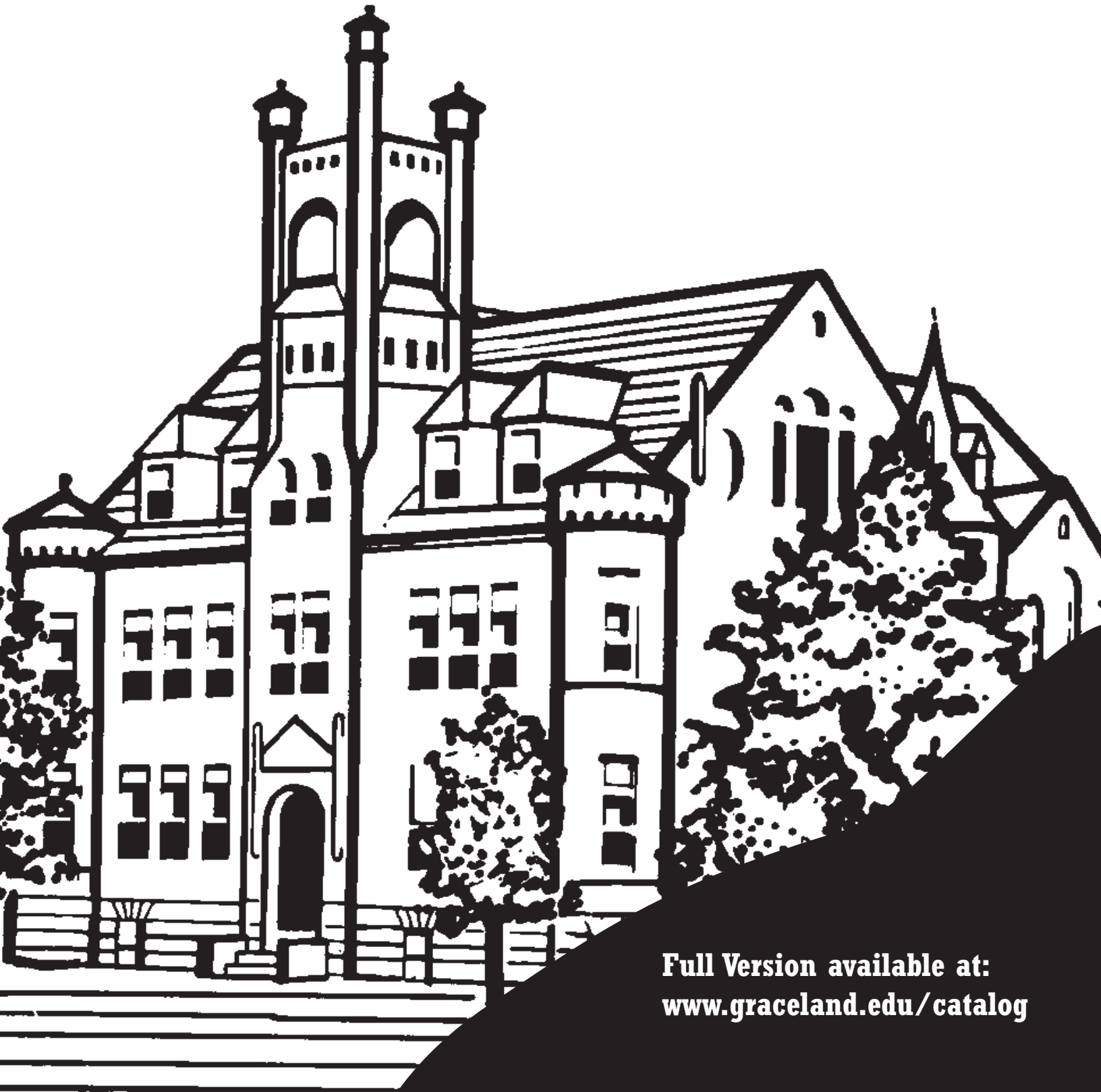


2006 - 2007

Graceland University Catalog



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www.graceland.edu/catalog

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ACCREDITATION

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

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

The nursing programs are accredited by the National League for Nursing Accreditation Commission, Inc. (NLNAC), www.nln.org, the Commission on Collegiate Nursing Education (CCNE), www.aacn.nche.edu, and are approved by the Missouri State Board of Nursing and the Iowa Board of Nursing.

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

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

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

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

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History of Graceland University

Graceland University is committed to the liberal arts tradition. The founders envisioned a non-sectarian institution of higher education open to all people. Graceland began in 1895 as a high school academy and four-year college. The red-brick Administration Building with its “battlemented towers” was constructed in 1897 and for many years housed all classrooms and offices. A century later, the interior underwent a beautiful restoration, and the building was renamed the Higdon Administration Building in honor of the three Higdon—Earl, William and Barbara—who each served as Graceland president.

In 1912, Graceland began graduating Nursing students from the Independence, Missouri, campus in association with the Independence Sanitarium and Hospital. In 1917 the administration responded to small enrollments and inadequate financial support by becoming Iowa’s first accredited junior college. Graceland flourished as a residential junior college for over 40 years.

Graceland’s mission took another decisive turn in the late 1950s in response to national trends in higher education and national educational needs. The rapid growth of community-based two-year colleges provided intense new competition for a private, two-year college. At the same time, demand for baccalaureate education was escalating. A four-year program, phased in over several years, graduated its first BA degree in Religion in 1958.

The 1960s and 70s were a period of growth and new construction. The Frederick Madison Smith Library opened in 1966, followed three years later by the Eugene E. and Julia Travis Closson Physical Education Center with its swooping roof line that looks “like a giant covered wagon.” The entire outdoor athletic area was named the Bruce Jenner Sports Complex to honor Graceland’s 1973 alumnus who captured the Gold Medal in the Decathlon in the 1976 Olympics.

