playwriting 3 s.h.

All of the following: (9 s.h.)

- [ENGL3420](#) Structures of Modern English 3 s.h.
- [ENGL3430](#) Major Authors 3 s.h.
- [ENGL4300](#) Internship in English 3 s.h.*

*The internship for the creative writing minor will be focused on promoting and maintaining a creative writing community at Graceland and the surrounding area. Students will organize readings, serve as readers or editors for The Vespiary, and/or run after-school writing workshops in the broader community in addition to projects they may initiate themselves. These internship hours may be earned over 1 to 3 semesters.

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 [ENGL1100](#) Discourse I , [ENGL2100](#) Discourse II, and 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:

[ENGL1100](#) Discourse I 3 s.h.

[ENGL2100](#) Discourse II 3 s.h.

[ENGL3100](#) Discourse III 3 s.h.

[ENGL2310](#) British Borders: British Literature to 1800 **or**

[ENGL2320](#) Britain, Empire, and Modernity: 19th and 20th Century British and Irish Literature 3 s.h.

[ENGL2330](#) Our Bondage and Our Freedom: Literatures of the Americas, 1491-1865 3 s.h.

[ENGL3420](#) Structures of Modern English 3 s.h.

Approved English Electives 6 s.h.

Courses in English

+Denotes an alternate year course.

[ENGL1100](#) Discourse I 3 s.h.

"Discourse" refers to the language, images, styles, genres, behaviors and other forms of communication used by specific social and professional groups. This course introduces students to college-level writing and speaking, with a primary focus on composition. In order to lead productive academic, professional, and personal lives, students must learn to communicate their ideas effectively to different audiences in a variety of formats and contexts, as well as to seek and evaluate relevant messages sent by others. Students will produce, deliver, and analyze college-level, written and oral texts; and they will learn how written and oral performances function together in specific discourse communities. Prerequisite for students with ACT English score of 15 and below, or an SAT English score of 480 and below: 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. All students must complete Discourse I or transfer in equivalent credit by the end of their third semester at Graceland. Goal 3B, ELO1A Communication

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). For ACE students only. Goal 3C

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

ENGL2000 Individual Study 1-3 s.h.

ENGL2100 Discourse II 3 s.h.

The second of three sequenced courses focused on integrated written and oral communication skill development emphasizing critical inquiry and research. Students will learn to produce, deliver, and analyze college-level, written and oral texts that are based on sustained academic research. Students will continue to develop their understanding of critical discourse analysis and critical language awareness in the context of a range of discursive forms (written, oral, visual and/or multimedia). Prerequisite: ENGL1100 or HONR1010. Goal 3C, ELO1B Communication

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 orientation, education, geography, and religion. Goal 2B

ENGL2310 British Borders: British Literature to 1800 3 s.h.

Survey of significant works originating from the British Isles through the eighteenth century, with an emphasis on poetry and drama. Examines the fluctuating concept of "Britishness" in literature in relation to the national borders of England, Wales, Scotland, and Ireland as they were shaped throughout this period. Goal 2B, ELO5 Humanities - World Citizenship

ENGL2320 Britain, Empire, and Modernity: 19th and 20th Century British and Irish Literature 3 s.h.

Survey of significant works by "British" and Irish writers from the beginning of the nineteenth century through the end of the twentieth century. Emphasizes literary visions of peace and conflict amidst major political and social upheavals. Goal 2B, ELO5 Humanities - Peace

ENGL2330 Our Bondage and Our Freedom: Literatures of the Americas, 1491-1865 3 s.h.

Survey of writers from North and South America stretching from the advent of European colonization in the Western Hemisphere to the conclusion of the U.S. Civil War. The course will pay special attention to the legacies of colonialism and slavery, and the ways that literature and language, as oral storytelling and print culture, both underwrote systems of enslavement and created social movements for freedom and equality. Goal 2B, ELO5 Humanities - Equality

ENGL2340 Legacies of Conquest: American Literature, 1900 to Present 3 s.h.

Survey of U.S. Literature in the 20th and 21st centuries. Special attention given to the emergence of the U.S. as a dominant world power, the impact of global migration to the United States, and the influence of those two socio-historical transformations on U.S. Literature. Goal 2B, ELO5 Humanities - World Citizenship

++ENGL2350 American Ethnic Literature 3 s.h.

A survey of multi-ethnic U.S. literature, including Latino/a literature, Asian American literature, Native American literature, and American Jewish literature. As a complement to literary texts, students will also examine a range of introductory theoretical texts in the interdisciplinary field of ethnic studies. Goal 2B, ELO5 Humanities - Equality

++ENGL2360 African American Literature 3 s.h.

A survey of African American literature from the eighteenth century to the present. An array of discursive modes, including songs, folklore, speeches, poetry, fiction and drama, will be analyzed across various African-American artistic and social movements, from sorrow songs, abolitionist tracts, and the Harlem Renaissance to civil rights speeches, the Black Arts avant-garde, and spoken word performance. As a complement to literary texts, students will also examine a range of introductory theoretical texts in the interdisciplinary field of African-American studies. Goal 2B, ELO5 Humanities - Equality

+ENGL2370 World Literature 3 s.h.

Examines literary works by authors from a broad range of artistic and cultural traditions, emphasizing literature in translation. Designed to offer students an introduction to literature as a point of access into global communities. Goal 2B, ELO5 Humanities - World Citizenship

+ ENGL2410 Creative Writing: Poetry 3 s.h.

Study of poetry writing through the lens of sustainability. Investigates the maintenance of various systems that meet human needs (e.g. emotional, physical, social, environmental) through extensive poetry writing and class discussion. Emphasis on poetry as a means of self-discovery as well as an art form. Goal 2B, ELO5 Humanities - Sustainability

+ ENGL2420 Creative Writing: Fiction 3 s.h.

Study of fiction writing through the lens of sustainability. Investigates the maintenance of various systems that meet human needs (e.g. emotional, physical, social, environmental) through extensive fiction writing and class discussion. Emphasis on fiction as a means of self-discovery as well as an art form. Goal 2B, ELO5 Humanities - Sustainability

ENGL2510 Introduction to Film 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. 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, ELO5 Humanities - Innovation

ENGL2530 Film Topics 3 s.h.

An introduction to contemporary and historical film topics as they relate to film form and cultural practice. Topics will vary, but may include Politics in Cinema; Resisting Hollywood; Race, Class and Gender in Film; International Film; Representing Nature. May be repeated for credit when topic changes. Goal 2B.

+ENGL2540 Global Eco-Cinema 3 s.h.

A transnational survey of films that deal with environmental issues and, more broadly, with human relationships to the nonhuman world. An examination of the impact of urbanization on rural communities, the mysterious allure of wild and uncultivated landscapes, the threat of climate change to daily life around the world, and the cinematic representation of environmental apocalypse. Explores different genres and styles, including neo-realism, eco-horror, anime, and avant-garde cinema. Goal 2B, ELO5 Humanities - Sustainability

++ENGL2600 Gender and Sexuality 3 s.h.

An exploration of issues of gender and sexuality in literature, with a focus on fiction, drama, and poetry by women and LGBT+ writers. As a complement to literary texts, students will also examine a range of introductory theoretical texts in the interdisciplinary field of gender and sexuality studies. Goal 2B, ELO5 Humanities - Equality

++ENGL2610 Whiteness and the Working Class 3 s.h.

An exploration of the racial category of whiteness and its historical relationship to social class and power in the United States. Representations of the white working class in literature, music, film, and television will be analyzed alongside cultural histories of multiracial, antiracist labor movements in the United States. As a complement to cultural texts, students will also examine a range of introductory theoretical texts in the multidisciplinary fields of Critical Whiteness Studies and working class studies. Goal 2B, ELO5 Humanities - Equality

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.

ENGL3100 Discourse III 3 s.h.

Teaches students to put the knowledge and skills learned in Discourse I and II into sustained, practical use by preparing them for substantial, interdisciplinary research projects. In this course, students will explore issues of civic, public, or community concern using rhetorical analysis, engage in deliberation over those

issues, and ultimately propose solutions based on well-developed arguments. Students are expected to use strategies of critical discourse analysis and production to target the appropriate audience/recipients and to develop innovative and rhetorically effective texts (written, oral, visual and/or multimedia). Prerequisites: ENGL2100 or HONR2010 and Junior standing. Goal 3D, ELO1C Communication

+ ENGL3110 Critical Theory 3 s.h.

Advanced study of literary, cultural, and moving image theory, and the application to written and filmic texts.

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 2B

+ENGL3240 Poetry and Social Justice 3 s.h.

An investigation of the role of poetry as a vehicle for social change. With a focus on the poetry of emancipatory social movements, this global survey course includes a range of modern poets who merged the personal with the political, including William Blake, Walt Whitman, Muriel Rukeyser, Pablo Neruda, Amiri Baraka, Adrienne Rich, June Jordan, Dennis Brutus, and Mahmoud Darwish. Students examine how poetry and poetic form function as a means of engaging ethical and social concerns, and eliciting emotions in readers-from rage and defiance to observation and understanding-that might serve to promote social justice. Goal 2B, ELO5 Humanities - Peace

ENGL3260 American Environmental Literature 3 s.h.

What makes a work of literature "environmental"? How have humans thought about nature throughout history, and how does that intellectual and artistic history affect us today? Can works of literature help humans prevent environmental catastrophes like climate change and species extinction? We'll seek answers to these questions as we engage with fiction, nonfiction, drama, and poetry. We'll discuss the ways that literary and cultural forms can shape who we are, what we value, and what we imagine for the future. We'll also work to build your skills of critical reading, analytical thinking and persuasive writing, skills that will serve you in the future, in whatever environment you inhabit. Goal 2B, ELO5 Humanities - Sustainability

ENGL3300 Creative Writing Experiments 3 s.h.

An investigation of experimental writing and the ways it disrupts preconceived notions of genre. Students will write individually and collaboratively, composing short stories, poems, nonfiction pieces, and comics that reimagine the uses and possibilities of language. Goal 2B, ELO5 Humanities - Innovation

+ ENGL3350 Shakespeare (Also THTR3350) 3 s.h.

Study of a selection of plays and poems likely authored or co-authored by Shakespeare, emphasizing the plays as historical performance texts. Encourages students to locate Shakespeare's works within Renaissance-era notions of harmony and discord, and war and peace. Goal 2B, ELO5 Humanities - Peace

+ 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. Prerequisites: admittance into Teacher Education, unless part of an approved Liberal Studies Program.

+ ENGL3420 Structures in Modern English 3 s.h.

An introduction to grammatical structures of the English language. Emphasizes the history and development of English in different cultural communities as a means to understand, rather than prescribe, how English-speakers use language. Encourages active participation in, rather than passive observance of, language's evolutionary processes and social functions. ELO5 Humanities - Innovation

+ ENGL3430 Major Authors 3 s.h.

An intensive study of the work of multiple authors, with attention given to their literary, historical, and social milieu. May be repeated for credit when subject changes. Goal 2B

+ 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. ELO5 Humanities - Equality

+ 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. Additional fee required. Prerequisites: ENGL2510 or instructor consent. Goal 2B

ENGL3550 Film Studies 3 s.h.

A detailed study of significant film practices and themes. Themes will focus on film genres, directors, and historical trends. Topics will vary, but may include, Documentary Film; Independent Film; Queer Cinema; Film Theory; Experimental Film; Kubrick; Hitchcock. May be repeated for credit when topic changes. Prerequisite: ENGL2510 or Instructor Consent. Goal 2B

ENGL3560 Race, Space, and Place in American Cinema 3 s.h.

An investigation of intersecting representations of race, space, and place in postwar American Cinema and the different ways that films reproduce dominant cultural notions of "racialized space" that contribute to ongoing problems such as segregation, economic inequality, and police brutality. Emphasis on how films can challenge systems of spatialized racism and other forms of oppression and help in the struggles for racial and environmental justice. Additional emphasis on formal qualities of films, such as editing and cinematography, as ways to develop and enrich interpretations of what we see on screen. Goal 2B, ELO5 Humanities - Equality

ENGL3570 Documentary Film 3 s.h.

Explores the history, economics, and formal qualities of the "documentary tradition" in filmmaking, with a special focus on documentary films that engage issues of sustainability, broadly defined (environmental, social, and economic). Goal 2B, ELO5 Humanities - Sustainability

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 Thesis Hours I: Planning and Research 1 s.h.

Planning a senior project in the student's area of concentration.

ENGL4160 Thesis Hours II: Composition and Presentation 1-2 s.h.

Preparing and presenting a senior project in the student's area of concentration. Repeatable for credit up to 2 semester hours.

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.

Support Course for English Major

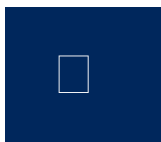
THTR3140 Playwriting 3 s.h.

Study and application of playwriting techniques and theory. In addition to a number of creative writing exercises, students will write a one-act by the conclusion of the course. Goal 2A.

+ Denotes an alternate year course.

++ Denotes a course on a four-year cycle.

Undergraduate Catalog



English as a Second Language

Courses in English as a Second Language

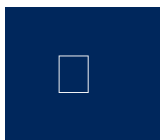
ENSL1000 Academic Reading for Non-Native Speakers 3 s.h.

Designed for the non-native speaker of English, this course will help students to increase their academic vocabulary by combining reading, responding, and writing. Students will question, compare, and evaluate readings and employ critical reading skills to prepare them for regular college required classes such as Discourse I (ENGL1100). Required for students with TOEFL score of 500-549 (paper test). This course cannot be used to complete a general education requirement.

ENSL1300 Engaged College Reading for Non-Native Speakers 3 s.h.

Designed for the non-native speakers of English, this course will expand their vocabulary through reading various articles, textbook examples, online newspapers, and memoirs. They will identify purpose and tone, recognize stated and implied main idea, find and identify supporting details, identify organizational patterns and signal words, as well as question, compare and evaluate reading materials using critical reading skills. The students will use techniques to develop an essay topic with appropriate examples and logical support.

[Undergraduate Catalog](#)



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 0-1 s.h.

A practical application of the principles and skills of effective peer mentoring. Prerequisite: Instructor's consent. This course will assist peer mentors in developing and practicing important leadership skills that are transferable to other settings. Prerequisite: Instructor's consent.

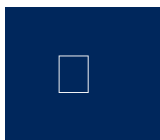
GNRL3710 Leadership Practicum 0-3 s.h.

The practicum provides students with an opportunity to link theory and practice in the study of leadership. Students will explore a broad range of leadership topics in a weekly class; will experience those topics in real-world application; and will reflect on their experience with instructors and peers. Repeatable to a maximum of six hours. (Graded on Pass/Fail basis.) Prerequisite: Instructor's consent and permission of the appropriate university official. Students must be a House President or GSG Officer.

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 Deans Council.

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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 4, ELO5 Social Science - Innovation

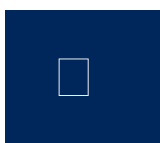
GEOG3900 Advanced Topics in Geography 3 s.h.

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.

[Undergraduate Catalog](#)



Health

Health Minor

A minor in Health consists of 18 semester hours from the following courses:

- [BIOL2300](#) Anatomy and Physiology I 3 s.h. **or**
[BIOL3420](#) Human Anatomy 4 s.h.
- [HLTH1100](#) First Aid **or**
[HLTH1110](#) First Aid for Professional Rescuer 1 s.h.
- [HLTH1300](#) Lifetime Health and Fitness Lab 2 s.h.
- [HLTH2200](#) Contemporary Issues in Health 2 s.h.
- [HLTH3200](#) Community Health 3 s.h. **or**
[NURS4340](#) Community Health Care 3.5 s.h.
- [PHED0490](#) Relaxation and Stress Management 1 s.h.
- 6 s.h. of electives from [BIOL2310](#) or [BIOL3440](#), [BIOL2350](#) or [BIOL2360](#), [HLTH2400](#), [HLTH2560](#), [HLTH3300](#), [HLTH3900](#), [PSYC2250](#).

Teacher Certification in Health

1. FOR HEALTH AND MOVEMENT SCIENCE MAJORS EARNING K-12 ENDORSEMENTS:
Students majoring in [Health and Movement Science](#) who desire Iowa Teacher Certification with elementary and secondary Health endorsements must also complete the [Secondary Education Program](#) (with [HLTH2410](#) Children's Health and Development - K-8 Health and Physical Education Methods Lab and [PHED3333](#) Methods and Assessment of Teaching 5-12 Health and Physical Education as the appropriate methods courses).
2. FOR NON-HEALTH AND MOVEMENTS SCIENCE MAJORS WHO WANT A SECONDARY HEALTH ENDORSEMENT (5-12):
Non-Health and Movement Science majors desiring a Health secondary endorsement (5-12) in Iowa must complete the [Secondary Education Program](#) (with [PHED3333](#) Methods and Assessment of Teaching 5-12 Health and Physical Education as the appropriate methods course), a major in a secondary teaching field, and the following courses:
 - [BIOL2300](#) Anatomy and Physiology I 3 s.h. **or**
[BIOL3420](#) Human Anatomy 4 s.h. and [BIOL3440](#) Human Physiology 4 s.h.
 - [HLTH1100](#) First Aid **or**

PHED0610 Life Guard Training 1 s.h.

- **HLTH2400** Children's Health and Development 3 s.h.
- **HLTH2560** Nutrition 3 s.h.
- **HLTH3100** Drugs Education and Behavior 3 s.h.
- **HLTH3120** Human Sexuality 3 s.h.
- **HLTH3200** Community Health 3 s.h.
- **HLTH3300** Theory and Practice of Safety 3 s.h.
- **SOCI2320** Marriage and the Family 3 s.h.

Courses in Health

HLTH1100 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. Additional fee required.

HLTH1110 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. Additional fee required.

HLTH1300 Lifetime Health and Fitness Lab 2 s.h.

The basic knowledge, understanding, components, and values of fitness and health as they relate to optimal healthful living. Theory and practical application of the basic concepts related to overall fitness and health will be provided by classroom and laboratory experiences (physical activity required). Goal 3F

HLTH2000 Individual Study 1-3 s.h.

HLTH2200 Contemporary Issues in Health 2 s.h.

An in-depth study of nutrition, drugs, consumer health, and other areas of current concern. Goal 3F

HLTH2400 Children's Health and Development 3 s.h.

Course will focus on the lifelong development of the human from infancy and continuing through adulthood. It will explore the ways of development and learning within physical, cognitive, emotional, and social health, including family environment.

HLTH2410 Children's Health and Development - K-8 Health and Physical Education Methods Lab 1 s.h.

Methods and development of teaching competence for prospective K-8 teachers in the health education classroom and physical education classroom and early childhood classroom. Intended for early childhood and education majors (including Health Education and Physical Education). To be taken concurrently with HLTH2400 Children's Health and Development.

HLTH3000 Individual Study 1-3 s.h.

HLTH3100 Drugs Education and Behavior 3 s.h.

This course will prepare the student to become an effective drug educator with emphasis on historical and current drug use and trends and its effects on society and human behavior. (Goal is for students to make positive decisions to protect their own health but also higher understanding of effects to social health/life when others use or abuse drugs.)

HLTH3120 Human Sexuality 3 s.h.

Discussion of sexual biology, psychology, and sociocultural dimension of human sexual health and behavior.

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 3 s.h.

General safety education through the life span with emphasis on prevention and intervention for home, school, recreation, occupation, and traffic.

HLTH3560 Sports Nutrition 3 s.h.

The course is designed to evaluate the study of nutrition as it specifically relates to physical activity, fitness, and sport performance. This course evaluates the evidence-based nutritional needs and use of various fuel types for a variety of physical activity. From the review of energy balance, body composition, and roles of specific nutrients, to the evaluation of nutritional claims and performance enhancing products. Prerequisite: HLTH2560.

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. Repeatable to a maximum of six hours.

Support Courses for Health Minor and Endorsement

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.) Additional fee required. Goal 1A

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. Online only. Prerequisite: BIOL2300. Goal 1A

BIOL2350 Introduction to Microbiology 4 s.h.

Students will learn about immunology, bacteriology, mycology, and virology. Emphasis will be placed on the cellular mechanisms and role of microbial pathogens (bacteria) and agents (viruses, prions) affecting human health and how they are treated. Credit is not allowed for this course and BIOL2360. Prerequisites: CHEM1330 or BIOL2100 or instructors consent or enrollment in the RN to BSN program.

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

Students will learn about immunology, bacteriology, mycology, and virology. Emphasis will be placed on the cellular mechanism and role of microbial pathogens (bacteria) and agents (viruses, prions) affecting human health and how they are treated. Additional fee required. Prerequisite: BIOL2100 or instructor's consent. Goal 1A

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. Additional fee required. Prerequisites: BIOL1400 or BIOL2100 or PHED1240. Goal 1A

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. Additional fee required. Prerequisites: BIOL3420 (grade of C or better strongly recommended) and one semester of chemistry. Goal 1A

HLTH2560 Nutrition 3 s.h.

A study the principles of nutrition as it relates to health, exercise, sports and disease. Students will be presented with applied content that includes research-based guidelines meant to help students differentiate between nutrition recommendations that are backed by science and the overabundance of false and misleading information. Goal 1A

NURS4340 Community Health Care 3.5 s.h.

Focuses on community/public health issues with the family and community as clients, including community assessment and the examination of a variety of core concepts in the practice of community/public health nursing. Topics include epidemiology, community focused health promotion, and prevention within a sociopolitical environment. Prerequisites: NURS3120, 3270, 3440, 3451.

PHED0490 Relaxation and Stress Management 1 s.h.

This course is designed to develop knowledge of and skill in basic posture enhancement and relaxation techniques, and to provide motivation for further self-improvement.

PHED0610 Life Guard Training 1 s.h.

This course is designed for students who are interested in learning and developing the skills and knowledge which will enable them to be certified and serve as lifeguard. Additional fee required.

PHED3333 Methods and Assessment of Teaching 5-12 Health and Physical Education 4 s.h.

Theory and development of teaching competence for prospective teachers of health and physical education at 5-12 levels. Implementation of assessment and evaluation techniques through classroom and practical experiences. .

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 1C, ELO5 Social Science - Equality

+ SOCI2320 Marriage and the Family 3 s.h.

Sociological study of the family institution. Topics include dating, marital roles and interaction patterns, socialization, divorce, and others. Goal 1C

Undergraduate Catalog



Health and Movement Science

BA Degree - Health and Movement Science Major

In addition to the essential education requirements, majors in Health and Movement Science must complete the core requirements as prescribed below and a minimum of one concentration from Health, Health Education, Physical Education, or Coaching.

Core Requirements for all concentrations:

- [BIOL2300](#) Anatomy and Physiology I 3 s.h. **or**
[BIOL3420](#) Human Anatomy 4 s.h. and [BIOL3440](#) Human Physiology 4 s.h.
- [HLTH1100](#) First Aid 1 s.h. **or** [PHED0610](#) Life Guard Training 1 s.h.
- [HMSC4320](#) Organizational Administration and Policy Analysis 3 s.h.
- [HMSC4930](#) Evidence Based Practice 3 s.h.

Health Concentration

- [BIOL2350](#) Introduction to Microbiology 4 s.h. **or** [BIOL2360](#) Microbiology 4 s.h.
- [HLTH2200](#) Contemporary Issues in Health 2 s.h.
- [HLTH2400](#) Children's Health and Development 3 s.h.
- [HLTH2560](#) Nutrition 3 s.h.
- [HLTH3100](#) Drugs Education and Behavior 3 s.h.
- [HLTH3120](#) Human Sexuality 3 s.h.
- [HLTH3200](#) Community Health 3 s.h.
- [HLTH3300](#) Theory and Practice of Safety 3 s.h.
- [HLTH3900](#) Advanced Topics in Health 3 s.h.
- [SOCI2320](#) Marriage and the Family 3 s.h.

Recommended Electives:

- [BIOL3310](#) Molecular Genetics 4 s.h.
- [HLTH4700](#) Internship in Health 3-6 s.h.
- [PSYC2250](#) Developmental Psychology 3 s.h.
- [PSYC3330](#) Biopsychology 3 s.h.

Health Education Concentration

In addition to the Health Education Concentration, students must also complete requirements for Teacher Certification in Health.

- [HLTH2400](#) Children's Health and Development 3 s.h.
- [HLTH2410](#) Children's Health and Development – K-8 Health and Physical Education Methods Lab 1 s.h.
- [HLTH2560](#) Nutrition 3 s.h.
- [HLTH3100](#) Drugs Education and Behavior 3 s.h.
- [HLTH3120](#) Human Sexuality 3 s.h.
- [HLTH3200](#) Community Health 3 s.h.
- [HLTH3300](#) Theory and Practice of Safety 3 s.h.
- [HLTH3900](#) Advanced Topics in Health 3 s.h.
- [PHED3333](#) Methods and Assessment of Teaching 5-12 Health and Physical Education 4 s.h.
- [PHED3430](#) Adaptive Physical Education 3 s.h.
- [SOCI2320](#) Marriage and the Family 3 s.h.

Recommended Electives:

- [BIOL2350](#) Introduction to Microbiology **or** [BIOL2360](#) Microbiology 4 s.h.
- Swimming Proficiency 1 s.h. (Fall only)*
(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.)
- [PHED1100](#) New Games 1 s.h.*
- [PHED1240](#) Introduction to Movement Sciences 3 s.h.*
- [PHED1260](#) Movement Science II 3 s.h.
- [PHED2120](#) Motor Learning 3 s.h.*
- [PHED2260](#) Introduction to Performance Training 3 s.h.
- [PHED2350](#) Teaching Team Sports 2 s.h.*
- [PHED2370](#) Teaching Individual Sports 2 s.h.*
- [PHED2380](#) Creative Rhythm and Movement 3 s.h.*
- [PHED3280](#) The Foundations of Physical Education 3 s.h.*
- [PHED3340](#) Biomechanics 3 s.h.*
- [PHED4360](#) Physiology of Exercise 3 s.h.

*By completing these courses, a dual endorsement in Physical Education could be obtained.

Physical Education Concentration**

- [HLTH2400](#) Children's Health and Development 3 s.h.
- [PHED1100](#) New Games 1 s.h.
- [PHED1240](#) Introduction to Movement Sciences 3 s.h.
- [PHED2120](#) Motor Learning 3 s.h.

[PHED2350](#) Teaching Team Sports 2 s.h.

- [PHED2370](#) Teaching Individual Sports 2 s.h.
- [PHED2380](#) Creative Rhythm and Movement 3 s.h.
- [PHED3280](#) The Foundations of Physical Education 3 s.h.
- [PHED3340](#) Biomechanics 3 s.h.
- [PHED3430](#) Adaptive Physical Education 3 s.h.
- Swimming Proficiency 1 s.h.

(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.)

Recommended electives:

- [HLTH2560](#) Nutrition 3 s.h.*
- [HLTH3100](#) Drugs Education and Behavior 3 s.h.*
- [HLTH3120](#) Human Sexuality 3 s.h.*
- [HLTH3200](#) Community Health 3 s.h.*
- [HLTH3300](#) Theory and Practice of Safety 3 s.h.*
- [HLTH3900](#) Advanced Topics in Health 3 s.h.*
- [PHED1260](#) Movement Science II 3 s.h.
- [PHED2260](#) Introduction to Performance 3 s.h.
- [PHED4360](#) Physiology of Exercise 3 s.h.
- [SOCI2320](#) Marriage and the Family 3 s.h.*

*By completing these courses, a dual endorsement in Health Education could be obtained when the student completes requirements for Teacher Certification.

**If the student desires a teaching certificate, the student must also complete requirements for Teacher Certification in Physical Education.

Coaching Concentration

- [ATHT3100](#) Prevention and Care of Athletic Injuries 3 s.h.
- [HMSC3100](#) Sport in Society 3 s.h.
- [PHED1240](#) Introduction to Movement Science 3 s.h.
- [PHED2120](#) Motor Learning 3 s.h.
- [PHED2200](#) Sport Officiating 2 s.h.
- [PHED2350](#) Teaching Team Sports **or** [PHED2370](#) Teaching Individual Sports 2 s.h.
- [PHED/PSYC3130](#) Sports Psychology 3 s.h.
- [PHED3340](#) Biomechanics 3 s.h.
- [PHED3410](#) Theory of Coaching 2 s.h.
- [PHED3420](#) Practicum in Coaching 3-6 s.h.
- [PSYC2250](#) Developmental Psychology 3 s.h.

[RECR1210](#) Theory and Practice of Leadership 3 s.h.

- [RECR3350](#) Sport Facility Management 3 s.h.
- [SPMT2300](#) Legal and Ethical Issues in Sports 3 s.h.

Recommended electives for coaching concentration:

- [HLTH2560](#) Nutrition 3 s.h.
- [HLTH3560](#) Sport Nutrition 3 s.h.
- [PHED1100](#) New Games 1 s.h.
- [PHED1260](#) Movement Science II 3 s.h.
- [PHED2260](#) Introduction to Performance Training 3 s.h.
- [PHED3280](#) The Foundations of Physical Education 3 s.h.
- [PHED3430](#) Adaptive Physical Education 3 s.h.

Coaching Minor

A Coaching minor consists of 18 hours or more including:

Core Courses:

- [PHED1240](#) Introduction to Movement Science 3 s.h.
- [PHED2120](#) Motor Learning 3 s.h.
- [PHED2350](#) Teaching Team Sports 2 s.h. **or** [PHED2370](#) Teaching Individual Sports 2 s.h.
- [PHED3410](#) Theory of Coaching 2 s.h.

Electives that may count for the coaching minor:

- [ATHT3100](#) Prevention-Care of Athletic Injuries 3 s.h. *
- [BIOL2300](#) Anatomy and Physiology 3 s.h. **or** [BIOL3420](#) Human Anatomy 4 s.h. *
- [HLTH1100](#) First Aid 1 s.h. *
- [HMSC3100](#) Sport in Society 3 s.h.
- [PHED1100](#) New Games 1 s.h.
- [PHED2200](#) Sport Officiating 2 s.h.
- [PHED2350](#) Teaching Team Sports 2 s.h. **or** [PHED2370](#) Teaching Individual Sports 2 s.h.
- [PHED3130](#) Sports Psychology 3 s.h.
- [PHED3420](#) Practicum of Coaching 3 - 6 s.h.
- [PHED3340](#) Biomechanics 3 s.h.
- [PSYC2250](#) Developmental Psychology 3 s.h. *
- [RECR1210](#) Theory and Practice of Leadership 3 s.h.
- [RECR3350](#) Sport Facility Management 3 s.h.
- [SPMT2300](#) Legal and Ethical Issues in Sports 3 s.h.

*Students seeking the Iowa Coaching Authorization should take the following courses:

[ATHT3100](#) Prevention-Care of Athletic Injuries 3 s.h.

- [BIOL2300](#) Anatomy and Physiology 3 s.h. **or** [BIOL3420](#) Human Anatomy 4 s.h.
- [HLTH1100](#) First Aid 1 s.h.
- [PSYC2250](#) Developmental Psychology 3 s.h.

Teacher Certification in Health

1. FOR HEALTH AND MOVEMENT SCIENCE MAJORS EARNING K-12 ENDORSEMENTS:

Students majoring in [Health and Movement Science](#) who desire Iowa Teacher Certification with elementary and secondary Health endorsements must also complete the [Secondary Education Program](#) (with [HLTH2410](#) Children's Health and Development - K-8 Health and Physical Education Methods Lab and [PHED3333](#) Methods and Assessment of Teaching 5-12 Health and Physical Education as the appropriate methods courses).

2. FOR NON-HEALTH AND MOVEMENTS SCIENCE MAJORS WHO WANT A SECONDARY HEALTH ENDORSEMENT (5-12):

Non-Health and Movement Science majors desiring a Health secondary endorsement (5-12) in Iowa must complete the [Secondary Education Program](#) (with [PHED3333](#) Methods and Assessment of Teaching 5-12 Health and Physical Education as the appropriate methods course), a major in a secondary teaching field, and the following courses:

- [BIOL2300](#) Anatomy and Physiology I 3 s.h. **or**
[BIOL3420](#) Human Anatomy 4 s.h. and [BIOL3440](#) Human Physiology 4 s.h.
- [HLTH1100](#) First Aid **or**
[PHED0610](#) Life Guard Training 1 s.h.
- [HLTH2400](#) Children's Health and Development 3 s.h.
- [HLTH2560](#) Nutrition 3 s.h.
- [HLTH3100](#) Drugs Education and Behavior 3 s.h.
- [HLTH3120](#) Human Sexuality 3 s.h.
- [HLTH3200](#) Community Health 3 s.h.
- [HLTH3300](#) Theory and Practice of Safety 3 s.h.
- [SOCI2320](#) Marriage and the Family 3 s.h.

Teacher Certification in Physical Education

1. FOR HEALTH AND MOVEMENT SCIENCE MAJORS EARNING K-12 ENDORSEMENTS: Students majoring in [Health and Movement Science](#) who desire Iowa Teacher Certification with elementary and secondary Physical Education endorsement must also complete the [Secondary Education Program](#) (with [HLTH2410](#) Children's Health and Development - K-8 Health and Physical Education Methods Lab and [PHED3333](#) Methods and Assessment of Teaching 5-12 Health and Physical Education as the appropriate methods courses).

2. FOR NON-HEALTH AND MOVEMENT SCIENCE MAJORS WHO WANT A SECONDARY PHYSICAL EDUCATION ENDORSEMENT (5-12): Non-Health and Movement Science majors desiring a Physical Education secondary endorsement (5-12) in Iowa must complete the [Secondary Education Program](#) (with [PHED3333](#) Methods and Assessment of Teaching 5-12 Health and Physical Education as the appropriate methods course), a major in a secondary teaching field, and the following courses:

- [BIOL2300](#) Anatomy and Physiology I 3 s.h. **or**
[BIOL3420](#) Human Anatomy 4 s.h. and [BIOL3440](#) Human Physiology 4 s.h.
- [HLTH1100](#) First Aid **or**
[PHED0610](#) Life Guard Training 1 s.h.
- [HLTH2400](#) Children's Health and Development 3 s.h.
- [PHED1100](#) New Games 1 s.h.
- [PHED2120](#) Motor Learning 3 s.h.
- [PHED2350](#) Teaching Team Sports 2 s.h.
- [PHED2370](#) Teaching Individual Sports 2 s.h.
- [PHED2380](#) Creative Rhythm and Movement 3 s.h.
- [PHED3280](#) The Foundations of Physical Education 3 s.h.
- [PHED3340](#) Biomechanics 3 s.h.
- [PHED3430](#) Adaptive Physical Education 3 s.h.

Authorization/Endorsement

FOR STUDENTS SEEKING AN IOWA COACHING AUTHORIZATION, THE FOLLOWING COURSES MUST BE COMPLETED.

- [ATHT3100](#) Prevention and Care of Athletic Injuries 3 s.h.
- [BIOL2300](#) Anatomy and Physiology I 3 s.h.
- [HLTH1100](#) First Aid **or**
[PHED0610](#) Life Guard Training 1 s.h.
- [HLTH2400](#) Children's Health and Development 3 s.h. **or**
[PSYC2250](#) Developmental Psychology 3 s.h.
- [PHED3410](#) Theory of Coaching 1 s.h.

Health and Movement Science Courses

[HMSC3100](#) Sport in Society 3 s.h.

Sociological analysis of sport in contemporary American society. Focus is upon sport as a form of social interaction, which reflects, reinforces, and helps create basic societal norms, values, attitudes, and beliefs. The impact of sport is analyzed on the basic societal institutions of family, church, school, government, and economics, from a sociological perspective. Prerequisite: Junior standing.

HMSC4320 Organizational Administration and Policy Analysis 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.

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.

HMSC4930 Evidence Based Practice 3 s.h.

Presentation of introductory research methods. Application of evidence based practice through the use of various assessment tools to evaluate the quality and use of research as evidence. Pre-requisite: Junior Standing in a HMS major. A grade of C or higher required to count toward the Allied Health major.

Support Courses for Health and Movement Science Major

ATHT3100 Prevention and Care of Athletic Injuries 3 s.h.

Techniques of injury prevention and caring for athletic injuries.

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.) Additional fee required. Goal 1A

BIOL2350 Introduction to Microbiology 4 s.h.

Students will learn about immunology, bacteriology, mycology, and virology. Emphasis will be placed on the cellular mechanisms and role of microbial pathogens (bacteria) and agents (viruses, prions) affecting human health and how they are treated. Credit is not allowed for this course and BIOL2360. Prerequisites: CHEM1330 or BIOL2100 or instructors consent or enrollment in the RN to BSN program.

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

Students will learn about immunology, bacteriology, mycology, and virology. Emphasis will be placed on the cellular mechanism and role of microbial pathogens (bacteria) and agents (viruses, prions) affecting human health and how they are treated. Additional fee required. Prerequisite: BIOL2100 or instructor's consent. Goal 1A

BIOL3310 Molecular Genetics (3-3) 4 s.h.

A study of cellular processes involved in the Central Dogma: DNA replication, transcription and translation. The study will include how gene expression is regulated at various levels, such as at the transcription level and post-translational level. Lastly students will study and perform different molecular genetic techniques used in laboratories today: pipetting, DNA gel electrophoresis, PCR and DNA cloning. Additional fee required. Prerequisite: BIOL2100 (C or better strongly recommended). Goal 1A

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. Additional fee required. Prerequisites: BIOL1400 or BIOL2100 or PHED1240. Goal 1A

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. Additional fee required. Prerequisites: BIOL3420 (grade of C or better strongly recommended) and one semester of chemistry. Goal 1A

HLTH1100 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. Additional fee required.

HLTH2200 Contemporary Issues in Health 2 s.h.

An in-depth study of nutrition, drugs, consumer health, and other areas of current concern. Goal 3F

HLTH2400 Children's Health and Development 3 s.h.

Course will focus on the lifelong development of the human from infancy and continuing through adulthood. It will explore the ways of development and learning within physical, cognitive, emotional, and social health, including family environment.

HLTH2410 Children's Health and Development - K-8 Health and Physical Education Methods Lab 1 s.h.

Methods and development of teaching competence for prospective K-8 teachers in the health education classroom and physical education classroom and early childhood classroom. Intended for early childhood and education majors (including Health Education and Physical Education). To be taken concurrently with HLTH2400 Children's Health and Development.

HLTH2560 Nutrition 3 s.h.

A study the principles of nutrition as it relates to health, exercise, sports and disease. Students will be presented with applied content that includes research-based guidelines meant to help students differentiate between nutrition recommendations that are backed by science and the overabundance of false and misleading information. Goal 1A

HLTH3100 Drugs Education and Behavior 3 s.h.

This course will prepare the student to become an effective drug educator with emphasis on historical and current drug use and trends and its effects on society and human behavior. (Goal is for students to make positive decisions to protect their own health but also higher understanding of effects to social health/life

when others use or abuse drugs.)

HLTH3120 Human Sexuality 3 s.h.

Discussion of sexual biology, psychology, and sociocultural dimension of human sexual health and behavior.

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 3 s.h.

General safety education through the life span with emphasis on prevention and intervention for home, school, recreation, occupation, and traffic.

HLTH3560 Sports Nutrition 3 s.h.

The course is designed to evaluate the study of nutrition as it specifically relates to physical activity, fitness, and sport performance. This course evaluates the evidence-based nutritional needs and use of various fuel types for a variety of physical activity. From the review of energy balance, body composition, and roles of specific nutrients, to the evaluation of nutritional claims and performance enhancing products. Prerequisite: HLTH2560.

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. Repeatable to a maximum of six hours.

PHED0610 Life Guard Training 1 s.h.

This course is designed for students who are interested in learning and developing the skills and knowledge which will enable them to be certified and serve as lifeguard. Additional fee required.

PHED1100 New Games 1 s.h.

Development and participation of new games for the K-12 learner, lifelong learner, and leisure.

PHED1240 Introduction to Movement Science 3 s.h.

The emphasis will be on the development of ideal fundamental movement patterns primarily focused on the upper body and core developed through the principles of progression, variety and precision. We will emphasize the understanding and application of efficient progressions to simultaneously assess, reverse, and reduce injury by improving tissue health. We will accomplish this by asking why through the use of a comprehensive self assessment of proper mobility, ideal muscle balances, and functional movement

patterns, and through the use of these assessments we will become skilled at preventative protocols, to arrest, reduce and eliminate unhealthy environments in our soft tissue with the ultimate goal to develop ideal fundamental movement patterns.