Enrollment growth continued until it peaked in the mid-1970s with a peak full-time enrollment of 1,342 in 1974 and was followed by a period of decline to a low of 810 in 1987. This decline was exacerbated by an economic recession, the Midwest Farm Crisis, and demographic shifts that resulted in revenue shortages lasting well into the 1980s. Because institutional funding was tied to enrollment, some programs, faculty, and support staff were eliminated and operating funds were reduced.

Graceland administrators responded to the enrollment crisis by developing programs that extended the college’s mission to new audiences. First, in 1987, the college launched an Outreach Nursing Program for registered nurses who needed a flexible, self-paced program for a Bachelor of Science in Nursing. Students complete part of their courses via directed independent study and the rest via short-term residencies on the Graceland Independence campus. Those Outreach and distance learning programs have evolved into complete online degree programs in healthcare and education. We call this expansion online and at remote locations, Graceland Learning Ventures.

Second, recognizing that not everyone who would like to earn a degree can attend traditional college classes, Graceland’s Campus-Based Studies was established to create opportunities for baccalaureate degree completion programs at two-year institutions. Students could transfer credits from previously attended colleges and complete their junior and senior coursework at Graceland by attending classes taught on area community college campuses.

Third, the match between Graceland's mission and Iowa's commitment to post-secondary enrollment options for high school students inspired a cooperative opportunity for those students who wish to earn simultaneous high school and college credit. A model has been developed that uses credentialed high school faculty to teach college-level material from their high school classrooms. Academic rigor is maintained at a post-secondary level by requiring high school faculty to successfully complete Graceland's faculty approval process, use faculty-prescribed syllabi and textbooks, and be mentored and evaluated.

In the 1990s enrollment stabilized with approximately 1,100 students registered on the Lamoni Campus and rapidly growing interest in the exciting new distance programs. The School of Education posted record growth with the addition of Elementary Education and Master of Education programs on several campuses. Graceland also expanded graduate programs in Religion and Nursing. On the Lamoni campus international students comprise 10-15% of the student body, contributing a rich multi-cultural dimension to the learning community.

Graceland's two newest buildings on the Lamoni campus are devoted to the Fine Arts. The Shaw Center opened in 1982 with its auditorium, theatre and music rehearsal rooms. Students returning for classes in the spring semester of 2004 were the first to take art classes in the beautiful Helene Center for the Visual Arts. A partnership between Graceland and the WOI radio group at Iowa State University was signed in 2004 to open a regional station in southern Iowa with broadcasts from the Graceland campus. A beautiful two-story building was completed on the Independence campus for the 1998-99 school year.

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

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Vision, Mission, Values

Vision

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

Mission

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

Values

Graceland values learning, wholeness, and community. Graceland encourages the development of these values for the enrichment of lives and the betterment of the world.

Learning

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

Wholeness

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

Community

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

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Mission of Graceland University

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

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

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

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

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Goals of the University

The people of Graceland University
help students grow to
work, care, and enjoy life intelligently.

Toward these goals, we help students nurture their abilities to
think, learn, and communicate;
develop broad knowledge and sound values;

lead and cooperate in building a better world.

1. To communicate effectively, both a) orally and b) in writing.
2. To be knowledgeable about the
 - a. natural sciences (physical and biological sciences),
 - b. humanities (literature, philosophy, religion, foreign language, theater, art, music),
 - c. social sciences (history, political science), and
 - d. behavioral sciences (sociology, psychology, economics) and their various ways of gaining knowledge.
3. To develop aesthetic appreciation.
4. To develop thinking skills including
 - a. problem solving and/or creative thinking,
 - b. critical thinking,
 - c. analysis, both
 1. qualitative
 2. quantitative
5. To develop sound values and ethical consciousness.
6. To develop skills of collaboration, leadership, and change.
7. To be knowledgeable and appreciative of human diversity as expressed in cultures other than one's own.
8. To be competent in using current technology for information processing.
9. To know and apply the principles of healthful living including worthwhile use of leisure time.
10. To make meaningful connections between disciplines.

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Policy on Non-Discrimination

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

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

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Graceland University Educational Sites

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

Lamoni Campus

The home campus, located in Lamoni, Iowa, provides education for many full- and part-time residential students, who seek the Bachelor of Arts, Bachelor of Arts (Honors), Bachelor of Science, Bachelor of Science (Honors), or Master of Education degrees in 43 different majors. Courses are available for non-degree seeking students interested in enrolling for personal enrichment.

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

Independence Campus

The Graceland University Independence Campus located at 1401 West Truman Road in Independence, Missouri, provides on campus education for students pursuing a Bachelor of Science in Nursing, Bachelor of Arts, or a Master of Education degree. The Independence Campus is also home to Graceland Learning Ventures, our online and distance learning programs. Graceland Learning Ventures allows Registered Nurses the flexibility to earn either the B.S.N. or B.A. degree through directed independent study and online courses. A B.S. degree with a major in Addiction Studies, a Master of Science in Nursing, a Master of Arts in Christian Ministry, a Master of Arts in Religion degree, and a Master of Education degree are also offered through Graceland Learning Ventures.

Graceland University Global Campus

Recognizing that not everyone who would like to earn a degree can attend a traditional college campus, Graceland University gives students the opportunity to earn their Bachelors or Masters degrees through off-campus and online programs. Graceland University continues to expand the scope of offerings in many of these programs. Currently, students may complete their bachelor's degree in Nursing or in Fitness Leadership through an online format. The Master of Education in Quality Schools, Collaborative Teaching and Learning, or Technology Integration, as well as the Master of Science in Nursing continue to appeal to a growing number of students.

Several off-campus sites share in the Global Campus experience, and allow non-traditional students the opportunity to complete their degrees or pursue a Master's degree. North Central Missouri College in Trenton, Missouri, and Indian Hills Community College in Centerville, Iowa, assist students in completion degrees in undergraduate Elementary Education. The Master of Education in Collaborative Teaching and Learning is offered at Grant Wood AEA in Cedar Rapids, Iowa, AIB Campus in Des Moines, Iowa, and Graceland University campus in Independence, Missouri. Students transfer credits from previously attended colleges and complete their junior and senior coursework with Graceland by attending classes offered in their area. Undergraduate students benefit from Graceland's articulation and equivalency agreements with these institutions. Off-campus courses are offered evenings and weekends, allowing most students to hold a job, fulfill family and community obligations and still earn a degree.

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

For more information concerning Global Campus programs, please call 1-800-833-0524 or visit our website on the

Graceland University homepage at www.graceland.edu.

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Fall 2006 Calendar

August

Wed. Thurs. 23, 24 Faculty Fall Conference
Sat. 26 New Students Arrive
Mon. 28 Returning Students Arrive
Classes Begin, IC
Tues. 29 Classes Begin, Lamoni

September

Fri.-Sun. 29-October 1 Homecoming Weekend

October

Fri. 13 Midterm
Fri. 13 (5:00 p.m.) Fall Break Begins
Wed. 18 (8:00 a.m.) Classes Resume

November

Tues. 21 (9:00 p.m.) Thanksgiving Recess Begins
Mon. 27 (8:00 a.m.) Classes Resume

December

Fri. 8 Classes End
Mon.-Thurs. 11-14 Semester Examinations

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



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Spring 2007 Calendar

January

Wed. 3 Winter Term Begins
Tues. 23 Winter Term Ends
Mon. 29 Classes Begin, Lamoni, IC

March

Fri. 16 Midterm Evaluation
Fri. 23 (5:00 p.m.) Spring Recess Begins

April

Mon. 2 (8:00 a.m.) Classes Resume
Mon. 9 Easter Break
Mon. 9 (5:00 p.m.) Classes Resume

May

Fri. 11 Classes End
Mon.-Thurs.14-17 Semester Examinations
Sat. 19 Baccalaureate
Sun. 20 Commencement
Mon.-Tues. 21-22 Faculty Spring Conference

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Summer 2007 Calendar

May

Thurs. 24 Summer Session Begins, Lamoni

June

Thurs. 14 Summer Session Ends, Lamoni

July

Mon. 2 IC: Summer session begins

August

Fri. 17 IC: Summer Session Ends

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Fall 2007 Announcements*

August

Wed. Thurs. 29, 30 Faculty Fall Conference

September

Sat. 1 New Students Arrive

Mon. 3 Returning Students Arrive

Tues. 4 Classes Begin, Lamoni
Classes Begin, IC

October

Fri.-Sun Homecoming Weekend

Fri. 19 Midterm

Fri. 19 (5:00 p.m.) Midterm Break Begins

Wed. 24 (8:00 a.m.) Classes Resume

November

Tues. 20 (9:00 p.m.) Thanksgiving Recess Begins

Mon. 26 (8:00 a.m.) Classes Resume

December

Fri. 14 Classes End

Mon.-Thurs. 17-20 Semester Examinations

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Spring 2008 Announcements*

January

Thurs. 3	Winter Term Begins
Wed. 23	Winter Term Ends
Mon. 28	Classes Begin, Lamoni, IC

March

Fri 14	Midterm Evaluation
Fri. 14 (5:00 p.m.)	Spring Recess Begins
Mon. 24	Easter Break
Mon. 24 (5:00 p.m.)	Classes Resume

May

Fri. 9	Classes End
Mon.-Thurs.12-15	Semester Examinations
Sat. 17	Baccalaureate
Sun. 18	Commencement
Mon.-Tues. 19-20	Faculty Spring Conference

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Summer 2008 Announcements*

May

Thurs. 22 Summer Session Begins, Lamoni

June

Mon. 30 IC: Summer session begins

August

Fri. 22 Summer Session Ends

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Academic Year 2005-06

August 8	Term 1 Classes Begin
October 8	Term 1 Classes End
October 10	Term 2 Classes Begin
December 17	Term 2 Classes End
January 9	Term 3 Classes Begin
March 11	Term 3 Classes End
March 13	Term 4 Classes Begin
May 20	Term 4 Classes End
May 22	Term 5 Classes Begin
July 22	Term 5 Classes End

Academic Year 2006-07

August 7	Term 1 Classes Begin
October 7	Term 1 Classes End
October 9	Term 2 Classes Begin
December 16	Term 2 Classes End
January 2	Term 3 Classes Begin
March 3	Term 3 Classes End
March 5	Term 4 Classes Begin
May 12	Term 4 Classes End
May 21	Term 5 Classes Begin
July 21	Term 5 Classes End

Academic Year 2007-08

August 6	Term 1 Classes Begin
October 5	Term 1 Classes End
October 8	Term 2 Classes Begin
December 14	Term 2 Classes End
January 7	Term 3 Classes Begin

March 7	Term 3 Classes End
March 10	Term 4 Classes Begin
May 9	Term 4 Classes End
May 12	Term 5 Classes Begin
July 11	Term 5 Classes End



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Academic Calendar

(School of Nursing and Allied Health Online Program)

Academic Year 2005-06

Fall 2005

August 29 Session 1 Classes Begin
October 9 - 13 On Campus Focus Session
October 23 Session 1 Classes End
October 24 Session 2 Classes Begin
December 17 Session 2 Classes End

Spring 2006

January 2 Session 1 Classes Begin
February 13 - 16 On Campus Focus Session
February 26 Session 1 Classes End
February 27 Session 2 Classes Begin
April 21 Session 2 Classes End

Summer 2006

16 - Week Session

May 1 - August 18

8 - Week Session A

May 1 Session A Classes Begin
June 12 - 15 On Campus Focus Session
June 23 Session A Classes End