PHED1260 Movement Science II I 3 s.h.

A detailed view of the NASM Corrective Exercise Continuum with analysis of movement dysfunction and the principles applied to musculoskeletal function. The course examines the anatomy of full-body movement and function as it relates to activities of daily living, athletics, and exercise. Utilizing theory and practice based approaches, the course details functional movement impairments and application of restorative theory. Prerequisite: PHED1240 Introduction to Movement Science.

PHED2120 Motor Learning 3 s.h.

Introduction to the principles involved in learning and teaching motor skills.

PHED2200 Sport Officiating 2 s.h.

Study of officiating various sports with emphasis placed on rules and procedures, penalties and fouls, mechanics and signals.

PHED2260 Introduction to Performance Training 3 s.h.

Theory and application of performance training to include flexibility, core, balance, plyometric, resistance, and power training. Using an integrated approach to performance students will explore programming and periodization for sport and human performance. Prerequisite: PHED1260 Movement Science II. A grade of C or higher required to count toward the Allied Health major.

PHED2350 Teaching Team Sports 2 s.h.

Teaching technique, analysis of skills, and principles of skill development in areas such as soccer, basketball, volleyball and softball. Prerequisite: Health and Movement Science major, Elementary Education major (PE Concentration), or consent of instructor.

PHED2370 Teaching Individual Sports 2 s.h.

Teaching techniques, analysis of skills, and principles of skill development in areas such as golf, bowling, disc golf and racquet sports. Prerequisite: Health and Movement Science major, Elementary Education major (PE Concentration), or consent of instructor.

PHED2380 Creative Rhythm and Movement 3 s.h.

The study and understanding of movement concepts as they relate to special awareness, effort, and rhythm through movement education, dance, and educational gymnastics.

PHED3130 Sports Psychology (Also PSYC3130) 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.

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.

PHED3333 Methods and Assessment of Teaching 5-12 Health and Physical Education 4 s.h.

Theory and development of teaching competence for prospective teachers of health and physical education at 5-12 levels. Implementation of assessment and evaluation techniques through classroom and practical experiences. .

PHED3340 Biomechanics 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 or BIOL3420 with a grade of "C" or higher. A grade of C or higher required to count toward the Allied Health major. Goal 10 (Goal 10 Catalog 0809+)

PHED3410 Theory of Coaching 2 s.h.

Knowledge and understanding of the techniques and theory of coaching interscholastic athletics, including professional ethics in coaching.

PHED3420 Practicum in Coaching 3-6 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.

PHED3430 Adaptive Physical Education 3 s.h.

Theory and techniques of adaptive, corrective and developmental activities to meet the needs of "special persons."

PHED4360 Physiology of Exercise 3 s.h.

The principles and practices of energizing the human body for physical exercise. Prerequisite: BIOL2300 or BIOL3440 with a grade of "C" or better. A grade of C or higher required to count toward the Allied Health major.

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 1C, ELO5 Social Science - Equality

+ 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 1C

+ RECR1210 Theory and Practice of Leadership 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.

+ RECR3350 Sport Facility Management 3 s.h.

Explores problems, principles, and techniques of management, design, and operation of selected elite sport, mass sport and recreation facilities.

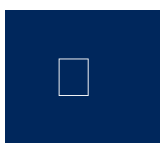
+ SOCI2320 Marriage and the Family 3 s.h.

Sociological study of the family institution. Topics include dating, marital roles and interaction patterns, socialization, divorce, and others. Goal 1C

SPMT2300 Legal and Ethical Issues in Sports 3 s.h.

A study of the laws, rules, regulations, and codes of ethics related to sports at all levels. A variety of viewpoints, including financial, regulatory, and societal will be explored.

Undergraduate Catalog



Health Care Management

Courses in Health Care Management

HCAD3330 Healthcare Finance and Economics 3 s.h.

Focuses on the study of healthcare delivery systems from an economic perspective. Provides an introduction to the most commonly used financial concepts, principles, and techniques of healthcare financial management of both for-profit and not-for-profit healthcare organizations.

HCAD3420 Human Resources and Organizational Behavior for Healthcare 3 s.h.

Explores the impact of individual behavior, group behavior, and structure on organizational effectiveness. Focuses on topics such as motivation, leadership, decision-making, power and politics, interpersonal communication, group structure and processes, human resource needs, change processes, conflict, organizational culture, organizational change, work design, appraisal of job performance, training and development, and technological advances.

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.

HCAD4300 Introduction to Healthcare Informatics 3 s.h.

Focuses on the components of the informatics field, the impact of information systems and emerging information technology roles on the dynamic field of healthcare. Emphasis is placed on the functions of the informatics specialists, the licensing, accrediting, and regulatory compliance aspects, as well as the potential of electronic management records to improve the quality of patient care.

HCAD4320 Electronic Data Management 3 s.h.

Focuses on specific knowledge management techniques including data structures and models, manipulation of data using queuing language, data mining, and database security methods. Emphasis is based on application of decision making steps: identification, acquisition, analysis, interpretation, and application of data to a specific knowledge management system.

HCAD4310 Healthcare Electronic Database Systems 3 s.h.

Focuses on the theories and concepts of file and database structures; how data is captured, stored, structured, processed, and retrieved as well as the most common tools and techniques used. Emphasis is based on comparing various database systems regarding strengths and weaknesses.

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.

INTD3720 Legal Aspects of Health Care Management 3 s.h.

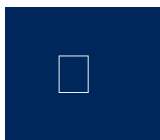
Overview of the doctrines and principles of law which are foundational to legally sound health care. Current legal dilemmas faced in the health care professions will be explored.

Support courses for Health Care Management

BUAD3330 Principles of Marketing 3 s.h.

A decision-oriented overview of marketing management in modern organizations. The most basic objectives of the course are to provide students with a broad introduction to marketing concepts, the role of marketing in society and in the firm, and the various factors that influence marketing decision-making. Students will be exposed to and expected to learn the "language of marketing" (that is, terms, concepts, and frameworks) used by practicing marketing managers. Prerequisite: ECON1320.

[Undergraduate Catalog](#)



History Major or Minor

BA Degree — History Major

In addition to the essential education requirements, History majors must complete 40 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.

Survey Courses 9 s.h.

- [HIST2200](#) Survey of Latin American History I 3 s.h.
- [HIST2210](#) Survey of Latin American History II 3 s.h.
- [HIST2340](#) Middle Eastern Civilizations I 3 s.h.
- [HIST2360](#) Middle Eastern Civilizations II 3 s.h.
- [HIST2410](#) United States History to 1877 3 s.h.
- [HIST2420](#) United States History Since 1877 3 s.h.

History Electives 18 s.h. (12 s.h. must be upper-division)

Additionally, the survey and elective coursework must include at least three hours in each of the following areas:

- United States History ([HIST1560](#), [HIST2410](#), [HIST2420](#), [HIST/POLS3240](#), [HIST/POLS3370](#), [HIST/POLS3460](#), [HIST3540](#), [HIST3550](#))
- European History ([HIST/POLS3470](#), [HIST3620](#), [HIST3640](#), [HIST3660](#))
- Non-Western History ([HIST1200](#), [HIST2200](#), [HIST2210](#), [HIST2340](#), [HIST2360](#), [HIST3200](#), [HIST3530](#))

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 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 [SOSC3390](#) 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

[HIST1100](#) The History of Iowa 3 s.h.

A survey of Iowa from the 1600s to the present, including Native Americans, early European and U.S. settlement, the path to statehood, the development of agriculture, military conflicts, religion, education, and Iowa's role in the nation and world, with opportunities for students to explore local history resources. Offered online only. Does not fulfill a general education requirement.

[HIST1200](#) History of the African Diaspora 3 s.h.

A history of the people of African descent in the Americas, including the United States, as well as the Caribbean, Central and South America. Issues of survival and resistance, the persistence of racism and white supremacy, and struggles for freedom, across countries and time periods, will be stressed. Goal 4, ELO5 Histories - Equality

[HIST1280](#) History of the Community of Christ (Also RELG1280) 3 s.h.

The rise of the Latter Day Saint movement, the migration to the Midwest, the disruption at Nauvoo, the development of the Reorganization and other factions, and a survey of the conditions, trends, and problems in the contemporary Community of Christ and other factions of this unique American religious movement.

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 4, ELO5 Histories - World Citizenship

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 4, ELO5 Histories - World Citizenship

HIST1560 United States Environmental History 3 s.h.

An examination of the complex relationship between human society and nature from early settlements to the present in what is now the United States. Important topics include the impact of human settlement, population growth, use of land and natural resources, the effects of industrialization, and the development of the conservation and environmental movements. Goal 1B, ELO5 Histories - Sustainability

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, acquisitioning, archives, research, records management, and development and care of properties. 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.

HIST2000 Individual Study Goal 1B 1-3 s.h.

HIST2200 Survey of Latin American History I 3 s.h.

A history of the peoples of the Americas, from their arrival in the western hemisphere through the 19th century. Topics to be addressed include Native American societies and states, the encounter with Europe, the long colonial period, and struggles for political and economic independence. Goal 1B, ELO5 Histories - World Citizenship

HIST2210 Survey of Latin American History II 3 s.h.

A history of the peoples of Mexico, Central America, the Caribbean, and South America, from the 19th century to the present. Topics to be addressed include struggles for political and economic independence, social movements, and the influence of North American and other outside powers. Goal 1B, ELO5 Histories - World Citizenship

+ 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 1B, ELO5 Histories - Peace

+ 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 1B, ELO5 Histories - Peace

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. Prerequisite: 9 semester hours of history courses or instructor permission.

HIST2410 United States History to 1877 3 s.h.

A survey of the personalities, events, and ideas which have shaped United States history from the earliest colonial settlements to the Civil War and Reconstruction. Emphasis upon the struggle for independence, the establishment of government under the Constitution, and the succeeding political, social, and economic movements that culminated in the Civil War. Goal 1B, ELO5 Histories - Innovation

HIST2420 United States History Since 1877 3 s.h.

A survey of the personalities, events, and ideas that have shaped United States history since the Civil War and Reconstruction. Emphasis upon the rise of the industrial United States, 20th century adjustments to prosperity, depression and world war, and the political, social, and economic changes since World War II. Goal 1B, ELO5 Histories - Innovation

HIST2900 Topics in History Goal 1B 1-3 s.h.

HIST3000 Individual Study Goal 1B 1-3 s.h.

+ HIST3200 20th Century Mexico 3 s.h.

A history of Mexico from the end of the Porfiriato through the 2000 presidential election. Emphasis will be placed on the Mexican Revolution and the rise and dominance of the Institutional Revolutionary Party (PRI).

+ HIST3240 Rights and Responsibilities in the United States (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 1B, ELO5 Histories - Equality

+ HIST3370 The United States 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 1B

+ HIST3460 United States Foreign Relations (Also POLS3460) 3 s.h.

A history of the interaction of the United States with the people and governments of foreign nations from 1898 to the present. Topics include US imperial ambitions, the world wars, the Cold War, and US concerns with foreign nationalist movements. Goal 1B, ELO5 Social Science - World Citizenship

+ 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 1B

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 1B

HIST3540 United States Military History 3 s.h.

Role and evolution of the armed forces in the United States from the Revolutionary War to the present. Emphasis on the major wars fought by the United States with an exploration of their causes and effects. Other topics will include the impact of technology and leadership on the armed forces and the relationship between the military and U.S. society. Goal 1B

+ HIST3550 Contemporary United States History 3 s.h.

The history of the United States since 1960 emphasizing social and cultural trends. Goal 1B

+ 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 1B

+ 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 1B

+ 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 1B

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,

acquisitioning, archives, research, records management, and development and care of properties. 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. Additional fee required. Goal 1B

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 1B

HIST3900A Advanced Topics in History-Twentieth Century Mexico 3 s.h.

A history of Mexico from the end of the Porfiriato through the 2000 presidential election. Emphasis will be placed on the Mexican Revolution and the rise and dominance of the Institutional Revolutionary Party (PRI).

HIST4000 Individual Study 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: Minimum grade of "C" in HIST2400 Historical Inquiry. (Graded on a Pass/Fail basis.)

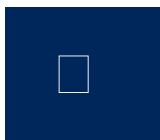
HIST4910 Senior Seminar II (Also POLS4910) 3 s.h.

The research, writing, and evaluation of the completed seminar paper. Prerequisite: HIST4900.

Support Course for History Majors

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. Prerequisites: admittance into Teacher Education, unless part of an approved Liberal Studies Program.



Honors Program

Bachelor of Arts Honors Degree

Bachelor of Science Honors Degree

Bachelor of Science in Nursing 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:

Twelve hours of required honors courses:

[HONR2010](#) Honors 201 3 s.h.

[HONR3800](#) Junior Honors Seminar 3 s.h.

[HONR4800](#) Senior Honors Seminar 3 s.h.

[ACCT-THTR4850](#) Honors Thesis/Senior Project (discipline number assigned to correspond to topic) 3 s.h.

Nine hours of specially designed honors courses:

Three 3 s.h. honors courses earned through specially designed individual study, honors contracts that convert regular class offerings to honors courses, or specially designed honors offerings.

[Application for admission to the Honors Program](#) may be made upon admission to the university or anytime during a student's college career provided they plan to remain active in the Honors program for a minimum of two full years. 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

[HONR1010](#) Honors 101 3 s.h.

Interdisciplinary first-year seminar provides a common intellectual experience for new Honors students and

introduces them to the culture and opportunities of a small liberal arts institution. Designed to help exceptional students produce, deliver, and, analyze written and oral texts and learn how written and oral performances function together in specific discourse communities. Substitutes for Discourse I. Admission by selection only. Goal 3B, ELO1A Communication

HONR2010 Honors 201 3 s.h.

The second of two sequenced interdisciplinary Honors seminars focused on developing the skills of written and oral communication, critical inquiry, and research. Students produce, deliver, and analyze college-level written and oral texts based on sustained academic research, and continue to develop their understanding of critical discourse analysis and critical language awareness in the context of a range of discursive forms (written, oral, visual and/or multimedia). Reinforces the common intellectual experience of the Honors program and further exposes students to the culture and opportunities of a small liberal arts institution. Admission by selection only. Substitutes for Discourse II. Prerequisite: HONR1010. Goal 3C, ELO1B Communication

HONR2330 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

HONR3800 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.

HONR3950 Honors Colloquium 1-3 s.h.

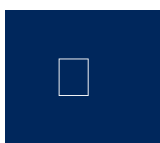
Opportunity for a small group of advanced students to pursue in-depth study of an area or topic of interest. Will be offered on demand when faculty are available. May be repeated for credit as topics change. Graded on a Pass/Fail basis. Prerequisite: Admission to the Honors Program.

HONR4800 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:



Interdisciplinary Studies Major

BA Degree — Interdisciplinary Studies Major

The Interdisciplinary Studies major allows students to build their own major using the coursework available at Graceland University. This major offers the student a dynamic opportunity to devise, in concert with the faculty advisor, a program of study designed by the student to prepare them for the innovative thinking necessary for success in today's complex world and matched to the student's particular needs and interests. Beyond the graduation requirements, the student's program will consist of:

1. **Concentrated Area of Study**—A concentrated area of study not already offered as a major. This concentration cannot closely duplicate an existing major. This area of study should include a minimum of 39 s.h. of course work. The student, in cooperation with a faculty adviser, submits the electronic [application](#) for the major. Final approval for designed concentrations rests with the faculty adviser, two additional faculty members knowledgeable about the area of concentration and the Special Programs Office.

or

2. **General Studies Concentration**—Enriched study in at least 12 s.h. from each of three historically separate disciplines (e.g. Visual and Performing Arts, Humanities, Science and Math, Health and Movement Science, Social Science, School of Business, School of Education, and School of Nursing). This concentration includes at least 36 s.h. of study of which 24 s.h. must be upper division courses. At least 6 s.h. of upper division course work is required in each of the three topic areas chosen. In addition, the 3 s.h. course [INTD4700](#) Interdisciplinary Studies Capstone is required. This is a capstone course in which a student, working with two faculty advisors, will write a research paper involving two of the three topic areas. The student must achieve a rating of "Acceptable" or "Exemplary" from both faculty evaluators in each of the areas included in the assessment rubric. Alternatively, a student may, in conjunction with at least two faculty members, design a project that demonstrates competency with regard to the learning outcomes identified at the time of application for the major. The student must achieve a rating of "Acceptable" or "Exemplary" from both faculty members based on their evaluation of the project vis-à-vis the learning outcomes. It will be the responsibility of the student to identify faculty members willing to serve as instructors of record for this arranged course.

Interdisciplinary Studies [proposals](#) approval rests with the faculty adviser and Special Programs Office.

Interdisciplinary Courses

INTD1000 Transition 1 s.h.

A required course designed to provide additional support to non-native speakers of English and non-North American international students transitioning into university life during their first semester in the USA. This course serves as an extended orientation that will help students integrate into campus life and navigate through cultural adjustment while learning about the USA/State/Local/Graceland cultures and procedures. Course may be taken with instructor consent for students that are not required to take the course.

INTD1010 College Investigations 1 s.h.

The course investigates the impact of economic class on individuals and communities, hidden rules and resources, college orientation, and theories of change. The course is designed to help students use conceptual frameworks to analyze abstract and ill-defined issues, as is expected for educational and work/life success.

INTD1020 Reading and Learning Strategies for College: Pathways to Student Success 2 s.h.

The focus of this course is on the development and application of college-level reading and study skills necessary for college success, personal success strategies, and the use of campus resources that enhance individual student achievement. Because this is a graded course, a student's efforts will directly impact his or her GPA.

INTD1100 Critical Thinking in the Liberal Arts and Sciences 3 s.h.

An interdisciplinary course that introduces students to college-level critical thinking and a thematic approach to Essential Education. Applies the critical-thinking model to big questions, both contemporary and enduring, and serves as the entry point for the Essential Education program. NOTE: Withdrawal from this course is only allowed through student petition. ELO2 Critical Thinking

INTD1110 Steps to Success: Year 1 1 s.h.

Learning about and adjusting to GU. TRIO Scholars will develop the knowledge, skills, and support systems essential for academic, social, emotional, professional and financial success at the second-semester, freshman level. This is the first course in the series, and will be provided during the spring semester of the freshman year. *If this course places a student above 18 semester hours, the overload fee will be waived.*

INTD1120 Steps to Success: Year 2 1 s.h.

Learning about and adjusting to GU. TRIO Scholars will develop the knowledge, skills, and support systems essential for academic, social, emotional, professional and financial success at the first-semester, sophomore level. This is the second course in the series, and will be provided during the fall semester of the sophomore year. *If this course places a student above 18 semester hours, the overload fee will be waived.*

INTD1130 Steps to Success: Year 2 1 s.h.

Learning about and adjusting to GU. TRIO Scholars will develop the knowledge, skills, and support systems essential for academic, social, emotional, professional and financial success at the second-semester, sophomore level. This is the third course in the series, and will be provided during the spring semester of the sophomore year. *If this course places a student above 18 semester hours, the overload fee will be waived.*

INTD1140 Steps to Success: Year 3 1 s.h.

Learning about and adjusting to GU. TRIO Scholars will develop the knowledge, skills, and support systems essential for academic, social, emotional, professional and financial success at the first-semester, junior level. This is the fourth course in the series, and will be provided during the fall semester of the junior year. *If this course places a student above 18 semester hours, the overload fee will be waived.*

INTD1150 Steps to Success: Year 3 1 s.h.

Learning about and adjusting to GU. TRIO Scholars will develop the knowledge, skills, and support systems essential for academic, social, emotional, professional and financial success at the second-semester, junior level. This is the fifth course in the series and will be provided during the spring semester of the junior year. *If this course places a student above 18 semester hours, the overload fee will be waived.*

INTD1160 Steps to Success: Year 4 1 s.h.

Learning about and adjusting to GU. TRIO Scholars will develop the knowledge, skills, and support systems essential for academic, social, emotional, professional and financial success at the first-semester, senior level. This is the sixth course in the series, and will be provided during the fall semester of the senior year. *If this course places a student above 18 semester hours, the overload fee will be waived.*

INTD1200 Introduction to International Studies (also POLS1200) 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

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 Deans 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

INTD3000 Individual Study 1-3 s.h.

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.

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 Deans 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.

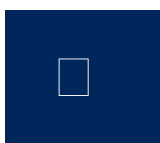
An evaluation and analysis of intercultural experience and its implications within a framework of current theory, concepts, and methods in the field of intercultural communication. This course is designed to immediately follow the International Studies major's residence abroad and must be successfully completed no later than one year from the student's return from study abroad. (Graded on a Pass/Fail basis.) Prerequisite: COMM3100 and Instructor's consent.

INTD4700 Interdisciplinary Studies Capstone 3 s.h.

A guided capstone where students will write a research paper or create a project that demonstrates an appropriate level of mastery of the learning outcomes identified by student and faculty advisor at the time the application for the major was submitted. (Note: This is a graded course, does not count for essential education, and may not be repeated for credit.)

+ Denotes an alternate year course.

Undergraduate Catalog



International Studies Major or Minor

BA 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 essential education requirements, the student majoring in International Studies must complete at least 43 semester hours including:

Core Requirements 7 s.h.

- [INTD/POLS1200](#) Introduction to International Studies 3 s.h.
- [COMM3100](#) Intercultural Communication 3 s.h.
- [INTD4200](#) Study Abroad Retrospective 1 s.h.

Political Science/Economics Options 9 s.h.

Students complete three of the following courses:

- [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.
- [POLS2360](#) The Politics of Immigration 3 s.h.
- [POLS2370](#) Politics of Latin America: Beyond Borders 3 s.h.
- [POLS2380](#) International Politics 3 s.h.

Behavioral Options 3 s.h.

Students complete one of the following courses:

- [COMM/PEAC/SOCI3210](#) Conflict Management and Dialogue 3 s.h.
- [COMM3220](#) Gender and Communication 3 s.h.

- [PSYC/SOCI3310](#) Social Psychology 3 s.h.
- [PSYC3370](#) Cross Cultural Psychology 3 s.h.
- [SOCI1350](#) Cultural Anthropology 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.
- [MUSC2320](#) Global Musics as Languages of Peace 3 s.h.
- [MUSC2350](#) Musics of the World 3 s.h.
- [THTR3380](#) Theatre History II 3 s.h.

Humanities Options 6 s.h.

Students complete two of the following courses:

- [ENGL2310](#) British Borders: British Literature to 1800 3 s.h.
- [ENGL2320](#) Britain, Empire, and Modernity: 19th and 20th Century British and Irish Literature 3 s.h.
- [ENGL2370](#) World Literature 3 s.h.
- [ENGL2540](#) Global Eco-Cinema 3 s.h.
- [ENGL2600](#) Gender and Sexuality 3 s.h.
- [PHIL2420](#) World Philosophy 3 s.h.
- [SPAN3110](#) Hispanic Cinema (taught in Spanish) 3 s.h.
- [SPAN3120](#) Hispanic Literatures (taught in Spanish) 3 s.h.
- [SPAN3220](#) Unheard Voices (taught in Spanish) 3 s.h.
- [SPAN3240](#) Literature, Visual Culture, and Digital Media in the Hispanic Caribbean 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.
- [HIST2200](#) Survey of Latin American History I 3 s.h.
- [HIST2210](#) Survey of Latin American History II 3 s.h.
- [HIST2340](#) Middle Eastern Civilizations I 3 s.h.
- [HIST2360](#) Middle Eastern Civilizations II 3 s.h.
- [HIST3200](#) 20th-Century Mexico 3 s.h.
- [HIST3530](#) History of the Palestinian-Israeli Conflict 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 consecutive 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 in a US location that is outside of a 500-mile radius, whose center point is Lamoni, Iowa.

It is recommended that International Studies majors also complete 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, one course chosen from each of the Political Science/Economics options, the History options, and the Humanities options; and one course from either the Behavioral options or the Cultural options.

Core Requirements 6 s.h.

- [INTD/POLS1200](#) Introduction to International Studies 3 s.h.
- [COMM3100](#) Intercultural Communications 3 s.h.

Political Science/Economics Options 3 s.h.

Students complete one of the following courses:

- [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.
- [POLS2360](#) The Politics of Immigration 3 s.h.
- [POLS2370](#) Politics of Latin America: Beyond Borders 3 s.h.
- [POLS2380](#) International Politics 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.
- [HIST2200](#) Survey of Latin American History I 3 s.h.
- [HIST2210](#) Survey of Latin American History II 3 s.h.

- [HIST2340](#) Middle Eastern Civilizations I 3 s.h.
- [HIST2360](#) Middle Eastern Civilizations II 3 s.h.
- [HIST3200](#) 20th Century Mexico 3 s.h.
- [HIST3530](#) History of the Palestinian-Israeli Conflict 3 s.h.

Humanities Options 3 s.h.

Students complete one of the following courses:

- [ENGL2310](#) British Borders: British Literature to 1800 3 s.h.
- [ENGL2320](#) Britain, Empire, and Modernity: 19th and 20th Century British and Irish Literature 3 s.h.
- [ENGL2370](#) World Literature 3 s.h.
- [ENGL2540](#) Global Eco-Cinema 3 s.h.
- [ENGL2600](#) Gender and Sexuality 3 s.h.
- [PHIL2420](#) World Philosophy 3 s.h.
- [SPAN3110](#) Hispanic Cinema (taught in Spanish) 3 s.h.
- [SPAN3120](#) Hispanic Literatures (taught in Spanish) 3 s.h.
- [SPAN3220](#) Unheard Voices (taught in Spanish) 3 s.h.
- [SPAN3240](#) Literature, Visual Culture, and Digital Media in the Hispanic Caribbean 3 s.h.

Behavioral Options 3 s.h.

Students complete one of the following courses:

- [COMM/PEAC/SOCI3210](#) Conflict Management and Dialogue 3 s.h.
- [COMM3220](#) Gender and Communication 3 s.h.
- [PSYC/SOCI3310](#) Social Psychology 3 s.h.
- [PSYC3370](#) Cross Cultural Psychology 3 s.h.
- [SOCI1350](#) Cultural Anthropology 3 s.h.

OR

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.
- [MUSC2320](#) Global Musics as Languages of Peace 3 s.h.
- [MUSC2350](#) Musics of the World 3 s.h.
- [THTR3380](#) Theatre History II 3 s.h.

Support Courses for International Studies

[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. Focus is on the development and sustaining of cultural identity, preservation and cultivation of sustaining culture through storytelling and the birth of Land Art. Goal 4, ELO5

Arts - Sustainability

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

Chronological, cultural and historical study of the visual arts, technology and innovations from Renaissance through Modern periods in major Western and non-western civilizations. Goal 4, ELO5 Arts - Innovation

+COMM3100 Intercultural Communication 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 4, ELO4 Global Learning - World Citizenship

+COMM3210 Conflict Management and Dialogue (Also SOCI/PEAC3210) 3 s.h.

An examination of conflict theories and approaches, negotiation process, conflict ethics, and third party mediation. In this class, students will become familiar with the causes of conflict as well as ways strategies and tactics used in conflict management. Further, this class will explore the foundational theoretical concepts and models of dialogue in the context of conflict management. Goal 3B

+COMM3220 Gender and Communication 3 s.h.

An exploration of sex, gender, and sexuality as they relate to the ways we communicate in personal, professional, and political contexts. Specific attention will be given to self-other relationships, how gendered identities affect interpersonal, cultural, and political interactions, where do individuals stand in terms of normative gender identities, and how those norms came to be.

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 4, ELO5 Social Science - Innovation

+ ECON3440 International Economics 3 s.h.

Theories of international trade, foreign exchange markets, resource movements and international economic policies. Prerequisite: ECON1300. Goal 1C, ELO4 Global Learning - World Citizenship

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 4, ELO5 Histories - World Citizenship

ENGL2310 British Borders: British Literature to 1800 3 s.h.

Survey of significant works originating from the British Isles through the eighteenth century, with an emphasis on poetry and drama. Examines the fluctuating concept of "Britishness" in literature in relation to the national borders of England, Wales, Scotland, and Ireland as they were shaped throughout this period. Goal 2B, ELO5 Humanities - World Citizenship

ENGL2320 Britain, Empire, and Modernity: 19th and 20th Century British and Irish Literature 3 s.h.

Survey of significant works by "British" and Irish writers from the beginning of the nineteenth century through

the end of the twentieth century. Emphasizes literary visions of peace and conflict amidst major political and social upheavals. Goal 2B, ELO5 Humanities - Peace

+ENGL2370 World Literature 3 s.h.

Examines literary works by authors from a broad range of artistic and cultural traditions, emphasizing literature in translation. Designed to offer students an introduction to literature as a point of access into global communities. Goal 2B, ELO5 Humanities - World Citizenship

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 4, ELO5 Histories - World Citizenship

+ENGL2540 Global Eco-Cinema 3 s.h.

A transnational survey of films that deal with environmental issues and, more broadly, with human relationships to the nonhuman world. An examination of the impact of urbanization on rural communities, the mysterious allure of wild and uncultivated landscapes, the threat of climate change to daily life around the world, and the cinematic representation of environmental apocalypse. Explores different genres and styles, including neo-realism, eco-horror, anime, and avant-garde cinema. Goal 2B, ELO5 Humanities - Sustainability

++ENGL2600 Gender and Sexuality 3 s.h.

An exploration of issues of gender and sexuality in literature, with a focus on fiction, drama, and poetry by women and LGBT+ writers. As a complement to literary texts, students will also examine a range of introductory theoretical texts in the interdisciplinary field of gender and sexuality studies. Goal 2B, ELO5 Humanities - Equality

HIST2200 Survey of Latin American History I 3 s.h.

A history of the peoples of the Americas, from their arrival in the western hemisphere through the 19th century. Topics to be addressed include Native American societies and states, the encounter with Europe, the long colonial period, and struggles for political and economic independence. Goal 1B, ELO5 Histories - World Citizenship

HIST2210 Survey of Latin American History II 3 s.h.

A history of the peoples of Mexico, Central America, the Caribbean, and South America, from the 19th century to the present. Topics to be addressed include struggles for political and economic independence, social movements, and the influence of North American and other outside powers. Goal 1B, ELO5 Histories - World Citizenship

+ 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 1B, ELO5 Histories - Peace

+ 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 1B, ELO5 Histories - Peace

+ HIST3200 20th Century Mexico 3 s.h.

A history of Mexico from the end of the Porfiriato through the 2000 presidential election. Emphasis will be placed on the Mexican Revolution and the rise and dominance of the Institutional Revolutionary Party (PRI).

+ HIST3460 United States Foreign Relations (Also POLS3460) 3 s.h.

A history of the interaction of the United States with the people and governments of foreign nations from 1898 to the present. Topics include US imperial ambitions, the world wars, the Cold War, and US concerns with foreign nationalist movements. Goal 1B, ELO5 Social Science - World Citizenship

+ 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 1B

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 1B

INTD1200 Introduction to International Studies (also POLS1200) 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

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: COMM3100 and Instructor's consent.

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 4, ELO5 Arts - World Citizenship

MUSC2320 Global Musics as Languages of Peace 3 s.h.

Music, and sacred music in particular, has been the bridge to peace across many cultural situations and political barriers. It is a language (actually many languages) of connection between reason and emotion, personal and communal activity, solitude and social activism (all large political crowds sing and chant). This course will increase awareness of our distinctives as musical cultures, recognize the common themes and concerns of musical expression, experience great performances of essential repertoire, and make personal discoveries of global musics. Goal 2A, ELO5 Arts - Peace

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 3E, ELO5 Histories - Peace

+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). ELO4 Global Learning - Peace

PHIL2420 World Philosophy 3 s.h.

A survey of philosophical worldviews with origins in differing traditions, appealing to historical and contemporary Western and non-Western philosophy. Addresses fundamental philosophical issues from a variety of perspectives and evaluates points of convergence and divergence. Goal 3E, ELO3 Ethical Thinking and Action - World Citizenship

POLS2360 The Politics of Immigration 3 s.h.

Examines immigration in an interdisciplinary way, focusing on how politics affects, obscures or exacerbates inequalities of power, wealth and safety among immigrant populations worldwide. Explores motives for migration across or within states, the means by which people migrate, and the reception immigrants receive in their destination countries. Goal 1B, ELO4 Global Learning - Equality

POLS2370 Politics of Latin America: Beyond Borders 3 s.h.

This course examines the politics of Latin America past and present, with an emphasis upon examining inequalities of power, wealth, gender, race and origin among populations throughout Latin America. The course will explore the legacy of colonialism, the functioning of local and national government institutions, challenges posed by neoliberal globalization, and migration flows both within and outside of Latin America. The course also explores the politics of identity concerning what, in each country and across them, is defined as "Latin", "American", and other identity markers such as "Latino"/"Latina", "Hispanic", "Chicano"/"Chicana", "Mestizo"/"Mestiza", and how these intersect with other forms of inequality. ELO4 Global Learning - World Citizenship

+ 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 1B

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 1C

PSYC3370 Cross Cultural Psychology 3 s.h.

Study of psychological theories and empirical findings relating to variations in cultures. Goal 4, ELO4 Global Learning - World Citizenship

+ SOCI1350 Cultural Anthropology 3 s.h.

Survey and analysis of diverse cultural patterns. Goal 4

SPAN3110 Hispanic Cinema 3 s.h.

Designed to enhance students' knowledge of Hispanic culture through selected Spanish-speaking films. Prerequisite: SPAN2440. Goal 4, ELO4 Global Learning - Equality

SPAN3120 Hispanic Literatures 3 s.h.

Designed to enhance students' knowledge of Hispanic culture through selected pieces of literature from different parts of the Spanish-speaking world. Prerequisite: SPAN2440. Goal 4, ELO4 Global Learning - Equality

SPAN3220 Unheard Voices 3 s.h.

Explores representations of vulnerability in Latin American cultural production, particularly short narrative and film. Discusses the diversity of vulnerable experiences among unheard sectors of Latin American societies with a focus on women, afrolatinos, and the LGBTQ+ community. Taught in Spanish. Instructor approval required. Goal 4, ELO4 Global Learning – Equality

Note: Since this course is taught in Spanish, an intermediate-high proficiency level in Spanish is recommended for non-minor students.

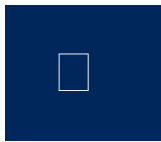
SPAN3240 Literature, Visual Culture, and Digital Media in the Hispanic Caribbean 3 s.h.

Explores contemporary literature, visual culture, and digital media in translation produced in the Hispanic Caribbean (Cuba, Puerto Rico, and the Dominican Republic). Through the examination of literary, digital, and visual materials, including narrative prose, paintings, murals, films, and performances, students will be exposed to multiple interpretations (new and traditional) of concepts such as citizenship and gender, sexual, and racial identities in the Hispanic Caribbean and its diasporas, particularly in the United States. Taught in English. Goal 4, ELO4 Global Learning – Equality

+ 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 ENGL1100 Discourse I and consent of instructor. Goal 2A

+Denotes alternate year course.



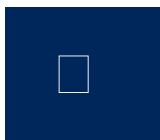
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See [Interdisciplinary Studies](#).

Undergraduate Catalog



Mathematics Major or Minor

BA Degree — Mathematics Major

Majors in Mathematics must complete the essential education requirements and the following courses:

- [CSIT1100](#) Principles of Computing 3 s.h.
- [MATH1380](#) Introduction to Statistics 3 s.h.
- [MATH1510](#) Calculus I 3 s.h.
- [MATH1520](#) Calculus II 3 s.h.
- [MATH2350](#) Discrete Mathematics 3 s.h.
- [MATH2510](#) Calculus III 3 s.h.
- [MATH2520](#) Calculus IV 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 9 s.h.

Students majoring in Mathematics must also successfully complete 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

1. 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.

2. 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.

[MATH1510](#) Calculus I 3 s.h.

[MATH1520](#) Calculus II 3 s.h.

[MATH2350](#) Discrete Mathematics 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 Mathematics

[MATH1200](#) Mathematics for Liberal Arts 3 s.h.

A survey course for non-majors with an emphasis on problem solving and quantitative literacy. Topics included will be voting theory, financial math, graph theory, and coding theory. ELO6 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 3A

[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 3A, ELO6 Math

[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 3A, ELO6 Math

[MATH1320](#) Mathematical Concepts II 3 s.h.

A systematic development of the real number system and its subsystems, symbolic logic. Prerequisite: MATH1310. Goal 3A, ELO6 Math

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 3A, ELO6 Math

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 3A, ELO6 Math

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 3A, ELO6 Math

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 3A

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 3A

MATH2000 Individual Study Goal 3A 1-3 s.h.

MATH2350 Discrete Mathematics 3 s.h.

A survey of topics in discrete mathematics focusing on introductory logic, methods of mathematical proof, set theory, determinants and matrices, combinatorics, and graph theory. Prerequisite: 2 years high school algebra or MATH1280. Goal 3A

MATH2510 Calculus III 3 s.h.

Conic sections, polar coordinates, indeterminate forms, improper integrals, sequences, series, vectors in the plane. Prerequisite: MATH1520. Goal 3A

MATH2520 Calculus IV 3 s.h.

Vectors in space, functions of several variables, multiple integration, line integrals. Prerequisite: MATH2510. Goal 3A

MATH3000 Individual Study Goal 3A 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 and MATH2350. Goal 3A

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 3A

MATH3320 Modern Geometry 3 s.h.

Foundations of Euclidean and non-Euclidean geometries. Prerequisite: MATH1510 and MATH2350 or consent of instructor. Goal 3A

+ MATH3330 Modern Algebra 3 s.h.

Axiomatic algebra, groups, rings, fields. Prerequisite: MATH1510 and MATH2350. Goal 3A

MATH3340 Linear Algebra 3 s.h.

Matrices, vector spaces, linear transformations. Prerequisite: MATH1510 and MATH2350. Goal 3A

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. Prerequisites: admittance into Teacher Education, unless part of an approved Liberal Studies Program.

+ MATH3370 History of Mathematics 3 s.h.

Origins, philosophy and development of the mathematical sciences. Prerequisite: MATH1510. Goal 4

+ MATH3460 Real Analysis 3 s.h.

A theoretical study of functions of a real variable with emphasis on definitions and proofs. Prerequisite: MATH1520 and MATH2350. Goal 3A

MATH3710 Internship in Data Science (Also CSIT3710) 3 s.h.

Application of data science skills and methods to client projects. Students will interact with clients and prepare formal reports and presentations. (Graded on Pass/ Fail basis.) Prerequisite: Instructor's consent.

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 3A

MATH4000 Individual Study Goal 3A 1-3 s.h.

+ MATH4360 Numerical Analysis (Also CSIT4360) 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 3A

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

Selected topics to demonstrate the interaction of mathematical thinking with real-world problems. Prerequisites: MATH1520 and MATH2350. Goal 3A

MATH4380 Advanced Statistics 3 s.h.

A study of linear and generalized regression; random-effects models; methods for categorical data; survival

analysis; and nonparametric methods, modeling. exploratory data analysis; modern nonparametric regression. Prerequisite: MATH1380, MATH2350

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 3A

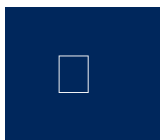
Support Courses for Mathematics Major

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.

+Denotes an alternate year course.

[Undergraduate Catalog](#)



Music Major or Minor

BA Degree — Music Major

In addition to the essential education requirements, majors in Music must complete a minimum of 46 semester hours to include the courses listed below.

Basic Musicianship 20 s.h.

- [MUSC1120](#) Introduction to Music Technology 2 s.h.
- [MUSC1150](#) Fundamental Musicianship I 3 s.h.
- [MUSC1160](#) Fundamental Musicianship II 3 s.h.
- [MUSC2150](#) Fundamental Musicianship III 3 s.h.
- [MUSC2160](#) Fundamental Musicianship IV 3 s.h.
- [MUSC2100](#) Form and Analysis 3 s.h.
- [MUSC3220](#) Post Tonal Theory and History 3 s.h.
- *Students may test out of Fundamental Musicianship I by achieving an 80% or higher on the Fundamental Musicianship Placement Test.

Music History and Literature 9 s.h.

- [MUSC1260](#) Music History I 3 s.h.
- [MUSC2400](#) Music History II 3 s.h.
- Choose one of the following:
 - [MUSC2320](#) Global Musics as Languages of Peace 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

Music Majors: a jury is required at the end of semester in which lessons are taken.

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
- Recital 0 s.h.
- Recital [MUSC4700](#)

*Senior Recital required for graduation. Recital must have 40 minutes of prepared music.