8 - Week Session B

June 27 Session B Classes Begin
August 18 Session B Classes End

Academic Year 2006-07

Fall 2006

16 - Week Session

August 28 - December 15

8 - Week Session A

August 28 Session A Classes Begin

October 22 Session A Classes End

8 - Week Session B

October 23 Session B Classes Begin

December 15 Session B Classes End

Winter 2007

16 - Week Session

January 1 - April 20

8 - Week Session A

January 1 Session A Classes Begin

February 18 - 23 On Campus Focus Session

February 23 Session A Classes End

8 - Week Session B

February 26 Session B Classes Begin

April 20 Session B Classes End

Summer 2007

16 - Week Session

April 30 - August 17

8 - Week Session A

April 30 Session A Classes Begin

June 11 - 14 On Campus Focus Session

June 22 Session A Classes End

8 - Week Session B

June 25 Session B Classes Begin

August 17 Session B Classes End

Academic Year 2007-08

Fall 2007

16 - Week Session

August 27 - December 14

8 - Week Session A

August 27 Session A Classes Begin

October 19 Session A Classes End

8 - Week Session B

October 22 Session B Classes Begin

December 14 Session B Classes End

Winter 2008

16 - Week Session

January 7 - April 25

8 - Week Session A

January 7 Session A Classes Begin

February 17 - 21 On Campus Focus Session

February 29 Session A Classes End

8 - Week Session B

March 3 Session B Classes Begin

April 25 Session B Classes End

Summer 2008

16 - Week Session

May 5 - August 22

8 - Week Session A

May 5 Session A Classes Begin

June 16 - 19 On Campus Focus Session

June 27 Session A Classes End

8 - Week Session B

June 23 Session B Classes Begin

August 22 Session B Classes End

Academic Year 2008-09

Fall 2008

16 - Week Session

September 1 - December 19

8 - Week Session A

September 1 Session A Classes Begin

October 24 Session A Classes End

8 - Week Session B

October 27 Session B Classes Begin

December 19 Session B Classes End

Winter 2009

16 - Week Session

January 5 - April 24

8 - Week Session A

January 5 Session A Classes Begin

February 16 - 19 On Campus Focus Session

February 27 Session A Classes End

8 - Week Session B

March 2 Session B Classes Begin

April 24 Session B Classes End

Summer 2009

16 - Week Session

May 4 - August 21

8 - Week Session A

May 4 Session A Classes Begin

June 15 - 18 On Campus Focus Session

June 26 Session A Classes End

8 - Week Session B

June 29 Session B Classes Begin

August 21 Session B Classes End



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Academic Forgiveness

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

1. POLICY

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

2. PROCEDURE

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

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Integrity Policy

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Academic Integrity Policy

Academic integrity is a highly valued principle that undergirds all facets of academic life at Graceland University. We believe 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 plagiarism and cheating in any form.

1. **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.
2. **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 plagiarism and or cheating. When an "F" grade is assigned, the student may not drop the course. The faculty member will report all cases of plagiarism and cheating to the Dean of Faculty. Violation of the academic integrity policy may have additional consequences within specific programs.

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Academic Standings

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

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

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

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

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

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

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

Students placed on Probation will be strongly encouraged to take advantage of free tutoring services provided by the Academic Skills Center. Students on Continued Probation and those returning after Academic Dismissal will be required to use the services provided by the Academic Skills Center.

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

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

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

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

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

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

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

Readmission After Academic Dismissal

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. Applications for Readmission are available in InfoCentral or the Registrar's Office in Patroness Hall.

Upon readmission a student must earn a minimum of a 2.00 grade point average each semester they are enrolled. Failure to do so will cause the student to be dismissed again.

Students readmitted following a period of dismissal are ineligible to participate in organized co-curricular activities for the first semester after they return, e.g. intercollegiate athletics, student government, fine arts (unless an activity is required for a major/minor), etc. without the permission of the CAC.

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Advising and Registration

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

Freshmen may take courses numbered from 1000 to 1999. Sophomores may take courses numbered up to 2999. Juniors and seniors may take courses numbered up to 4999. (A student who has at least a 2.50 college grade point average may enroll in a course one level above his/her classification; entering freshman may enroll in sophomore-level courses if high school GPA is 2.80 or higher).

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

Generally, students may add a course during the first 20% of the session with the instructor's consent and may withdraw without penalty from a course during the first 60% of the session. A grade of "W" is recorded for courses dropped after 20%, but before 60% of the session. Deadlines for adding and/or dropping courses offered in educational programs that are not taught on the normal semester or nine-week term schedule usually differ. Contact the Registrar in Patroness Hall on the Lamoni, IA, campus for this information.

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

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Athletic Eligibility

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



The following regulations apply to new freshman student athletes.

- A. 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.
- B. 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:

- A. Full time status — Students must be identified and enrolled in a minimum of 12 institutional credit hours at the time of participation.
- B. Students must have accumulated a minimum of nine institutional credit hours prior to identification for the second term of attendance. Only those hours earned after identification may be applied toward meeting the nine hours for a second term freshman. However, Graceland University requires that 12 s.h. be earned before the student's second semester of attendance to be considered making satisfactory progress. (see D below)
- C. 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.
- D. The student must be making normal progress toward a recognized baccalaureate degree and maintain the minimum grade point average as defined by the institution and the NAIA. (See [Satisfactory Academic Progress](#))

[Standards for Receiving Financial Aid and Athletic Eligibility.](#))

- E. 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.
- F. To participate a second season in a sport, all students must have accumulated at least 24 semester/37 quarter institutional credit hours.
- G. To participate the third season in a sport, all students must have accumulated at least 48 semester/72 quarter institutional credit hours.
- H. 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.
- I. Repeat courses — Courses previously passed with a grade of “D” or better in any term, during summer, or during a non-term cannot count toward satisfying the 24 credit hour rule. A maximum of one repeat course per term previously passed with a grade of “D” may be counted toward satisfying the 12 hour enrollment rule. Repeat courses previously passed with a grade of “C” or better cannot be applied to meet either the 12 hour enrollment rule or the 24 credit hour rule.

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

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Class Attendance

Students are expected to attend classes regularly, be punctual, and complete all work whether present or not. The opportunity for making up, whenever possible, classwork 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, and/or (3) 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.

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

Course Withdrawal by Instructor

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

Administrative Withdrawal from Online Courses

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

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

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

and withdrawal.

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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

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Courses by Arrangement

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

The following procedure applies to arranged courses:

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

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Credit for Extraintitutional Learning

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

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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.