Ensemble Music 0-1 s.h.

Students must enroll in an ensemble for 0-1 s.h. each semester of degree study and receive a grade of C or better to receive course credit for the music major. A minimum of 4 s.h. is required for graduation.

Choose from the following:

- Lower Division
 - [MUSC1140](#) Chamber Singers
 - [MUSC1300](#) Concert Choir
 - [MUSC1310](#) Graceland Harmonium
 - [MUSC1400](#) Orchestra
 - [MUSC1500](#) Yellowjacket Drumline
 - [MUSC1600](#) Jazz Ensemble
 - [MUSC1700](#) Symphonic Band
 - [MUSC1730](#) Yellowjacket Marching Band
- Upper Division
 - [MUSC3110](#) Advanced Graceland Harmonium
 - [MUSC3120](#) Advanced Yellowjacket Marching Band
 - [MUSC3140](#) Advanced Chamber Singers
 - [MUSC3150](#) Advanced Concert Choir
 - [MUSC3160](#) Advanced Graceland Orchestra
 - [MUSC3170](#) Advanced Yellowjacket Drumline
 - [MUSC3180](#) Advanced Jazz Ensemble
 - [MUSC3190](#) Advanced Symphonic Band

Performance Attendance 0 s.h.

Students must enroll in [MUSC1000](#) Performance Attendance in each semester of degree study.

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.

Students must pass a piano proficiency examination for graduation. Consisting of major and minor scales, sight-reading, harmonization, transposition and a prepared piece.

Music Minor

A minor in Music consists of a minimum of 22 semester hours in Music including:

Basic Musicianship 12 s.h.

- [MUSC1150](#) Fundamental Musicianship I 3 s.h.
- [MUSC1160](#) Fundamental Musicianship II 3 s.h.
- [MUSC2150](#) Fundamental Musicianship III 3 s.h.
- [MUSC2160](#) Fundamental Musicianship IV 3 s.h.

Music History 3 s.h.

- [MUSC2400](#) Music History II **or** [MUSC2350](#) Musics of the World

Applied Music 4 s.h. in a single performance area

Music Minors: a jury is required at the end of semester in which lessons are taken. Must be taken in the first four consecutive semesters after a Music Minor has been declared.

Choose from the following:

- Lower Division
 - [MUSC1510](#) Organ
 - [MUSC1530](#) Piano
 - [MUSC1610](#) Brass
 - [MUSC1630](#) Percussion
 - [MUSC1650](#) Strings
 - [MUSC1670](#) Woodwinds
 - [MUSC1750](#) Voice

Ensemble Music

Students must enroll in an ensemble for 0-1 s.h. each semester of degree study and receive a passing grade of C or better to receive course credit in the music minor.

Choose from the following:

- Lower Division
 - [MUSC1140](#) Chamber Singers
 - [MUSC1300](#) Concert Choir
 - [MUSC1310](#) Graceland Harmonium
 - [MUSC1400](#) Orchestra
 - [MUSC1500](#) Yellowjacket Drumline
 - [MUSC1600](#) Jazz Ensemble
 - [MUSC1700](#) Symphonic Band
 - [MUSC1730](#) Yellowjacket Marching Band
- Upper Division
 - [MUSC3110](#) Advanced Graceland Harmonium
 - [MUSC3120](#) Advanced Yellowjacket Marching Band
 - [MUSC3140](#) Advanced Chambers Singers
 - [MUSC3150](#) Advanced Graceland Choir
 - [MUSC3160](#) Advanced Orchestra
 - [MUSC3170](#) Advanced Yellowjacket Drumline
 - [MUSC3180](#) Advanced Jazz Ensemble
 - [MUSC3190](#) Advanced Symphonic Band

Music Technology 2 s.h.

- [MUSC1120](#) introduction to Music Technology

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

COMBINATION ENDORSEMENT (K-12) in Music: 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](#), 2 courses from [MUSC3280](#), [MUSC3290](#), [MUSC3310](#), and [MUSC3320](#); and [MUSC3400](#), [MUSC3360](#) and [MUSC3390](#) as the appropriate methods courses) and the [Combination Program](#).

Courses in Music

Theory, Literature, and Methods

MUSC1000 Performance Attendance 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 2A

MUSC1120 Introduction to Music Technology 2 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. Goal 2A

MUSC1150 Fundamental Musicianship I 3 s.h.

Encompasses the study of intervals, scales, and triads combined with sight singing and dictation of the same elements, as well as rhythmic dictation. Goal 2A

MUSC1160 Fundamental Musicianship II 3 s.h.

Continuation of Fundamental Musicianship I. Study of diatonic chords in major and minor keys, principles of voice leading and part writing, harmonic progressions, and cadences. Continued sight singing of tonal music and modal melodies, identification and dictation of intervals, melodies, rhythms, chords, and harmonic progressions. Dictation of up to two voices. Prerequisite: MUSC1150 Fundamental Musicianship I with a grade of C or higher. Goal 2A

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. This course is only offered through the ACE program and is not taught on the Lamoni Campus. Goal 2A

+ MUSC1260 Music History I 3 s.h.

Detailed examination of music from the beginnings of Western Civilization through the conclusion of the Baroque period. Emphasis is placed on the listening and study of musical examples. Goal 2A

MUSC1270 Music and the Environment 3 s.h.

Examines the relationship between music and the natural world, specifically ways in which the environmental movement has shaped musical composition throughout history. Covers a broad spectrum of popular and art music genres, ranging from Beethoven to Marvin Gaye to Radiohead. Identifies connections between music spanning multiple centuries and society's concern for enjoying and protecting the environment and the resources that it provides. ELO5 Arts - Sustainability

MUSC1430 Diction in Foreign Languages 1 s.h.

This course provides an introduction to the basics of the International Phonetic Alphabet, which will be used as an aid to learn accurate pronunciation for singing and vocal performance in foreign languages. Goal 2A

MUSC2000 Individual Study Goal 2A 3 s.h.

+ MUSC2100 Form and Analysis 3 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, rondo, sonata-allegro, and concerto forms. Prerequisite: Grade of C or better in MUSC2160 Fundamental Musicianship IV. Goal 2A

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. Additional fee required. Prerequisites: Music major status and consent of instructor. Goal 2A

MUSC2150 Fundamental Musicianship III 3 s.h.

Continuation of Fundamental Musicianship II. Study of seventh chords, non-chord tones, mode mixture, and Neapolitan chords, augmented sixth chords, and borrowed chords. Continued sight singing and dictation to complement theoretical concepts presented. Intermediate ear training and sight reading, as well as intermediate identification and dictation of harmonic intervals, melodies, modes, rhythms, chords, and harmonic progressions. Prerequisite: MUSC1160 Fundamental Musicianship II with a grade of C or higher. Goal 2A

MUSC2160 Fundamental Musicianship IV 3 s.h.

Continuation of Fundamental Musicianship III. Study of extended tonal harmony, as well as serialism and other post tonal styles. Advanced sight reading of tonal and atonal melodies. Advanced identification and dictation of rhythms and melodies of up to four voices, seventh chords, inversions, and harmonic progressions. Prerequisite: MUSC2150 Fundamental Musicianship III with a grade of C or higher. Goal 2A

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 2A

MUSC2320 Global Musics as Languages of Peace 3 s.h.

Music, and sacred music in particular, has been the bridge to peace across many cultural situations and political barriers. It is a language (actually many languages) of connection between reason and emotion, personal and communal activity, solitude and social activism (all large political crowds sing and chant). This course will increase awareness of our distinctives as musical cultures, recognize the common themes and concerns of musical expression, experience great performances of essential repertoire, and make personal discoveries of global musics. Goal 2A, ELO5 Arts - Peace

+ MUSC2340 Conducting I 1 s.h.

Study of conducting patterns and fundamental techniques including entrance, release, cue, dynamics, and tempo change. Prerequisite: MUSC1160 Fundamental Musicianship II with a grade of C or better. Goal 2A

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 4, ELO5 Arts - World Citizenship

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, style, and social and economic fabric. Goal 2A

+ MUSC2400 Music History II 3 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 2A

MUSC3000 Individual Study Goal 2A 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. Goal 2A

+ 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 2A

+ 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 2A

+ 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 2A

+ MUSC3310 Brass Methods and Pedagogy 2 s.h.

For music education students. Methods of teaching brass instruments and development of a minimal playing proficiency on each. Survey of materials for both private and class instruction. Goal 2A

+ MUSC3320 Percussion Methods and Pedagogy 2 s.h.

For music education students. Methods of teaching percussion instruments and development of a minimal

playing proficiency on each. Survey of materials for both private and class instruction. Goal 2A

+ [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. Prerequisites: admittance into Teacher Education, unless part of an approved Liberal Studies Program. Goal 2A

+ [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. Prerequisites: admittance into Teacher Education, unless part of an approved Liberal Studies Program. Goal 2A

+ [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 2A

[MUSC4000](#) Individual Study Goal 2A 1-3 s.h.

[MUSC4700](#) Senior Recital 0 s.h.

Required of all music majors. Students will present a solo recital on their major instrument/voice consisting of 40 minutes of music. Students must perform and "pass" a pre-recital jury before the music faculty one month prior to the scheduled senior recital. Student may pick up a recital syllabus/application from the Division of Visual and Performing Arts office in Shaw Center. Additional fee required. Prerequisite: Music majors must pass all components of the Piano Proficiency exam before registering for this course.

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 2A

[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 2A

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 2A

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 2A

[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 2A

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 2A

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 2A

[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 2A

Ensemble Music

[MUSC1140](#) Chamber Singers 0-1 s.h.

Vocal chamber ensemble of sixteen to twenty-four singers selected on the basis of voice quality, musicianship, blend, and sight-singing ability. Chamber Singers form on and off campus. Consent of instructor required. Goal 2A

[MUSC1300](#) Concert Choir 0-1 s.h.

Graceland's largest choir offers students from all majors the opportunity to express themselves through secular and sacred choral music. Concert Choir performs both on and off campus. Goal 2A

[MUSC1310](#) Graceland Harmonium 0-1 s.h.

Focus on learning and performing advanced repertoire, including those not traditionally performed in university choirs, with attention to advanced vocal technique and skills. Genres included (but not limited to): Classical, pop, jazz, gospel, a cappella/glee, and Broadway. Instructor consent required.

[MUSC1400](#) The Graceland Orchestra 0-1 s.h.

The Graceland Orchestra offers students from all majors the opportunity to express themselves through the

study, preparation, and performance of a wide range of orchestral literature. Performances on and off campus. Consent of instructor required. Goal 2A

MUSC1500 Yellowjacket Drumline 0-1 s.h.

The Yellowjacket Drumline offers students from all majors the opportunity to study and perform standard contemporary percussion literature. Students will perform at selected athletic & recruitment events as determined by the course syllabus. Additional information: 1) Not a required course for the B.A. Music Degree; 2) May not be counted toward elective hours within a major or minor; 3) May be counted solely as an elective course whose credits count toward graduation. Consent of instructor required. Goal 2A.

MUSC1600 Jazz Ensembles 0-1 s.h.

The Graceland Jazz Ensemble offers students from all majors the opportunity to express themselves through the study and preparation of standard jazz band literature. Repertoire for the GU Jazz Band is chosen from high quality jazz 'tunes' spanning a diverse range of styles/genres including Swing, Big Band, Latin, Funk, Be-Bop, Cool, and Ballads. The Jazz Band performs at least two concerts each semester. Consent of instructor required. Goal 2A

MUSC1700 Symphonic Band 0-1 s.h.

The Graceland Symphonic Band offers students from all majors the opportunity to express themselves through the study and preparation of standard and contemporary band literature. The repertoire is chosen from a diverse selection of high quality wind band and chamber wind masterworks by well-known composers. The Symphonic Band performs two concerts per semester. Consent of instructor required. Goal 2A

MUSC1730 Graceland Yellowjacket Marching Band 0-1 s.h.

The Graceland Yellowjacket Marching Band offers students from all majors the opportunity to perform in a dynamic ensemble that combines exciting musical selections with creative drill design. Repertoire is chosen from a wide variety of genres, ranging from symphonic literature to the most current popular music. The Graceland Yellowjacket Marching Band performs at selected athletic and recruitment events as determined by the course syllabus.

MUSC1800 Chamber Ensemble Performance 0-1 s.h.

The study and performance of music through participation in a small ensemble. Regularly scheduled rehearsals and public performance. (Will not count as an ensemble for music majors). May be repeated. Consent of Instructor required. Goal 2A

Advanced Ensemble Music

MUSC3110 Advanced Graceland Harmonium 0-1 s.h.

Focus on learning and performing advanced repertoire, including those not traditionally performed in university choirs, with attention to advanced vocal technique and skills. Genres included (but not limited to): Classical, pop, jazz, gospel, a cappella/glee, and Broadway. Instructor consent required.

MUSC3120 Advanced Graceland Yellowjacket Marching Band 0-1 s.h.

The Graceland Yellowjacket Marching Band offers students from all majors the opportunity to perform in a dynamic ensemble that combines exciting musical selections with creative drill design. Repertoire is chosen from a wide variety of genres, ranging from symphonic literature to the most current popular music. The Graceland Yellowjacket Marching Band performs at selected athletic and recruitment events as determined by the course syllabus.

MUSC3130 Advanced Chamber Ensemble Performance 0-1 s.h.

Participation on a leadership level in a small ensemble. (Will not count as an ensemble for music majors). May be repeated for credit. Consent of instructor required. Goal 2A

MUSC3140 Advanced Chamber Singers 0-1 s.h.

Vocal chamber ensemble of sixteen to twenty-four singers selected on the basis of voice quality, musicianship, blend, and sight-singing ability. Members are expected to participate on a leadership level. Chamber Singers perform on and off campus. Consent of instructor required. Goal 2A

MUSC3150 Advanced Graceland Choir 0-1 s.h.

Graceland's largest choir offers students from all majors the opportunity to express themselves through secular and sacred choral music. Members are expected to participate on a leadership level. Concert Choir performs on and off campus. Goal 2A

MUSC3160 Advanced Graceland Orchestra 0-1 s.h.

Study, preparation, and performance of a wide range of orchestral literature. Performances on and off campus. Consent of instructor required. Goal 2A

MUSC3170 Advanced Yellowjacket Drumline 0-1 s.h.

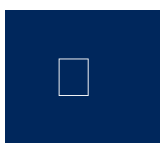
The Yellowjacket Drumline offers students from all majors the opportunity to study and perform standard contemporary percussion literature. Students will perform at selected athletic & recruitment events as determined by the course syllabus. Instructor consent required.

MUSC3180 Advanced Jazz Ensemble 0-1 s.h.

The Graceland Jazz Ensemble offers students from all majors the opportunity to express themselves through the study and preparation of standard jazz band literature. Participation is on a leadership level. Repertoire for the GU Jazz Band is chosen from high quality jazz 'tunes' spanning a diverse range of styles/genres including Swing, Big Band, Latin, Funk, Be-Bop, Cool, and Ballads. The Jazz Band performs at least two concerts each semester. Consent of instructor required. Goal 2A

MUSC3190 Advanced Symphonic Band 0-1 s.h.

The Graceland Symphonic Band offers students from all majors the opportunity to express themselves through the study and preparation of standard and contemporary band literature. Participation is on a leadership level. The repertoire is chosen from a diverse selection of high quality wind band and chamber wind masterworks by well-known composers. The Symphonic Band performs two concerts per semester. Consent of instructor required. Goal 2A



Nursing

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) (<http://www.aacnnursing.org/CCNE>) and are fully 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, 655 K Street, NW, Suite 750, Washington, DC 20001, (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 three 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

Application for admission into the nursing program is evaluated on the basis of academic scholarship, writing ability, potential for success, references, and professionalism.

Admission to the major is competitive and is based on overall ranking. To be considered for admission, applicants must meet the following criteria:

1. Admission to Graceland University.
2. Indication of potential for academic success.
 - a. Minimum of 2.75 cumulative or pre-requisite grade point average (GPA).
 - 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. Pre-licensure BSN Program:

Science courses must have been completed within the last 10 years.

 - Chemistry
 - Anatomy and Physiology
 - Microbiology
 - Nutrition

RN-BSN Program:

 - Science courses may have been completed with an unlimited timeframe.
 - d. Prior to enrollment in the spring semester of the sophomore year, the applicant must have completed the following courses with a minimum number of hours listed and a minimum grade of "C" in each course:
 1. Introduction to Chemistry with evidence of inorganic, organic and biochemistry components. (3 s.h.)

*Waive for students who earn a minimum score of 4 in Advanced Placement or IB high school course exams.
 2. Anatomy and Physiology with lab for all transfer students (6 s.h.)

* BIOL3420 Human Anatomy and BIOL3440 Human Physiology will be required for all current Graceland students (8 s.h.)
 3. Microbiology with lab (4 s.h.)
 4. College level mathematics course from the following: MATH1280 College Algebra or MATH1330 Elementary Functions or MATH2350 Discrete Mathematics or MATH1510 Calculus I (3 s.h.)
 - e. Successful completion (with a minimum number of hours listed and a minimum grade of C in each course) 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.)
 5. Introduction to Statistics (3 s.h.)
 6. *BIOL3420 Human Anatomy and BIOL3440 Human Physiology (8 s.h.) will be required for all current Graceland students.
 7. Introduction to Philosophy or other acceptable philosophy course.
 - a. Acceptable *GU courses* include: PHIL2300 Basic Issues in Philosophy, PHIL3100 World Philosophies and Religions, PHIL1120 Basic Ethics and PHIL2520 Medical Ethics.
 - b. Acceptable MCC courses include: PHIL100 Introduction to Philosophy and PHIL102 World Philosophy.
 - c. Courses not listed above will be accepted on a case-by-case matter.
 8. Medical Terminology (2 s.h.)
 - f. Prior to beginning the first nursing classes at Graceland, students applying must present a minimum of 60 s.h. of acceptable college work from an accredited college, including the courses listed previously in this section.
 - g. Minimum acceptable score on all required admission examinations.
3. Nursing essay including 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. Any RN-BSN student whose GPA falls in the range of 2.0 to 2.494 may 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.
 7. 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.

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 two reference letters from an academic and employment source (two academic references may be used).
 5. 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 (must obtain a C grade or better in all courses)
2. Follow suggested program of study
3. Send updated transcript following the end of each semester (unless attending GU)
4. Earn an acceptable score on all required admission examinations

Graduation Requirements

To qualify for graduation, each degree candidate must have:

- Completed sufficient credit to total 120 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.
- 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.

BSN Degree — Nursing Major (Beginning Professional Students)

In addition to the essential education requirements, beginning professional students majoring in Nursing must complete a concentration of 59.5 semester hours of professional Nursing courses and 38 semester hours of supporting course work. The minimum total of semester hours required for graduation in Nursing is 120.

Required Nursing Courses:

- [NURS2420](#) Introduction to Nursing 3 s.h.
- [NURS2460](#) Health Assessment 4 s.h.
- [NURS2470](#) Informatics for Health Care 2 s.h.
- [NURS3120](#) Fundamentals of Health Care 4 s.h.
- [NURS3160](#) Evidence Based Practice 2 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.
- [NURS3290](#) Gerontology 2 s.h.

- [NURS3440](#) Pathophysiology 3 s.h.
- [NURS3451](#) Pharmacology I 3 s.h.
- [NURS3452](#) Pharmacology II 2 s.h.
- [NURS4170](#) Manager of Patient Care 3 s.h.
- [NURS4220](#) Maternal and Newborn Care 4 s.h.
- [NURS4240](#) Pediatric Nursing 4 s.h.
- [NURS4260](#) Critical Care Nursing 4 s.h.
- [NURS4340](#) Community Health Care 3.5 s.h.
- [NURS4390](#) Capstone Practicum 4 s.h.
- [NURS4480](#) Trends and Issues 2 s.h.

Required Supporting Courses:

- [ATHT2500](#) Medical Terminology 2 s.h.
- [BIOL3420](#) Human Anatomy 4 s.h.
- [BIOL3440](#) Human Physiology 4 s.h.
- [BIOL2360](#) Microbiology 4 s.h.
- [CHEM1330](#) Introduction to General, Organic, and Biochemistry 3 s.h.
- [HLTH2560](#) Nutrition 3 s.h.
- [MATH1280](#) College Algebra (preferred) **or**
[MATH1310](#) Mathematical Concepts I 3 s.h.
- [MATH1380](#) Introduction to Statistics 3 s.h.
- [PHIL2300](#) Basic Issues in Philosophy 3 s.h. **or one of the following courses:**
 - [PHIL3100](#) World Philosophies and Religions
 - [PHIL1120](#) Basic Ethics
 - [PHIL2520](#) Medical Ethics
- [SOCI1300](#) Introduction to Sociology (preferred) **or**
[SOCI1350](#) Cultural Anthropology 3 s.h.
- [PSYC1300](#) Introductory Psychology 3 s.h.
- [PSYC2250](#) Developmental Psychology 3 s.h.

BSN Degree — Nursing Major (RN-BSN Students)

Registered Nurses looking for online BSN programs 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 following required nursing courses will be met by the Iowa Articulation Program or escrow credit:

- [NURS2420](#) Introduction to Nursing 3 s.h.
- [NURS3120](#) Fundamentals of Health Care 4 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.
- [NURS4220](#) Maternal and Newborn Care 4 s.h.
- [NURS4240](#) Pediatric Nursing 4 s.h.
- [NURS4910](#) Leadership Roles in Nursing 1 s.h.

Nursing courses required to be taken at Graceland:

- [NURS3110](#) Health Assessment for Practicing Nurse 3 s.h.
- [NURS3160](#) Evidence Based Practice 3 s.h.
- [NURS3430](#) Pathophysiology and Related Pharmacology 3 s.h.
- [NURS3460](#) Professional Seminar I 3 s.h.
- [NURS4160](#) Leadership Roles in Nursing 3 s.h.
- [NURS4280](#) Global Health and Policy Issues 3 s.h.
- [NURS4350](#) Community Health Nursing 3 s.h.
- [NURS4410](#) Reflective Practice in Nursing 2 s.h.
- [NURS4420](#) Professional Seminar II 2 s.h.
- [NURS4460](#) Senior Capstone 3 s.h.

Required Supporting Courses:

- [BIOL3420](#) Human Anatomy 4 s.h.
- [BIOL3440](#) Human Physiology 4 s.h.
- [BIOL2350](#) Introduction to Microbiology 4 s.h.
- [HLTH2560](#) Nutrition 3 s.h.
- [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.

Courses in Nursing (Undergraduate)

Non-Clinical Course Offerings

NURS1100 Exploring the Nursing Profession 1 s.h.

In this course, students pursuing a major in nursing will explore roles in the nursing profession, integration of pre-requisite coursework into nursing, and develop a personalized success plan to become a registered nurse.

NURS2000 Individual Study 1-3 s.h.

NURS2420 Introduction to Nursing 3 s.h.

Introduces the roles and responsibilities of professional nursing. Introduces students to the historical, economic, political and legal/ethical trends in nursing. Introduces concepts necessary for scholarly writing using APA formatting.

NURS2460 Health Assessment 4 s.h.

Focuses on learning foundational assessment skills. Systematic holistic nursing process approach to 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 the laboratory experience. (For on campus BSN-RN students only.) Prerequisite: NURS2010.

NURS2470 Informatics for Health Care 2 s.h.

An introduction to the basic concepts and skills associated with the use of technology as it relates to nursing and electronic healthcare systems. The content will provide a conceptual foundation and hands-on exposure to the use of information management in nursing which is necessary in providing quality patient care.

NURS3000 Individual Study 1-3 s.h.

NURS3010 Transcultural Health Experience 3 s.h.

The focus of this course is to provide the student with tools to improve the health status of a vulnerable population. Students will apply transcultural concepts and principles of global health at the local, national, or international level. Depending on the specific area the student is working in, experiences may include individual and small group teaching, primary care support services, promotion of hygiene principles with modifications to the local culture, community assessment and interventions, or intensive language acquisition. An international multi-day and/or overnight experience may be required.

NURS3110 Health Assessment for the Practicing Nurse 3 s.h.

Focuses on expanding assessment skills in current professional role. Systematic holistic nursing process approach to health history and physical examination for the purpose of differentiating normal from abnormal states of health and critical assessment of client needs in acute care and community settings. Application of concepts are facilitated in the virtual learning environment. (For online RN-BSN students only.)

NURS3120 Fundamentals of Health Care 4 s.h.

Introduction to basic concepts and psychomotor skills necessary to provide therapeutic interventions for individual clients. Laboratory and clinical experience provided. Prerequisites: NURS2420, 2460, 2470.

NURS3160 Evidence Based Practice 2-3 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. Prerequisites: NURS3120, 3270, 3440, 3451.

NURS3290 Gerontology 2 s.h.

An examination of the basic conceptual and theoretical perspectives of gerontology. Topics discussed relate to adjustments to physiological and psychosocial changes and the aging process. Examination of special concerns of the older adult, specifically age-related health problems, sexuality, religion, finances, caregiver role, Alzheimer's disease and other dementias, depression, and loss of spouse/peers. Prerequisites: NURS3120, 3270, 3440, 3451.

NURS3430 Pathophysiology and Related Pharmacology 3 s.h.

Study of the concepts and altered processes of organs, cells, and biochemical functions of systems related to homeostasis, neural control and integration. Related pharmacology with application of principles to nursing practice will be integrated throughout.

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. Prerequisites: NURS2420, 2460, 2470.

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).

NURS3451 Pharmacology I 3 s.h.

Introduces students to the principles of pharmacology and their application to nursing. Emphasizes drug classifications of pharmacological agents, their actions, side effects, uses and nursing responsibilities regarding administration and basic calculations of medication administration for all routes of administration. Prerequisites: NURS2420, 2460, 2470.

NURS3452 Pharmacology II 2 s.h.

Continues investigation of pharmacology with specific medications that are seen in the clinical setting from the various drug classifications and medications used in advanced adult health settings. Drug calculations include those for the critical care setting and those using the intravenous route.

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. Prerequisites: Nursing major with senior standing and NURS3460.

NURS4480 Trends and Issues 2 s.h.

Examines the social, cultural, political, legal, economic, and ethical issues that surround the practice of professional nursing. Explores the concepts that prepare the graduate for entry into the professional role. Prerequisites: NURS3160, 3250, 3260, 3290, 4340.

NURS4910 Leadership Roles in Nursing 1 s.h.

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: NURS3120, 3270, 3440, 3451.

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. Prerequisites: NURS3120, 3270, 3440, 3451.

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: NURS2420, 2460, 2470.

NURS4160 Leadership Roles in Nursing 3 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.

NURS4170 Manager of Patient Care 3 s.h.

Discusses management of patient care in a clinical setting in the capacity of unit manager, charge nurse and patient care coordinator. Focuses on knowledge, skills, abilities, and resources required to lead an interdisciplinary team to achieve excellence and high quality outcomes. Prerequisites: NURS3160, 3250, 3260, 3290, 4340.

NURS4220 Maternal and Newborn Care 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. Prerequisites: NURS3160, 3250, 3260, 3290, 4340.

NURS4240 Pediatric Nursing 4 s.h.

Investigates a holistic, family focus on acute illness and health promotion for pediatric patients from birth through adolescence. An emphasis on developmental stages of childhood and nursing interventions within the home and acute care settings and the impact of societal and family decisions on childhood growth and development. Prerequisites: NURS4170, 4220, 4480.

NURS4260 Critical Care Nursing 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: NURS4170, 4220, 4480.

NURS4340 Community Health Care 3.5 s.h.

Focuses on community/public health issues with the family and community as clients, including community assessment and the examination of a variety of core concepts in the practice of community/public health nursing. Topics include epidemiology, community focused health promotion, and prevention within a sociopolitical environment. Prerequisites: NURS3120, 3270, 3440, 3451.

NURS4350 Community Health Nursing 3 s.h.

Emphasis on the community as client and population groups within the community, including a comprehensive community assessment, the exploration of epidemiology, disaster nursing, community-focused health promotion, and prevention within sociopolitical environment.

NURS4390 Capstone Practicum 4 s.h.

Emphasis on advanced cognitive, psychomotor and affective skills and therapeutic communication in the care of clients and families in acute-care settings. Prerequisites: NURS4170, 4220, 4480.

NURS4410 Reflective Practice in Nursing 2 s.h.

Emphasis on knowing in nursing with practice field experiences designed to guide the student toward

becoming a more reflective practitioner.

NURS4460 Senior Capstone 3 s.h.

Synthesize new knowledge with past knowledge and skills to provide a higher level of indirect and/or direct care to clients in a variety of health care environments. Integrate knowledge from prior courses to develop, implement, and evaluate a project with the intention of improving health outcomes for individuals, families, groups, communities, or populations.

NURS4910 Leadership Roles in Nursing 1 s.h.

Required Support Courses for Nursing Major

ATHT2500 Medical Terminology 2 s.h.

A self-study, programmed-based opportunity to learn and understand medical terminology.

BIOL2350 Introduction to Microbiology 4 s.h.

Students will learn about immunology, bacteriology, mycology, and virology. Emphasis will be placed on the cellular mechanisms and role of microbial pathogens (bacteria) and agents (viruses, prions) affecting human health and how they are treated. Credit is not allowed for this course and BIOL2360. Prerequisites: CHEM1330 or BIOL2100 or instructors consent or enrollment in the RN to BSN program.

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

Students will learn about immunology, bacteriology, mycology, and virology. Emphasis will be placed on the cellular mechanism and role of microbial pathogens (bacteria) and agents (viruses, prions) affecting human health and how they are treated. Additional fee required. Prerequisite: BIOL2100 or instructor's consent. Goal 1A

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. Additional fee required. Prerequisites: BIOL1400 or BIOL2100 or PHED1240. Goal 1A

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. Additional fee required. Prerequisites: BIOL3420 (grade of C or better strongly recommended) and one semester of chemistry. Goal 1A

CHEM1330 Introduction to General, Organic, and Biochemistry 3 s.h.

An introduction to the principles of inorganic, organic and biochemistry, including a study of atoms, chemical bonding, types of chemical reactions (focusing on ones in the cell), solution chemistry, introduction of biological molecules (proteins, lipids, carbohydrates and nucleic acids). This course is intended for students desiring a general education in chemistry, those majoring in nursing or allied health fields and those that need it to fulfill the chemistry requirement for fundamentals of cell biology and genetics course. Course will

not count for credit in the Chemistry and/or Biology majors or minors. Prerequisite: MATH1280 or one year of high school algebra (C or better strongly recommended). Goal 1A

HLTH2560 Nutrition 3 s.h.

A study the principles of nutrition as it relates to health, exercise, sports and disease. Students will be presented with applied content that includes research-based guidelines meant to help students differentiate between nutrition recommendations that are backed by science and the overabundance of false and misleading information. Goal 1A

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 3A, ELO6 Math

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 3A, ELO6 Math

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 3A, ELO6 Math

PHIL1120 Basic Ethics (also RELG1120) 3 s.h.

Introduction to basic ways of thinking and acting ethically. Examines basic ethical theories, both religious and philosophical, but focuses on practical, daily application of sound values and ethical consciousness. Goal 3E

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 3E

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 3E

PHIL3100 World Philosophies & Religion: Great Texts (Also RELG3100) 3 s.h.

A reading of great texts in world philosophies and religions; E.g., The Qur'an (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 3E

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 1C, ELO5 Social Science - Innovation

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 1C, ELO5 Social Science - Equality

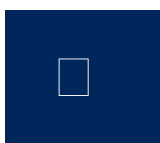
SOCI1300 Introduction to Sociology 3 s.h.

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 1C, ELO5 Social Science - Equality

+ SOCI1350 Cultural Anthropology 3 s.h.

Survey and analysis of diverse cultural patterns. Goal 4

Undergraduate Catalog



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 4 fewer semester hours of course work than would be required if both degrees were sought independently.

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

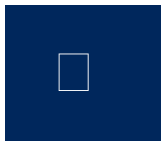
40 total graduate semester hours with a minimum 30 at Graceland for the [Nurse Educator](#) track

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.



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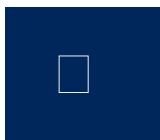
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Nursing (Graduate)

see [Graduate Catalog](#)

[Undergraduate Catalog](#)



Organizational Leadership

BA Degree - Organizational Leadership Major

In addition to the essential education requirements, majors in Organizational Leadership must complete 45 s.h. in the following courses:

- [ACCT2310](#) Financial Accounting 3 s.h.
- [ACCT2320](#) Managerial Accounting 3 s.h.
- [BUAD3320](#) Principles of Management 3 s.h.
- [BUAD3450](#) Organizational Behavior 3 s.h.
- [BUAD3490](#) Human Resource Management 3 s.h.
- [COMM2600](#) Interpersonal Communication 3 s.h.
- [COMM3100](#) Intercultural Communication 3 s.h.
- [COMM/PEAC/SOCI3210](#) Conflict Management and Dialogue 3 s.h.
- [CSIT1010](#) Microcomputer Business Applications 3 s.h.
- [CSIT3500](#) Management of Information Systems 3 s.h.
- [ECON1320](#) Principles of Microeconomics 3 s.h.
- [PSYC3440](#) Psychology of the Workplace 3 s.h.
- [ORGL3100](#) Skills in Organizational Leadership 3 s.h.
- [ORGL3200](#) Concepts and Theories of Leadership 3 s.h.
- [ORGL4100](#) Ethical Leadership in a Global Society 3 s.h.

Organizational Leadership Certificate

Students wishing to earn the Organizational Leadership certificate must complete the following 9 credit hours with Graceland University.

- [ORGL3100](#) Skills in Organizational Leadership 3 s.h.
- [ORGL4100](#) Ethical Leadership in a Global Society 3 s.h.
- [COMM/PEAC/SOCI3210](#) Conflict Management and Dialogue 3 s.h.

Gainful Employment Disclosure

The Gainful Employment Disclosure for this program can be found with Consumer Information located [here](#).

Courses in Organizational Leadership

ORGL3100 Skills in Organizational Leadership 3 s.h.

Emphasis on being a change agent in the organization; diagnosis, solution, and monitoring of system-wide change issues; developing the workforce by building effective teams and monitoring career development. Anticipation of change, overcoming resistance; intervention and negotiation strategies, and effective communication. Includes a focus on development as a systematic, continuing process designed to improve an organization and its employees' ability to deal with change.

ORGL3200 Concepts and Theories of Leadership

Promotes leadership development through the study of leadership theory and concepts and encourages the practical application of leadership at all levels. Includes historical approaches to leadership and focuses on important contemporary leadership perspectives such as Situational Leadership, Transformational Leadership, Servant Leadership and Principle-Centered Leadership. Through an examination of leadership theory, individual research, self-assessments and reflection as well as case studies, students will create a personal leadership assessment and development plan.

ORGL4100 Ethical Leadership in a Global Society 3 s.h.

Emphasis on dealing with leadership issues and challenges in a global context, taking into account factors such as social mores, norms, folkways, traditions, legal systems, religions, customs, business and cultural contexts, and government influence. Dealing with ethical issues in an organization considering the social, traditional, and legal aspects. Understanding and avoiding pressures of ethnocentrism, situational ethics, and other leadership challenges in a poly-cultural and multinational work environment. A work/study project, done in a work environment, or a significant research paper on a timely organizational leadership topic will be required. Goal 3E

Support Courses for Organizational Leadership Major

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: One MATH course.

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.

BUAD3320 Principles of Management 3 s.h.

Fundamentals of planning, organizing, directing, coordinating, and controlling business activity. Prerequisites: Junior standing. Goal 6

+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. *Offered*

Fall even years.

+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. Offered for online Organizational Leadership major only.

+COMM2600 Interpersonal Communication 3 s.h.

A focus on the study of communication within dyads with a specific focus on friendships, romantic relationships, and family relationships. The course seeks to draw from experience, interaction, and theory to encourage a behavioral and conceptual understanding of communication within interpersonal relationships. Goal 3B.

+COMM3100 Intercultural Communication 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 4, ELO4 Global Learning - World Citizenship

+COMM3210 Conflict Management and Dialogue (Also SOCI/PEAC3210) 3 s.h.

An examination of conflict theories and approaches, negotiation process, conflict ethics, and third party mediation. In this class, students will become familiar with the causes of conflict as well as ways strategies and tactics used in conflict management. Further, this class will explore the foundational theoretical concepts and models of dialogue in the context of conflict management. Goal 3B

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.

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.

ECON1320 Principles of Microeconomics 3 s.h.

Analysis of the fundamental principles of the American economic system, centering on price, production, market structures, and a survey of contemporary economic problems, e.g. sustainability. Goal 1C, ELO5 Social Science - Sustainability

PSYC3440 Psychology of the Workplace 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 1C

+SOCI3210 Conflict Management and Dialogue (Also COMM/PEAC3210) 3 s.h.

An examination of conflict theories and approaches, negotiation process, conflict ethics, and third party mediation. In this class, students will become familiar with the causes of conflict as well as ways strategies and tactics used in conflict management. Further, this class will explore the foundational theoretical concepts and models of dialogue in the context of conflict management. Goal 3B



Peace Studies

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 3E, ELO5 Histories - Peace

+PEAC3210 Conflict Management and Dialogue (Also COMM/SOCI3210) 3 s.h.

An examination of conflict theories and approaches, negotiation process, conflict ethics, and third party mediation. In this class, students will become familiar with the causes of conflict as well as ways strategies and tactics used in conflict management. Further, this class will explore the foundational theoretical concepts and models of dialogue in the context of conflict management. Goal 3B

+PEAC3220 Global Peace Issues (Also POLS3220) 3 s.h.

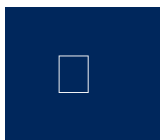
Focuses on the causes and resolution of conflict at the macro level (global violence and international peacemaking). ELO4 Global Learning - Peace

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.

[Undergraduate Catalog](#)



Philosophy

Religion and Philosophy Minor

A minor in Religion and Philosophy consists of 18 semester hours or more in Religion and Philosophy.

Courses in Philosophy

[+ PHIL1100](#) The Philosophy of Death and Dying 3 s.h.

An exploration of philosophical issues related to death and dying. Examines the ethical scope of end-of-life decisions, obligations toward the dead and dying, and appropriate attitudes toward death, including evaluating the possibility of an afterlife. Offered even year springs. ELO3 Ethical Thinking and Action - Innovation

[PHIL1120](#) Basic Ethics (also RELG1120) 3 s.h.

Introduction to basic ways of thinking and acting ethically. Examines basic ethical theories, both religious and philosophical, but focuses on practical, daily application of sound values and ethical consciousness. Goal 3E

[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, ELO3 Ethical Thinking and Action - Sustainability

[PHIL1350](#) Basic Logic 3 s.h.

An introduction to the fundamental principles of inductive and deductive logic.

[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 3E

[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 3E

PHIL2340 Finding Peace in Identity 3 s.h.

A survey of personal identity, appealing to metaphysical and value theoretical issues as they relate to the self. Addresses the influence of memory, collective experience, and narrative on accounts of the nature of persons and assesses ethical implications of the accounts. Goal 3E, ELO3 Ethical Thinking and Action - Peace

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. Goal 2B

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

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

+ PHIL2410 Reason and Religion 3 s.h.

An examination of issues at the intersection of philosophy and religion. Involves assessment of the rationality of religious and areligious belief, the relationship between morality and religion, and ethical interactions within and among religious traditions. Offered odd year falls. ELO3 Ethical Thinking and Action - Peace

PHIL2420 World Philosophy 3 s.h.

A survey of philosophical worldviews with origins in differing traditions, appealing to historical and contemporary Western and non-Western philosophy. Addresses fundamental philosophical issues from a variety of perspectives and evaluates points of convergence and divergence. Goal 3E, ELO3 Ethical Thinking and Action - World Citizenship

PHIL2440 Social Dimensions of Equality 3 s.h.

An examination of different conceptions of ethical social relationships and ethical behavior. Considers varying accounts of theories of value and right action with critical analysis of systemic and social influences on individual and collective interactions. Goal 3E, ELO3 Ethical Thinking and Action - Equality

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 3E

PHIL2900 Topics in Philosophy 1-3 s.h.

PHIL3000 Individual Study 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 Qur'an (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 3E

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

+ 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 3E

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.

PHIL4000 Individual Study 1-3 s.h.

Courses in Religion (Undergraduate)

RELG1100 Faith, Love, and Thought 3 s.h.