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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>

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Excelsior

The Division 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.

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Experiential Learning Credit

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

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

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

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

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Graceland University - International Baccalaureate (IB) Diploma

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International Baccalaureate (IB) Diploma

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

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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 prior to fall enrollment. Examinations are presently offered for German and Spanish. The results of the examination will determine the placement of students in the proper language course level: beginning, intermediate, or advanced. Those students who place in the intermediate or higher classes will have met the equivalent of the foreign language requirement listed under the general education goal 7.

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Proficiency Exams

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

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

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

Such examinations are subject to the following limitations:

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

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

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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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Global Campus Online Courses

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

The following procedure applies to Global Campus online courses:

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

The following outlines semesters with equivalent terms for load credit:

Term 1 - Summer

Term 2 - Fall

Term 3 - Winter

Term 4 - Spring

Term 5 - Summer

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Grade Reports

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

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Honors and Awards

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

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

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

The graduating seniors with the highest grade point average in his/her class is awarded the gold seal of the university in recognition of the special value Graceland University places on academic achievement.

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.

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Normal Progress for Graduation

Normal progress refers to a student's progress toward achieving in four years the 128 semester hours and 2.00 grade point average required for graduation. Academic standing and normal progress are not synonymous.

As reported to associations, agencies, and programs, 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	13	1.50
2	32	1.70
3	45	1.90
4	64	2.00
5	77	2.00
6	96	2.00
7	109	2.00
8	128	2.00

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Graceland University - Policy for Individual Study Programs

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Policy for Individual Study Programs

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

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

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

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

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

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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 [here](#).

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

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

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

*Athletic eligibility is also subject to NAIA regulations. (See [Athletic Eligibility](#))

Duration of Eligibility

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

Semesters Completed	Cumulative Earned Hours	Cumulative GPA
1	12	1.50
2	24	1.70
3	36	1.90
4	48	2.00
5	60	2.00
6	72	2.00
7	86	2.00
8	100	2.00
9	114	2.00
10	128	2.00
11	142	2.00
12	156	2.00

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

These standards are the minimum standards that must be completed. Specific aid programs may require more than these minimum standards. Additionally, a department may require the student to earn more credit hours or maintain a

higher grade point average (GPA) than required by these minimum standards. Some types of aid may not be available to the student for the entire duration of the satisfactory academic progress standards, e.g. the Iowa Tuition Grant is only available for eight full-time semesters or their equivalent.

Evaluation Process

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

Transfer students are evaluated for satisfactory academic progress after the completion of their first semester at Graceland University.

Non-Credit Coursework

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

Appeals

A student must meet the minimum credit hours and cumulative GPA requirements to be maintaining satisfactory academic progress. The Financial Aid Committee will evaluate extenuating circumstances such as a death in the family, serious illness or injury to the student or close family member, that result in the student not meeting one or more of the requirements. The committee typically grants financial aid probation for one semester only during a student's academic enrollment at Graceland University. Appeals must be submitted in writing to the Director of Financial Aid Services. The written appeal must contain the following information:

1. A statement by the student that outlines the circumstances that the student believes contributed to his/her lack of academic progress.
2. The steps that the student plans to take to remedy his/her current academic situation.
3. A list of the classes that the student is planning to take during the next semester.
4. A copy of the student's unofficial transcript.
5. For juniors and seniors, a semester by semester plan of the classes the student will take in order to graduate within the guidelines of satisfactory academic progress.

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

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Student Load

An average of 32 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 in a program offered on the semester schedule are considered full-time students, but are required to pay full tuition if enrolled for 10 or more semester hours. Most students register for a study program of 14-15 semester hours.

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

Students enrolled in undergraduate programs offered on the nine-week session schedule are considered full-time when enrolled for six or more semester hours.

Students enrolled in graduate programs are considered full-time when enrolled for at least six semester hours during a nine- or 16-week session. Those enrolled in graduate programs offered on the normal semester schedule are considered full-time when enrolled for nine or more semester hours.

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Study Abroad Program

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

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

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

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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

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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

Withdrawn from the course at a specified date.

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Auditing of Courses

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

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Graceland University - Changing a Course Grade

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> **Changing a Course Grade**

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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.

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Courses Repeated

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

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

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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.

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> **Incomplete Grades**

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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.

An "Incomplete Grade Contract" signed by the student when possible and the instructor, 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 deadline date for completion of the work.

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 with the Registrar's Office. This filing requires the signatures of the student, the faculty member, and the division chair/dean. 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, with the instructor's consent, 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."

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

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.

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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, Economics, Information Technology, or International Business with the exception of internships.
- All courses used to fulfill requirements for a major in Sociology, Sociology (Human Services), or Sociology (Criminal Justice) with the exception of internships
- Theatre courses for Theatre majors

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Graceland University - Student Appeal of Final Grade

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> **Student Appeal of Final Grade**

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Student Appeal of Final Grade

INFORMAL PHASE:

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

FORMAL PHASE:

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

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

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

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

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

*If a chair is the instructor whose grade is appealed, the student shall initiate the grade appeal with

the Dean of Faculty (Lamoni) or Dean of Nursing (Independence).

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

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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](#)

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3. Winter terms are not required of students enrolled at Graceland exclusively on a part-time basis (11 s.h. or less); enrolled in the Distance Learning Program; enrolled in the Independence Education Program; enrolled in Campus-Based Studies; or pursuing the accelerated BSN–RN program.

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Winter Term

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

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

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

The [Winter Term Bulletin](#) lists the basic policies, procedures, and programs of winter term. A detailed list of the official policies and procedures is available in the winter term Handbook of Policies and Procedures, and should be consulted when questions arise.

Students enrolling for winter term may choose from programs designed each year, by faculty members, specifically for the winter term period, or they may propose individual study projects in an area of personal interest.