An exploration of the many rich meanings of "faith" as faithfulness, love, fidelity, integrity, courage, ultimate commitment, and openness to creative transformation, as well as the creative role of doubt in faithfulness. We will examine concepts of faith within different traditions like Christianity, Judaism, Hinduism, Buddhism, and Humanism. Attention will be given to the relationships of faithfulness, trust, hope, and love in human relationships such as marriage, parenting, and friendship. Goal 3E

RELG1120 Basic Ethics (also PHIL1120) 3 s.h.

Introduction to basic ways of thinking and acting ethically. Examines basic ethical theories, both religious and philosophical, but focuses on practical, daily application of sound values and ethical consciousness.

Goal 3E

RELG1280 History of the Community of Christ (Also HIST1280) 3 s.h.

The rise of the Latter Day Saint movement, the migration to the Midwest, the disruption at Nauvoo, the development of the Reorganization and other factions, and a survey of the conditions, trends, and problems in the contemporary Community of Christ and other factions of this unique American religious movement.

RELG1310 Tyrant or Lover? God in the Old Testament 3 s.h.

Introduces students to the Hebrew Bible, a diverse collection of writings that emerged from the faith and experience of ancient Israel and early Judaism. Themes, stories, characters, and the entire collection itself inform 3 of the world's major religions: Judaism, Christianity, and Islam. This fact makes the Hebrew Bible a sacred library with global significance. Explores the diverse literature of the Hebrew Bible in light of its genres, historical and social contexts, ethical/theological aims, and relationship to Ancient Near Eastern cultures. Of special importance is how the Hebrew Bible's images of social justice have informed and can still inspire the search for justice in the contemporary world. Goal 2B, ELO3 Ethical Thinking and Action - World Citizenship

+ RELG1400 Making Meaning from Suffering and Loss 3 s.h.

Considers various spiritual and religious approaches to the reality of suffering in human experience. We will explore this theme through literature, poetry, music, film, and sacred texts. Using these and other resources, students will engage many of the challenges suffering poses to a meaningful life. ELO3 Ethical Thinking and Action - Peace

RELG1700 Missional Ministry and Leadership Practicum 0-1 s.h.

This practicum is designed for freshman students interested in participating in ministry on campus at Graceland University. It provides students with an opportunity to learn the relationship between concepts and practices of missional ministry. Students will encounter a broad range of topics in weekly class settings, engage those topics in practical experiences through individual, small group, and congregational ministry, and will reflect and respond on their experience with instructors and peers. The capstone (final) event will be designed to evaluate student learning outcomes through a missional ministry project or reflection paper.

RELG2000 Individual Study 1-3 s.h.

RELG2100 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. Course includes introduction to the world's living religions. Goal 2B

RELG2130 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, ELO3 Ethical Thinking and Action - Peace

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

RELG2220 Religion and Social Justice 3 s.h.

What are the stories and inspiration of those who work for social justice? Religion and Social Justice introduces students to social justice as a basic concept of Western social and political thought. Students will explore religious and ethical foundations for social justice and the role of religion that shape the imperative for social justice in a pluralistic and secularizing world. Goal 2B, ELO3 Ethical Thinking and Action - Equality

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

RELG2340 World Religions and Ecology 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 2B

RELG2380 Life and Writings of Rev. Dr. Martin Luther King, Jr. 3 s.h.

Examines the life and circumstances of the Rev. Dr. Martin Luther King Jr., a black Baptist preacher, scholar, and American prophet who has been whitewashed, romanticized, and misunderstood. Central themes include racism in America, the US Civil Rights Movement, black Christianity and the black church, non-violence, and MLK's vision for America. ELO3 Ethical Thinking and Action - Equality

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

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 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 Qur'an (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 3E

RELG3200 Religions of the World 3 s.h.

An introduction to the thought, practice, and history of the major religions of the world. Goal 4

RELG3300 Jesus: Cultural and Historical Representations 3 s.h.

Since shortly after Jesus' death people have told stories that interpret his significance. From canonical and non-canonical Gospels to contemporary fiction and film, the life of Jesus continues to be re-interpreted. This course will examine representations of Jesus in literature, contemporary culture, and film. Goal 2B

RELG3340 World Religions and Ecology 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 2B

RELG3360 Ethics of Hope 3 s.h.

Hope is a central construct of Western theology and thought. Ethics of hope introduces students to the intellectual tradition and spiritual resources of hope. Students will be encouraged to explore hope in their own worldview, and how application of the ethics of hope can shape individual, collective (communal and global), and professional life. ELO3 Ethical Thinking and Action - Innovation

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.

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

+ 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 3E

+ 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.

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-Community of Christ students will participate in this course by exploring how the basic issues addressed are related to their own religious communities.

RELG3540 Peace and Justice in the Christian Tradition 3 s.h.

Christian theology is a centuries-long conversation about the meaning of Jesus' life and message. As theologians have interpreted their faith, they have often pondered questions of justice and peace. How can the nonviolent message of Jesus challenge cultures of oppression? Can war ever be 'just'? What insights might theological traditions offer to help critique forces that perennialize poverty? What ethical resources can Christian traditions apply to environmental degradation or the search for gender justice? This course explores such questions by focusing them through the thought of key theologians from across the centuries: e.g., Augustine of Hippo, Julian of Norwich, Dietrich Bonhoeffer, Oscar Romero, Martin Luther King, Jr., and Letty Russell. We explore how these thinkers' questions and proposals remain ethically meaningful in the contemporary World. Goal 2B, ELO3 Ethical Thinking and Action - Peace

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.

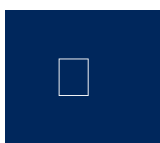
RELG3900 Topics in Religion 1-3 s.h.

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.

RELG4000 Individual Study 1-3 s.h.

+Denotes an alternate year course.

Undergraduate Catalog



Physical Education

Teacher Certification in Physical Education

1. FOR HEALTH AND MOVEMENT SCIENCE MAJORS EARNING K-12 ENDORSEMENTS: Students majoring in [Health and Movement Science](#) who desire Iowa Teacher Certification with elementary and secondary Physical Education endorsement must also complete the [Secondary Education Program](#) (with [HLTH2410](#) Children's Health and Development - K-8 Health and Physical Education Methods Lab and [PHED3333](#) Methods and Assessment of Teaching 5-12 Health and Physical Education as the appropriate methods courses).
2. FOR NON-HEALTH AND MOVEMENT SCIENCE MAJORS WHO WANT A SECONDARY PHYSICAL EDUCATION ENDORSEMENT (5-12): Non-Health and Movement Science majors desiring a Physical Education secondary endorsement (5-12) in Iowa must complete the [Secondary Education Program](#) (with [PHED3333](#) Methods and Assessment of Teaching 5-12 Health and Physical Education as the appropriate methods course), a major in a secondary teaching field, and the following courses:
 - [BIOL2300](#) Anatomy and Physiology I 3 s.h. **or**
[BIOL3420](#) Human Anatomy 4 s.h. and [BIOL3440](#) Human Physiology 4 s.h.
 - [HLTH1100](#) First Aid **or**
[PHED0610](#) Life Guard Training 1 s.h.
 - [HLTH2400](#) Children's Health and Development 3 s.h.
 - [PHED1100](#) New Games 1 s.h.
 - [PHED2120](#) Motor Learning 3 s.h.
 - [PHED2350](#) Teaching Team Sports 2 s.h.
 - [PHED2370](#) Teaching Individual Sports 2 s.h.
 - [PHED2380](#) Creative Rhythm and Movement 3 s.h.
 - [PHED3280](#) The Foundations of Physical Education 3 s.h.
 - [PHED3340](#) Biomechanics 3 s.h.
 - [PHED3430](#) Adaptive Physical Education 3 s.h.

Authorization/Endorsement

FOR STUDENTS SEEKING AN IOWA COACHING AUTHORIZATION, THE FOLLOWING COURSES

MUST BE COMPLETED.

- [ATHT3100](#) Prevention and Care of Athletic Injuries 3 s.h.
- [BIOL2300](#) Anatomy and Physiology I 3 s.h.
- [HLTH1100](#) First Aid **or**
[PHED0610](#) Life Guard Training 1 s.h.
- [HLTH2400](#) Children's Health and Development 3 s.h. **or**
[PSYC2250](#) Developmental Psychology 3 s.h.
- [PHED3410](#) Theory of Coaching 1 s.h.

Courses in Physical Education

Physical Education Activities

Physical Education Activities 1-2 s.h.

A wide variety of classes in team, individual and recreational activities. Goal 3F. Classes include:

PHED0010 Advanced Tennis

PHED0050 Yoga

PHED0060 Aerobic Dance

PHED0070 Tennis, Paddleball, Badminton

PHED0140 Beginning and Intermediate Swimming

PHED0150 Bowling*

PHED0220 Fencing

PHED0270 Golf

PHED0360 Scuba*

PHED0420 Total Body Conditioning

PHED0430 Beginning Tennis

PHED0450 Beginning Volleyball

PHED0480 Advanced Swimming

[PHED0490](#) Relaxation and Stress Management

PHED0560 Archery and Table Tennis

PHED0570 Personal Activity

PHED0590 Beginning Basketball

PHED0600 Advanced Basketball

[PHED0610](#) Life Guard Training*

PHED0660 Dance

*Additional fee required

PHED0750-0990 Intercollegiate Athletics 0-1 s.h.

Participation as a member of a GU athletic team. Goal 3F. Intercollegiate athletic classes include:

PHED0510 Cheerleading

PHED0530 Gadets

PHED0750 Basketball (Men)

PHED0760 Basketball (Women)

PHED0770 Baseball

PHED0780 Wrestling

PHED0790 Cross Country (Men)

PHED0800 Cross Country (Women)

PHED0810 Bowling (Men)

PHED0820 Bowling (Women)

PHED0830 Football

PHED0850 Golf (Men)

PHED0860 Golf (Women)

PHED0880 Softball

PHED0890 Tennis (Men)

PHED0900 Tennis (Women)

PHED0910 Track (Men)

PHED0920 Track (Women)

PHED0930 Volleyball (Men)

PHED0940 Volleyball (Women)

PHED0970 Soccer (Men)

PHED0980 Soccer (Women)

PHED0490 Relaxation and Stress Management 1 s.h.

This course is designed to develop knowledge of and skill in basic posture enhancement and relaxation techniques, and to provide motivation for further self-improvement.

PHED0610 Life Guard Training 1 s.h.

This course is designed for students who are interested in learning and developing the skills and knowledge which will enable them to be certified and serve as lifeguard. Additional fee required.

PHED1100 New Games 1 s.h.

Development and participation of new games for the K-12 learner, lifelong learner, and leisure.

PHED1240 Introduction to Movement Science 3 s.h.

The emphasis will be on the development of ideal fundamental movement patterns primarily focused on the upper body and core developed through the principles of progression, variety and precision. We will emphasize the understanding and application of efficient progressions to simultaneously assess, reverse, and reduce injury by improving tissue health. We will accomplish this by asking why through the use of a comprehensive self assessment of proper mobility, ideal muscle balances, and functional movement patterns, and through the use of these assessments we will become skilled at preventative protocols, to arrest, reduce and eliminate unhealthy environments in our soft tissue with the ultimate goal to develop ideal

fundamental movement patterns.

PHED1260 Movement Science II I 3 s.h.

A detailed view of the NASM Corrective Exercise Continuum with analysis of movement dysfunction and the principles applied to musculoskeletal function. The course examines the anatomy of full-body movement and function as it relates to activities of daily living, athletics, and exercise. Utilizing theory and practice based approaches, the course details functional movement impairments and application of restorative theory. Prerequisite: PHED1240 Introduction to Movement Science.

PHED2000 Individual Study 1-3 s.h.

PHED2120 Motor Learning 3 s.h.

Introduction to the principles involved in learning and teaching motor skills.

PHED2200 Sport Officiating 2 s.h.

Study of officiating various sports with emphasis placed on rules and procedures, penalties and fouls, mechanics and signals.

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. Additional fee required. Prerequisite: Advanced Lifesaving.

PHED2260 Introduction to Performance Training 3 s.h.

Theory and application of performance training to include flexibility, core, balance, plyometric, resistance, and power training. Using an integrated approach to performance students will explore programming and periodization for sport and human performance. Prerequisite: PHED1260 Movement Science II. A grade of C or higher required to count toward the Allied Health major.

PHED2350 Teaching Team Sports 2 s.h.

Teaching technique, analysis of skills, and principles of skill development in areas such as soccer, basketball, volleyball and softball. Prerequisite: Health and Movement Science major, Elementary Education major (PE Concentration), or consent of instructor.

PHED2370 Teaching Individual Sports 2 s.h.

Teaching techniques, analysis of skills, and principles of skill development in areas such as golf, bowling, disc golf and racquet sports. Prerequisite: Health and Movement Science major, Elementary Education major (PE Concentration), or consent of instructor.

PHED2380 Creative Rhythm and Movement 3 s.h.

The study and understanding of movement concepts as they relate to special awareness, effort, and rhythm through movement education, dance, and educational gymnastics.

PHED2720 Physical Training Practicum I 1 s.h.

This practicum is designed to allow students to apply appropriate postural and functional movement

screening to various populations. In addition, students will continue to incorporate and master skills learned in previous core coursework. Practical experience outside the scheduled classroom will be required. Additional fee required. Prerequisites: PHED1240, 1260, 2120 with a "C" or better, and sophomore standing. Must pass with "C" or better.

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.

PHED3120 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.

PHED3130 Sports Psychology (Also PSYC3130) 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.

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.

PHED3333 Methods and Assessment of Teaching 5-12 Health and Physical Education 4 s.h.

Theory and development of teaching competence for prospective teachers of health and physical education at 5-12 levels. Implementation of assessment and evaluation techniques through classroom and practical experiences. .

PHED3340 Biomechanics 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 or BIOL3420 with a grade of "C" or higher. A grade of C or higher required to count toward the Allied Health major. Goal 10 (Goal 10 Catalog 0809+)

PHED3400 Practicum in Physical Education 1-3 s.h.

Advanced teaching experience in college physical education activity classes. Prerequisite: PHED3330.

PHED3410 Theory of Coaching 2 s.h.

Knowledge and understanding of the techniques and theory of coaching interscholastic athletics, including professional ethics in coaching.

PHED3420 Practicum in Coaching 3-6 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.

PHED3430 Adaptive Physical Education 3 s.h.

Theory and techniques of adaptive, corrective and developmental activities to meet the needs of "special persons."

PHED3720 Physical Training Practicum II 1 s.h.

This practicum is designed to allow students to apply appropriate corrective exercises to various populations. In addition, students will continue to incorporate and master skills learned in previous core coursework. Practical experience outside the scheduled classroom will be required.

Prerequisites: PHED2260, 2720 with a "C" or better, and junior standing. Must pass with "C" or better.

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.

PHED4360 Physiology of Exercise 3 s.h.

The principles and practices of energizing the human body for physical exercise. Prerequisite: BIOL2300 or BIOL3440 with a grade of "C" or better. A grade of C or higher required to count toward the Allied Health major.

PHED4500 Performance Enhancement Programming 3 s.h.

Study of the variety of tools available to assess human performance. A broad range of instrumentation will be utilized. Prescriptive models will be studied and applied as a practical means of directing client performance training. Prerequisites: PHED1240 and PHED2260 and PHED3120, or ATHT4260 with a "C" or better. Goal 4ab

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. Repeatable to a maximum of six hours. Prerequisites: Approval of coordinator and completion of all lower division physical education requirements.

PHED4720 Physical Training Practicum III 1 s.h.

This capstone practicum is designed to allow students to design and initiate fitness and performance

enhancement programming for various populations. In addition, students will continue to incorporate and master skills learned in previous and concurrent coursework. Practical experience outside the scheduled classroom will be required. Additional fee required. Prerequisites: PHED3120, 3720 with a "C" or better. Pre- or Corequisite: PHED4500. Must pass with "C" or better.

PHED4730 Advanced Topics in Strength and Conditioning 3 s.h.

Theory and application of advanced principles in programming periodization with in depth analysis of physiological adaptations from performance training. Completion of the course will prepare students for the NSCA CSCS certification. Prerequisite: PHED4500.

PHED4800 Fitness and Wellness Internship 3 s.h.

Student will acquire experience with qualified personnel in a selected agency. Six weeks of involvement preferably taken consecutively. Repeatable to a maximum of six hours.

Support Courses for Physical Education Endorsement

ATHT3100 Prevention and Care of Athletic Injuries 3 s.h.

Techniques of injury prevention and caring for athletic injuries.

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.) Additional fee required. Goal 1A

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. Additional fee required. Prerequisites: BIOL1400 or BIOL2100 or PHED1240. Goal 1A

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. Additional fee required. Prerequisites: BIOL3420 (grade of C or better strongly recommended) and one semester of chemistry. Goal 1A

HLTH1100 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. Additional fee required.

HLTH2400 Children's Health and Development 3 s.h.

Course will focus on the lifelong development of the human from infancy and continuing through adulthood. It will explore the ways of development and learning within physical, cognitive, emotional, and social health, including family environment.

HLTH2410 Children's Health and Development - K-8 Health and Physical Education Methods Lab 1 s.h.

Methods and development of teaching competence for prospective K-8 teachers in the health education classroom and physical education classroom and early childhood classroom. Intended for early childhood and education majors (including Health Education and Physical Education). To be taken concurrently with HLTH2400 Children's Health and Development.

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 1C, ELO5 Social Science - Equality

[Undergraduate Catalog](#)



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.

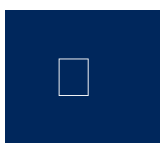
An elementary physics course emphasizing the fundamental concepts associated with the physical universe. Topics include Newtonian mechanics, fluids, heat thermodynamics, wave motion, and sound. Designed to meet the needs of biology majors and students preparing for the medical profession and related fields. Prerequisites: Two years high school algebra and one year geometry; plane trigonometry recommended. Goal 1A

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 1A

+Denotes an alternate year course.

Undergraduate Catalog



Political Science Major or Minor

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 [SOSC3390](#) 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

POLS1200 Introduction to International Studies (also INTD1200) 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, ELO4 Global Learning - World Citizenship

POLS1300 United States 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 1B, ELO5 Social Science - Innovation

POLS2000 Individual Study Goal 1B 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 3E, ELO5 Histories - Peace

+ 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 1B

POLS2360 The Politics of Immigration 3 s.h.

Examines immigration in an interdisciplinary way, focusing on how politics affects, obscures or exacerbates inequalities of power, wealth and safety among immigrant populations worldwide. Explores motives for migration across or within states, the means by which people migrate, and the reception immigrants receive in their destination countries. Goal 1B, ELO4 Global Learning - Equality

POLS2370 Politics of Latin America: Beyond Borders 3 s.h.

This course examines the politics of Latin America past and present, with an emphasis upon examining inequalities of power, wealth, gender, race and origin among populations throughout Latin America. The course will explore the legacy of colonialism, the functioning of local and national government institutions, challenges posed by neoliberal globalization, and migration flows both within and outside of Latin America. The course also explores the politics of identity concerning what, in each country and across them, is defined as "Latin", "American", and other identity markers such as "Latino"/"Latina", "Hispanic", "Chicano"/"Chicana", "Mestizo"/"Mestiza", and how these intersect with other forms of inequality. ELO4 Global Learning - World Citizenship

+ 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 1B

POLS3000 Individual Study Goal 1B 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 1B

+ 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). ELO4 Global Learning - Peace

+ POLS3240 Rights and Responsibilities in the United States (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 1B, ELO5 Histories - Equality

+ POLS3300 Politics and Religion 3 s.h.

Addresses longstanding issues of religion's involvement in domestic and international politics. It will place a critical focus on how the major religious traditions think of the appropriate relationship of religion to society and politics, the history of how different religious groups participate in the political process, the ways that political leaders use religion as a source of legitimacy, and changing religious values due to globalization. A particular emphasis will be placed upon the contemporary political relationship between religion and a growing secularism worldwide. Prerequisite: Any lower division course in History, Political Science, Religion, or instructor's consent. Goal 1B, ELO4 Global Learning - Peace

+ 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 1B

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 1B

+ POLS3370 The United States 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 1B

+ 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 1B

+ POLS3460 United States Foreign Relations (Also HIST3460) 3 s.h.

A history of the interaction of the United States with the people and governments of foreign nations from 1898 to the present. Topics include US imperial ambitions, the world wars, the Cold War, and US concerns with foreign nationalist movements. Goal 1B, ELO5 Social Science - World Citizenship

+ 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 1B

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 1B

POLS3510 Criminal Procedure 3 s.h.

Through study of US Supreme Court decisions, students explore the meaning of criminal procedure, the 4th Amendment and the exclusionary rule, arrest and stop procedures, search warrants, warrantless searches, right to counsel, interrogation and confessions, identification of suspects, pretrial process and trial process. Special readings are used to teach the workings of US Supreme Court, and to examine use of expert witnesses in criminal cases, false confession issues, special issues relating to interrogation of children, problems of eyewitness identification, and comparative police line-up techniques. Students learn legal research techniques and write motion to suppress illegal search as final project. Goal 1B

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 1B

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 1B

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 1B

POLS4000 Individual Study 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: Minimum grade of "C" in HIST2400 Historical Inquiry. (Graded on a Pass/Fail basis.)

POLS4910 Senior Seminar II (Also HIST4910) 3 s.h.

The research, writing, and evaluation of the completed seminar paper. Prerequisite: POLS4900.

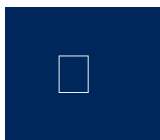
Support Courses for Political Science

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. Prerequisites: admittance into Teacher Education, unless part of an approved Liberal Studies Program.

+Denotes an alternate year course.

[Undergraduate Catalog](#)



Psychology Major or Minor

BA Degree — Psychology Major

In addition to the essential 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 Methods One 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.
- [PSYC3520](#) Research Methods Two 3 s.h.
- Electives in Psychology 6 s.h.

Support courses:

- [MATH1380](#) Introduction to Statistics 3 s.h.
- [BIOL1400](#) Unity of Life **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 [SOCI3440](#) for [PSYC3320](#).)

Neuroscience Concentration

- [BIOL2100](#) Fundamentals of Cell Biology and Genetics 4 s.h.
- [BIOL3440](#) Human Physiology* 4 s.h.
- [BIOL3500](#) Applied Pharmacology 3 s.h. **or**
[BIOL4450](#) Cell Biology 4 s.h.
- [CHEM1330](#) Introduction to General, Organic, and Biochemistry 3 s.h. **or**
[CHEM3410](#) Organic Chemistry I 3 s.h.
- [PSYC1300](#) Introductory Psychology 3 s.h.
- [PSYC3330](#) Biopsychology 3 s.h.
- [PSYC3390](#) Cognitive Psychology 3 s.h.
- [PSYC3500](#) Principles of Learning 3 s.h. **or**
[PSYC3900C](#) Topics: Animal Models in Psychopathology 3 s.h.
- [BIOL/PSYC2400](#) Frontiers in Neuroscience 1 s.h.
- Capstone Research 2-3 s.h.
[BIOL/CHEM4120](#) Research I 1 s.h. and [BIOL/CHEM4130](#) Research II 1 s.h. **or**
[PSYC3520](#) Research Methods Two 3 s.h.

*For Psychology majors the prerequisite of [BIOL3420](#) Human Anatomy will be waived in lieu of [BIOL2300](#) Anatomy and Physiology I.

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 Methods One 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 Methods One 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 1C, ELO5 Social Science - Innovation

[PSYC2000](#) Individual Study Goal 1C 1-3 s.h.

[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 1C, ELO5 Social Science - Equality

[PSYC2400](#) Frontiers in Neuroscience (also BIOL2400) 1 s.h.

This course will explore historical and recent exploration in the field of neuroscience. Specifically, research will be presented related to cellular mechanisms of action in neuroscience, the use of animals in neuroscience, disease states related to neuroscience, drug discovery in neuroscience, and psychological medications in neuroscience.

[PSYC3000](#) Individual Study Goal 1C 1-3 s.h.

[PSYC3130](#) Sports Psychology (Also PHED3130) 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.

[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 1C

+ [PSYC3270](#) Health Psychology 3 s.h.

Examines the ways in which basic psychological principles interact with the health care system. Included are considerations of ways that psychologists can foster better health behaviors in health care consumers including increased compliance with treatment, stress reduction, and adoption and maintenance of health-promoting habits and lifestyles. Recommended prerequisite: PSYC1300. Goal 1C

+ [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 1C

+ 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 1C

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 1C

PSYC3320 Research Methods One 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 1C

+ 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 1C

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 1C

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 1C

+ PSYC3360 Environmental Psychology 3 s.h.

Examination of the ways in which psychology impacts conservation, population, design, and sustainability issues in both natural and built environments. Interactive activity with ongoing campus sustainability programs is a feature of the course. Goal 1C, ELO5 Social Science - Sustainability

PSYC3370 Cross Cultural Psychology 3 s.h.

Study of psychological theories and empirical findings relating to variations in cultures. Goal 4, ELO4 Global Learning - World Citizenship

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 1C

+ 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 1C

PSYC3440 Psychology of the Workplace 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 1C

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 1C

+ 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 1C

PSYC3520 Research Methods Two 3 s.h.

Development and implementation of an original research project. Prerequisite: PSYC3320, psychology major. Goal 1C

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 1C

PSYC3900C Topic - Animal Models of Psychopathology 3 s.h.

An exploration of the role of animals in the experimental study of mental illness. Course includes the psychology and neurobiology of human psychopathology, historical conceptions, assessment of animal model validity and specific animal models for human illnesses such as schizophrenia, anxiety, depression, aggression, and memory disorders due both to disease and aging. Prerequisite: PSYC1300 or instructor consent.

PSYC4000 Individual Study Goal 1C 1-3 s.h.

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 1C

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 1C

Support Courses for Psychology Major

BIOL1400 Unity of Life (3-0) 3 s.h.

A study of the key characteristics of life that unite all living organisms, including humans. Emphasis will be placed on comparing how humans and other organisms fulfill basic life needs. Will not count for credit in the Biology major or minor. Goal 1A, ELO6 Science - Equality

BIOL2100 Fundamentals of Cell Biology and Genetics (3-2) 4 s.h.

A study of the various patterns and mechanisms of heredity, changes in the genetic material and the consequences of these genetic changes. The course will also give an introduction to cellular structures, macromolecules, and processes, including DNA replication, transcription, translation and cellular signaling. Additional fee required. Prerequisite: CHEM1330 or CHEM3410 (C or better strongly recommended). Goal 1A

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.) Additional fee required. Goal 1A

BIOL2400 Frontiers in Neuroscience (also PSYC2400) 1 s.h.

This course will explore historical and recent exploration in the field of neuroscience. Specifically, research will be presented related to cellular mechanisms of action in neuroscience, the use of animals in neuroscience, disease states related to neuroscience, drug discovery in neuroscience, and psychological medications in neuroscience.

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. Additional fee required. Prerequisites: BIOL1400 or BIOL2100 or PHED1240. Goal 1A

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. Additional fee required. Prerequisites: BIOL3420 (grade of C or better strongly recommended) and one semester of chemistry. Goal 1A

BIOL3500 Applied Pharmacology 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: CHEM1330 or CHEM3410. Goal 1A

BIOL4120 Research I (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: BIOL2100, CHEM3410, and senior standing or consent of instructor. Goal 1A

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 1A

+ BIOL4450 Cell Biology (3-3) 4 s.h.

Investigation of the fine structures and functions of the cell and its parts. Includes an in-depth study of: 1) the regulatory mechanisms involved in cellular processes, such as transport of material, cell division, metabolism, signal transduction and apoptosis and 2) the fine structures, such as the different eukaryotic organelles, cytoskeleton, and prokaryotic appendages. Additional fee required. Prerequisite: BIOL2100 (grade of C or better strongly recommended). Goal 1A

CHEM1330 Introduction to General, Organic, and Biochemistry 3 s.h.

An introduction to the principles of inorganic, organic and biochemistry, including a study of atoms, chemical bonding, types of chemical reactions (focusing on ones in the cell), solution chemistry, introduction of biological molecules (proteins, lipids, carbohydrates and nucleic acids). This course is intended for students desiring a general education in chemistry, those majoring in nursing or allied health fields and those that need it to fulfill the chemistry requirement for fundamentals of cell biology and genetics course. Course will not count for credit in the Chemistry and/or Biology majors or minors. Prerequisite: MATH1280 or one year of high school algebra (C or better strongly recommended). Goal 1A

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 with a grade of C or better. is strongly recommended.

Corequisite: CHEM3411 Organic Chemistry I Lab. Goal 1A

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 3A, ELO6 Math

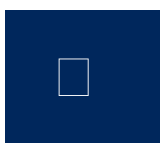
SOSC3390 Methods of Teaching Social Studies 3 s.h.

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. Prerequisites: admittance into Teacher Education, unless part of an approved Liberal Studies Program.

SOCI3440 Research Methods 3 s.h.

A survey of the principles and practices of social research, including data analysis, research ethics, and the design and implementation of surveys, in-depth interviews, content analysis, participant observation, experiments, and field studies. Prerequisite: MATH1380.

+Denotes an alternate year course.



Recreation

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. Additional fee required. Course is prerequisite to all upper division courses.

+ RECR1210 Theory and Practice of Leadership 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.

RECR2000 Individual Study 1-3 s.h.

+ RECR2500 Fieldwork in Recreation 3 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 Sport Facility Management 3 s.h.

Explores problems, principles, and techniques of management, design, and operation of selected elite sport, mass sport and recreation facilities.

+ 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.

+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.

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. Repeatable to a maximum of twelve hours. Prerequisites: Approval of coordinator and RECR1100.

+Denotes an alternate year course.

[Undergraduate Catalog](#)



Religion & Philosophy Minor - Undergraduate

Religion and Philosophy Minor

A minor in Religion and Philosophy consists of 18 semester hours or more in Religion and Philosophy.

Courses in Religion (Undergraduate)

RELG1100 Faith, Love, and Thought 3 s.h.

An exploration of the many rich meanings of “faith” as faithfulness, love, fidelity, integrity, courage, ultimate commitment, and openness to creative transformation, as well as the creative role of doubt in faithfulness. We will examine concepts of faith within different traditions like Christianity, Judaism, Hinduism, Buddhism, and Humanism. Attention will be given to the relationships of faithfulness, trust, hope, and love in human relationships such as marriage, parenting, and friendship. Goal 3E

RELG1120 Basic Ethics (also PHIL1120) 3 s.h.

Introduction to basic ways of thinking and acting ethically. Examines basic ethical theories, both religious and philosophical, but focuses on practical, daily application of sound values and ethical consciousness. Goal 3E

RELG1280 History of the Community of Christ (Also HIST1280) 3 s.h.

The rise of the Latter Day Saint movement, the migration to the Midwest, the disruption at Nauvoo, the development of the Reorganization and other factions, and a survey of the conditions, trends, and problems in the contemporary Community of Christ and other factions of this unique American religious movement.

RELG1310 Tyrant or Lover? God in the Old Testament 3 s.h.

Introduces students to the Hebrew Bible, a diverse collection of writings that emerged from the faith and experience of ancient Israel and early Judaism. Themes, stories, characters, and the entire collection itself inform 3 of the world's major religions: Judaism, Christianity, and Islam. This fact makes the Hebrew Bible a sacred library with global significance. Explores the diverse literature of the Hebrew Bible in light of its genres, historical and social contexts, ethical/theological aims, and relationship to Ancient Near Eastern cultures. Of special importance is how the Hebrew Bible's images of social justice have informed and can still inspire the search for justice in the contemporary world. Goal 2B, ELO3 Ethical Thinking and Action - World Citizenship

+ RELG1400 Making Meaning from Suffering and Loss 3 s.h.

Considers various spiritual and religious approaches to the reality of suffering in human experience. We will explore this theme through literature, poetry, music, film, and sacred texts. Using these and other resources, students will engage many of the challenges suffering poses to a meaningful life. ELO3 Ethical Thinking and Action - Peace

RELG1700 Missional Ministry and Leadership Practicum 0-1 s.h.

This practicum is designed for freshman students interested in participating in ministry on campus at Graceland University. It provides students with an opportunity to learn the relationship between concepts and practices of missional ministry. Students will encounter a broad range of topics in weekly class settings, engage those topics in practical experiences through individual, small group, and congregational ministry, and will reflect and respond on their experience with instructors and peers. The capstone (final) event will be designed to evaluate student learning outcomes through a missional ministry project or reflection paper.

RELG2000 Individual Study 1-3 s.h.

RELG2100 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. Course includes introduction to the world's living religions. Goal 2B

RELG2130 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, ELO3 Ethical Thinking and Action - Peace

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

RELG2220 Religion and Social Justice 3 s.h.

What are the stories and inspiration of those who work for social justice? Religion and Social Justice introduces students to social justice as a basic concept of Western social and political thought. Students will explore religious and ethical foundations for social justice and the role of religion that shape the imperative for social justice in a pluralistic and secularizing world. Goal 2B, ELO3 Ethical Thinking and Action - Equality

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

RELG2340 World Religions and Ecology 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 2B

RELG2380 Life and Writings of Rev. Dr. Martin Luther King, Jr. 3 s.h.

Examines the life and circumstances of the Rev. Dr. Martin Luther King Jr., a black Baptist preacher, scholar, and American prophet who has been whitewashed, romanticized, and misunderstood. Central themes include racism in America, the US Civil Rights Movement, black Christianity and the black church, non-violence, and MLK's vision for America. ELO3 Ethical Thinking and Action - Equality

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

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 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 Qur'an (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 3E

RELG3200 Religions of the World 3 s.h.

An introduction to the thought, practice, and history of the major religions of the world. Goal 4

RELG3300 Jesus: Cultural and Historical Representations 3 s.h.

Since shortly after Jesus' death people have told stories that interpret his significance. From canonical and non-canonical Gospels to contemporary fiction and film, the life of Jesus continues to be re-interpreted. This course will examine representations of Jesus in literature, contemporary culture, and film. Goal 2B

RELG3340 World Religions and Ecology 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 2B

RELG3360 Ethics of Hope 3 s.h.

Hope is a central construct of Western theology and thought. Ethics of hope introduces students to the intellectual tradition and spiritual resources of hope. Students will be encouraged to explore hope in their own worldview, and how application of the ethics of hope can shape individual, collective (communal and global), and professional life. ELO3 Ethical Thinking and Action - Innovation

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.

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

+ 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 3E

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-Community of Christ students will participate in this course by exploring how the basic issues addressed are related to their own religious communities.

RELG3540 Peace and Justice in the Christian Tradition 3 s.h.

Christian theology is a centuries-long conversation about the meaning of Jesus' life and message. As theologians have interpreted their faith, they have often pondered questions of justice and peace. How can the nonviolent message of Jesus challenge cultures of oppression? Can war ever be 'just'? What insights might theological traditions offer to help critique forces that perennialize poverty? What ethical resources can Christian traditions apply to environmental degradation or the search for gender justice? This course explores such questions by focusing them through the thought of key theologians from across the centuries: e.g., Augustine of Hippo, Julian of Norwich, Dietrich Bonhoeffer, Oscar Romero, Martin Luther King, Jr., and Letty Russell. We explore how these thinkers' questions and proposals remain ethically meaningful in the contemporary World. Goal 2B, ELO3 Ethical Thinking and Action - Peace

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.

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.

RELG4000 Individual Study 1-3 s.h.

Courses in Philosophy

PHIL1120 Basic Ethics (also RELG1120) 3 s.h.

Introduction to basic ways of thinking and acting ethically. Examines basic ethical theories, both religious and philosophical, but focuses on practical, daily application of sound values and ethical consciousness.

Goal 3E

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, ELO3 Ethical Thinking and Action - Sustainability

PHIL1350 Basic Logic 3 s.h.

An introduction to the fundamental principles of inductive and deductive logic.

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 3E

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 3E

PHIL2340 Finding Peace in Identity 3 s.h.

A survey of personal identity, appealing to metaphysical and value theoretical issues as they relate to the self. Addresses the influence of memory, collective experience, and narrative on accounts of the nature of persons and assesses ethical implications of the accounts. Goal 3E, ELO3 Ethical Thinking and Action - Peace

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. Goal 2B

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

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

PHIL2420 World Philosophy 3 s.h.

A survey of philosophical worldviews with origins in differing traditions, appealing to historical and contemporary Western and non-Western philosophy. Addresses fundamental philosophical issues from a variety of perspectives and evaluates points of convergence and divergence. Goal 3E, ELO3 Ethical Thinking and Action - World Citizenship

PHIL2440 Social Dimensions of Equality 3 s.h.

An examination of different conceptions of ethical social relationships and ethical behavior. Considers varying accounts of theories of value and right action with critical analysis of systemic and social influences on individual and collective interactions. Goal 3E, ELO3 Ethical Thinking and Action - Equality

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 3E

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 3E

PHIL2900 Topics in Philosophy 1-3 s.h.

PHIL3000 Individual Study 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 Qur'an (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 3E

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

+ 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 3E

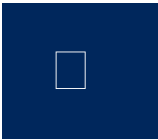
PHIL3900 Topics in Philosophy 3 s.h.

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.

PHIL4000 Individual Study 1-3 s.h.

+Denotes an alternate year course.

Undergraduate Catalog



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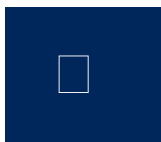
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Undergraduate Catalog



Science

Teacher Certification in Basic Science

STUDENTS WHO WANT A SECONDARY SCIENCE ENDORSEMENT (5-12) IN BASIC SCIENCE and desire Iowa Teacher Certification with a Basic Science secondary endorsement must complete 34 s.h. in science to include:

- [SCIE1250](#) Descriptive Astronomy 3 s.h.
- [SCIE1251](#) Descriptive Astronomy Lab 1 s.h.
- [SCIE2100](#) Earth Science 3 s.h.
- [BIOL1500](#) Fundamentals of Ecology and Evolution 3 s.h.
- [BIOL1520](#) Fundamentals of Organismal Biology 4 s.h.
- [BIOL2100](#) Fundamentals of Cell Biology and Genetics 4 s.h.
- [PHYS1410](#) Elements of Physics I 4 s.h.
- [PHYS1420](#) Elements of Physics II 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 1 s.h.
- 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 1A

[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 1A

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 1A, ELO6A Science - Peace

SCIE2000 Individual Study Goal 1A 1-3 s.h.

+ 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 1A

SCIE3000 Individual Study Goal 1A 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 1A

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 and Prerequisites: admittance into Teacher Education, unless part of an approved Liberal Studies Program. Goal 1A

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 1A

SCIE4000 Individual Study Goal 1A 1-3 s.h.

Support Courses for Science

BIOL1500 Fundamentals of Ecology and Evolution 3 s.h.

A study of the diversity of life, focusing on the evolutionary processes that shape life and the ecological interactions among organisms and their physical environments. Goal 1A

BIOL1520 Fundamentals of Organismal Biology (3-2) 4 s.h.

A comparative study of form and function across organisms, focusing on the various structures and strategies used by plants and animals to fulfill basic life needs. Additional fee required. Goal 1A

BIOL2100 Fundamentals of Cell Biology and Genetics (3-2) 4 s.h.

A study of the various patterns and mechanisms of heredity, changes in the genetic material and the consequences of these genetic changes. The course will also give an introduction to cellular structures, macromolecules, and processes, including DNA replication, transcription, translation and cellular signaling. Additional fee required. Prerequisite: CHEM1330 or CHEM3410 (C or better strongly recommended). Goal 1A

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, wave motion, 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 1A

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 1A

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

A study of the general principles, theories, and methods of chemistry. Emphasis 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 CHEM1330. Corequisite: CHEM1431 Principles of Chemistry I Lab. Goal 1A

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

Additional fee required. Corequisite: CHEM1430 Principles of Chemistry I. Goal 1A

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

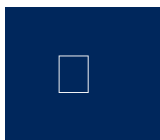
A continuation of CHEM1430. Includes semimicro methods of qualitative analysis and common gravimetric and volumetric methods of quantitative analysis. Prerequisite: CHEM1430/1431. Corequisite: CHEM1441 Principles of Chemistry II Lab. Goal 1A

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

Additional fee required. Corequisite: CHEM1440 Principles of Chemistry II. Goal 1A

+Denotes an alternate year course.

Undergraduate Catalog



Social Science

Courses in Social Science

[SOSC2000](#) Individual Study 1-3 s.h.

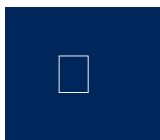
[SOSC3000](#) Individual Study 1-3 s.h.

[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. Prerequisites: admittance into Teacher Education, unless part of an approved Liberal Studies Program.

[SOSC4000](#) Individual Study 1-3 s.h.

[Undergraduate Catalog](#)



Social Media Marketing

BA Degree - Social Media Marketing Major

In addition to the essential education requirements, majors in Social Media Marketing must complete 45 s.h. as prescribed below:

The following 15 semester hours of core Business Administration courses are required:

- [BUAD3330](#) Principles of Marketing 3 s.h.
- [BUAD/CSIT3600](#) Electronic Commerce 3 s.h.
- [BUAD4210](#) Seminar in Social Media Marketing 3 s.h.
- [BUAD4430](#) Marketing Strategies 3 s.h.
- [ECON1320](#) Principles of Microeconomics 3 s.h.

The following 15 semester hours of core Communication courses are required:

- [COMM1250](#) Introduction to Communication Theory 3 s.h.
- [COMM2300](#) Introduction to Media Technologies 3 s.h.
- [COMM2500](#) Introduction to Mass Media 3 s.h.
- [COMM3140](#) Campaigns and Theories of Persuasion 3 s.h.
- [COMM3500](#) Emerging and Social Media 3 s.h.

The following 12 semester hours of core Graphic Design courses are required:

- [ARTS1680](#) Computer Graphics for Art & Design 3 s.h.
- [ARTS1710](#) Introduction to Graphic Design 3 s.h.
- [ARTS3630](#) Systems in Design 3 s.h.
- [ARTS3640](#) Interactive Design 3 s.h.

The following 3 semester hours from Computer Science and Information Technology is required:

- [CSIT1060](#) Introduction to Web Page Programming 3 s.h.

Support Courses for Social Media Marketing Major

[ARTS1680](#) Computer Graphics for Art & Design 3 s.h.

A technical course exploring the digital tools used in the graphic design industry. Students are exposed to the function, theory, and use of industry-standard computer hardware, software, and basic digital design

principles utilized in the production of graphic design. Additional fee required. Goal 2A

ARTS1710 Introduction to Graphic Design 3 s.h.

Covers basic principles of typography, such as type anatomy, type fonts and families, communication with typography and an introduction to layout and grid structures. Typography as medium and message and conceptual solutions are emphasized. Additional fee required. Prerequisite: ARTS1680 Computer Graphics for Art & Design. Goal 2A

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. Additional fee required. Prerequisite: ARTS1680 and ARTS1710.

ARTS3640 Interactive Design 3 s.h.

Introduction into the principles of interactivity through interface, web, and information design. Additional fee required. Prerequisite: ARTS1210, ARTS1680 and ARTS1710.

BUAD3330 Principles of Marketing 3 s.h.

A decision-oriented overview of marketing management in modern organizations. The most basic objectives of the course are to provide students with a broad introduction to marketing concepts, the role of marketing in society and in the firm, and the various factors that influence marketing decision-making. Students will be exposed to and expected to learn the "language of marketing" (that is, terms, concepts, and frameworks) used by practicing marketing managers. Prerequisite: ECON1320.

+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. *Offered Spring even years.*

BUAD4210 Seminar in Social Media Marketing 3 s.h.

A comprehensive overview, with hands-on experience, of Social Media Marketing. There will be an emphasis on strategic use of online tools, effective design, and contemporary marketing techniques, combined with practical application. Students will build and maintain real world marketing campaigns. Restricted to Social Media Marketing Majors. Additional fee required.

BUAD4430 Marketing Strategies 3 s.h.

A focus on the development of decision-making skills in marketing. Concepts and tools are applied to frame and solve real-world problems facing marketing managers engaged in developing optimal marketing strategies. Prerequisite: BUAD3330.

COMM1250 Introduction to Communication Theory 3 s.h.

Survey of the major theories that support research and study of communication, such as interpersonal communication, organizational communication, rhetoric, media, culture, and ethics. The course gives students a foundation in communication vocabulary, basic knowledge of key theories, and an introduction to

practical application of theory to human communication. *Offered every Fall.* ELO5 Humanities - Innovation

+COMM2300 Introduction to Media Technologies 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.

+COMM2500 Introduction to Mass Media 3 s.h.

An examination of the various landmark theories, such as rhetorical, Marxist, and feminist to analyze popular culture, with an emphasis on the importance of communication in the production and consumption of culture. Students will study the development of culture by applying different theories or 'lenses' to cultural artifacts including music, movies, advertisements, clothing, etc.

+COMM3140 Campaigns and Theories of Persuasion 3 s.h.

An emphasis in learning theories, information processing theories, perception theories, components of persuasive appeals, and the ethics involved in persuasion. Further, students will examine the theories and persuasive appeals involved in communication campaigns and critique the success, or lack thereof, of multiple persuasive strategies.

+COMM3500 Emerging and Social Media 3 s.h.

An exploration of the emergence of new communication practices as well as their social, political, cultural, and economic impact in personal, community, cultural, social, institutional, and international life. Specific attention will be given to the ways social media influence and shape matters of ethics and privacy, how we see ourselves and others, how we interact formally and informally, and how we do business.

CSIT1060 Introduction to Web Programming 3 s.h.

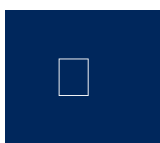
Basics of how the World Wide Web works and web site construction using HTML and CSS. Related technology skills will be covered.

ECON1320 Principles of Microeconomics 3 s.h.

Analysis of the fundamental principles of the American economic system, centering on price, production, market structures, and a survey of contemporary economic problems, e.g. sustainability. Goal 1C, ELO5
Social Science - Sustainability

+ Denotes an alternate year course.

Undergraduate Catalog



Sociology Major or Minor

BA Degree - Sociology Major

In addition to the essential education requirements, Sociology majors must complete 39 semester hours as prescribed below. Sociology majors must have a GPA of 2.5 in their major in order to graduate.

Core courses 18 s.h.

- [SOCI1300](#) Introduction to Sociology 3 s.h.
- [SOCI2100](#) Sociology of Everyday Life 3 s.h.
- [SOCI3440](#) Research Methods 3 s.h.
- [SOCI3540](#) Social Research 3 s.h.
- [SOCI4330](#) Social Inequality 3 s.h.
- [*SOCI4540](#) Sociological Theory 3 s.h.

Select seven SOCI courses (21 hrs) that are 2000 designation or higher (6 s.h. must be upper-division). Non-sociology courses that would also count towards the major requirements include:

[PSYC/SOCI3310](#) Social Psychology, [PSYC3320](#) Research Design and Experimental Methods, or [PEAC/POLS2200](#) Introduction to Peace Studies.

The following courses are recommended for any student planning a career in criminal justice:

[SOCI2500](#) Criminology, [SOCI2300](#) Race and Ethnicity in the United States, [SOCI2200](#) Environmental Crime, [SOCI3200](#) Gender and Society, [SOCI3210](#) Conflict Management and Dialogue, [SOCI3110](#) Community Studies, [SOCI3120](#) Sociological Studies of Policing, [PEAC/POLS2200](#) Introduction to Peace Studies, [PSYC3280](#) Psychology and Law, [PSYC3440](#) Psychology of the Workplace, and [POLS3430](#) American Constitutional Law.

The following courses are recommended for any student planning a career in human services:

[SOCI2320](#) Marriage and the Family, [SOCI2300](#) Race and Ethnicity in the United States, [SOCI3200](#) Gender and Society, [SOCI3220](#) Sociology of Sexualities, [SOCI3130](#) Social Movements, [SOCI3210](#) Conflict Management and Dialogue, [SOCI3110](#) Community Studies, [PSYC2250](#) Developmental Psychology, and [PSYC3440](#) Psychology of the Workplace.

Criminology Concentration

Sociology majors with an interest in a criminal justice-related career may wish to earn a criminology concentration. In addition to fulfilling the core requirements of the sociology major, the following courses are required as part of their 21 hours of electives:

- [SOCI2500](#) Criminology 3 s.h.
- [SOCI2200](#) Environmental Crime 3 s.h.*
- [SOCI3120](#) Sociological Studies of Policing 3 s.h.*
- [SOCI3110](#) Community Studies 3 s.h.*

* Other sociologically-based, criminology-related topics courses may be offered on occasion and such an approved course may be substituted for one of these three. (SOCI2500 Criminology is not available for substitution and a student cannot have more than one substitution.)

Sociology Minor

A minor in Sociology requires 18 or more semester hours in Sociology including [SOCI1300](#) Introduction to Sociology and [SOCI3440](#) Research Methods.

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

[SOCI1300](#) 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 1C, ELO5 Social Science - Equality

+ [SOCI1350](#) Cultural Anthropology 3 s.h.

Survey and analysis of diverse cultural patterns. Goal 4

[SOCI2000](#) Individual Study 1-3 s.h.

[SOCI2100](#) Sociology of Everyday Life 3 s.h.

A survey of sociological perspectives on the social nature of the self, social interactions, social situations, interpersonal relations, group dynamics, collective behavior, and everyday social life.

SOCI2200 Environmental Crime

Explores various environmental harms from a criminological perspective. Students will learn about the development of and key ideas and debates within the field of green criminology and related crime-and-environment disciplines. ELO5 Social Science - Peace

SOCI2300 Race and Ethnicity in the United States 3 s.h.

Examines the basic sociological concepts and theories of race and ethnicity. Particular focus will be given to the social construction of race, as well as the causes and consequences of racism, immigration, education and residential segregation, environmental inequality, and social justice movements.

+ SOCI2320 Marriage and the Family 3 s.h.

Sociological study of the family institution. Topics include dating, marital roles and interaction patterns, socialization, divorce, and others. Goal 1C

SOCI2440 Victimology 3 s.h.

Explores victimology, or the study of victimization. Topics include the history of victims' rights, causes of victimization, its consequences, and how other institutions deal with crime victims. Also addresses how social scientists conduct research on victims of crimes and current issues and topics of interests to researchers who study victimization. Prerequisites: SOCI1300 or consent from instructor.

SOCI2500 Criminology 3 s.h.

Study of the nature, extent and causes of crime, and the analysis of various types of crimes. Prerequisite: SOCI1300 (grade of C or better) and Sophomore standing.

SOCI3000 Individual Study 1-3 s.h.

SOCI3100 Environment and Society 3 s.h.

Examines environmental concerns and issues such as environmental justice, wilderness preservation, sustainability, peak oil, environmental security, green consumption, conservation crime, oil spills, and fracking. Ecological hope and despair, that is, the question of emotional sustainability in the face of issues that seem beyond one's individual control, are explored throughout. Goal 1C, ELO4 Global Learning - Sustainability

SOCI3110 Community Studies 3 s.h.

Explores various approaches to and studies of community. Topics include forms of community, community development, community organizing, community assessment, place attachment, community power structure, community trauma, and crime and community. ELO3 Ethical Thinking - Innovation

SOCI3120 Sociological Studies of Policing 3 s.h.

Explores the sociological literature on policing. Examines studies of types of policing, police- citizen encounters, police discretion, use of force, police brutality, police culture, police organizational structure and change, effects of new technologies on police work, police corruption, experiences of female officers, and experiences of minority officers. ELO5 Social Science - Peace

SOCI3130 Social Movements 3 s.h.

Examines the origins, nature, and processes of social change movements. Prerequisite: SOCI1300 Introduction to Sociology or PEAC2200 Introduction to Peace Studies and sophomore standing.

SOCI3200 Gender and Society 3 s.h.

Examines gender as a major organizing principle of contemporary social life and explores the different explanations of gender, gendered interactions, and its effects on identities and social institutions. Prerequisite: SOCI1300 Introduction to Sociology or PSYC1300 Introduction to Psychology and sophomore standing.

+SOCI3210 Conflict Management and Dialogue (Also COMM/PEAC3210) 3 s.h.

An examination of conflict theories and approaches, negotiation process, conflict ethics, and third party mediation. In this class, students will become familiar with the causes of conflict as well as ways strategies and tactics used in conflict management. Further, this class will explore the foundational theoretical concepts and models of dialogue in the context of conflict management. Goal 3B

SOCI3220 Sociology of Sexualities 3 s.h.

Examines human sexuality through a sociological perspective, focusing on how sexuality reflects the society in which we live. We will consider the relationship between individual sexualities, (sub)cultures, institutions, and the nation-state. Prerequisite: SOCI1300 Introduction to Sociology and sophomore standing.

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).

+ SOCI3340 Penology (Also CRMJ3340) 3 s.h.

Examines various theories of social control, as well as correctional practices, reforms, and their consequences. Research on various punishment and correctional strategies will be discussed.

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).

SOCI3440 Research Methods 3 s.h.

A survey of the principles and practices of social research, including data analysis, research ethics, and the design and implementation of surveys, in-depth interviews, content analysis, participant observation, experiments, and field studies. Prerequisite: MATH1380.

+ SOCI3520 Juvenile Delinquency and Juvenile Justice (also CRMJ3520) 3 s.h.

Includes an examination of the nature, extent, and patterns of juvenile delinquency, evaluation of theories and causal explanations of delinquency and investigation of delinquent subcultures, as well as an examination of legal processing and treatment programs for young offenders. PREREQUISITE: SOCI1300 Introduction to Sociology.

SOCI3540 Social Research 3 s.h.

Designed to help the sociology majors professionalize their knowledge and experience through development and implementation of an original sociological research project. Prerequisite: Grade of C or better in SOCI3440 Research Methods, senior standing, and Sociology major.

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).

SOCI4000 Individual Study 1-3 s.h.

SOCI4330 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, life-styles, 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. Prerequisite: SOCI1300 (with grade of C or better) and senior standing.

SOCI4540 Sociological Theory 3 s.h.

Examines classical sociological theories and the contemporary theories that follow from them. The major approaches covered are functionalism, conflict theory, symbolic interaction, and phenomenology.

SOCI4700 Sociology Internship 3 s.h.

Provides practical application of knowledge, theory, and skills in a professional setting. Prerequisite: Junior or Senior standing, Sociology major, instructor's consent.

Support Courses for Sociology Major

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 3E, ELO5 Histories - Peace

+ 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 1B

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 1C, ELO5 Social

Science - Equality

+ 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 1C

PSYC3320 Research Methods One 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 1C

PSYC3440 Psychology of the Workplace 3 s.h.

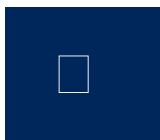
Psychological theory applied to problems of work: workplace design; group behavior; labor-management relations; leadership; employee selection and retention; psychological evaluation of workers. Goal 1C

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. Prerequisites: admittance into Teacher Education, unless part of an approved Liberal Studies Program.

+Denotes an alternate year course.

Undergraduate Catalog



Spanish

Courses in Spanish

BA Degree — Hispanic Studies Major

In addition to the essential education requirements, the interdisciplinary major in Hispanic Studies requires 42 semester hours.

All Spanish core requirements 18 s.h.

- [*SPAN1410](#) First-Year Spanish I 3 s.h.
- [**SPAN1420](#) First-Year Spanish II 3 s.h.
- [SPAN2100](#) Second-Year Spanish 3 s.h.
- [***SPAN2310](#) Spanish Contact Hours 3 s.h.
- [SPAN2440](#) Cultural Conversations: Oral and Written Expressions 3 s.h.
- [SPAN4800](#) Hispanic Studies Senior Project 3 s.h.

*Placement Examination is available for those students with some background in Spanish. Students who place out of SPAN1410 will be required to complete an additional three (3) semester hours of upper-division Spanish courses.

**Students with previous background in Spanish or heritage/native speakers who place out of the SPAN1410/1420 sequence will be required to complete an additional six (6) semester hours of upper-division Spanish courses.

***Spanish Contact Hours may be substituted by SPAN2600 Spanish Immersion (Intermediate)

All history core requirements 6 s.h.

- [HIST2200](#) Survey of Latin American History I 3 s.h.
- [HIST2210](#) Survey of Latin American History II 3 s.h.

18 s.h. of electives, at least 9 of which must be upper-division Spanish courses, from the following list:

- [COMM3100](#) Intercultural Communication 3 s.h.
- [ENGL2350](#) American Ethnic Literature 3 s.h.

[HIST1200](#) History of the African Diaspora 3 s.h.

- [HIST3200](#) 20th Century Mexico 3 s.h.
- [GEOG/INTD/POLS1200](#) Introduction to International Studies 3 s.h.
- [MUSC2350](#) Musics of the World 3 s.h.
- [PHIL2420](#) World Philosophy 3 s.h.
- [POLS2360](#) The Politics of Immigration 3 s.h.
- [PSYC3370](#) Cross Cultural Psychology 3 s.h.
- [SOCI2300](#) Race and Ethnicity in the United States 3 s.h.
- [SPAN2600](#) Spanish Immersion (Intermediate) 3-6 s.h.
- [SPAN3110](#) Hispanic Cinema 3 s.h.
- [SPAN3120](#) Hispanic Literature 3 s.h.
- [SPAN3220](#) Unheard Voices 3 s.h.
- [SPAN3240](#) Literature, Visual Culture, and Digital Media in the Hispanic Caribbean 3 s.h.
- [SPAN3500](#) Experiential Learning in Spanish 1-3 s.h.
- [SPAN3600](#) Spanish Immersion (Advanced) 3-6 s.h.
- [SPAN3900](#) Topics in Spanish 1-3 s.h.

Other Requirements for the Hispanic Studies Major

In order to successfully complete a major in Hispanic Studies, a student must maintain a minimum of 2.0 GPA in Spanish courses. If a student receives a grade lower than a C, he/she must retake the course.

Hispanic Studies Minor

A Hispanic Studies minor requires 18 or more semester hours in Spanish including the following core requirement:

- [*SPAN1410](#) First-Year Spanish I 3 s.h.
- [**SPAN1420](#) First-Year Spanish II 3 s.h.
- [SPAN2100](#) Second-Year Spanish 3 s.h.
- [SPAN2440](#) Cultural Conversations: Oral and Written Expressions 3 s.h.

In addition to the core requirement, students must complete an additional 6 semester hours of Spanish electives.

*Placement Examination is available for those students with some background in Spanish. Students who place out of SPAN1410 will be required to complete an additional three (3) semester hours of upper division Spanish courses.

**Students with previous background in Spanish or heritage/native speakers who place out of the SPAN1410/1420 sequence will be required to complete an additional six (6) semester hours of upper division Spanish courses.

Other Requirements for the Hispanic Studies Minor

In order to successfully complete a minor in Hispanic Studies, a student must maintain a minimum of 2.0 GPA in Spanish courses. If a student receives a grade lower than a C, he/she must retake the course.

SPAN1410 First-Year Spanish I 3 s.h.

An introduction to the practice of using and understanding Spanish to develop listening, speaking, reading, and writing skills. Goal 4

SPAN1420 First-Year Spanish II 3 s.h.

Provides further practice in using and understanding Spanish to develop listening, speaking, reading, and writing skills. Prerequisite: SPAN1410 or equivalent. Goal 4

SPAN2000 Individual Study Goal 4 1-3 s.h.

SPAN2100 Second-Year Spanish 3 s.h.

Review and development of listening, speaking, reading, and writing skills. Introduces students to cultural topics in the Spanish-speaking world. Prerequisite: SPAN1420 or Placement Examination. Goal 4

SPAN2310 Spanish Contact Hours 1-2 s.h.

Contact hours in Spanish conducted independently. Available only to students in the Hispanic Studies major. Can be taken simultaneously with the Spanish 1410-2100 sequence or before enrolling in SPAN2440. A student cannot complete more than two Spanish Contact semester-hours at a time per semester. The Spanish faculty, in collaboration with the student, will design a plan to comply with the number of Spanish Contact Hours needed. Experiential Learning in Spanish (including a study away opportunity) may satisfy this requirement for Spanish majors. Goal 4

SPAN2440 Cultural Conversations: Oral and Written Expressions 3 s.h.

Designed to facilitate a discussion, in Spanish, about contemporary cultural topics that affect the Spanish-speaking world. Students will also engage and write about texts that discuss and/or embody Hispanic culture. Prerequisite: 3 s.h. of SPAN2100 and SPAN2310 or Placement Examination. Goal 4

SPAN2600 Spanish Immersion (Intermediate) 3 – 6 s.h.

Practice of acquired language skills (intermediate level) in context while exploring the diverse history and culture of a Spanish-speaking country during a study-abroad experience. Repeatable to a maximum of 6 hours. Prerequisite: Instructor's consent. (Graded on a Pass/Fail basis).

SPAN2900 Topics in Spanish 3 s.h.

Special studies in Spanish designed primarily for the non-Spanish major. Content may vary and will be announced at time of offering. When content changes, course may be repeated for credit. Goal 4

SPAN3110 Hispanic Cinema 3 s.h.

Designed to enhance students' knowledge of Hispanic culture through selected Spanish-speaking films. Prerequisite: SPAN2440. Goal 4, ELO4 Global Learning - Equality

SPAN3120 Hispanic Literatures 3 s.h.

Designed to enhance students' knowledge of Hispanic culture through selected pieces of literature from different parts of the Spanish-speaking world. Prerequisite: SPAN2440. Goal 4, ELO4 Global Learning - Equality

SPAN3220 Unheard Voices 3 s.h.

Explores representations of vulnerability in Latin American cultural production, particularly short narrative and film. Discusses the diversity of vulnerable experiences among unheard sectors of Latin American societies with a focus on women, afrolatinos, and the LGBTQ+ community. Taught in Spanish. Instructor approval required. Goal 4, ELO4 Global Learning – Equality

Note: Since this course is taught in Spanish, an intermediate-high proficiency level in Spanish is recommended for non-minor students.

SPAN3240 Literature, Visual Culture, and Digital Media in the Hispanic Caribbean 3 s.h.

Explores contemporary literature, visual culture, and digital media in translation produced in the Hispanic Caribbean (Cuba, Puerto Rico, and the Dominican Republic). Through the examination of literary, digital, and visual materials, including narrative prose, paintings, murals, films, and performances, students will be exposed to multiple interpretations (new and traditional) of concepts such as citizenship and gender, sexual, and racial identities in the Hispanic Caribbean and its diasporas, particularly in the United States. Taught in English. Goal 4, ELO4 Global Learning – Equality

SPAN3500 Experiential Learning in Spanish 3 s.h.

Experiential learning (e.g. service in a Spanish-speaking country, working with a Latino non-profit organization, etc.) in Spanish conducted independently. The Spanish faculty, in collaboration with the student, will set up an appropriate Experiential Learning opportunity.

SPAN3600 Spanish Immersion (Advanced) 3 – 6 s.h.

Practice of acquired language skills (advanced level) in context while exploring the diverse history and culture of a Spanish-speaking country during a study-abroad experience. Repeatable to a maximum of 6 hours. Prerequisite: Instructor's consent. (Graded on a Pass/Fail basis).

SPAN3900 Topics in Spanish 3 s.h.

Study of selected topics of interest in the Spanish-speaking world, to be announced prior to the semester when the course is offered. May be repeated for credit as topics change. Goal 4

SPAN4800 Hispanic Studies Senior Project 3 s.h.

A semester-long project in which the student, in consultation with the Spanish faculty member, selects a research topic related to Hispanic cultural production (i.e. literature, film, art, etc.) and conducts original research and presents in either an oral or poster presentation. Prerequisite: Instructor approval.

Support Courses for Hispanics Studies Major or Minor

+COMM3100 Intercultural Communication 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 4, ELO4 Global Learning -

World Citizenship

++ENGL2350 American Ethnic Literature 3 s.h.

A survey of multi-ethnic U.S. literature, including Latino/a literature, Asian American literature, Native American literature, and American Jewish literature. As a complement to literary texts, students will also examine a range of introductory theoretical texts in the interdisciplinary field of ethnic studies. Goal 2B, ELO5 Humanities - Equality

GEOG1200 Introduction to International Studies (also INTD/POLS1200) 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, ELO4 Global Learning - World Citizenship

HIST1200 History of the African Diaspora 3 s.h.

A history of the people of African descent in the Americas, including the United States, as well as the Caribbean, Central and South America. Issues of survival and resistance, the persistence of racism and white supremacy, and struggles for freedom, across countries and time periods, will be stressed. Goal 4, ELO5 Histories - Equality

HIST2200 Survey of Latin American History I 3 s.h.

A history of the peoples of the Americas, from their arrival in the western hemisphere through the 19th century. Topics to be addressed include Native American societies and states, the encounter with Europe, the long colonial period, and struggles for political and economic independence. Goal 1B, ELO5 Histories - World Citizenship

HIST2210 Survey of Latin American History II 3 s.h.

A history of the peoples of Mexico, Central America, the Caribbean, and South America, from the 19th century to the present. Topics to be addressed include struggles for political and economic independence, social movements, and the influence of North American and other outside powers. Goal 1B, ELO5 Histories - World Citizenship

+ HIST3200 20th Century Mexico 3 s.h.

A history of Mexico from the end of the Porfiriato through the 2000 presidential election. Emphasis will be placed on the Mexican Revolution and the rise and dominance of the Institutional Revolutionary Party (PRI).

INTD1200 Introduction to International Studies (also POLS1200) 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

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 4, ELO5 Arts - World Citizenship

PHIL2420 World Philosophy 3 s.h.

A survey of philosophical worldviews with origins in differing traditions, appealing to historical and contemporary Western and non-Western philosophy. Addresses fundamental philosophical issues from a variety of perspectives and evaluates points of convergence and divergence. Goal 3E, ELO3 Ethical Thinking and Action - World Citizenship

POLS1200 Introduction to International Studies (also INTD1200) 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, ELO4 Global Learning - World Citizenship

POLS2360 The Politics of Immigration 3 s.h.

Examines immigration in an interdisciplinary way, focusing on how politics affects, obscures or exacerbates inequalities of power, wealth and safety among immigrant populations worldwide. Explores motives for migration across or within states, the means by which people migrate, and the reception immigrants receive in their destination countries. Goal 1B, ELO4 Global Learning - Equality

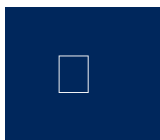
PSYC3370 Cross Cultural Psychology 3 s.h.

Study of psychological theories and empirical findings relating to variations in cultures. Goal 4, ELO4 Global Learning - World Citizenship

SOCI2300 Race and Ethnicity in the United States 3 s.h.

Examines the basic sociological concepts and theories of race and ethnicity. Particular focus will be given to the social construction of race, as well as the causes and consequences of racism, immigration, education and residential segregation, environmental inequality, and social justice movements.

Undergraduate Catalog



Sport Management Major or Minor

BA Degree - Sport Management Major

In addition to the essential education requirements, majors in Sport Management must complete 45 s.h. in Sport Management, Business, Economics, Accounting, Physical Education, and Recreation including:

- [ACCT2310](#) Financial Accounting 3 s.h.
- [BUAD3320](#) Principles of Management 3 s.h.
- [ECON1320](#) Principles of Microeconomics 3 s.h.
- [ECON3220](#) Economics of Sports 3 s.h.
- [PHED/PSYC3130](#) Sport Psychology 3 s.h.
- [RECR3350](#) Sport Facility Management 3 s.h.
- [SPMT1200](#) Introduction to Sport Management 3 s.h.
- [SPMT2300](#) Legal & Ethical Issues in Sport 3 s.h.
- [SPMT2700](#) Sport Practicum 3 s.h.
- [SPMT3300](#) Sport Marketing 3 s.h.
- [SPMT3400](#) Event Management 3 s.h.
- [SPMT4500](#) Seminar in Sport Management 3 s.h.
- [SPMT4700](#) Internship in Sport Management 3 s.h.

Choose two courses from one of the following areas (6 total s.h.):

Sport Marketing/Sport Information: [BUAD3330](#) Principles of Marketing, [BUAD4430](#) Marketing Strategies, [COMM2500](#) Introduction to Mass Media, [COMM3140](#) Campaigns and Theories of Persuasion, [BUAD3210](#) Social Media Marketing.

Sport Administration: [ECON1300](#) Principles of Macroeconomics, [ACCT2320](#) Managerial Accounting, [BUAD3450](#) Organizational Behavior, [BUAD3490](#) Human Resource Management, [BUAD3460](#) Operations Management, [HMSC4320](#) Organizational Administration and Policy Analysis.

Sport Management Minor

A minor in Sport Management consists of 18 semester hours from the following courses:

- [ACCT2310](#) Financial Accounting 3 s.h.
- [ECON1320](#) Principles of Microeconomics 3 s.h.
- [ECON3220](#) Economics of Sports 3 s.h.
- [SPMT1200](#) Introduction to Sport Management 3 s.h.

Any two of the following:

- [RECR3350](#) Sport Facility Management 3 s.h.
- [SPMT2300](#) Legal and Ethical Issues in Sport Management 3 s.h.
- [SPMT3300](#) Sport Marketing 3 s.h.
- [SPMT3400](#) Event Management 3 s.h.

Courses in Sport Management

[SPMT1200](#) Introduction to Sport Management 3 s.h.

An introduction to the field of sport management, including history of sport, leadership, management process, marketing and communication, and legal and ethical aspects in non-profit and for profit organizations.

[SPMT2300](#) Legal and Ethical Issues in Sports 3 s.h.

A study of the laws, rules, regulations, and codes of ethics related to sports at all levels. A variety of viewpoints, including financial, regulatory, and societal will be explored.

[SPMT2700](#) Sport Practicum 0-3 s.h.

The Sport Management Practicum exposes students to a practical learning environment through which they apply classroom theory to sport world reality. The practicum usually occurs on a part – time basis, during the student's sophomore or junior year, focusing on personal learning objectives. Students complete additional coursework while completing the practicum, and therefore students are encouraged to pursue opportunities on - campus during the semester or off – campus during the summer. The practicum integrates coursework with planned and supervised sport experiences for a total of 120 hours. The practicum can be completed with the Graceland University Athletic Department or other agreed upon organization.

[SPMT3300](#) Sport Marketing 3 s.h.

An analysis of the field of marketing from a sports perspective with focus on the elements of and development of a marketing plan. Prerequisite: ECON1320.

[SPMT3400](#) Event Management 3 s.h.

Application and study of the management process to hosting and organizing elite, recreation, and mass sporting events. Includes investigation of social, financial, and environmental factors involved in the process. Prerequisite: BUAD3320

[SPMT4500](#) Seminar in Sport Management 3 s.h.

Students investigate a variety of topics in sport management and present their research and findings to the seminar. Oral presentations and research papers are required for each round of topics. Prerequisites: Junior

or senior standing.

SPMT4700 Internship in Sport Management 1-3 s.h.

An internship that allows students to work with professionals who are in career areas relating to the field of sport management. The student will play an active role in identifying potential field sponsors. Repeatable to a maximum of 12 hours. (Graded on a Pass/Fail basis.) Prerequisite: Instructor's consent.

Support Courses for Sport Management Major

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: One MATH course.

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.

BUAD3210 Social Media Marketing 3 s.h.

This course provides a comprehensive overview, with hands-on experience, of Social Media Marketing. The most basic objectives of the course are to provide students with a broad introduction to social media marketing concepts and techniques using the latest online tools combined with practical "real world" application. There will be an emphasis on strategic use of tools, effective design and contemporary marketing techniques. Students will build and maintain real world marketing campaigns. Prerequisite: BUAD3330 Principles of Marketing or ARTS1680 Computer Graphics for Art & Design or COMM1250 Introduction to Communication Theory.

BUAD3320 Principles of Management 3 s.h.

Fundamentals of planning, organizing, directing, coordinating, and controlling business activity. Prerequisites: Junior standing. Goal 6

BUAD3330 Principles of Marketing 3 s.h.

A decision-oriented overview of marketing management in modern organizations. The most basic objectives of the course are to provide students with a broad introduction to marketing concepts, the role of marketing in society and in the firm, and the various factors that influence marketing decision-making. Students will be exposed to and expected to learn the "language of marketing" (that is, terms, concepts, and frameworks) used by practicing marketing managers. Prerequisite: 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. *Offered Fall even years.*

+ BUAD3460 Operations Management 3 s.h.

The planning, organizing, staffing, directing and controlling of all the activities of production systems. Prerequisites: MATH1380. *Offered Fall odd years.*

+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. Offered for online Organizational Leadership major only.

BUAD4430 Marketing Strategies 3 s.h.

A focus on the development of decision-making skills in marketing. Concepts and tools are applied to frame and solve real-world problems facing marketing managers engaged in developing optimal marketing strategies. Prerequisite: BUAD3330.

+COMM2500 Introduction to Mass Media 3 s.h.

An examination of the various landmark theories, such as rhetorical, Marxist, and feminist to analyze popular culture, with an emphasis on the importance of communication in the production and consumption of culture. Students will study the development of culture by applying different theories or 'lenses' to cultural artifacts including music, movies, advertisements, clothing, etc.

+COMM3140 Campaigns and Theories of Persuasion 3 s.h.

An emphasis in learning theories, information processing theories, perception theories, components of persuasive appeals, and the ethics involved in persuasion. Further, students will examine the theories and persuasive appeals involved in communication campaigns and critique the success, or lack thereof, of multiple persuasive strategies.

ECON1300 Principles of Macroeconomics 3 s.h.

Analysis of the fundamental principles of the American economic system, centering on price, national income, international trade and finance, fiscal policy, monetary policy, money, and banking. Prerequisite: 1 year high school algebra; geometry recommended. Goal 1C, ELO5 Social Science - World Citizenship

ECON1320 Principles of Microeconomics 3 s.h.

Analysis of the fundamental principles of the American economic system, centering on price, production, market structures, and a survey of contemporary economic problems, e.g. sustainability. Goal 1C, ELO5 Social Science - Sustainability

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 and either two MATH courses or MATH1380. Goal 1C

ENGL3100 Discourse III 3 s.h.

Teaches students to put the knowledge and skills learned in Discourse I and II into sustained, practical use by preparing them for substantial, interdisciplinary research projects. In this course, students will explore issues of civic, public, or community concern using rhetorical analysis, engage in deliberation over those issues, and ultimately propose solutions based on well-developed arguments. Students are expected to use strategies of critical discourse analysis and production to target the appropriate audience/recipients and to develop innovative and rhetorically effective texts (written, oral, visual and/or multimedia). Prerequisites: ENGL2100 or HONR2010 and Junior standing. Goal 3D, ELO1C Communication

HMSC4320 Organizational Administration and Policy Analysis 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.

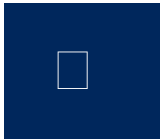
PHED3130 Sports Psychology (Also PSYC3130) 3 s.h.

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.

+ RECR3350 Sport Facility Management 3 s.h.

Explores problems, principles, and techniques of management, design, and operation of selected elite sport, mass sport and recreation facilities.

[Undergraduate Catalog](#)



Sustainability Studies Major

BA Degree - Sustainability Studies Major

In addition to the Essential Education requirements, the interdisciplinary major in Sustainability Studies requires 43 s.h.

Core course requirements 28 s.h.

- [BIOL1100](#) Introduction to Sustainability 3 s.h.
- [BIOL1260](#) Environmental Biology 3 s.h.
- [CHEM1300](#) Introduction to Environmental Chemistry 4 s.h.
- [ECON1320](#) Principles of Microeconomics 3 s.h.
- [ENGL3260](#) American Environmental Literature 3 s.h.
- [HIST1560](#) United States Environmental History 3 s.h.
- [MATH1380](#) Introduction to Statistics 3 s.h.
- [PHIL1200](#) Environmental Ethics 3 s.h.
- [SOCI3100](#) Environment and Society 3 s.h.

6 s.h. of electives from the following list. Minimum 3 s.h. need to be upper division.

- [AGRI1200](#) Sustainable International Agriculture 3 s.h.
- [ARTS3240](#) Eco Art and Ceramics 3 s.h.
- [BIOL3400](#) Ecology and Conservation Biology 3 s.h. and [BIOL3401](#) Ecology and Conservation Biology Lab 1 s.h.
- [BUAD3200](#) Business Ethics 3 s.h.
- [ECON1300](#) Principles of Macroeconomics 3 s.h.
- [ECON3200](#) Public Finance 3 s.h.
- [ENGL2420](#) Creative Writing: Fiction 3 s.h.
- [ENGL2540](#) Global Eco-Cinema 3 s.h.
- [ENGL3570](#) Documentary Film 3 s.h.
- [MUSC1270](#) Music and the Environment 3 s.h.
- [PSYC3360](#) Environmental Psychology 3 s.h.

Internship requirements 6 s.h.

- [SUST3700](#) On-Campus Internship 3 s.h.

- [SUST4300](#) Off-Campus Internship 3 s.h.

Capstone/Senior Seminar/Senior Project requirement (3 s.h.)

- [SUST4700](#) Senior Capstone Project 3 s.h.

Programs, including internships, will be overseen by a standing Sustainability Studies Committee with a consistent chair who serves as a point person.

Courses in Sustainability

[SUST3700](#) On-Campus Internship 3 s.h.

An internship program that connects students to campus initiatives that focus on sustainable practices. Potential internship areas might include campus engagement, air and climate, buildings, energy, food and dining, purchasing, transportation, waste, and water. Supervised and facilitated by the sustainability coordinator and developed in conjunction with the interests of the student. (Graded on a Pass/Fail basis) Prerequisites: major in Sustainability Studies, junior/senior status, and instructor's consent.

[SUST4300](#) Off-Campus Internship 3 s.h.

An internship that allows students to work with professionals in career areas relating to the field of Sustainability Studies (including the private, public, and nonprofit sectors). Placements will be supervised by the sustainability coordinator and developed in conjunction with the interests of the student. (Graded on a Pass/Fail basis) Prerequisites: major in Sustainability Studies, junior/senior status, and instructor's consent.

[SUST4700](#) Senior Capstone Project 3 s.h.

Planning, preparing, and presenting a senior project in the student's area of concentration. Prerequisites: major in Sustainability Studies, junior/senior status.

Support Courses for Sustainability Studies Major

[AGRI1200](#) Sustainable International Agriculture 3 s.h.

Sustainable International Agriculture explores global issues, incremental and transformative steps toward sustainable agriculture, international development opportunities, current agricultural industries, educational pathways, and career options. Content includes emphasis on understanding the need for agricultural infrastructure and production, embracing sustainability, and appreciating broad-based, liberating (essential) education. ELO4 Global Learning - Sustainability

[ARTS3240](#) Eco Art & Ceramics 3 s.h.

Contemporary and traditional approaches to clay with emphasis on wheel-throwing and hand-building techniques. Exploration of sustainable production practices will also address surface decoration and responsible firing processes. Additional fee required. ELO5 Arts - Sustainability

[BIOL1100](#) Introduction to Sustainability 3 s.h.

An introduction to the fundamentals of sustainability and its impact on biological systems. Explores how sustainability relates to population, ecosystems, global change, energy, agriculture, water, environmental

economics and policy, ethics, and cultural history. Practical approaches to this course will be tied closely to small-scale agriculture and water use with hands-on fieldwork at the campus EcoPlot. Goal 1A, ELO6 Science - Sustainability

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, climate change, loss of biodiversity, and ecosystem degradation, will be considered. Goal 1A, ELO6 Science - Peace

+ BIOL3400 Ecology and Conservation Biology (3-0) 3 s.h.

A study of how organisms interact with one another and with their physical environments at the physiological, population, community, and ecosystem levels. Case studies will use ecological concepts to develop conservation strategies for species, habitats, and ecosystems. Corequisite (for Biology majors): BIOL3401 Ecology and Conservation Biology Lab. Goal 6, ELO6 Science - World Citizenship

+ BIOL3401 Ecology and Conservation Biology Lab (0-2) 1 s.h.

Additional fee required. Corequisite (for Biology majors): BIOL3400 Ecology and Conservation Biology. Prerequisite: Instructor's consent.

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 3E

CHEM1300 Introduction to Environmental Chemistry with Lab 4 s.h.

Examination of the chemical processes underlying the natural cycles of Earth including the impact anthropogenic processes and emissions have on these cycles. The course will also examine the technological innovations that have affected emissions and those innovations that have been implemented to remedy environmental problems. ELO6 Science - Innovation

ECON1300 Principles of Macroeconomics 3 s.h.

Analysis of the fundamental principles of the American economic system, centering on price, national income, international trade and finance, fiscal policy, monetary policy, money, and banking. Prerequisite: 1 year high school algebra; geometry recommended. Goal 1C, ELO5 Social Science - World Citizenship

ECON1320 Principles of Microeconomics 3 s.h.