The winter term attendance requirements are as follows:

1. Three winter terms are required for the baccalaureate degree. (It is strongly recommended that one be taken during the freshman year.)
2. The winter term requirement for transfer students enrolled full-time (12 s.h. or more) at Graceland is assessed as follows:

Cumulative Semester Hours after transfer	Number of required Winter Terms
1-23	3
24-55	2
56-87	1
88 and greater	0

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Withdrawal from the University

Students not returning to Graceland for the next semester or term, including GRADUATES, are required to officially initiate the withdrawal process. Lamoni Campus students withdrawing or not returning to Graceland must formally notify Student Life of intent to withdraw and initiate the withdrawal process in the Student Life Office (MSC, room 17). Students from other programs withdrawing or not returning to Graceland must formally notify their program 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 (listed below). Contact your Program Coordinator, the Registrar's Office, or Student Accounts with specific questions.



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Continuing Education

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

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Academic Skills Center

Student Support Services Program

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

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Institutional Support Service

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

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Student Disabilities Services

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

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

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

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Chance Program

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

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Intensive English as a Second Language

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

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Graceland University Writing Center

The Graceland University Writing Center provides a supportive environment and attentive assistance to students in

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

The Writing Center, located on the lower level of the FMS Library in Room 16, is open from 9 A.M. to 5 P.M. on Monday, Wednesday, and Friday; from 9 A.M. to 8 P.M. on Tuesday and Thursday; and 10 A.M. to 3 P.M. on Saturday. While walk-ins are welcome, appointments are recommended to guarantee an available tutor. You may schedule an appointment by calling 5077 or 5078, emailing stead@graceland.edu, or by signing up on the schedule posted by the Writing Center door.

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Educational Talent Search

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

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Upward Bound

This program is sponsored by Graceland University and funded by a TRIO grant from the Federal Department of Education. Since the summer of 1966 Graceland University has served youth between the ages of 13-19 from 15 schools in 7 counties in southern Iowa and northern Missouri in preparing them for success in postsecondary education. Graceland's Upward Bound program includes a summer instructional component designed to provide a true "college experience". Subjects of instruction include mathematics through pre-calculus, laboratory science, English literature and composition, and a foreign language. Mentoring programs, counseling, and exposure to social and cultural events also make up this summer component. During the academic school year these opportunities are provided through Saturday academies held once per month on campus.

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Admissions

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

Graceland University does not discriminate against any student or prospective student on the basis of race, color, religion, age, sex, national origin, sexual orientation or disability.

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

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High School Students

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

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

1. Rank in upper 50% of the class.
2. Have a 2.50 grade point average or above based on a 4.00 system.
3. Have either a minimum composite ACT score of 21 or a minimum combined SAT I score of 960.
 - a. For athletic eligibility, the test results must come from official test centers on the national testing dates.

- b. Writing component of the ACT and SAT tests will be required to be considered for acceptance for Fall 2007. Students accepted with a writing score of 7 or below will be required to take the Basics of English course or may take the Compass Placement Test to determine proper placement.

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

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

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

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

A Compass Placement Test may be required if ACT or SAT scores are not submitted in order to determine correct placement in English and Math courses.

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

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Home School Policy

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

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

1. Have either a minimum composite ACT score of 21 or a minimum combined SAT I score of 960.
 - a. For athletic eligibility, the test results must come from official test centers on the national testing dates.
 - b. Writing component of the ACT and SAT tests will be required to be considered for acceptance for Fall 2007. Students accepted with a writing score of 7 or below will be required to take the Basics of English course or may take the Compass Placement Test to determine proper placement.
2. A portfolio demonstrating the breadth and depth of learning by the applicant. The portfolio may express the unique learning of the home-schooler during the years of high school or the last four years of learning. Admissions will assess the quality of the portfolio to determine whether it reflects sufficient preparation for success during college.
3. A home-school transcript prepared by the teachers/parents, an independent or supervising teacher or an organization with whom the student is registered or affiliated. The cumulative grade point average must be 2.50 or above based on a 4.00 system.

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

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

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

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

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International Students*

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

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Transfer Students

A student seeking admission to Graceland after enrollment at another college must submit to Admissions an application form, a high school transcript and transcripts from all colleges previously attended, and a nonrefundable

application fee of \$50. (The \$50.00 application fee is waived when the application is submitted online.) An institutional deposit of \$200 is required prior to receiving a room assignment or registering for classes. The transcripts must be mailed in a sealed envelope with the official school seal affixed. Withholding information concerning previous schools attended could result in termination of enrollment.

Acceptance is based on college work rather than high school if a student has attended college full time for at least one semester and/or has accumulated 12 semester hours of credit. The academic standing of transfer students will be determined on the same basis as regular Graceland students.

Transfer students are considered in good standing when they meet the following criteria:

- End of 1st semester (or at least 12 s.h. attempted): 1.50 GPA
- End of 2nd semester (or at least 24 s.h. attempted): 1.70 GPA
- End of 3rd semester (or at least 36 s.h. attempted): 1.90 GPA
- End of 4th semester (or at least 48 s.h. attempted): 2.00 GPA

Applicants who do not meet the above criteria will be considered individually and if accepted will enter Graceland on 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 full junior standing. A maximum of 75 semester hours is acceptable for transfer from two-year schools.

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

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

A detailed statement on transfer policies is available in the Registrar's Office or you may click [here](#).

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Articulation Agreements

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

Amarillo College

[AIB College of Business](#)

Chemeketa College

[Des Moines Area Community College](#)

[Indian Hills Community College](#)

INTI–Malaysia

[Iowa Central Community College](#)

[Iowa Western Community College](#)

Kiev Institute of Trade & Economics

Madison Area Technical College

[North Central Missouri College](#)

P.J. Community College–Malaysia

Rima College–Malaysia

Rogers State College

Saddleback College

San Diego City College

[Southwestern Community College](#)

[The Metropolitan Community College District– Kansas City](#)

University of Iowa

University of Missouri–Rolla

Waukesha County Technical College

Equivalency listings are also available for the following schools:

[HELP Institute \(ADP\)](#)

[HELP Institute \(ADP\) General US](#)

[Iowa Valley Community College District](#)

[Johnson County Community College](#)

[Kanda Institute of Foreign Languages](#)

[North Iowa Area Community College](#)

[Sepang Institute of Technology](#)

[Taylor's College](#)

[Wentworth Junior College](#)

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Part-time Study

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

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

complete. ACE participants may also take college courses during summer sessions, but they are responsible for paying regular tuition costs and may receive high school credit for these summer courses. Courses are available on campus and via the internet.