Analysis of the fundamental principles of the American economic system, centering on price, production, market structures, and a survey of contemporary economic problems, e.g. sustainability. Goal 1C, ELO5 Social Science - Sustainability

+ 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 1C, ELO5 Social Science - Equality. *Offered odd years Spring.*

+ ENGL2420 Creative Writing: Fiction 3 s.h.

Study of fiction writing through the lens of sustainability. Investigates the maintenance of various systems that meet human needs (e.g. emotional, physical, social, environmental) through extensive fiction writing and class discussion. Emphasis on fiction as a means of self-discovery as well as an art form. Goal 2B, ELO5 Humanities - Sustainability

+ENGL2540 Global Eco-Cinema 3 s.h.

A transnational survey of films that deal with environmental issues and, more broadly, with human relationships to the nonhuman world. An examination of the impact of urbanization on rural communities, the mysterious allure of wild and uncultivated landscapes, the threat of climate change to daily life around the world, and the cinematic representation of environmental apocalypse. Explores different genres and styles, including neo-realism, eco-horror, anime, and avant-garde cinema. Goal 2B, ELO5 Humanities - Sustainability

ENGL3260 American Environmental Literature 3 s.h.

What makes a work of literature "environmental"? How have humans thought about nature throughout history, and how does that intellectual and artistic history affect us today? Can works of literature help humans prevent environmental catastrophes like climate change and species extinction? We'll seek answers to these questions as we engage with fiction, nonfiction, drama, and poetry. We'll discuss the ways that literary and cultural forms can shape who we are, what we value, and what we imagine for the future. We'll also work to build your skills of critical reading, analytical thinking and persuasive writing, skills that will serve you in the future, in whatever environment you inhabit. Goal 2B, ELO5 Humanities - Sustainability

ENGL3570 Documentary Film 3 s.h.

Explores the history, economics, and formal qualities of the "documentary tradition" in filmmaking, with a special focus on documentary films that engage issues of sustainability, broadly defined (environmental, social, and economic). Goal 2B, ELO5 Humanities - Sustainability

HIST1560 United States Environmental History 3 s.h.

An examination of the complex relationship between human society and nature from early settlements to the present in what is now the United States. Important topics include the impact of human settlement, population growth, use of land and natural resources, the effects of industrialization, and the development of the conservation and environmental movements. Goal 1B, ELO5 Histories - Sustainability

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 3A, ELO6 Math

MUSC1270 Music and the Environment 3 s.h.

Examines the relationship between music and the natural world, specifically ways in which the

environmental movement has shaped musical composition throughout history. Covers a broad spectrum of popular and art music genres, ranging from Beethoven to Marvin Gaye to Radiohead. Identifies connections between music spanning multiple centuries and society's concern for enjoying and protecting the environment and the resources that it provides. ELO5 Arts - Sustainability

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, ELO3 Ethical Thinking and Action - Sustainability

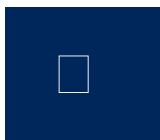
+ PSYC3360 Environmental Psychology 3 s.h.

Examination of the ways in which psychology impacts conservation, population, design, and sustainability issues in both natural and built environments. Interactive activity with ongoing campus sustainability programs is a feature of the course. Goal 1C, ELO5 Social Science - Sustainability

SOCI3100 Environment and Society 3 s.h.

Examines environmental concerns and issues such as environmental justice, wilderness preservation, sustainability, peak oil, environmental security, green consumption, conservation crime, oil spills, and fracking. Ecological hope and despair, that is, the question of emotional sustainability in the face of issues that seem beyond one's individual control, are explored throughout. Goal 1C, ELO4 Global Learning - Sustainability

Undergraduate Catalog



Theatre Major or Minor

BA Degree - Theatre Major

In addition to the essential education requirements, Theatre majors must complete 45 semester hours as prescribed below:

Core Courses 36 s.h.

- [ENGL3530](#) Digital Filmmaking 3 s.h.
- [THTR1200](#) Introduction to Theatre 3 s.h.
- [THTR1220](#) Beginning Acting 3 s.h.
- [THTR1310](#) Introduction to Stagecraft 3 s.h.
- [THTR2240](#) Stagecrafts 2 3 s.h.
- [THTR2260](#) Acting 2 3 s.h.
- [THTR3370](#) Theatre History I 3 s.h.
- [THTR3380](#) Theatre History II 3 s.h.
- [THTR3140](#) Playwriting 3 s.h.
- [THTR4100](#) Directing I 3 s.h.
- [THTR4120](#) Directing 2 3 s.h.
- [THTR4200](#) Senior Seminar I 1 s.h.
- [THTR4210](#) Senior Seminar II 2 s.h.

THTR Elective courses 9 s.h.

One of the following two courses must be taken each semester a student is a declared Theatre Major:

- [THTR2350](#) Theatre Production Studies* 0-2 s.h. (4 semesters)
- [THTR4350](#) Advanced Theatre Production Studies* 0-2 s.h. (4 semesters)

No more than 8 s.h. of Theatre Production Studies/ Advanced Theatre Production Studies may be counted toward credits required for graduation.

*Up to 3 s.h. of THTR2350 and/or THTR4350 will be applied towards the required 9 s.h. THTR Elective courses.

Theatre Minor

A minor in Theatre requires 15-23 semester hours to include:

- [THTR1200](#) Introduction to Theatre 3 s.h.
- [THTR1220](#) Beginning Acting 3 s.h.
- [THTR1310](#) Introduction to Stagecraft 3 s.h.
- **One** of the following: 3 s.h.
 - [THTR3370](#) Theatre History I 3 s.h.
 - [THTR3380](#) Theatre History II 3 s.h.
- [THTR4100](#) Directing I 3 s.h.
- [THTR2350](#) Theatre Production Studies 0-2 s.h. (2 semesters)
- [THTR4350](#) Advanced Theatre Production Studies 0-2 s.h. (2 semesters)

No more than 8 s.h. of Theatre Production Studies/Advanced Theatre Production Studies may be counted toward credits required for graduation.

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. The dramatic literature studied in the course will focus primarily on the issue of equality. Goal 2A, ELO5 Arts - Equality

[THTR1220](#) Beginning 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 2A, ELO5 Arts - Innovation

[THTR1240](#) Vocal Presentation Skills 3 s.h.

The study and use of effective physical and vocal presentation methods. Goal 3B

[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. Additional fee required. Goal 2A

[THTR2000](#) Individual Study Goal 2A 1-3 s.h.

THTR2110 Performance Studies 3 s.h.

Introduction to the contemporary concept of “performance”, a key way of thinking about theatre in contemporary scholarship. It will provide an overview of organized human behavior as performance—from ritual to play to theatre to live art. Goal 2A

THTR2120 Theatre, Performance, and Society 3 s.h.

Examines the social and cultural functions of theatre and performance and how they serve as tools for cultural learning, social activism, political indoctrination, and education of the people. This separates theatre and performance from its aesthetic qualities and instead focuses on its function. Goal 2A

THTR2240 Stagecrafts 2 3 s.h.

Continued study of the elements and practices of theatrical construction and scene design, lighting design, and costume design. Laboratory session required. Additional fee required. Prerequisite: THTR1310. Goal 2A.

THTR2260 Acting 2 3 s.h.

Continued study of the basic principles of acting through scene work and monologues. In addition to realism, period styles such as Ibsen, Chekhov and Shaw will be studied. Continued voice and movement work will also be applied. Prerequisite: THTR1220. Goal 2A.

THTR2270 Film and Theatre of the Jewish Holocaust 3 s.h.

The course will examine the history of the Jewish Holocaust by studying some of the most significant plays and films dealing with this period. The course will also study the methods incorporated by playwrights and filmmakers to give artistic treatment to the subject matter, as well as the issues and themes they examine. Goal 2A, ELO5 Arts - Peace

THTR2350 Theatre Production Studies 0-2 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 35 clock hours of activity, which shall be exclusive of assignments, and activities pertaining to other courses. Goal 2A

THTR2900 Topics in Theatre 3 s.h.

Study of a selected area in technical theatre. designed to develop an interest in technical theatre, as well as develop skills through the practice of applying very specific techniques in painting, texturing, and glazing. Goal 2A

THTR3000 Individual Study Goal 2A 1–3 s.h.

THTR3100 Dramatic Literature 3 s.h.

Exploration and analysis of an individual genre or topic in dramatic literature, with an emphasis on common themes and characteristics of texts that make up the categories. Subjects will vary, but may include the following: feminist theatre, postcolonial drama, multi-cultural theatre, American Realism, global theatre, theatre of the absurd, avant-garde theatre, theatre of the Holocaust, LGBT theatre, and Irish drama. May be

repeated for credit when course subject changes. Goal 2A

THTR3140 Playwriting 3 s.h.

Study and application of playwriting techniques and theory. In addition to a number of creative writing exercises, students will write a one-act by the conclusion of the course. Goal 2A.

THTR3260 Acting 3 3 s.h.

Continued study of the basic principles of acting through scene work and monologues. In addition to realism period styles such as Greek and Shakespeare will be studied. Continued voice and movement work will also be applied. The student will also have the opportunity to produce an audition package. Prerequisite: THTR2260. Goal 2A.

+ THTR3350 Shakespeare (Also ENGL3350) 3 s.h.

Study of a selection of plays and poems likely authored or co-authored by Shakespeare, emphasizing the plays as historical performance texts. Encourages students to locate Shakespeare's works within Renaissance-era notions of harmony and discord, and war and peace. Goal 2B, ELO5 Humanities - Peace

+ 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: ENGL1100 Discourse I. Goal 2A

+ 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 ENGL1100 Discourse I and consent of instructor. Goal 2A

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 2A

THTR3950 Topics in Theatre 1-3 s.h.

Advanced study of a selected area in theatre: performance, design, technology, history, management, dramaturgy, trends. May be repeated for credit. Goal 2A

THTR4000 Individual Study Goal 2A-3 s.h.

+ THTR4100 Directing I 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 or instructor, THTR1220 Introduction to Acting. Goal 2A

THTR4120 Directing II 3 s.h.

Application of directing principles and techniques demonstrated by directing a one-act play. Prerequisite:

THTR4100. Goal 2A.

THTR4200 Senior Seminar I 1 s.h.

Reading, discussion, and analysis of modern critical theory pertaining to theatre and performance.

Restricted to theatre or theatre and film majors with Senior standing. Additional fee required. Goal 2A.

THTR4210 Senior Seminar II 2 s.h.

Student-designed project in acting, directing, playwriting, or technical theatre. Restricted to theatre or theatre and film majors with Senior standing who have taken THTR4200 Senior Seminar I. Additional fee required.

Goal 2A.

THTR4350 Advanced Theatre Production Studies 0-2 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 35 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 2A

+ 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 2A

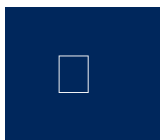
Support Courses for Theatre Major

+ 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. Additional fee required. Prerequisites: ENGL2510 or instructor consent. Goal 2B

+Denotes an alternate year course.



Web Design Major or Minor

BA Degree - Web Design Major

In addition to the essential education requirements, majors in Web Design must complete 38-42 s.h., to include the following courses:

- [ARTS1210](#) 2-D Design 3 s.h.
- [ARTS1680](#) Computer Graphics for Art & Design 3 s.h.
- [ARTS1710](#) Introduction to Graphic Design 3 s.h.
- [ARTS3620](#) Illustration and Imaging 3 s.h.
- [ARTS3630](#) Systems in Design 3 s.h.
- [ARTS3640](#) Interactive Design 3 s.h.
- [ARTS/CSIT4100](#) Systems Development Project 1-3 s.h.
- [CSIT1060](#) Introduction to Web Page Programming 3 s.h.
- [CSIT1100](#) Principles of Computing 3 s.h.
- [CSIT2100](#) Intermediate Programming 3 s.h.
- [CSIT3200](#) Systems Analysis and Design 3 s.h.
- [CSIT3300](#) Database Concepts and SQL 3 s.h.
- One of following three courses:
 - [BUAD/CSIT3600](#) Electronic Commerce 3 s.h.
 - [ENGL3530](#) Digital Filmmaking 3 s.h.
 - Approved Upper Division Elective (Course to be approved by CSIT or ARTS coordinator for Web Design major.)
- One of following two courses:
 - [ARTS4450](#) Graphic Design Internship 3 s.h.
 - [CSIT3700](#) Internship in CSIT 1-3 s.h.

Web Design Minor

The requirements for a minor in Web Design are 18 s.h., to include:

- [ARTS1210](#) 2-D Design 3 s.h.
- [ARTS1680](#) Computer Graphics for Art & Design 3 s.h.

- [ARTS1710](#) Introduction to Graphic Design 3 s.h.
- [ARTS3620](#) Illustration and Imaging **or**
[ARTS3630](#) Systems in Design **or**
[ARTS3640](#) Interactive Design
- [CSIT1060](#) Introduction to Web Page Programming 3 s.h.
- [CSIT1100](#) Principles of Computing 3 s.h.
- One 3 s.h. CSIT course that is required for the Web Design major, excluding internships.

Support Courses for Web Design Major

[ARTS1210](#) 2-D Design 3 s.h.

Introduction to the visual arts which explores the elements of art and principles of 2-D design while focusing on creativity, idea development, formal criticism, and the understanding of visual language. Through the use of various media, tools, materials, and processes, emphasis will be placed on comprehending contemporary art, non-literal visual problem solving and presentation. Additional fee required. Goal 2A, ELO5 Arts - Innovation

[ARTS1680](#) Computer Graphics for Art & Design 3 s.h.

A technical course exploring the digital tools used in the graphic design industry. Students are exposed to the function, theory, and use of industry-standard computer hardware, software, and basic digital design principles utilized in the production of graphic design. Additional fee required. Goal 2A

[ARTS1710](#) Introduction to Graphic Design 3 s.h.

Covers basic principles of typography, such as type anatomy, type fonts and families, communication with typography and an introduction to layout and grid structures. Typography as medium and message and conceptual solutions are emphasized. Additional fee required. Prerequisite: ARTS1680 Computer Graphics for Art & Design. Goal 2A

+ [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. Additional fee required. Prerequisites: ARTS1210, ARTS1680 and ARTS1710.

[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. Additional fee required. Prerequisite: ARTS1680 and ARTS1710.

[ARTS3640](#) Interactive Design 3 s.h.

Introduction into the principles of interactivity through interface, web, and information design. Additional fee required. Prerequisite: ARTS1210, ARTS1680 and ARTS1710.

[ARTS4100](#) Systems Development Project 1-3 s.h. (Also CSIT4100)

In-depth project in consultation with the sponsoring faculty member. Students will complete a project that requires design, interactivity and creativity. The project will include some technical aspects and complete documentation of the project is required. The project requires a formal presentation at completion. Additional

fee required. Prerequisite: Instructor's consent.

ARTS4450 Graphic Design Internship 3 s.h.

Advanced work intended for graphic design experiences in a real world environment. The majority of graphic design 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. Repeatable once for credit. (Graded on a Pass/Fail basis.) Prerequisite: At least two courses from the Graphic Design offerings.

+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. *Offered Spring even years.*

CSIT1060 Introduction to Web Programming 3 s.h.

Basics of how the World Wide Web works and web site construction using HTML and CSS. Related technology skills will be covered.

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.

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.

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: CSIT1100.

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

This internship allows students to work with professionals in career areas relating to computing and

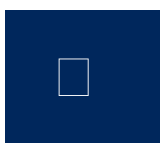
information technology. Student will play an active role in identifying internship opportunities and field sponsors. May be repeated for a maximum of 9 semesters hours. (Graded on Pass/ Fail basis.)

Prerequisite: Instructor's consent.

+ 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. Additional fee required. Prerequisites: ENGL2510 or instructor consent. Goal 2B

Undergraduate Catalog



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Financial Aid

Graceland University is committed to managing our costs while maintaining a quality education to each and every student. Over 98% of residential Graceland students receive financial aid. There are several forms of Financial Aid available to students, which include Federal, State and Institutional. Graceland offers academic merit and need based aid to students who qualify. Other institutional aid includes scholarships, grants, loans and work study. Financial aid is supplementary to the effort of the family with whom rests the primary responsibility for financing a college education.

Student Financial 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 <https://studentaid.ed.gov/sa/fafsa/>. 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. Please see the explanation of [Graceland's Refund Policy](#) for charges and for return of federal, state and institutional aid.

Table of Contents

[Evaluating Financial Need](#)

[Procedures in Applying for Financial Aid](#)

[Renewal of Financial Assistance](#)

[Institutional Scholarships and Grants](#)

[Study Abroad](#)

[Types of Financial Aid](#)

[Student Employment](#)

[Federal Supplemental Educational Opportunity Grant \(SEOG\)](#)

[Federal Pell Grant](#)

[Teacher Education Assistance for College and Higher Education \(TEACH\) Grant](#)

[William D. Ford Direct \(Subsidized and Unsubsidized\) Student Loan Program](#)

[Federal Direct Subsidized Loan only](#)

[Federal Direct Unsubsidized Loan only](#)

[William D. Ford Federal Direct Parent Loan for Undergraduate Students \(PLUS\)](#)

[Iowa Tuition Grant](#)

[Academic Scholarship \(Merit Award\) Program](#)

[Financial Aid - Undergraduate Distance and Online Programs](#)

[Graduation Rates of Students with Athletically Related Aid](#)

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 October 1 prior to the upcoming academic year.

[\(table of contents\)](#)

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 <https://studentaid.ed.gov/sa/fafsa/>. 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.

[\(table of contents\)](#)

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 faith based scholarships and matches. Academic scholarships, when applicable, are awarded for an academic year and renewed annually in combination with other institutional aid.

[\(table of contents\)](#)

Study Abroad

Students who are approved to participate in a study abroad program may, if eligible, receive Federal Financial Aid. Students must (1) file a Free Application for Federal Student Aid (FAFSA), (2) submit estimated costs to Student Financial 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.

[\(table of contents\)](#)

Types of Financial Aid

Student Employment: Part-time employment of five but no more than ten 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, audio-visual equipment operators, and other similar positions. Earnings are paid the first and third Friday of each month. Graceland participates in the Federal Work-Study Program authorized by the Higher Education Act of 1965 as amended.

Students wishing to work who do not have financial need may apply for employment. These students will be approved for employment according to the needs of the institution.

Federal Supplemental Educational Opportunity Grant (SEOG): The Federal Supplemental Educational Opportunity Grant provides grants to low-income undergraduates with the greatest demonstrated financial need. Graceland University defines low-income as a 0 EFC for SEOG awarding. Priority is given to students who receive Federal Pell Grants. Recipients must maintain satisfactory academic progress. This grant does not have to be repaid. Students may receive 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 Federally funded grant program provides grants to low-income undergraduates

with the greatest demonstrated financial need. 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. This grant does not have to be repaid.

TEACH Grant: The Teacher Education Assistance for College and Higher Education (TEACH) Grant Program provides grants of up to \$4,000 per year to students who agree to teach a high need field in a public or private elementary or secondary school that serves students from low-income families. As a recipient of a TEACH Grant, you must teach for at least four academic years within eight calendar years of completing the program of study for which you received a TEACH Grant. **IMPORTANT:** If you fail to complete this service obligation, all amounts of TEACH Grants that you received will be converted to a Federal Direct Unsubsidized Stafford Loan. You must then repay this loan to the U.S. Department of Education. You will be charged interest from the date the grant(s) was disbursed. Note: TEACH Grant recipients will be given a 6-month grace period prior to entering repayment if a TEACH Grant is converted to a Direct Unsubsidized Loan. Application is made by completing the Free Application for Federal Student Aid (FAFSA) and signing the TEACH Grant Agreement to Serve and completing the counseling. The student must meet certain academic achievement requirements (generally, scoring above the 75th percentile on a college admissions test or maintaining a cumulative GPA of at least 3.25). The student must maintain satisfactory academic progress.

William D. Ford Direct (Subsidized and Unsubsidized) Student Loan Program:Borrowers begin repaying loans six months after ceasing at least half-time enrollment in postsecondary education, unless borrower qualifies for deferment. Cancellation of loans is available for employment in certain designated fields, under certain conditions. This is a loan 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 interest rate is determined on July 1st for the succeeding academic year. Borrowers of a Direct Loan are charged a loan origination fee, which charges annually and will be subtracted from the loan proceeds at disbursement.

Annual Limits for Subsidized/Unsubsidized Loans		
Dependent Undergraduates	Subsidized	Total (Subsidized & Unsubsidized)
First Year	\$3,500	\$5,500
Second Year	\$4,500	\$6,500
Third Year and Beyond	\$5,500	\$7,500
Independent Undergraduates (Also Dependent Students that are eligible for additional Unsubsidized due to Parent PLUS denial)	Subsidized	Total (Subsidized & Unsubsidized)

First Year	\$3,500	\$9,500
Second Year	\$4,500	\$10,500
Third Year and Beyond	\$5,500	\$12,500
Aggregate Limits for Subsidized/Unsubsidized Loans		
Dependent Undergraduates	Subsidized	Total (Subsidized & Unsubsidized)
	\$23,000	\$31,000
Independent Undergraduates (Also Dependent Students that are eligible for additional Unsubsidized due to Parent PLUS denial)	Subsidized	Total (Subsidized & Unsubsidized)
	\$23,000	\$57,500

Federal Direct Subsidized Loan only: No payments are due from the student and the government pays all interest while the student is in school.

If you are a first-time borrower on or after July 1, 2013, there is a limit on the maximum period of time (measured in academic years) that you can receive Direct Subsidized Loans. This time limit does not apply to Direct Unsubsidized Loans or Direct PLUS Loans. If this limit applies to you, you may not receive Direct Subsidized Loans for more than 150 percent of the published length of your program. This is called your "maximum eligibility period." Your maximum eligibility period is generally based on the published length of your current program .

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 the student may have additional unsubsidized loan eligibility.

William D. Ford Federal Direct Parent Loan for Undergraduate Students (PLUS): The Federal Direct Parent PLUS Loan is available to parents of dependent undergraduate students. The student must file a FAFSA. Approval of a PLUS Loan is contingent upon credit approval by the U.S. Department of Education. The parent may borrow up to the cost of attendance minus other financial aid received. The interest rate is determined annually at the time of disbursement. The rate is fixed for the life of the loan. Repayment of principal and interest begins within 60 days of full disbursement, or a deferment may be available to postpone repayment until 6 months after the student graduates or drops below part-time enrollment. The U.S. Department of Education charges a loan origination fee which will be subtracted from the loan

proceeds at disbursement.

For more information, please visit www.federalstudentaid.ed.gov.

Iowa Tuition Grant: Iowa Tuition Grant (ITG) is funded by the State and is awarded to Iowa residents that demonstrate need and attend an independent (private) college in Iowa. Application for the Iowa Tuition Grant is accomplished by completing a Federal Application for Federal Student Aid (FAFSA). The FAFSA must be received at the processing center by the July 1 deadline. The student must maintain satisfactory academic progress and ITG is only available for eight full-time semesters or the equivalent.

[\(table of contents\)](#)

Academic Scholarship (Merit Award) Program

High School and Transfer Students

Scholarships for incoming freshmen are based on high school GPA and composite ACT or combined SAT scores. For transfer students who have attempted 12 or more semester hours, scholarships are based on cumulative college GPA.

[\(table of contents\)](#)

Financial Aid - Undergraduate Distance and Online Programs

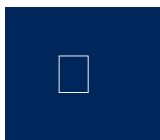
Graceland offers undergraduate degree programs through a variety of delivery methods including off-campus classroom, on-line and correspondence, and sometimes a blended model of two or more methods. All of these degree programs are eligible for financial aid, either Title IV federal student aid or private loans. Graceland University has chosen to establish a reasonable tuition rate rather than offer institutional aid for these 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 Financial Aid section of this catalog.

To establish eligibility for private loans, students apply directly to the lender of choice. Graceland's Financial Advisors can assist with this process.

[\(table of contents\)](#)

Undergraduate Catalog



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[Home](#) / [Undergraduate Catalog](#) / [Student Life](#)

Student Life

The purpose of Student Life is to make Graceland a home for all students. We collaborate with the Graceland community to cultivate a culture where students discern who they are called to be, and where resources, support and opportunities are provided to help them answer that call.

Table of Contents

[Residence Life](#)

[Campus Ministries](#)

[Graceland Student Government](#)

[Academic Advising](#)

[Career Counseling](#)

[Professional Personal Counseling](#)

[Student Publications](#)

[Music Groups](#)

[Recreational Facilities](#)

[Fitz Center](#)

[Student Health](#)

[Student Handbook](#)

[Student Persistence](#)

[Cumulative Summary of Enrollment](#)

[Cumulative Geographical Distribution of Undergraduate Students](#)

Residence Life

The House System

Graceland's basic unit of student life is known as a "house". The house system is a unique program based on the principle of inclusion that recognizes the importance of each student attending the university and celebrates the individuality of each person. Members of each house elect six students to hold dual house/student government leadership positions for each house. Under their direction, social, religious, and academic support activities are planned for the house members. In addition, through the leadership of those six student leaders, the student voice is effectively communicated to the six student government

organizations.

House membership cuts across academic classification, geographic regions, socio-economic backgrounds, racial and cultural backgrounds, as well as across all interest areas. This diversity ensures full-time students have the opportunity to examine long-held belief systems and to learn to appreciate and celebrate diversity in a supportive caring environment.

The Room Placement Process

Graceland University believes a significant portion of a student's learning experience can be achieved through association with other students in residence hall living. At the beginning of their first year of enrollment, all full-time students (whether living on or off campus) are assigned to a house during the room placement process. They will remain members of that house through the duration of their education at GU.

The process of placing new students in rooms begins in May. At that time, the Residence Life Office generates reports about the returning members of each of the 16 houses. Those reports gather the following information: academic areas of study, athletic team membership, and home towns. New incoming students are then placed in a manner which spreads out those groupings as evenly as possible, thus helping ensure the richness of the Graceland residential experience. The first round of placement is completed in June, and is sent out to students via their GU e-mail account. For help logging into GU email accounts, students may contact InfoCentral at 641-784-5167.

[Housing requests](#) can be completed online after a student has received their My Graceland username and password, through the last Early Orientation, usually early June. Roommate requests are considered when the request is received from both parties and **space is available**. Chances of being placed with the roommate of your choice are greatest if the request is submitted prior to June 9.

The On Campus Living Policy

On the Lamoni campus, residence hall living is required of all students unless approval is received from the Residence Life Office. A limited number of students with Senior status are approved to live off campus each year. Seniors receive priority. Students exempt from this policy are: students who are 23 years of age or older, military veterans, married students, or students living with legal dependents. Students who qualify for one of these exemptions need to complete an [Off Campus Application](#) along with the necessary documentation to verify their exempt status, i.e.: copy of marriage license, dependent birth certificates, military ID card.

Students who wish to live off campus must complete an [Off Campus Application](#). To be eligible to apply to live off campus, students must have earned 88 credit hours by the end of the Spring semester and be registered full time for the upcoming fall semester. The deadline for returning students to apply to live off campus is in March of the previous academic year. The number of upperclassmen approved to live off campus is determined by comparing the total number of number of beds available to the total number of current students enrolled, the size of the graduating senior class, and the current number of off campus students returning for the next academic year.

Students who live with their parent(s) or legal guardian(s) within a 25 mile radius of the GU Lamoni campus

may qualify for a local vicinity exception. Student and parent(s) legal guardian(s) must complete and submit a signed notarized copy of the [Local Vicinity Exception Form](#). Students who are found not living with their parent(s) or legal guardian(s) will be billed full room and board for the semester in question.

Other exceptions to the On Campus Living Policy are rare, but are considered on a case-by-case basis. Students who do not meet the above exemptions to the policy need to submit an [Off Campus Application](#) to the Residence Life Office for consideration. Students living off campus are responsible for their own arrangements, however, the Residence Life Office keeps a list of the names and contact information of local landlords willing to rent to college students.

The Housing Contract

Students are required to sign and submit an online housing contract. The online form is available on My Graceland. A link to the form will be included on the Enrollment Checklist. Signed housing contracts are valid for the academic year unless cancelled under the terms of the contract. Returning GU students sign contracts in the Spring during the Spring room selection process for the following academic year. Returning students who do not select a room nor turn in a signed room contract during the Spring room selection process, will be placed where rooms are available by the Residence Life Office.

Residence Hall Closures

University-owned traditional residence halls are closed during the official breaks of the university, with the exception of Fall Break. However, if students have no other alternative, arrangements can be made to stay in the residence halls for a fee. As the dining facilities are closed during breaks, meals are not provided. Students living in the Small & Thomas Apartments or College Avenue Themed Residences are not required to leave their residences during official breaks of the university.

Meal Plans

All of GU's housing facilities are located near the Floyd M. McDowell Commons. Students living in the four traditional residence halls (Graybill, Gunsolley, Tess Morgan and Walker Halls) as well as the College Avenue houses, are required to purchase a full board plan in the Floyd McDowell Commons. Additional information regarding dining options available online (<https://gracelanddining.sodexomyway.com/my-meal-plan/>). Students residing in the Small & Thomas Apartments are required to purchase the 5-meal plan, but may also choose to purchase the full board plan. The full board plan, the 5-meal plan, and Gbucks are available to students who reside off campus. Gbucks are dollars which can be loaded onto a student's Graceland ID card and can be used on campus for food, or at five Lamoni restaurants for food, as well as the Lamoni Coliseum movie theater. Gbucks are available to all students.

[\(table of contents\)](#)

Campus Ministries

Campus Ministries engages students in building community, sharing faith, and creating peace at Graceland.

We merge two partners through who we are and what we do: Graceland University and Community of Christ, the university's founding and sponsoring Christian denomination. We provide pastoral care and counseling, spiritual formation guidance and assistance for basic living needs.

Campus Ministries strives to create a spiritual home for students. A spiritual home is courageous space where each person can explore and deepen their relationship with God, and if a disciple of Jesus Christ, can live out more fully Christ's mission of invitation, compassion, evangelism, justice and peacemaking, and disciple formation. We encourage all students to discern their vocation and calling through academics, interfaith activities and their own faith tradition.

Graceland is non-sectarian, which for us, means that students have the choice to participate in worship. Most weekly activities and worship, offered in the Community of Christ tradition, are student-led. We collaborate with other faith traditions for both on-campus and off-campus options for students, Sunday mornings (9 a.m. to Noon) and Wednesday nights (6 - 9 p.m.) are reserved for students to find relaxation, renewal and restoration. Campus Ministries sponsors activities during those times to help students meet those objectives.

Campus Ministries functions as a part of Student Life. Through collaboration, we uphold the worth of all persons and the importance of balancing academics with co-curricular and extra-curricular activities. The Campus Ministries office is temporarily located on the second (top) floor of the Frederick Madison Smith Library, in the Hyde-Vreedenburg View Room, room 215 during construction of the Newcom Student Union (formerly the Memorial Student Center - MSC).

Our team includes

- house chaplains serving in each of Graceland's sixteen houses available to offer caring peer support; lead by the president of the Council of House Chaplains, part of Graceland Student Government
- campus ministries associates, student employees, serving in specialized areas and ministries including student pastors, and
- campus minister, a full-time, ordained minister representing Community of Christ.

InSpire: Missional Ministry and Leadership

InSpire prepares students for lifelong service in missional ministry and leadership. Through a formational process the missional ministry and leadership practicum guides students through their on-campus ministry. The goal is to merge fields of interests and education with theological and ethical understanding into relevant ministry. The practicum is a one-hour for-credit experience offered every semester. Field trips for service and education are part of what we do. Contact the campus minister for more information.

[\(table of contents\)](#)

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 — The executive authority and responsibility of the Graceland Student Government will be vested in the GSG president, the GSG Leadership Council, and Council of House Presidents.
- Legislative — Student Senate
- Academic — Academic Student Council (ASC)
- Social — Campus Organization for Social Activities (COSA)
- Intramural Athletics (IM) — Intramural Council and IM's Board
- Judicial — Council on Student Welfare (CSW)
- Spiritual — Council of House Chaplains

Each body has specific functions and responsibilities.

[\(table of contents\)](#)

Academic Advising

If a student is exploring the value of a liberal arts education, developing meaningful educational goals, or making course selections, they should visit with an academic advisor. Academic advisors at Graceland build collaborative relationships and empower students through academic counseling.

An academic advisor guides students through course planning and teaches students how to make the most of their college experience. Academic advisors will discuss life goals with students and assist with exploring available education programs and courses that support these goals. Academic advisors are granted formal authority by an academic unit to approve the student's academic program of study. The ultimate responsibility for making decisions about education plans and life goals rests with the student.

More information about academic advising can be found on the [Advising and Registration page](#).

[\(table of contents\)](#)

Career Counseling

If a student is looking for guidance in career matters, come visit with the Career Services Coordinator. The Career Services Coordinator provides career counseling and education to help you fulfill your career goals during your university experience and after graduation.

The Career Services Coordinator guides students through the process of self-assessment, exploring possible career fields and the job search process. Students are assisted in locating resources for securing

internships and summer jobs. Guidance with resume and cover letter development, LinkedIn profile writing, personal statements for graduate school and provide mock interviews. The Career Services Coordinator is also available for presentations on topics such as resume and cover letter development, LinkedIn, and networking and interviewing.

Office Hours: Weekdays 8:00 am – 5:00 pm or by appointment.

Office: F.M. Smith Library Room 016A

Phone: (641) 784-5460

Email: elliott@graceland.edu

[\(table of contents\)](#)

Professional Personal Counseling

If a student has questions, problems or concerns, they are not alone. The Professional Personal Counselor provides confidential mental health counseling and education to help you maintain mental wellness throughout the college experience.

The Professional Personal Counselor helps all students with problems such as depression, anxiety and other behavioral and emotional concerns that interfere with their academic and social life on campus through individual or couples counseling and crisis intervention, as needed. Through the counseling process, students may explore their interpersonal relationships and their college experience. The Professional Personal Counselor is also available for presentations on topics such as sexual assault awareness, how to recognize and treat depression, setting boundaries for good relationships, assertiveness, conflict resolution, and other mental health issues. The Professional Personal Counselor may refer students to other professional services when necessary.

Office Hours: Weekdays 8 am - 5 pm by appointment

Office: F.M. Smith Library, Room 20 (lower level)

Phone: 641.784.5463

Email: ddw1@graceland.edu

[\(table of contents\)](#)

Student Publications

The Tower is the online student newspaper covering the campus community in addition to voicing student and faculty opinion. Two print versions are published per year. **The Vespiary** is the student-run literary magazine produced annually. **The Acacia**, the university yearbook, captures the story of the year through digital photography, writing and graphic design. It is also published annually by students. All three publications offer unique student employment opportunities and are under the supervision of advisers.

[\(table of contents\)](#)

Music Groups

Graceland's Music Department offers a variety of ensembles for students to participate in, including Orchestra, Symphonic Band, Jazz Ensemble, The Marching Yellowjackets, Percussion and Steel Drumming Ensemble, Concert Choir, and Chamber Choir. Ensembles perform at a wide variety of events both on and off campus throughout the course of the academic year. Graceland students, regardless of major, may also register for applied lessons in voice, piano, woodwinds, brass, and percussion.

[\(table of contents\)](#)

Recreational Facilities

The Eugene E. and Julia Travis Closson Physical Education Center includes a 200 meter indoor track; weight room; and badminton, 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 400 meter outdoor track, the Rasmussen soccer field, and the Huntsman football field. By special arrangement, Graceland students are welcome to join the Lamoni Golf and Country Club.

Fitz Center

The Fitz Center is a state-of-the-art facility equipped with cardiovascular equipment (treadmills, elliptical machines, stationary bikes, stair climbers and rowing machines), weight equipment (including free weights), and a group fitness studio for group fitness classes. Full-time students have access to this facility with payment of their student activity fee. The center is open 5:30 am – midnight seven days a week.

[\(table of contents\)](#)

Student Health

Graceland partners with Community Health Centers of Southern Iowa to service the health needs of students. CHCSI has a satellite location on campus, located in the lower level of Walker Hall (entrance at the northeast corner of the building). Please visit the [Health Services](#) page on My Graceland for additional information.

Health and Immunizations Forms

All students entering Graceland for the first time are required to have a completed [Health Form](#) with an updated Immunization Record on file at Student Health Services.

Immunization Requirements

Each student will be required to have proof of two measles vaccinations if he/she was born after 1957 and has not had the active disease. Exemption from the measles vaccination will be permitted to those for whom

the immunization is contraindicated and verified by a doctor. Students from countries with a high prevalence of Tuberculosis are required to have a TB test done within the past year.

Health Insurance

All full-time students are REQUIRED to have an insurance plan that is valid in the state of Iowa. Please note: Many policies, including Medicaid, are only valid in the home-state.

Health Insurance for International Students

All international students, including Canadians, will be automatically enrolled with LowerMark Health Insurance which will be charged to their student account each semester. For more information about the International Student Health Insurance plan, please visit [My Graceland](#).

[\(table of contents\)](#)

Student Handbook

A [student handbook](#) is available online. This handbook includes the Code of Conduct, campus policies, and general information.

[\(table of contents\)](#)

Student Persistence

51% of new high school graduates who entered Graceland University in Fall 2012 graduated by 2018. 78% of the transfer students who entered Graceland in Fall 2012 completed the baccalaureate degree at Graceland by 2018. Graduation rates of students with athletically related aid are available [here](#).

[\(table of contents\)](#)

2018-2019 Cumulative Summary of Enrollment

Undergraduate	
Lamoni	1,005
Independence	96
CGCS	212
Total Undergraduate	1,313

Graduate	
CGCS	1,086
Total Graduate	1,086
Total University Enrollment	2,399

[\(table of contents\)](#)

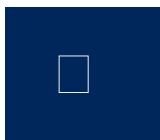
Cumulative Geographical Distribution of Undergraduate Students for 2018-2019

(Lamoni and Independence Campuses - Fall and Spring Semesters)

38 States plus Puerto Rico are represented. 21 Countries are represented.

UNITED STATES		COUNTRIES	
Alabama	5	Angola	1
Alaska	2	Australia	4
Arizona	12	Brazil	1
Arkansas	8	Canada	10
California	64	Colombia	9
Colorado	9	Ecuador	1
Florida	36	Guyana	1
Georgia	3	India	1
Hawaii	24	Kenya	1
Idaho	2	Kosovo	2
Illinois	35	Mexico	1
Indiana	4	Nepal	3
Iowa	329	Nigeria	1

Kansas	25	Norway	1
Kentucky	1	Paraguay	1
Louisiana	2	Spain	1
Michigan	5	St. Lucia	1
Minnesota	10	Sweden	1
Mississippi	1	United Kingdom	2
Missouri	341	United States	1,053
Nebraska	7	Venezuela	3
Nevada	6	Zambia	1
New Jersey	3	TOTAL COUNTRIES	1,100
New Mexico	2		
New York	3		
Ohio	11		
Oklahoma	3		
Oregon	6		
Pennsylvania	2		
Puerto Rico	7		
South Carolina	2		
Tennessee	1		
Texas	58		
Utah	1		
Virginia	2		
Washington	11		
West Virginia	2		
Wisconsin	5		
Wyoming	3		
TOTAL UNITED STATES	1,053		



Student Rights & Code of Conduct

Table of Contents

[Code of Conduct](#)

[Harassment](#)

[Missing Student Policy](#)

[Obscene or Profane Materials](#)

[Photo and Video Policy](#)

[Safety and Security Equipment](#)

[Sexual Misconduct Policy](#)

[Solicitation](#)

[Dismissal or Removal](#)

[Grievance Procedure for Students](#)

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, Graceland's values of "learning, community, and wholeness" shape the community that we strive to be. Our Code of Conduct reflects these values, and consequently there are some behaviors that are not acceptable at Graceland University. For the sake of clear expectations, those are named below.

EXPECTATIONS AND VIOLATIONS

You are an important member of the Graceland community. Like all communities, we have expectations about how we live, study, work and play together. All members of the Graceland community are expected to respect one another, to respect themselves, to respect personal and university property, and to respect the principles of integrity, hard work and personal responsibility. With this being the case, the following behaviors have been identified as inappropriate, and a violation may result in disciplinary action. Although specific violations have been identified, it is recognized that other types of inappropriate behavior, which are detrimental to the best interests of the University or members of its faculty, staff, or student body, may be referred for disciplinary review.