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

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

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

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Professional Nursing

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

Requirements for Admission of Registered Nurses to the Nursing Program

- Admission to the university.
- Admission to the Nursing major (the same requirements as for all nursing students).
- Evidence of current license to practice as a registered nurse.
- Submission of two reference letters.

In addition to Graceland's residential B.S.N. and online R.N. to B.S.N. completion programs in Nursing, the university offers a B.A. degree in Health Care Administration and a M.S.N. in Family Nurse Practitioner, Educator, or Health Care Administration.

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

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Military Service

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

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

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

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

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Requirements for Baccalaureate Degrees

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

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

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



1. 128 semester hours¹
2. 39 upper division semester hours (3000 and 4000 level courses)
3. 2.00 grade point average on all work and 2.00 average in major(s)
4. 32 semester hours of residence, including at least 20 of the last 32 taken immediately prior to graduation²
5. A recognized major or equivalent
6. Three winter terms: One winter term for each year of attendance. One of these may be waived. (It is strongly recommended that one be taken during the freshman year.)
7. Completion of the prescribed general education program (A) or one of the alternatives (B or C) listed below³:

A. Prescribed general education program

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

1. To communicate effectively, both
 - a. orally
 - 3 s.h. Speech course
 - b. and in writing
 - 6 s.h.: Modern Rhetoric or English Honors and Advanced Composition
2. To be knowledgeable about the
 - a. natural sciences (physical and biological sciences),
 - b. humanities (literature, philosophy, religion, foreign language, theater, art, music),

NOTE: Bilingual international students can qualify for 6 s.h. of a foreign language

in Goal 2b.

- c. social sciences (history, political science), and
- d. behavioral sciences (sociology, psychology, economics) and their various ways of gaining knowledge.

6 s.h. in areas 2a, 2c, 2d, and a total of 9 s.h. in two or more humanities areas (2b)

- 3. To develop aesthetic appreciation.

3 s.h. in an approved art, music, theater, or literature

- 4. To develop thinking skills including

- a. problem solving and/or creative thinking,

Completion of a course identified in the catalog as a problem solving/creative thinking course (4a)

- b. critical thinking, and

Completion of a course identified in the catalog as a critical thinking course (4b)

- c. analysis, both

- 1. qualitative, and
- quantitative

6 s.h. in math

- 5. To develop sound values and ethical consciousness.

3 s.h. in ethics,

3 s.h. Service learning,

Completion of the Business Administration major

Completion of the International Business major

Completion of the Addiction Studies major

Completion of the Nursing major

- 6. To develop skills of collaboration, leadership, and change.

2-3 s.h. in leadership

- 7. To be knowledgeable and appreciative of human diversity as expressed in cultures other than one's own.

6 s.h. (All international students and international studies majors automatically meet this requirement)

- 8. To be competent in using current technology for information processing.

3 s.h. computer course,

Approved workshops

- 9. To know and apply the principles of healthful living including worthwhile use of leisure time.

PFM and one physical education activity course or varsity sport

10. To make meaningful connections between disciplines.

One thematically-linked cluster of courses,

6 s.h. interdisciplinary courses (Humanities I and II, Nature of Science, etc.)

B. Student-initiated general education program

A student may submit an alternative general education program or request permission to be excused from any or all general education requirements listed under 8.A. above. Proposals and/or petitions must be submitted to the Academic Affairs Office or Registrar's Office and approved by the Academic Council. They should be supported by evidence of breadth of learning roughly equivalent to that represented in the prescribed program 8.A. above.

C. Alternative general education program for graduates of two-year institutions

A student transferring to Graceland University who has earned an associate degree, with at least 60 s.h. applicable for transfer, from a regionally accredited community or junior college with at least a 2.00 cumulative GPA, must satisfy Graceland University's general education requirements by having taken the two upper division courses listed below and by having taken 8 s.h. in each of the following areas: communications (college composition and speech courses), humanities (literature, philosophy, religion, art, music, theatre, and foreign language courses), social sciences, and science/mathematics:

1. Advanced Composition (ENGL3200, 3210, 3220, 3270 or 3280) 3 s.h.
2. The Nature of Science (SCIE3030) or one physical/biological science lab course 3 s.h.

¹No more than 8 s.h. of Physical Education courses number 0000-1000, including Personal Fitness Management, may be presented toward the 128 hours required for graduation. No more than 2 s.h. of the 8 s.h. applied toward graduation may be earned through varsity athletics.

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

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

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

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

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

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

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

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

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

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

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

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

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



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Graceland University - Academic Catalog for Returning Students

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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.



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Participation in Commencement Ceremony



Students who have graduation deficiencies, but present documented evidence for a plan (including evidence that they have registered for all courses required for graduation) to complete those deficiencies by the end of the calendar year, have a 2.5 overall GPA, and are approved by the Curricular Adjustment Committee, may participate in commencement exercises. Such students will be listed on the program as candidates for graduation and will be recognized as such in the commencement program.

Those students who participate in Commencement will receive diplomas only if they have completed all graduation requirements.

Graduate Student Participation in Commencement

Graduate students are expected to complete all requirements for graduation in order to participate in commencement. The Graduate Council will consider petitions for participation in Commencement from students who present a plan to complete all graduation requirement by end of calendar year.

A Student Petition form, completed by the student and including a supporting recommendation from the student's academic unit, is submitted to the Graduate Council for action. Students will be informed of the action taken by the Graduate Council through communication from the Registrar.