Class A Violations

1. Possessing candles and/or incense in university housing.

2. Excessive noise, including violation of courtesy and quiet hours.
3. Littering.
4. Pets (other than fish) in university housing.
5. Removal of window screen in university housing.
6. Violation of the visitation policy which is contained in the Guide to Community Living in the Student Handbook – Lamoni campus. (first offense)
7. Violations of other stated residence hall rules and regulations contained within the Guide to Community Living in the Student Handbook.

Class B Violations

1. Consumption or possession of alcoholic beverages or their containers on university property or at a university event (first offense). Please note: Possession also means being in the presence of alcohol or their containers. (first offense)
2. Destroying, damaging, endangering or vandalizing private, public or university property (first offense)
3. Failure to present identification, identify self, falsely identifying self and/or failure to comply with the directions of a university officer acting in the performance of their duties. (first offense)
4. Illegal gambling on university property or at a university event.
5. Use or evidence of use of tobacco in any form or use of electronic cigarettes/vaporizers on university property or at a university event (first offense)
6. Use of university property or services without proper authorization.
7. Violation of the visitation policy which is contained in the Guide to Community Living within the Student Handbook – Lamoni campus. (second offense).
8. Violation of Residence Hall Probation.
9. Any disruptive and/or abusive behavior which disrupts a class, an official university function or the living/learning environment of the university Please note: impairment due to substance use may be deemed disruptive behavior. (first offense)

Class C Violations (Anywhere, Anytime)

1. Any disruptive and/or abusive behavior which disrupts a class, an official university function or the living/learning environment of the university. Please note: impairment due to substance use may be deemed disruptive behavior. (second offense)
2. Any form of theft or stealing.
3. Consumption or possession of alcoholic beverages or their containers on university property or at a university event (second offense). Please note: Possession also means being in the presence of alcohol or their containers.
4. Destroying, damaging, endangering or vandalizing private, public, or university property. (second offense)
5. Destroying, tampering with or altering smoke detectors, fire alarms or other safety equipment.
6. Discrimination or harassment, including but not limited to racial, sexual, ethnic, national or religious discrimination or harassment (see Harassment, Discrimination, Sexual Misconduct Policy in Student Handbook)

handbook).

7. Endangering the health or safety of any member of the community, or threats of endangerment.
8. Failure to present identification, identify self, falsely identifying self and/or failure to comply with the directions of a university officer acting in the performance of their duties. (second offense)
9. Hazing.
10. Intentional misuse/abuse of the university computer system, or repeated unintentional misuse/abuse. (See Technology Ethics and Use Policy contained in the Student Handbook)
11. Lying to University officials or to a disciplinary council.
12. Sexual behavior that is offensive or fails to respect other's rights. (see Harassment, Discrimination, Sexual Misconduct Policy in Student handbook)
13. Sexual contact or sexual touching of another person without consent. (see harassment, Discrimination, Sexual Misconduct Policy in Student handbook)
14. Striking another person without consent.
15. Use or evidence of use of tobacco in any form, or use of electronic cigarettes/ vaporizers on University property or at a university event. (second offense)
16. Use or possession of synthetic marijuana (e.g. K2, Spice, Black Mamba) or any controlled substance, including, but not limited to, narcotic drugs, marijuana, stimulants, barbiturates and/or hallucinogenic drugs, unless prescribed by a licensed physician. Possession of drug paraphernalia. Please note: possession also means being in the presence of a controlled substance, synthetic marijuana, or drug paraphernalia
17. Distribution of marijuana, synthetic marijuana, or any controlled substance including, but not limited to narcotic drugs, marijuana, stimulants, barbiturates and/or hallucinogenic drugs.
18. Use or possession of firearms, ammunition, fireworks (including smoke bombs), explosives, incendiary devices, weapons, dangerous substances, and/or materials prohibited by law while on campus or in attendance at university sponsored activities. Please note: possession also means being in the presence of any of the aforementioned items.
19. Viewing or displaying pornography in a public access area or computer lab.
20. Violation of university policies, city ordinances and/or state and federal laws.
21. Violation of Conduct Probation or Strict Campus Conduct Probationary status.

Lack of mention in the Code of Conduct with regard to objectionable actions does not imply approval, and may result in disciplinary action.

DISCIPLINARY HEARINGS AND COUNCILS

The following disciplinary hearings and councils have been formed to hear cases based upon where the violation took place, the severity of the violation, and which council, in the opinion of the Dean of Students or designated Residential Life Professional is best equipped to handle the hearing of a particular violation. Students who admit they are "in violation" may ask for an administrative hearing with either a Residence Hall Director (Class A and Class B violations) or the Director of Residence Life or the Dean Students (Class C violations). The administrator has the right to not hear a case. If the case is not heard by the administrator, the case will be referred to the Council on Student Welfare.

The Council on Student Welfare (CSW) is a council composed of faculty administrators and students as outlined in the GSG Constitution. A quorum of five CSW members, with representation from student, faculty, and administrative members is required to conduct a hearing. The Dean of Students or Residence Life Director will serve as advisory members to the CSW. The Council on Student Welfare may hear Class C violations and any case in which dismissal from the University is a possible sanction.

PLEASE NOTE: The Dean of Students may opt to handle any alleged violation at any time. Local authorities may also be called to handle potentially dangerous situations. Actions taken by local authorities will be in addition to disciplinary action by the University.

SANCTIONS

Graceland's values of community, learning, and wholeness guide its approach to justice. We see restorative justice (reconciliation and reparative action), distributive justice (all parties receive what is fair and due), and procedural justice (practical wisdom of due process) over retributive justice whenever possible and practical. The purpose of sanctions is not to punish, but to help a student grow in their understanding of personal responsibility, to protect the community, and to help the student become an accountable member of the community. Consequently, there is no prescriptive formula for applying sanctions, as each student will be treated as a unique individual. Therefore, the list of sanctions below are options for university authorities and councils to consider, but the actual measures taken will depend upon the severity of the violation, previous offenses, degree of involvement, and individual circumstances. These sanctions and their descriptions shall serve as guidelines for the university and may be modified and used in any combination to meet the needs of the university and the individual student involved.

A record of the disciplinary action will go to the student. A copy of the action will be kept in the Dean of Student's Office. Disciplinary actions are not recorded on a student's permanent file unless a student is dismissed from the University.

ACQUITTAL

Student is found not to be in violation of the charge against them and the matter is dismissed.

FACILITATED CONVERSATION

In facilitated conversation, the student found in violation of the Code of Conduct must engage in a conversation with the offended parties regarding the incident in question. The conversation is facilitated by a third party selected by the administrator or council hearing the case.

REFLECTION OR RESEARCH PAPER

The student is required to write a paper that involves research and/or reflection on a matter pertinent to the Code of Conduct violation that they were found in violation of. Students given this sanction will meet with a person designated by the administrator or council hearing the case, in order to discuss the paper.

RESTITUTION

Payment for repair or replacement costs of property damaged or lost. Full payment is due in the Student Life Office within 21 calendar days (three weeks) from the date the sanction is issued.

COMMUNITY SERVICE

The work, not less than five hours and not more than ten hours per violation, may be assigned. Community service may be administered as a sanction in place of or in addition to a fine. It is most appropriate when it is believed that the student will learn the consequences of their actions as a result of the service. It is also appropriate when the action that brought the student to disciplinary review involved a lack of concern for the community. Community service must be completed within 21 calendar days (three weeks) from the date the sanction is issued. If hours are not completed within this time frame, a fine (amount to be determined by the administrator/council) will be applied to the student's account.

FINES

Fines will depend upon the severity of the violation, previous offenses, degree of involvement, and the circumstances. Fines may be levied as a sanction according to the following guidelines:

- Class A violations: Fines may be assessed up to \$50 per violation.
- Class B violations: Fines may not exceed \$100 per violation.
- Class C violations and other cases heard: The fine will not exceed \$250 per violation - with the exception of violations of C5 which will not exceed \$500 per violation. Full payment is due in the Student Life Office within 21 calendar days (three weeks) from the date the sanction is issued.
- The student may be ordered to make restitution to the University for vandalism or to another injured party, in addition to any fine that may be given.

ALCOHOL EDUCATION

Offenders of the alcohol policy may be required to complete an alcohol awareness course and/or meet with a personal counselor.

DRUG RESPONSE PROGRAM

The student will be required to undergo a substance abuse assessment and, if recommended by the administrator of the assessment, must engage in subsequent substance abuse counseling. The expense of the assessment and required sessions will be the responsibility of the student. The initial session must be scheduled by the student within one week from the date the sanction is issued.

ANGER MANAGEMENT COUNSELING

A student issued this sanction will be required to meet with a counselor until released by the counselor. The first session must be scheduled by the student within one week from the date the sanction is issued.

COMPUTER USAGE RESTRICTIONS

A student may be restricted from certain privileges for a given time.

PARENTAL NOTIFICATION

A decision to notify parents depends upon the severity of the violation, degree of involvement and the circumstances surrounding the incident. Students may choose or may be requested to join the administrator when parental contact is made.

PROGRAM DIRECTOR NOTIFICATION

Program directors, including coaches, will be notified if a student is in violation of a Class C Violation. The program director may impose further sanctions at their discretion.

RESIDENCE HALL PROBATION

This is a formal probationary status for a period of time not to exceed one semester. The terms and conditions will be set by the RLC, CSW, Dean of Students or Residence Life Director, depending on the circumstances and the individual needs of the student.

REQUIRED HOUSE CHANGE

The student will be required to change Houses. If the student is living in the residence halls, the student will be required to change floors. The student will not be allowed to attend House-sponsored events of the previous House membership.

CONDUCT PROBATION - Class C Only

This is a formal probationary status for a period of time determined by CSW, Residence Life Director, or the Dean of Students. Restrictions and provisions of this probation are individualized to allow for the particular need of the student, the University and/or the situation. The student will be prohibited from holding office in extracurricular clubs and/or house councils. Any further violations while on probationary status means that the student is subject to further disciplinary action.

STRICT CONDUCT PROBATION - Class C Only

This term describes a set of conditions making it possible for a student to remain a student in the university in spite of a serious violation. This action is a formal probationary status during which the student is removed from good standing at the university. This status is very near dismissal from the university and indicates the extreme seriousness of the probation. The student will may have one or more of the following conditions imposed when removed from good standing. These conditions will remain in effect until the student is returned to good standing at the university.

- The student will be ineligible to graduate until the student is returned to good standing.
- The student will be restricted from representing the university in any public performance or exhibit, sporting event, intramural event, committee assignment or in running for and/or holding any governmental office or any office in a recognized student organization.
- The student will be ineligible to receive scholarships and/or or grants from the university with the exception of need-based aid.
- Any further violation of university standards while on probationary status means that a student is subject to suspension from the university.

DISMISSAL FROM RESIDENCE HALLS - Class C Only

The student will be required to move out of the residence halls within 72 hours after issue of this sanction. The terms of the dismissal as well as the length of time this dismissal will remain in effect will be determined by the CSW, Residence Life Director, or the Dean of Students. A student placed on probationary status will be banned from all residence halls and may not attend House sponsored events without the specific permission of the Dean of Students.

DISMISSAL FROM THE UNIVERSITY - Class C Only

A student may be dismissed immediately from the university for a period of time to be designated by the CSW or the Dean of Students.

APPEAL PROCEDURES

Any student found in violation of the Code of Conduct has the right to appeal their case. In cases heard by the Hall Director or the Residence Life Council, appeals will be heard by the Residence Life Director. In cases heard by the Residence Life Director, appeals will be heard by the Vice President for Student Life/Dean of Students. In cases heard by the Council on Student Welfare or the Vice President for Student Life/Dean of Students, appeals will be heard by the Vice President Council. The Vice President Council is composed of the Vice President for Academic Affairs (chair) and one other Vice President (other than the VP for Student Life).

If a student wishes to appeal a decision, they must submit a written appeal within three days (72 hours) after the student has been notified of the decision. Appeals will be heard based on the following:

- Insufficient evidence
- Lack of due process
- Prejudice on part of person/council hearing the case
- Improper notification of the hearing

Questions concerning policies or procedures may be directed to Dave Schaal, Vice President for Student Life and Dean of Students (dschaal@graceland.edu).

([table of contents](#))

Harassment

Harassment of students is not tolerated at Graceland University. Harassment undermines the mission of the university through its insidious and detrimental impact on individual students, faculty, staff and on the university community as a whole. 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.

Additional information is available in the Dean of Students Office to all current students, and to any applicant for enrollment. Please review the Harassment, Discrimination and Sexual Misconduct Policy is available [online](#) or in the Dean of Students Office.

([table of contents](#))

Missing Student Policy

Graceland's [Missing Student Policy](#) is designed to guide a collaborative response if a student living in university-owned, on-campus housing, who based on the facts and circumstances known to the university is determined to be missing.

Anyone who believes a residential student is missing needs to report their concern to the Dean of Students' Office which will investigate each report and make a determination whether the student is missing.

A student will be deemed missing when he or she is absent from the University for more than 24 hours without any known reason. This policy is in compliance with the Higher Education Opportunity Act of 2008.

Each residential student will have the opportunity to identify an individual to be contacted by the university in case the student is determined to be missing. This confidential, emergency information will be available to the Dean of Students and may be updated at any time by the student in [My Graceland](#).

If a missing student is under the age of 18 the university is required to notify the parent or guardian of the missing student no later than 24 hours after the determination by the Dean of Student's office that the student is missing. The Dean of Students' office will also notify the Lamoni Police Department no later than 24 hours after it is determined a student is missing.

[\(table of contents\)](#)

Obscene or Profane Materials

Faculty, students and all other persons associated with Graceland University are prohibited from distributing and/or displaying in any manner, including but not limited to the mail, computer transmission or posting, of any material that is obscene or profane. This is not intended to prohibit the use of materials that may have an obscene or profane content for demonstrable educational purposes. Accessing obscene or profane materials in public areas is forbidden. The determination that material is inappropriate is at the sole discretion of the university and will be made based on the university's understanding of prevailing community standards. Violation of this policy will result in referral to the Dean of Students office for disciplinary action.

[\(table of contents\)](#)

Photo and Videotape Policy

Graceland University takes photographs and videos of students throughout the year. These images often include students in classrooms, residence halls, micro labs, athletic events and other university activities. Graceland University reserves the right to use these photographs and videos in the promotion of the university. Students who enroll at Graceland University do so with the understanding that photographs may be taken that would include them and these photos may be used in university publications, websites, newspapers and other media for promotional purposes only. Names of students may also be released to the

press regarding student involvement in academic and extracurricular activities.

[\(table of contents\)](#)

Safety and Security Equipment

Severe disciplinary action will be taken against persons tampering with security and safety equipment or other acts that put the campus community at risk (e.g. loaning an ID card to someone else for unauthorized entrance to a building, propping a locked door open or allowing unauthorized access to secured areas).

[\(table of contents\)](#)

Sexual Misconduct Policy

Please see the Harassment, Discrimination, and Sexual Misconduct Policy available [online](#) or in the Dean of Students office by request.

[\(table of contents\)](#)

Solicitation

The selling of items or solicitation of funds, by anyone including students, is prohibited on campus. Any exception to this policy must be cleared through the Council on Student Life. If you are approached on campus to make a purchase, please notify your Residence Hall Director or the Vice President for Student Life/Dean of Students.

[\(table of contents\)](#)

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.

[\(table of contents\)](#)

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. Academic issues will be handled

under the supervision of the Vice President for Academic Affairs, student-related ones by the Vice President for Student Life, athletics-related ones by the Athletic director, etc. Graceland University will handle complaints or concerns with sensitivity, confidentiality, and with respect to the Graceland community.

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.

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 or designee of the Dean of Students (Lamoni) for counseling and assistance or the respective School Dean (Independence) or designee. In the case of academic matters, the designee will be the chair of the division or dean of the school.
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 addressed within seven days. If mediation is successful, the results of that process are final. Unsuccessful resolution moves the matter to the formal procedure level of mediation. 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, at the level where the matter is resolved. A copy of the summary will also be sent to the appropriate vice president, where it will be filed in his/her office.

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. In the case of academic matters, the designee will be the chair of the division or dean of the school.
3. The Dean of Students 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, which is final.

**Issues dealing with harassment, including sexual harassment, will be handled in accordance with the University [Harassment Policy](#). Issues involving student final grades are not subject to this grievance policy. Refer to the "[Student Appeal of Final Grade](#)" policy and procedure.

In addition to the grievance policy stated above, students who feel a complaint has not been resolved may contact the Iowa College Student Aid Commission (Iowa College Aid) at (877) 272-4456 or by using the following URL: <https://www.iowacollegeaid.gov/StudentDisputeResolutionForm>

([table of contents](#))

Undergraduate Catalog



2019 - 2020 Undergraduate 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 2020 – 2021.

Table of Contents

[Application Fee](#)

[Institutional Deposit](#)

[Tuition and Auditing](#)

[Room Rates \(Lamoni Campus\)](#)

[Board \(Lamoni Campus\)](#)

[Additional Costs](#)

[Tuition and Fees](#)

[General Fees](#)

[Lamoni Campus Program](#)

[Accelerated College Education Program \(ACE\)](#)

[Center for Graduate and Continuing Studies \(CGCS\)](#)

[School of Education](#)

[School of Nursing](#)

[Financial Arrangements](#)

[How do I pay my bill?](#)

[Payment Plans](#)

[Late Payments](#)

[Credit Balance](#)

[Withdrawal from the University](#)

[Refunds and Return of Financial Aid for University Withdrawals](#)

[Course Withdrawals](#)

[Refunds and Return of Financial Aid for Course Withdrawals](#)

[Refund of Institutional Deposit](#)

[Retired Citizen Tuition Waiver](#)

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. Not applicable to the Lamoni Campus traditional Program.

[\(table of contents\)](#)

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 May 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 midsession 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.

[\(table of contents\)](#)

Tuition and Auditing

Undergraduate students on the Lamoni Campus and undergraduate 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 hours with a cap of 21 semester hours in a given semester. Hours over 21 will not be waived.

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.

[\(table of contents\)](#)

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. 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 with no refund.

[\(table of contents\)](#)

Board (Lamoni Campus)

Lamoni Campus residence hall students are required to purchase full board meal plans. Lamoni Campus students residing in the Small and Thomas apartments are required to purchase a 5 meal plan. 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.

[\(table of contents\)](#)

Additional Costs

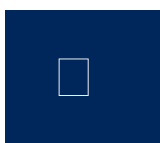
The cost of books and supplies varies by program. The amount provided as expected budget is \$660.00 per semester for purchase of books and supplies for undergraduate on-campus programs.

Special lesson and/or course fees exist. Please refer to the Lamoni Campus Program Tuition & Fees for specific information.

Athletic equipment costs vary by sport and student. Please contact your coach for cost information.

[\(table of contents\)](#)

[Undergraduate Catalog](#)



General Fees

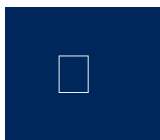
(applicable to all programs unless otherwise specified)

2019-20 General Fees

FEE	COST
Acacia Yearbook	\$ 55.00 (included in graduation fee)
Application Fee (Missouri program students have a three business day right of rescission.) (Not applicable to the Lamoni Campus traditional program.)	\$ 50.00
Audit Fee (Course Audit is not offered in all programs. There is no audit fee or additional tuition charge for Lamoni Campus or Independence Campus Nursing Program full-time students auditing courses when the total of semester hours of courses for credit and audit is 10 or more, including hours over 18.)	50% Program's Regular Tuition
Diploma Replacements with Cover	\$ 50.00
Diploma Replacements without Cover	\$ 40.00
Distance Learning Bookstore Restocking Fee	\$ 10.00 per occurrence
Excess Check Overnight Mailing Fee (nonrefundable)	\$ 35.00
Experiential Learning Credit Fee (nonrefundable)	\$ 100.00 per credit hour
Extension Fee for Incomplete Course (nonrefundable)	\$ 100.00
Online Access Extension Fee (online access beyond course dates)	\$ 110.00
Graduation Fee (due with application for graduation) (nonrefundable)	\$ 100.00
Graduation Fee Lamoni Campus students (includes a copy of Acacia)	\$ 165.00
ID Card Replacement Fee (nonrefundable)	\$ 15.00
International Travel SOS Emergency Assistance Fee (nonrefundable) (Travel outside the U.S., including students in independent studies or internships, unless already a component of an existing charge.)	\$ 100.00

Late Change of Registration Fee (requires official approval) (nonrefundable)	\$ 50.00
Late Financial Clearance Fee (nonrefundable)	\$ 200.00
Payment Plan Processing Fees (nonrefundable)	\$ 50.00 for plans > 2 months
Proficiency Examination Fee (nonrefundable)	\$ 100.00 per credit hour
Online Access for Proficiency Exam (nonrefundable)	\$ 110.00 per online exam
Program Re-Sequencing Fee (applicable as determined by program) (nonrefundable)	\$ 100.00
Reactivation Fee (Missouri program students have a three business day right of rescission.) (Applied if students have had a major semester elapse since their last enrollment.) (nonrefundable)	\$ 50.00
CEU Credit Recording Fee for Seminars and Workshops (may have additional costs)	\$ 20.00 per event
College Level Examination Program (CLEP) Recording Fee (nonrefundable)	\$ 20.00 per semester hour
Excelsior College Exam (non nursing) Recording Fee (nonrefundable)	\$ 20.00 per semester hour
Joseph Smith Historical Center Internship Recording Fees (nonrefundable)	\$ 60.00 per student
Kirtland Temple Historic Center Internship Recording Fees (nonrefundable)	\$ 60.00 per student
Living History Farms Internship Recording Fees (nonrefundable)	\$ 60.00 per student
Returned Check Service Charge (nonrefundable)	\$ 30.00 per check
Student Health Insurance for International Students (nonrefundable)	
Fall Semester	\$ 602.00 per semester
Spring Semester	\$ 842.80 per semester
Official Transcript Fee (nonrefundable)	\$ 10.00 per each transcript
Unofficial Transcript Fee (nonrefundable)	Available free online through My Graceland
Transcript Faxing Fee	\$ 3.00 each transcript
Transcript Overnight Mailing Fee	\$ 50.00
University Technology Fee: Lamoni or Independence full-time, on campus students (hours 10 or more) (nonrefundable)	\$ 150.00 fall / spring

University Technology Fee: Lamoni or Independence part-time, on campus students (under 10 hours) (nonrefundable)	\$ 10.00 per credit hour
University Technology Fee: All other students except ACE and SkillPath (nonrefundable)	\$ 4.00 per credit hour
Visiting Student Fee (Global Campus) (Missouri program students have a three business day right of rescission) (nonrefundable)	\$ 50.00 per course
Wiring Fee - Domestic Wires	\$ 8.00 each
Wiring Fee - International Wires	\$ 45.00 each



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Lamoni Campus

2019-20 Tuition and Fees

Tuition

FEE	AMOUNT
Total for full-time tuition, standard two-person room, full meal plan, university technology fee and student activity fee	\$39,520.00 per year \$19,760.00 per semester
Full-time tuition (semester hours 10-18)	\$29,750.00 per year \$14,875.00 per semester
Part-time tuition (semester hours less than 10 or over 18)	\$800.00 per semester hour

Room (nonrefundable after the first week of school)

ITEM	FEE
Standard two-person room	\$3,490.00 per year \$1,745.00 per semester
Semi-private room	\$3,970.00 per year \$1,985.00 per semester
Private room	\$4,420.00 per year \$2,210.00 per semester
Small and Thomas Apartments rental (per student rate) (unfurnished)	\$450.00
Small and Thomas Apartments rental (per student rate) - Two students	\$4,970.00 per year \$2,485.00 per semester
Small and Thomas Apartments rental (per student rate) - Three students	\$4,590.00 per year \$2,295.00 per semester
Small and Thomas Apartments rental (per student rate) - Four students	\$4,380.00 per year \$2,190.00 per semester

Small and Thomas Apartments Animal deposit	\$450.00
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Board

PLAN	FEE
Full meal plan (available to all students)	\$5,610.00 per year \$2,805.00 per semester
Five-meal plan (available to students in apartments and off campus)	\$2,840.00 per year \$1,420.00 per semester
21 Plus Meal Plan	\$5,770.00 per year \$2,885.00 per semester

Student Fees

ITEM	FEE
Student Activity Fee (students in 10 or more hours) (\$50 of this fee is nonrefundable because it provides \$50 of dining program G Bucks)	\$370.00 per year \$185.00 per semester
University Technology Fee (full-time students) (part-time students are charged \$7 credit hour)	\$300.00 per year \$150.00 per semester

Other Fees

ITEM	FEE
Athletic Participation Fee (nonrefundable) (Assessed in fall to all students with athletic scholarships)	\$100.00 per year \$50.00 for spring only students
Background Check (Education Major)	\$35.00 one time
Business/Marketing Course Fees	
BUAD4210 - Seminar - Social Media Marketing	\$60.00 per course
SPMT3300 - Sport Marketing	\$10.00 per course
C-BASE testing fee (Education majors)	\$60.00 per test
Deposit (one-time fee, to be paid prior to enrollment)	\$200.00

Education technology fee (Education majors) (nonrefundable)	\$110.00 per year
English course fees - ENGL3530 Digital Filmmaking	\$135.00 per course
G Bucks dining program (nonrefundable) (\$50 of the \$185 student activity fee)	\$50.00 per semester
Health and Movement Science course fees	
ATHT4730, ATHT4901, HLTH1100, PHED2250, PHED2720, RECR1100	\$35.00 per course
PHED0610 Life Guard Training	\$70.00 per course
PHED0360 Scuba Diving	\$150.00 per course
PHED4720 Practicum III	\$250.00 per course
iPad Initiative Fee (Education majors) (nonrefundable)	\$700.00 one time
Keyboard/Piano class lab fees	
MUSC1710, MUSC1720 - Keyboard Skills I and II	\$40.00 per course
MUSC1740 - Piano Class	\$40.00 per course
MUSC2120 - Piano Class for Proficiency	\$40.00 per course
Music Course Fee - MUSC1120	\$50.00 per course
Music instrument rental fee	\$25.00 per semester
Music lesson course fees	
One semester hour	\$380.00
Two semester hours	\$500.00
Three semester hours	\$530.00
Four semester hours	\$575.00
Music senior recital fee - MUSC4700	\$55.00 per semester
Program Support Fee (online courses)	\$18.00 per course
Retired citizen administration fee (tuition waived for one course per semester)	\$50.00 per semester
Science laboratory course fee	
BIOL1520, 2300, 2430, 2440, 3400, 3420, 3440	\$25.00 per course
BIOL2100, 2360, 4120, 4130 / CHEM4120, 4130	\$40.00 per course

BIOL3310, 4450	\$50.00 per course
BIOL4310 / CHEM1431, 1441, 4310	\$60.00 per course
CHEM3300, 3411, 3421, 3610, 3620, 4330	\$30.00 per course
Student Teaching fee (Additional costs may result if student is 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.)	\$185.00
Studio Art course fees	\$10.00 per course
Study Abroad enrollment fee (nonrefundable)	
Fall or spring semester	\$500.00
Summer session	\$300.00
Internship only/individual study (any session FA/SP/SU)	\$150.00
Theatre Course Fee	\$45.00 per course
Vehicle registration fee (nonrefundable) (whether residing on or off campus)	\$50.00 per year

Lamoni Campus - Discounts

Honors Program tuition waiver: 100 percent waiver over 18 hours
Tuition waiver for hours over 18, for students officially admitted to the Honors Program with a cap of 21 hours. Hours over 21 will not be waived.

Music lesson tuition waiver: 100 percent waiver over 18 hours
Applicable to music majors, minors and Lamoni Campus full-time students for hours over 18 due to Music Lesson Course enrollment.

Retired Citizen Tuition Waiver: 100 percent waiver (students 60 years of age or over)
Tuition waived for one course per semester and requires a \$50.00 administration fee.

Lamoni Campus - Summer Session

ITEM	FEE
Tuition	\$335.00 per semester hour
Room - Small and Thomas Apartments (see Housing Contract for dates)	
Two students	\$1,605.00 per student

Three students	\$1,480.00 per student
Four students	\$1,330.00 per student
Summer storage (current students only)	\$200.00 per student

Summer Travel Programs

Full-time Lamoni Campus students who have earned a minimum of 15 s.h. in residence will have the option to enroll in the following off-campus experiences tuition-free during the summer session. Trip expenses will still apply. If conditions have not been met, full tuition will be charged.

Travel Experiences Tuition Waiver (either group-led or study abroad program approved)

If student is enrolled full-time at least one semester in the preceding academic year and completed 15 s.h. in residence. Fees, room, board and other costs may still apply.

100% One Course per Summer

Internships, Practicums and Individual Studies Abroad Tuition Waiver

If student is enrolled full-time at least one semester in the preceding academic year and completed 15 s.h. in residence. Fees, room, board and other costs may still apply. Students may enroll in a maximum of 3 s.h. of internship, practicum, or individual study abroad per academic year tuition-free.

100% One Course per Summer

Trip Expenses

Trip expenses are required to be paid prior to trip departure. Student account needs to be in good standing (either paid in full or current on payment plan.)

Determined per program

For more information regarding additional fees, please see [General Fees](#).

Undergraduate Catalog



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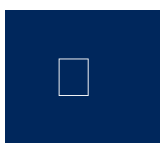
[Home](#) / [Undergraduate Catalog](#) / [ACE Program](#)

2018 - 2019 Tuition and Fees

Accelerated College Education Program (ACE)

Tuition			
In-School Option (High school supplies instructor & book)	\$	30.00	semester hour

For more information regarding additional fees, please see [General Fees](#).



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Center for Graduate and Continuing Studies (CGCS)

2019-20 Tuition and Fees

General Education Online Courses

General Education Course tuition and fees

(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 10-18 hours full-time rate.)

FEE	COST	TERM
Tuition - Online and Classroom Courses	\$ 460.00	semester hour
Program Support Fee (online courses)	\$ 18.00	course

Undergraduate Business Programs

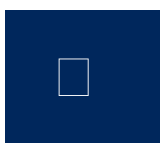
FEE	COST	TERM
Tuition - Online (courses for major, electives and general education)	\$ 365.00	semester hour
Program Support Fee (online courses)	\$ 18.00	course
Program Re-sequencing Fee (nonrefundable)	\$ 100.00	

Undergraduate Criminal Justice Programs

FEE	COST	TERM
Tuition - Online (courses for major, electives and general education)	\$ 365.00	semester hour
Program Support Fee (online courses)	\$ 18.00	course
Program Re-sequencing Fee (nonrefundable)	\$ 100.00	

For more information regarding additional fees, please see [General Fees](#).

[Undergraduate Catalog](#)



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Gleazer School of Education Undergraduate Programs

2019-20 Tuition and Fees

Bachelor of Education Programs

Independence, Missouri Campus

Lamoni, Iowa Campus

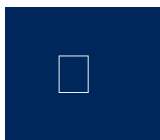
Tuition	\$	370.00	semester hour
Background Check	\$	35.00	one time
Campus Fee (Independence Campus)	\$	75.00	year
C-BASE Testing Fee	\$	60.00	
Education Technology Fee (nonrefundable)	\$	110.00	year
iPad Initiative Fee (nonrefundable)	\$	700.00	one time
Program Support Fee (online courses)	\$	18.00	course
Student Teaching Fee	\$	185.00	

Additional costs may result if Student Teaching outside a 40 mile radius of either the Lamoni or Independence campus.

(Elementary, Secondary and K-12 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](#).

[Undergraduate Catalog](#)



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 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 \$200.00 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.

Table of Contents

[Financial Arrangements](#)

[How do I pay my bill?](#)

[Payment Plans](#)

[Late Payments](#)

[Excess Policy](#)

[Withdrawal from the University](#)

[Refunds and Return of Financial Aid for University Withdrawals](#)

[Course Withdrawals or Changes in Enrollment Status](#)

[Refund and Return of Financial Aid for Course Withdrawals or Changes in Enrollment Status](#)

[Return of Institutional Deposit](#)

How do I pay my bill?

(All payments are due in U.S. funds.)

[Pay Online](#)

Pay online using credit card or debit card.

Mail your payment to:

Graceland University, Student Financial Services, 1 University Place, Lamoni, IA 50140

Contact Student Financial Services to pay by phone:

1-866-786-2792 option 2

Or e-mail Student Financial Services at myfinancials@graceland.edu

Fax Number: 641-784-5242

([table of contents](#))

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 \$50.00 for plans 3 months or longer. Students or parents interested in a payment plan should contact the office of Student Financial Services.

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.

([table of contents](#))

Credit Balance

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.

([table of contents](#))

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 Retention 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 last date of attendance 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.

[\(table of contents\)](#)

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. 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 Student Financial Services with specific questions.

[\(table of contents\)](#)

Course Withdrawals

Graceland University students may withdraw from a course through the 13 percent point of the semester without a "WD" grade. A grade of "WD" is recorded in any course when the student withdraws after the 13

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.

Course withdrawals must be initiated by students. 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.

[\(table of contents\)](#)

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:

1. For programs assessing hourly tuition rates, withdrawals from courses only one sub-session in length will calculate refunds through the 60 percent point in the sub-session using the notification date and the date range of the sub-session.
2. For programs assessing full-time tuition rates, course withdrawals through the 13 percent point of the semester reducing enrollment from full-time to part-time will result in a refund of the full-time tuition charge and a reassessment of tuition at the part-time hourly rate. Full-time students withdrawing from courses in these programs after the 13 percent point do not qualify for refunds.

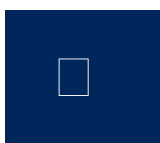
Contact Student Financial Services with specific questions.

[\(table of contents\)](#)

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 following the end of the semester or term.

[\(table of contents\)](#)



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[Home](#) / [Undergraduate Catalog](#) / [School of Nursing](#)

School of Nursing Undergraduate Tuition and Fees

Table of Contents

[Traditional BSN-RN Program - Tuition and Fees](#)

[Distance Learning BA-HCM Program - Tuition and Fees](#)

[Distance Learning RN-BSN Program - Tuition and Fees](#)

[Distance Learning RN-MSN Program - Tuition and Fees](#)

Traditional BSN-RN Program

2019-20 Tuition and Fees

Tuition			
Full-Time Tuition (semester hours 10-18)	\$	14,875.00	semester
Part-Time Tuition (semester hours less than 10 or over 18)	\$	800.00	semester hour
Late Registration Fee	\$	100.00	
Reactivation Fee	\$	500.00	

Junior Year

Summer 2019			
Tuition - 9 hours at \$800/semester hour	\$	7,200.00	
Campus Fee	\$	75.00	
Clinical Fee (nonrefundable)	\$	850.00	
Clinical Resource Fee	\$	25.00	
Materials Fee	\$	10.00	

Testing Fee	\$	735.00
University Technology Fee (\$10 per credit hour)	\$	90.00
Fall 2019		
Full-Time (semester hours 10-18)	\$	14,875.00
Activity Fee	\$	95.00
Clinical Fee	\$	165.00
Liability Insurance	\$	75.00
Materials Fee	\$	95.00
University Technology Fee	\$	150.00
Spring 2020		
Full-Time (semester hours 10-18)	\$	14,875.00
Activity Fee	\$	95.00
Program Support Fee - NURS4340 Community Health Care	\$	18.00
Testing Fee	\$	735.00
University Technology Fee	\$	150.00

Senior Year

Summer 2019		
Tuition - 9 hours at \$800/semester hour	\$	7,200.00
Activity Fee	\$	95.00
Clinical Resource Fee	\$	25.00
Testing Fee	\$	350.00
University Technology Fee (\$10 per credit hour)	\$	90.00
Fall 2019		
Full-Time (semester hours 10-18)	\$	14,875.00
Activity Fee	\$	95.00

Campus Fee	\$	75.00	
Clinical Fee	\$	115.00	
Liability Insurance	\$	75.00	
Materials Fee	\$	95.00	
Program Support Fee - NURS3290	\$	18.00	per course
University Technology Fee	\$	150.00	

Tuition Waivers and Discounts

Honors Student Tuition Waiver	100% Waiver over 18 hours
(Waiver of tuition charges for hours over 18 due to Honors Program enrollment with a cap of 21 hours. Hours over 21 will not be waived.)	

For more information regarding additional fees, please see [General Fees](#).

[\(table of contents\)](#)

Distance Learning BA-HCM Program

This program is no longer accepting new students. (Effective Fall 2018)

2019-20 Tuition and Fees

Distance Learning BA-HCM Program Tuition and Fees

FEE	COST	TERM
Tuition	\$ 395.00	semester hour
Experiential Learning Credit Recording Fee	\$ 100.00	semester hour
Late Registration Fee	\$ 100.00	occurrence
Program Support Fee (online courses)	\$ 18.00	course
Re-Sequencing Fee	\$ 100.00	occurrence

For more information regarding additional fees, please see [General Fees](#).

[\(table of contents\)](#)

Distance Learning RN-BSN Program

2019-20 Tuition and Fees

FEE	COST	TERM
Tuition: RN-BSN Programs	\$ 495.00	semester hour
Tuition: All Other Programs	\$ 530.00	semester hour
Clinical Resource Fee (Annually assessed in June each year)	\$ 25.00	year
Late Registration Fee	\$ 100.00	occurrence
Program Support Fee (online courses)	\$ 18.00	course
CLEP Exam Recording Fee (nonrefundable)	\$ 20.00	semester hour
Dantes Exam Recording Fee (nonrefundable)	\$ 20.00	semester hour
Excelsior Exam Recording Fee (nonrefundable)	\$ 20.00	semester hour
Re-Sequencing Fee	\$ 100.00	occurrence
Research Fee - Intro to Evidence-Based Nursing	\$ 50.00	course

For more information regarding additional fees, please see [General Fees](#).

[\(table of contents\)](#)

Distance Learning RN-MSN Program

2019-20 Undergraduate Level Courses Tuition and Fees

FEE	COST	TERM
Tuition	\$ 530.00	semester hour
Clinical Resource Fee (Annually assessed in June each year)	\$ 25.00	year

Late Registration Fee	\$ 100.00	occurrence
Program Support Fee (online courses)	\$ 18.00	course
CLEP Exam Recording Fee (nonrefundable)	\$ 20.00	semester hour
Dantes Exam Recording Fee (nonrefundable)	\$ 20.00	semester hour
Excelsior Exam Recording Fee (nonrefundable)	\$ 20.00	semester hour
Junior Level Nursing Course (Escrow) Recording Fee (nonrefundable)	\$ 25.00	semester hour
Re-Sequencing Fee	\$ 100.00	occurrence
Research Fee - Intro to Evidence-Based Nursing	\$ 50.00	course

2019-20 Graduate Level Courses Tuition and Fees

FEE	COST	TERM
Tuition: Family Nurse Practitioner Program and FNP Post-Master's Certificate	\$ 830.00	semester hour
Tuition: Adult Gerontology Acute Care Nurse Practitioner and AGACNP Post-Master's Certificate	\$ 830.00	semester hour
Tuition: Nurse Educator Post-Master's Certificate	\$ 550.00	semester hour
Clinical Resource Fee (Annually assessed in June each year)	\$ 25.00	year
Core Course Fee - Scholarly Project	\$ 150.00	course
Course Review Fee - NURS6830	\$325.00	course
Focus Session Campus Fee (FNP and NE programs) (nonrefundable)	\$ 180.00	
Focus Session Campus Fee (AGACNP program) (nonrefundable)	\$ 270.00	
NURS5194 - Advanced Practice Procedures in Acute Care Lab Course Fee - (Breakout labs)	\$ 250.00	course
NURS5195 - Advanced Practice Competencies Lab Course Fee - (Breakout labs)	\$ 125.00	course
Late Registration Fee	\$ 100.00	
Practicum Fee: Family Nurse Practitioner - Pediatrics / Adults / Family	\$ 200.00	semester hour
Practicum Fee: Nurse Educator	\$ 200.00	semester hour
Program Support Fee (online courses)	\$ 18.00	course

Re-Sequencing Fee	\$ 100.00	occurrence
Research Fee (NURS5121, NURS5143, NURS5170, NURS6930)	\$ 120.00	course

For more information regarding additional fees, please see [General Fees](#).

[\(table of contents\)](#)

[Undergraduate Catalog](#)



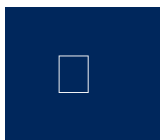
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Retired Citizen Tuition Waiver

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. 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.

[Undergraduate Catalog](#)



Academic Services

Table of Contents

[Student Support Services - TRIO Program](#)

[Student Disability Services](#)

[Graceland University Writing and Tutoring Support](#)

[TRIO Educational Talent Search](#)

[Frederick Madison Smith Library](#)

[The Dr. Charles F. Grabske, Sr. Library and Learning Resource Center - Independence Campus](#)

[Information Technology Services](#)

[Testing Program](#)

Student Support Services - TRIO Program

The Student Support Services - TRIO program is sponsored by Graceland University and funded by a U.S. Department of Education grant. TRIO 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 TRIO Student Support Services is to increase the retention and graduation rates of its selected participants. Program eligibility is based on grant guidelines that determine if the student is low income and first generation (meaning whoever raised the student did not have a four year Bachelor's degree}, or low income and have a documented disability. The TRIO Program provides tutoring, academic advising, STEPS courses, financial literacy training, assistance applying for and understanding financial aid, peer mentoring, and advocacy. Eligibility does not insure program selection. **Student Support Services - TRIO application can be found [here](#).**

[\(table of contents\)](#)

Student Disability 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, the university will provide reasonable academic accommodations for qualifying individuals.

Students who qualify for accommodations are encouraged to contact the Office of Student Disability Services 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 Graceland University Accommodations Request form can be found [here](#).

([table of contents](#))

Graceland University Writing and Tutoring Support

A college education can be strenuous, and many students need academic assistance. We offer a variety of programs on the Lamoni Campus including writing and tutoring assistance.

Writing Support: Graceland University provides a supportive, welcoming environment where students enrolled in all academic programs can work, together with trained tutors, on improving both general writing skills and specific writing assignments. Supported by writing tutors—experienced readers trained to assist at any stage of the writing process—students can learn to become effective writers.

The Graceland University Writing Support program offers both face-to-face tutoring (for on-campus students) and online tutoring (for distance learners). Students are encouraged to schedule appointments by calling (641-784-5077), visiting Student Success Studio (located in FM Smith Library), emailing (writingcenter@graceland.edu) or clicking (My Graceland>Resources>Writing Center).

Tutoring Support: Lamoni campus students may request tutoring as long as the student regularly attends class and a tutor is available. Tutors are hired and trained by the Director of Writing and Tutoring.

If your schedule indicates that there is no tutor currently in place, you can request a tutor by clicking (MyGraceland>Student>Academics>Tutoring). Please include your cell number at the bottom for faster response time. As soon as enough students request help in one particular area, a tutor is hired and scheduled. If you've submitted a request and not gotten results, contact the Director of Writing and Tutoring at tutoring@graceland.edu.

([table of contents](#))

TRIO 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 778 participants each academic year. The Talent Search program is designed to offer support services to low income, first generation students who have potential for postsecondary education, to encourage rigorous high school curriculum, to graduate from secondary school and enroll in postsecondary education as well as encourage dropouts to return to school. The ETS staff members provide educational services, and field trip opportunities in the areas of study skills, learning styles, careers, team building, tutoring, mentoring, college and job shadowing, ACT Test preparation, scholarship searches, financial literacy, FAFSA assistance, campus visits and in completing college entrance requirements and applications. The objective of the program is to encourage and assist all student participants to enroll, enter and successfully complete a college degree.

[\(table of contents\)](#)

Frederick Madison Smith Library

The Frederick Madison Smith Library provides access to services, tools, and materials necessary for academic success as well as offering items and an environment for leisurely enrichment at no additional fee.

Students, Faculty, and Staff may check out library items such as books, audiovisual materials, government documents, and more using their Graceland-issued ID cards.

Certain course materials such as textbooks, films, or other readings may be available on closed reserves at the library.

The library provides access to a number of scholarly research databases serving a variety of programs of study and areas of research.

If library users are unable to find the resources they need either online or at the library, The Frederick Madison Smith library provides Interlibrary Loan opportunities that enable us to acquire anything users may need from another library at no additional cost.

The library participates in the Federal Repository Library Program, and has staff dedicated to providing access and information on Government Documents. Anyone from anywhere may access government information from our physical collection or online using the Digital Federal Document Library, FDsys.

Technology available in the library: 12 Windows Desktops (main floor), 20 Windows Desktops (PCLab 2), 1 multi-function black and white printer/scanner/copier (main floor), 1 multi-function color printer/scanner/copier (ground floor).

For more information regarding library services and partnerships, please visit <http://library.graceland.edu>.

[\(table of contents\)](#)

The Dr. Charles F. Grabske, Sr. Library and Learning Resource Center - Independence Campus

The Charles F. Grabske, Sr. Library and Learning Resource Center is open 40 hours per week with additional hours available as requested by students. It is staffed by a library assistant.

Grabske's holdings focus primarily on medicine, science, and allied health, although nursing is its core collection. Grabske holdings include professional journals and periodicals, ready reference titles as well as monographs. Its electronic collection includes over 3,000 electronic journals in the health sciences with UpToDate, CINAHL with full text, the Cochrane Library, Ovid Total Access, Nursing Essentials and Science Direct College Edition. These databases facilitate the research of Graceland's School of Nursing. Grabske also houses the historical archive of the nursing program.

Grabske Library is a full member of the National Network of Libraries of Medicine and a participating lender/borrower of Health Sciences Library Network of Kansas City, which is a consortium of 26 area cooperating medical libraries in Missouri and Kansas. Interlibrary loan is available to all students and faculty. Usually, it is free of charge. Most articles are electronically delivered throughout the network. A courier service also serves the entire Kansas City Health Sciences Library network, facilitating timely delivery of all print materials.

Four computers are available to students in the library and learning resource area. A computer lab is across the hall. Six individual study rooms are available for testing and group/individual study.

Public and Agency Libraries – Mid-Continent Public Library serves the metropolitan Kansas City area with 30 branch locations across three counties. The needs of students and faculty for general research are well-served by this large system with access to their extensive collection. Mid-Continent is an award-winning library system and one of the largest in the country.

[\(table of contents\)](#)

Information Technology Services

Graceland's Information Technology Services department provides services to Graceland University in many different forms. Those provided directly to all students include:

- Wi-Fi internet access in classrooms, residence halls and many public spaces
- An Office 365 account including student email, OneDrive storage, free downloads of Office and more
- Both black and white and color printing services including a \$25 print credit each semester or trimester
- Network logon for access to university systems including Brightspace
- Access to My Graceland website
- Access to public computer labs located in the F.M. Smith Library, The Helene Center for the Visual Arts, Resch Science & Technology Hall and the Nursing Arts Building on the Independence Campus

- Access to online library services
- Campus security including cameras and card access locks
- Various help from InfoCentral in person in the F.M. Smith Library, by phone at 641-784-5167 or by email at infocentral@graceland.edu
- Projectors and sound systems in classrooms

In addition, students staying in residence halls receive the following services:

- Cable TV connection
- Data network connection for personal computers, which includes access to the Internet.

([table of contents](#))

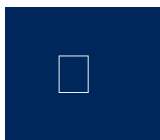
Testing Program

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.

([table of contents](#))

Undergraduate Catalog



Faculty and Administration

Table of Contents

[Board of Trustees](#)

[Executive Council](#)

[Office of the President](#)

[Academic Affairs](#)

[Business Services](#)

[Enrollment](#)

[Independence Campus](#)

[Institutional Advancement](#)

[Institutional Effectiveness](#)

[Student Life](#)

[Administrators/Professionals with Faculty Status 2019-20](#)

[Faculty \(Full-time\) 2019-20](#)

[Faculty \(Part-time\) 2019-20](#)

[Faculty Emeriti](#)

Board of Trustees

Harry J. Ashenurst, PhD, Chair (2021), Scottsdale, Arizona

Robert G. (Bob) Ackerley, Vice-Chair (2022), Houston, Texas

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Michelle Waite, Secretary (2022), Des Peres, Missouri

Sue Bevington, (2020), Kirkland, Washington

Michele Black, MBA, (2019), Lee's Summit, Missouri

Joe Booz, JD, (2021), Scottsdale, Arizona

Stassi D. Cramm, PhD, (2019), St. Charles, Missouri

Heather Donofrio, PhD, (2021), Cantonment, Florida

Nancy Tanner Edwards, PhD, (2022), St. Joseph, Missouri

Ronald E. (Ron) Gillilan, MD, (2020), Reisterstown, Maryland

Karen Jewell, JD, (2022), Houston, Texas

Ivan Joseph, PhD, (2023), Halifax, Nova Scotia, Canada

Dale W. Lick, PhD, (2020), Tallahassee, Florida

Hon. Scott Ourth, (2021), Ackworth, Iowa

John Sheehy, (2020), Blue Springs, Missouri

Dennis Shields, JD, (2020), Platteville, Wisconsin

Samuel G. (Sam) Smalldon, (2022), Calgary, Alberta, Canada

Rachel Tovey, (2020), Lee's Summit, Missouri

Ryan Watson, (2021), Leawood, Kansas

Michael R. Wiley, PhD, (2023), Zionsville, Indiana

(Terms expire at midnight the day before the summer meeting of the year indicated.)

[\(table of contents\)](#)

Executive Council

Patricia H. Draves, PhD, President

Kathleen M. Clauson Bash, PhD, Vice President for Institutional Effectiveness

Kelly W. Everett, BA, Vice President for Institutional Advancement

Jill Rhea, PhD, Vice President for Academic Affairs and Dean of Faculty

David Schaal, EdD, Vice President for Student Life and Dean of Students

David L. Siddall, JD, LL.M., Vice President of Business and Finance

Jodi L. Seymour, Executive Assistant to the President and Assistant Secretary to the Board of Trustees

[\(table of contents\)](#)

Office of the President

Patricia H. Draves, PhD, President

Jodi L. Seymour, Executive Assistant to the President and Assistant Secretary to the Board of Trustees

[\(table of contents\)](#)

Academic Affairs

Jill Rhea, PhD, Vice President for Academic Affairs and Dean of Faculty

Kevin Brunner, PhD, Chair, Division of Science and Math; Director, Ackerley Computer Science and Technology Scholars Program

Michele Dickey-Kotz, EdD, Dean, Edmund J. Gleazer School of Education

Jared Doty, MBA, Director, Center for the Study of Free Enterprise and Entrepreneurship

Bryan Gatzke, MS, Director, Master of Science in Nutrition and Human Performance

Karen Gergely, MFA, Chair, Division of Visual and Performing Arts

Zac Harmon-McLaughlin, MAR, Director, Community of Christ Seminary

Gary Heisserer, PhD, Associate Dean of Academic Affairs

Pat Hoffman, Coordinator, Special Programs

Cathie L. Hosie, MSED, Director, Student Support Services and Academic Skills Center

Sharon Little-Stoetzel, PhD, Dean, School of Nursing

Jeffery McElroy, EdD, Dean, C.H. Sandage School of Business

Andrew Miller, MA, Chair, Division of Health and Movement Science

Peggy Mothershead, BA, Registrar

Julie Neas, MEd, Director, Educational Talent Search

Isaac Pressnell, MFA, Chair, Division of Humanities

Brian C. Smith, PhD, Chair, Division of Social Science

Brian J. White, PhD, Dean, College of Liberal Arts and Sciences

Pam Worlund, BA, Administrative Assistant to the Vice President for Academic Affairs and Dean of Faculty

[\(table of contents\)](#)

Business Services

David L. Siddall, JD, LL.M., Vice President for Business and Finance

Jim Collins, MSM, Director of Information Technology Services

Dennis Core, Interim Director of Facility Services

Ondrea Dory, BA, Director of Human Resources

Paula M. Smith, Associate Treasurer

Katie Still, BA, Director of Accounting Services

Janice K. Tiffany, JD, Director of Business Services

[\(table of contents\)](#)

Enrollment

Talia Brown, MEd, Executive Director for Enrollment Management

Kevin Brown, MEd, Director of Admissions

Steve Edwards, MS, Director of Creative Services

Lisa Libich, MS, Director of Retention Operations for CGCS

Brady McKillip, MA, Athletic Director/Head Baseball Coach

Chauntel Ranney, BA, Marketing and Events Manager

[\(table of contents\)](#)

Independence Campus

Paul Binnicker, MBA, Director, Center for Graduate and Continuing Studies

Alison Choate, MOL, Assistant Registrar

Sariah Martinko, Financial Aid Advisor

Lisa Libich, MS, Director of Retention Operations

Sharon Little-Stoetzel, PhD, Dean, School of Nursing

Jolene Lynn, PhD, Associate Dean, School of Nursing

TBD, Director of the Charles F. Grabske Library

Constance Wright, MA, Director of Instructional Design

[\(table of contents\)](#)

Institutional Advancement

Kelly W. Everett, BA, Vice President for Institutional Advancement

Paula Anderson, MBA, Director of Annual Fund/Stewardship

Pam Combs, BA, Senior Director of Development

Paul J. Davis, BA, Senior Director of Development

Rick Isham, MBA, Senior Director of Development/Alumni Program Director/Grants and Foundations

Stuart Sherman, MS, Senior Director of Development

Joe Worlund, MA, Senior Director of Development

Institutional Effectiveness

Kathleen M. Clauson Bash, PhD, Vice President for Institutional Effectiveness

Stephanie Shields, AA, Administrative and Research Assistant

Stacy Gibbs, MA, Director of Institutional Research

[\(table of contents\)](#)

Student Life

David D. Schaal, EdD, Vice President for Student Life and Dean of Students

Sandi Swanson, Administrative Assistant to Vice President

TBD, MEd, Director of Student Success

Mindy Graham, BA, Director of Student Activities and Conferences and Events

Tamela Hill, GSG President

Jeremy O'Neal, AA, Executive Chef/General Manager, Food Services

Mike Hoffman, MAR, Campus Minister

Patricia A. Hoffman, Coordinator of Academic Advising, Service Learning and Special Programs

Diana J. Jones, BA, DSO, Director of Intercultural Office

Deb Skinner, MEd, Director of Residence Life

[\(table of contents\)](#)

Administrators/Professionals with Faculty Status 2019-20

Year in parentheses designates date of appointment.

Kathleen M. Clauson Bash (2001), Division of Social Science

AA, Kirkwood Community College; BA, Coe College; MA, University of Iowa;

PhD, Iowa State University

Patricia H. Draves (2017), President

BA, Mount Holyoke College; PhD, University of Illinois

Zac Harmon-McLaughlin (2019), Director of the Community of Christ Seminary

BA, Graceland University, MAR, Graceland University

Gary L. Heisserer (2008), Division of Visual and Performing Arts

BA, St. John's University; MS, Boise State University; PhD, University of Wisconsin-Madison

Cathie Hosie (1999), School of Education

BA, Graceland College; MS, Drake University

Sharon Little-Stoetzel (2012), School of Nursing

BS, Truman State University; MSN, University of Missouri-Columbia; PhD, University of Phoenix

Peggy Mothershead (2019), Registrar

BA, Graceland University

Jill Rhea (2018), Dean of Faculty

BA, University of North Texas; MA, Ohio University; PhD, Ohio University

[\(table of contents\)](#)

Full-time Faculty 2019-20

Year in parentheses designates date of appointment.

Justin Akers (2018), Assistant Professor of Business Administration

BA, MS, Iowa State University

Steven L. Anders (1978), Professor of Economics

BA, Graceland University; MA, PhD, Kansas State University

Sara Blessing (2014), Assistant Professor of Music

BA, Luther College; MM, Oklahoma State University

Christopher Brandt (2019), Assistant Professor of Music and Symphonic Band

BA, University of Jamestown; MA, Sam Houston State University; DMA, University of Nebraska-Lincoln

Kevin Brunner (1998), Professor of Information Technology

BS, Graceland College; MS, PhD, Nova Southeastern University

Samantha Byrnes (2019), Instructor of Nursing
BSN, University of Missouri

Anthony Chvala-Smith (2015) Assistant Professor of Religion
BA, Central Michigan University; PhD, Marquette University

Catherine Clifford (2016) Assistant Professor of English
BA, Oklahoma State University; MA, Texas A & M; PhD, University of Birmingham

Tanya Coffelt (2006), Assistant Professor of Education
BS, Iowa State University; MA, Ed Specialist, University of Missouri - Kansas City; EdD, Drake University

Elise Craig (2018), Assistant Professor of Nursing
BSN, MSN, Missouri Western State University

David C. Devonis (1997), Professor of Psychology
BA, Temple University; MA, PhD, University of New Hampshire

Michele Dickey-Kotz (2000), Professor of Education
BA, MA, University of Northern Iowa; EdD, University of Missouri-Columbia

Jeffrey Draves (2017), Professor of Chemistry
BA, Monmouth College; PhD, University of Illinois

Allison Dudley (2009), Associate Professor of Education
BSE, MA, Truman State University; EdD, University of Missouri-Columbia

Jack Ergo (2001), Associate Professor of Music
BM, MM, Peabody Institute of Johns Hopkins University

Teri Foster (2005), Professor of Biology
BA, BS, PharmD, University of Kansas

John K. Franklin (2006), Professor of History
BA, MA, Midwestern State University; PhD, Texas Christian University

Bryan Gatzke (2014), Assistant Professor of Health and Movement Science
BS, University of Wisconsin-Parkside; MS, University of Wisconsin-La Crosse

James Geiselman (2017), Assistant Professor of Allied Health
BS, Illinois College; BS, MS, DC, Logan University

Michele Gerdes (2018), Assistant Professor of Nursing
BA, University of Missouri; BSN, MSN, Rockhurst University

Karen Gergely (2015), Associate Professor of Art
BFA, Shepherd University; MFA, University of Cincinnati

Steven A. Glazer (1996), Professor of History

BA, Union College; MA, PhD, Georgetown University

Jane Hall Chaillie (2014), Assistant Professor of Education

BA, Graceland College; MEd, University of Missouri-Columbia; EdD, Creighton University

Urmila Harold (2017), Assistant Clinical Professor of Nursing

BS, MSN, Chamberlain College of Nursing

Shawna Jackson (2018), Assistant Professor of Nursing

BSN, Graceland University; MSN, University of Missouri

Paul A. Johnson (2007), Associate Professor of Mathematics

BS, Western Illinois University; MA, Eastern Illinois University; PhD, University of Iowa

Bilawai Khoso (2018), Assistant Professor of Graphic Design

BA, Shaheed Zulfiqar Ali Bhutto Institute of Science and Technology; MFA, Iowa State University

Ildo Kim (2017), Assistant Professor of Communication

BA, Hankuk University; MA, Korea University; PhD, University of California-Davis

Shelly Leialoha-Hartsack (2004), Associate Professor of Education

BS, Northwest Missouri State University; MEd, Graceland University; PhD, Walden University

Melinda Leoce (2017), Instructor of Music and Percussion

BM, University of Central Florida; MM, Florida State University

Kimberly Manuel (2018), Assistant Professor of Theatre and Scene Design

BA, Graceland University; MFA, California Institute of the Arts

Adam Martin (2012), Associate Professor of Political Science

BA, California Lutheran University; MA, PhD, University of California-Irvine

Stewart L. McDole (1982), Professor of Health, Physical Education and Recreation

BA, Graceland College; MS, ReD, Indiana University-Bloomington

Dennis McElroy (2000), Professor of Education

BS, MS, PhD, Iowa State University

Jeffery McElroy (2008), Associate Professor of Business Administration

BA, Graceland University; MBA, Drake University; EdD, Drake University

Andrew Miller (2015), Assistant Professor of Allied Health

BS, William Woods University; MA, Columbia College

Tyler Mitchell (2017), Assistant Professor of Mathematics

BA, Carleton College; PhD, Northern Illinois University

Jonathan Montalvo (2017), Assistant Professor of Spanish

BA, Purdue University Calumet; MA, Western Michigan University; PhD, Michigan State University

Raquel Moreira (2014), Associate Professor of Communication

BA, Estacio de Sa University, Brazil; MA, Federal Fluminense University, Brazil; PhD, University of Denver

Donovan Nelson (2018), Assistant Professor of Sport Management

BA, Graceland University; MEd, Wichita State University; EdD, University of Arkansas

Kyung Eun Park (2018), Assistant Professor of Computer Science and Information Technology

BA, MS, Seoul National University; DSc, Towson University

Max Pitt (1999), Associate Professor of Business

BS, Graceland College; MBA, University of Texas

Daniel J. Platt (2015), Assistant Professor of English

BA, The College of New Jersey; MA, PhD, University of Oregon

Jennifer L. Poulton (2001), Professor of Biology

BA, Wittenberg University; PhD, Pennsylvania State University

Robert A. Poulton (2003), Associate Professor of Economics

BA, Wittenberg University; PhD, Pennsylvania State University

Daniel V. Pratt (1999), Professor of Chemistry

BS, Graceland College; PhD, University of Washington

Isaac Pressnell (2011), Associate Professor of English

BA, The Ohio State University; MFA, West Virginia University-Morgantown

Timothy Robbins (2015), Assistant Professor of English

BA, Hunter College; MA, PhD, University of Iowa

Tracy Salter (2010), Associate Professor of Theatre

BA, Graceland University; MFA, University of Florida

Kristin Seemuth Whaley (2017), Assistant Professor of Philosophy

BA, University of Wisconsin; PhD, University of Illinois at Urbana-Champaign

Mary Shawgo (2011), Associate Professor of Biology

BS, Northern Michigan University; PhD, Kansas University Medical Center

Brandi Shay (2018), Assistant Professor of Accounting

BS, MBA, Iowa State University

Amanda Sims (2018), Assistant Professor of Sociology

BA, Georgia State University; MS, PhD, University of Missouri

Jeri A. Sindt (2009), Associate Professor of Nursing

BSN, Graceland University; MSN, Research College of Nursing-Kansas City

Brian C. Smith (1999), Professor of Psychology

BA, Rice University; JD, University of Texas-Austin; PhD, University of Minnesota

Jason Smith (2012), Associate Professor of Mathematics

BA, University of Minnesota; MS, University of North Dakota; PhD, Iowa State University

Masahiro Toyama (2019), Assistant Professor of Psychology

BEd, Kyoto University; MA, Montclair State University; PhD, North Dakota State University

Barbara A. Voshall (1999), Professor of Nursing

BS, Graceland College; MN, University of Kansas/Lawrence; DNP, Oakland University

Jessica Wallace (2010), Assistant Professor of Health and Movement Science

BS, Northwest Missouri State University; MA, University of Nebraska-Omaha; EdD, A.T. Still University

Diane Weinreich (2018), Assistant Clinical Professor of Nursing

BSN, Central Missouri State University; MSN, Graceland University

Brian J. White (2004), Professor of English

BA, Graceland University; MS, Utah State University; PhD, University of North Dakota

John Wood (2016), Assistant Professor of Nursing

BSN, University of Nebraska Medical Center of Nursing-Lincoln Campus; MSN, Research College of Nursing

[\(table of contents\)](#)

Part-time Faculty 2019-20

Year in parentheses designates date of appointment.

Jen Abraham-White (2010), Adjunct Faculty, Biology, First Year Seminar

BS, Graceland University; MS, Utah State University

George Ackerman (2015), Faculty Associate, Business Administration

BA, Florida Atlantic University; MS, Nova Southeastern University; PhD, Capella University

Ravil Atlas (2018), Adjunct Faculty, Music

BM, University of Kansas; MM, University of Nebraska-Lincoln; DMA, University of Iowa

Brett Beasley (2018), Adjunct Faculty, Music

BFA, University of Florida; MFA, East Carolina University

Paul Beck (2018), Adjunct Faculty, Economics

BA, DePauw University; MA, University of Missouri-Kansas City; PhD, University of Missouri-Columbia

Debra Bell (2005), Faculty Associate, Health Care Management
BS(N), University of Wisconsin; MSN, University of Phoenix

Paul A. Binnicker (2002), Adjunct Faculty, Business Administration
BA, Graceland University; MBA, Baylor University

Laurie Browne (2014), Faculty Associate, Psychology
BS, Towson University; MA, American School of Professional Psychology at Argosy University

Mark Budach (2017), ACE Instructor, Business Administration
BA, University of Northern Iowa; MEd, Viterbo University

Steven Charlson (2017), Adjunct Faculty, Music
BA, University of Northern Iowa

Carol Clark (2018), Adjunct Faculty, Business
BS, Graceland College; JD, Drake University

Garnet Coulthard (2007), Adjunct Faculty, Accounting
BA, Graceland College; MAC, Golden Gate University

Bryan Courtney (1998), Adjunct Faculty, Physical Education
BA, Graceland College

Stephen Cunningham (2018), Adjunct Faculty, Music
BM, University of North Texas; MM, Oklahoma State University; DMA, University of Minnesota

Jared A. Doty (2009), Adjunct Faculty, Business Administration
BA, Graceland University; MBA, Southeast Missouri State

Gregory M. Edwards (2003), Adjunct Faculty, Humanities
BA, University of Missouri - Kansas City; MA, Baker University

Gregory C. Foreman (2014), Adjunct Faculty, Education
BA, Evangel College; MA, Webster University

Douglas Foster (1978), Adjunct Faculty, History
BA, Graceland College; MPhil, University of Kansas

Jean Gordon (2007), Faculty Associate, Health Care Management
BSN, University of Miami; MS/HRM, DBA, Nova Southeastern University

Nancy Halferty (1997), Adjunct Faculty, Education
BA, University of Missouri-Kansas City; MA, Northeast Missouri State University; EdD, Nova Southeastern University

Colleen Halupa (2006), Faculty Associate, Health Care Management

BS, Southern Illinois University; MS, Central Michigan University; EdD, University of West Florida

Debra Hayes (2012), Faculty Associate, Business Administration

BS, Truman State University; MBA, Rockhurst

Carolyn Heflin (2018), Faculty Associate, Nursing

BSN, MSN, University of Phoenix

Lisa Hesser (2018), Faculty Associate, Nursing

BSN, LaSalle University; MSN, Drexel University

Megan Hines (2018), Adjunct Faculty, Art

BA, Graceland University; MA, Boston University

Cory Hoff (2016), Adjunct Faculty, Physical Education

BS, Arizona State University; MA, Concordia University

Michael A. Hoffman (2015), Adjunct Faculty, Religion, Student Life Leadership

BS, Missouri Western State University; MAR, Graceland University

Kristin Hood (2014), Adjunct Faculty, Education

BA, University of Missouri-Kansas City; MA, Webster University

Claudia D. Horton (1994), Faculty Associate

BSN, Graceland College; MSN, University of Missouri; PhD, University of Missouri-Kansas City

Frank Howell (2016), Adjunct Faculty, Physical Education

BA, William Penn University; MA, University of Northern Iowa

Scott Huddleston (2010), Adjunct Faculty, Education

BS, MS, EdS, University of Central Missouri; EdD, University of Missouri-Columbia

Donna Hurt (2016), Adjunct Faculty, Human Services, Sociology

BS, Northwest Missouri State University; MS, University of Missouri-Columbia

Betty Iorg (1988), Adjunct Faculty, Biology

BS, Southwest Missouri State University; MS, University of Kansas

Sheena James (2018), Adjunct Faculty, Physical Education

BS, Purdue University

Diana J. Jones (2012), Adjunct Faculty, Intercultural Programs

BA, Graceland University

Jeanie Kaeberle (2015), Clinical Adjunct, Nursing

BSN, Kansas University School of Nursing; MSN, Walden University

Gary Keplinger (2012), Faculty Associate, Business Administration, Science and Mathematics (Essential

Education)

BS, Northwest Missouri State; MS, Iowa State University; PhD, Iowa State University

Harold Keplinger (2012), Faculty Associate, Mathematics

BS, Northwest Missouri State University; MS, PhD, Iowa State University

Sherry B. Leialoha-Waipa (2005), Adjunct Faculty, Education

BS, Bellevue University; MEd, Graceland University; PhD, Walden University

Erin Lundy (2010) Part-Time Faculty, Health and Movements Science

BA, Graceland University; MS, University of South Carolina

Toni Mallams (2010), Adjunct Faculty, Education

BS, MA, University of Missouri

James Massey (2016), Adjunct Faculty, Philosophy

MBA, Webster University; DMA, Combs College of Music

Sarah McCune (2017), Faculty Associate, Nursing

BSN, University of Kansas; MSN, Mid-America Nazarene University

Brady McKillip (2009), Part-Time Faculty, Physical Education, Recreation

BA, Graceland University; MS, Emporia State University

Barbara McMahill (2009), Adjunct Faculty, Education

BS, Missouri Western State College; MA, Avila University

Ursula McNamara(2002), Adjunct Faculty, Biology, Science

BS, University of Missouri - Kansas City; MS, PhD, University of Wisconsin

Dawn McPheeters (2017), Faculty Associate, Nursing

BSN, MSN, University of Missouri-Kansas City; DNP, Maryville University-St. Louis

Zachary R. Mullins (2013), Adjunct Faculty, Physical Education

BA, MA, Briar Cliff University

Phyllis O'Daniels (1969) Adjunct Faculty, Education, Physical Education

BA, Graceland College; MS, Indiana University

Dennis Oliver (2005), ACE Instructor, Psychology

BA, Central College; MA, University of Northern Iowa

Randall Otto (2016), Adjunct Faculty, Religion

BA, Pensacola Christian College; MA, Maranatha Baptist Graduate School; MA, PhD, Westminster Theological Seminary

Keri Pinney (2018), Adjunct Faculty, Education

BS, Kansas State University; MS, Central Missouri State University

Stephanie Powelson (2017), Faculty Associate, Nursing

BSN, University of Tennessee Health Sciences Center; MPH, University of North Carolina; EdD, Spalding University

Michael Prucha (2018), Adjunct Faculty, Music

BM, University of Nebraska-Omaha; MM, University of Missouri-Kansas City

Angela Keplinger-Radloff (2013), Adjunct Faculty, Education, Health, Physical Education

BS, Iowa State University; MS, Northwest Missouri State University, MEd, Central Missouri State University

Joni Readout (2017), ACE Instructor, Education

BS, MEd Iowa State University

Julie Rivera (2014), Adjunct Faculty, Physical Education

BA, Graceland University; MA, University of Phoenix

Karen Roberts (2014), Adjunct Faculty,

BS, Northwest Missouri State University; MA, Webster University

Leslie Robinson (2018), Adjunct Faculty, First Year Seminar

BS, MacMurray College; MS, Cardinal Stritch University

Deborah Rowe (2004), ACE Instructor, Psychology

BS, University of New Hampshire; MEd, Graceland University

David D. Schaal (2014), Adjunct Faculty, Student Life Leadership

BA, Park College; MA, Park University; EdD, Northeastern University

Drew Schaefer (2011), Faculty Associate, Business Administration

MBA, University of Missouri-Kansas City

Suzie Scheer (2011), Adjunct Faculty, Organizational Leadership

BA, University of Northern Iowa; MBA, Keller Graduate School of Management

Deborah L. Skinner (2010), Adjunct Faculty, Student Life Leadership

BA, Graceland University

Beverly South (2016), Faculty Associate, Nursing

BSN, St. Luke's College of Nursing; MSN, Univeristy of Missouri-Kansas City

Allison Thompson (2017), Faculty Associate, Communication

BA, University of Northern Iowa; MA, Bellevue University

David J. Trehwitt (2012), Adjunct Faculty, Education

BA, Graceland University; MA, Missouri State University; ABD, University of Missouri-St. Louis

Todd Verwers (2016), Adjunct Faculty, Physical Education

BA, Graceland University

Daryn P. White (20150, Adjunct Faculty, Physical Education
Master Coach Diploma, National Soccer Coaches Association of America

Patricia White (2006), Faculty Associate, Computer Science and Information Technology
BS, Florida Southern College; MBA, Florida Metropolitan University; Ed. S, PhD, Nova Southeastern University

Jennifer Wickersheim (2008), Faculty Associate, Accounting, Business Administration, Health Care Administration
BA, Graceland University; MS, Central Missouri State University

Carol Widner (2008), Clinical Adjunct, Nursing
BSN, Graceland University; MSN, University of Phoenix

Kathy Wilson (2014), Adjunct Faculty, Education
BS, Graceland University; MA, Lesly University

Tom Woldt (2018), Adjunct Faculty, Theatre
BS, South Dakota State University; MFA, Minnesota State University; PhD, University of Nebraska-Lincoln

Constance A. Wright (2008), Adjunct Faculty, Business Administration
BS, University of Kansas; MA, Webster University

Jeremy R. Yenger (2014), Adjunct Faculty, Social Science
BS, Drake University; MA, University of Northern Iowa; EdD, Drake University

[\(table of contents\)](#)

Faculty Emeriti

Catherine M. Anthony (1971-1991)/Nursing
BSN, University of Kansas; MSN, The Catholic University of America

William L. Armstrong (1991-2010)/Education
BA, Graceland College; MA, University of West Florida; EdD, University of Kansas

Paul M. Beck (1992-2018)/Economics
BA, DePauw University; MA, University of Missouri-Kansas City; PhD, University of Missouri-Columbia

Alma R. Blair (1955-1994)/History
BA, MA, University of Iowa

Howard J. Booth (1969-2000)/Religion
BA, Graceland College; MA, University of Missouri-Kansas City; PhD, University of Iowa

Richard I. Clothier (1960-77;1980-2000)/Music

BA, Pittsburg State University; MA, University of Iowa; EdD, University of Northern Colorado

Jerome D. DeNuccio (1987-2012)/English

BS, MST, University of Wisconsin-Stevens Point; MA, PhD, University of Minnesota

Paul M. Edwards (1960-1982)/Religion

BA, Washburn University; MA, University of South Dakota; PhD, University of St. Andrews

MaryBeth C. Evans (1952-1988)/Education

BS, Northwest Missouri State University; MA, University of Iowa; EdD, Wayne State University

Tom S. Freeman (1960-1997)/Psychology and Education

BSEd, Northwest Missouri State University; MS, Colorado State University; EdD, University of Northern Colorado

Arthur L. Gardner (1973-1996)/History

BA, MA, PhD, University of Hawaii

Bruce M. Graybill (1961-1994)/Chemistry

BS, Iowa State University; PhD, Florida State University

Carolyn J. Green (2006-2017/18)/Nursing

BSN, MN, PhD, University of Kansas

Gerald E. Hampton (1960-2010)/Physical Education

BS, William Jewell College; MS, Northwest Missouri State University; EdD, Columbia University Teachers College

Thomas J. Hart (1986-2010)/Music

BA, Olivet College; MM, DMA, Michigan State University

Nicholas L. Hartwig (1965;1967-2000)/Biology

BS, MS, University of Washington; PhD, University of Iowa

Claudia D. Horton (1994-2018)/Nursing

BSN, Graceland College; MSN, University of Missouri; PhD, University of Missouri-Kansas City

Lin Howell (2007-2018)/Nursing

BS, MSN, Webster University

Winston E. Inslee (1955-1985)/Theatre and Speech

BA, MA, University of Washington

Mary Jean Jeanae (1975-2004)/Education

BA, Graceland College; MEd, University of Missouri-Columbia; EdD, University of Northern Colorado

Robert L. Johnson (1965-1991)/Education

BS, MS, Central Missouri State University; PhD, University of Oregon

James S. Jones (1983, 2002-2014)/Computer Science

BS, University of Missouri-Rolla; MA, DePaul University; PhD, University of Iowa

William E. Juhnke (1974-2009)/History

BA, Bethel College; PhD, University of Kansas

Cristina S. Karmas (1999-2019)/English

BA, University of Nevada; MA, PhD, Ohio State University

Sharon M. Kirkpatrick (1980-2010)/Nursing

BSN, California State University; MN, PhD, University of Kansas

Richard K. Lindgren (1980-1985, 2002-2008)/Business

BBA, MBA, University of Michigan; MAT, Xavier University

Bradley D. Mercer (2003-2019)/Chemistry

BS, Graceland College; PhD, Texas Christian University

Barbara Hiles Mesle (1987-2016)/English

BA, Graceland College; MA, University of Chicago; PhD, University of Kansas

C. Robert Mesle (1980-2016)/Philosophy

BA, Graceland College; MA, University of Chicago Divinity School; PhD, Northwestern University and Garrett-Evangelical Theological Seminary

Stephen K. Murdock (1984-2012)/Mathematics

BA, Graceland College; MA, Northwest Missouri State University; PhD, University of Iowa

William H. Norman (1984-2010)/Sociology

BA, MA, University of Northern Iowa; PhD, University of Iowa

Phyllis O'Daniels (1987-2010)/Education/Physical Education

BA, Graceland College; MS, HSD, Indiana University

Brenda S. Parkes (1978-1998)/Nursing

BSN, MPH, University of Michigan; PhD, University of Texas-Austin

Bob N. Ramsey (1960; 1968-2003)/Chemistry

BS, MS, Pittsburg State University

Jan Rice (2007-2017/18)/Nursing

BSN, Avila College; MSN-ACNS, University of Missouri-Kansas City; PhD, University of Kansas

William D. Russell (1966-2007)/Political Science and History

BA, Graceland College; MDiv, St. Paul School of Theology; JD, University of Iowa

Ronald K. Smith (1978-2017), Professor of Mathematics

BA, Graceland College; MS, PhD, Iowa State University

Thelma Sword (2002-2018)/Nursing

BSN, Graceland College; MSN, Drake University; EdD, University of Phoenix

Patricia K. Trachsel (1992-2012)/Nursing

BSN, Mid-America Nazarene College; MSN, University of Kansas; PhD, Walden University

Glen E. Trullinger (1971-1990)/Business Education

BA, Graceland College; MEd, Northwest Missouri State University; EdS, Central Missouri State University

Betty L. Welch (1959-1985)/Physical Education

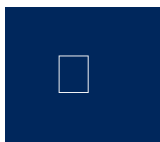
BS, University of Kansas; MS, University of Colorado

Darlene V. Wight (1961-1987)/Speech and English

BA, MA, University of Kansas

[\(table of contents\)](#)

[Undergraduate Catalog](#)



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 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:

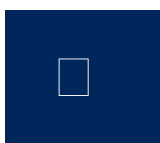
One—Administer the annual Entrepreneurial Roundtable. This spring event gathers business practitioners, faculty, and students to the Lamoni campus to learn, question, network, and be inspired by each other. Through a combination of active participation and exposure to nationally-recognized entrepreneurs, participants will eliminate some of their self-imposed limitations.

Two—Support and encourage Graceland Enactus (formerly Students in Free Enterprise, or SIFE). This is a worldwide organization with chapters in over 500 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. In 2006 the Graceland SIFE team was named National Champion, and went on to place second at the World Expo in Paris, France. The 2014 Team placed among the top twelve US teams at the Enactus National Exposition.

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. Graceland Enactus is not only a student organization, but is also offered as the C.H. Sandage School of Business course entitled Free Market Practicum, which can be taken for upper division academic credit.

Four—Serve as member of the Lamoni Development Corporation as well as help administer and market the USDA Rural Development Revolving Loan Fund. The Lamoni Development Corporation is dedicated to strengthening the economic development of southern Iowa through the growth of our business and industry, the addition of new innovative industries to our communities and the improvement of the quality of life enjoyed by our residents.

Undergraduate Catalog



Special Programs

Pre-Med, Pre-Dental, Pre-Optometry, or Pre-Chiropractic

Students interested in pursuing a Doctor of Medicine (MD), Doctor of Osteopathic Medicine (DO), Doctor of Dental Surgery (DDS), Doctor of Dental Medicine (DMD), Doctor of Optometry (OD), or Doctor of Chiropractic (DC) 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:

- BIOL2360 Microbiology
- BIOL3310 Molecular Genetics
- BIOL4450 Cell Biology
- BIOL4460 Cancer Biology
- BIOL3500 Applied Pharmacology
- 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 (PharmD) 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 (DVM) 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:

- BIOL3120 Internship in Biological Sciences
- BIOL3420 Human Anatomy
- BIOL3440 Human Physiology
- BIOL3500 Applied Pharmacology
- BIOL4310 Biochemistry
- BIOL4400 Immunology
- BIOL4450 Molecular and Cellular Biology
- HLTH2560 Nutrition
- 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 (MPT) or Doctor of Physical Therapy (DPT) 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 Biomechanics
- PHED4360 Physiology of Exercise
- 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 MS or PhD 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 MS and PhD 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 at <http://www.lsac.org>).

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.engineering.iastate.edu. For additional information about the engineering program at the University of Iowa, see www.engineering.uiowa.edu. For additional information about the engineering program at the University of Missouri at Rolla see <http://www.mst.edu/>.

Undergraduate Catalog