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1. Division of Fine Arts
Julia A. Franklin, Chair
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 - [Music](#)
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5. Division of Science and Mathematics
Dr. Daniel V. Pratt, Chair
 - [Biology](#)
 - [Chemistry](#)
 - [Computer Science](#)
 - [Mathematics](#)
 - [Physical Science](#)
 - [Physics](#)

12. Division of Humanities
Dr. Jerome D. DeNuccio, Chair
 - [Communications](#)
 - [English](#)
 - [Modern Foreign Languages](#)
 - [Philosophy](#)
 - [Religion](#)

18. Division of Social Science
Dr. William D. Russell, Chair
 - [Geography](#)
 - [History](#)
 - [Political Science](#)
 - [Psychology](#)
 - [Sociology](#)

24. School of Education
Dr. William L. Armstrong, Dean

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25. Division of Business
Richard K. Lindgren, Chair
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[Business Administration](#)
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30. Division of Health and Movement Sciences
Dr. Phyllis N. O'Daniels, Chair
[Athletic Training](#)
[Health](#)
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Organization of the Academic Program, Independence Campus

1. School of [Nursing](#)
Dr. Kathryn A. Ballou, Dean
Claudia D. Horton, Associate Dean, BSN-RN Program
Dr. Patricia K. Trachsel, Dean of Independence Campus, Associate Dean RN-BSN Program
Christine Tindall, Chair, Department of [Addiction Studies](#)
2. Community of Christ [Seminary](#)
Dr. Don Compier, Dean
3. School of [Education](#)
Jim Robinson, Associate Dean of Administrative Services

**Wellness Program
Management
Minors**



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Education (Graduate)

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English As A Second Language

Fitness Leadership

French

General

Geography

German

Accounting

B.A. Degree - Accounting Major

In addition to the general education requirements, majors in Accounting must complete a concentration of 51 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.

BUAD3320 Principles of Management 3 s.h.

BUAD3330 Principles of Marketing 3 s.h.

BUAD3340 Business Law 3 s.h.

BUAD3380 Principles of Business Finance 3 s.h.

BUAD4200 Seminar in Business Policy 3 s.h.

ECON1300 Principles of Macroeconomics 3 s.h.

ECON1320 Principles of Microeconomics 3 s.h.

ITEC3260 Management of Information Systems 3 s.h.

Upper division elective in Accounting, Business Administration,

Economics, and/or Information Technology, including at least one of the following: ACCT3320, 3700, 4120, other full-time employment in an accounting-related position. 6 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.

and one of the following:

MATH1280 College Algebra 3 s.h.

MATH1330 Elementary Functions

MATH1350 Discrete Mathematics

MATH1510 Calculus I

The Accounting major will fulfill the requirements for a minor in Business Administration.

Accounting Minor

Health and Movement Science	A minor in Accounting consists of 18 semester hours or more in Accounting including: ACCT2310, ACCT2320, and ACCT3360.
Health Care Management	Courses in Accounting
History	
Honors Program	ACCT2000 Individual Study 1-3 s.h.
Human Resource Management (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: Computer competency. Goal 4ab
Humanities	
Information Technology	
Interdisciplinary	ACCT2320 Managerial Accounting 3 s.h. The selection and analysis of accounting information for internal use by management. Prerequisite: ACCT2310 and either BUAD1420 or MATH1510. Goal 4ab
International Business	
International Studies	
Leadership (Minor)	ACCT3000 Individual Study 1-3 s.h.
Liberal Studies	ACCT3310 Tax Accounting 3 s.h. A study of federal income tax provisions relating to individuals, corporations, and partnerships. Goal 4ab
Mathematics	
Modern Foreign Languages	
Music	ACCT3320 VITA: Volunteer Income Tax Assistance 2 s.h. Students will be trained to provide free tax assistance to older, handicapped, and non-English speaking community members. Students will secure sites, arrange publicity, secure necessary forms and supplies, and provide tax preparation assistance. May be repeated once for credit. Prerequisite: ACCT3310 Goal 4ab, 5
Nursing (Undergraduate)	
Nursing (RN-BSN/MSN)	
Nursing (Graduate)	ACCT3360 Intermediate Accounting I 3 s.h.
Peace Studies	Accounting theory and practice applicable to determination of asset values and related problems of income determination. Prerequisites: ACCT2320. Goal 4ab
Philosophy	
Physical Education & Health	ACCT3390 Forensic Accounting 3 s.h. A study of strategies and tactics essential to the fraud examination process. Course presentation guides the student through specialized, applied settings of forensic accounting. Coverage includes: financial statement analysis, interpretation and scrutiny of financial records and documentation, trace techniques, reporting irregularities, fraud examination approaches, legal rules and statutory construction pertinent to accounting practices. Prerequisite: ACCT2320. Goal 4ab; 4c1
Physics	
Political Science	
Psychology	
Publication Writing & Design	
Recreation	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. Includes three hours of lecture and one hour of lab work in which students will be introduced to software programs that focus on problem solving and strategic planning. Prerequisite: ACCT 2310, 2320, MATH1380. Goal 4ab
Religion (Undergraduate)	
Religion (Graduate)	
Science	
Social Science	
Sociology	
Spanish	ACCT3460 Intermediate Accounting II 3 s.h. Accounting theory and practice applicable to liabilities and owner's equity, special problem areas related to income determination and financial reporting, and international transactions. Prerequisite: ACCT3360. Goal 4ab
Speech Communications	

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+ ACCT3480 Advanced Tax Accounting 3 s.h.

A survey of various tax systems beyond the income tax coverage of Tax Accounting. Included topics are estate and gift taxes, FICA taxes and other retirement-planning tax issues, international and inter-state taxation, and tax-exempt entities. Prerequisite: ACCT3310. Goal 4ab

ACCT3500 Microcomputer Business Applications II (Also ITEC3500) 3 s.h.

Proficiency based course to develop advanced level skills using Microsoft's Windows™, Office Suite™, and HTML. Prerequisite: ITEC1010 or ITEC3260. Goal 8

ACCT3700 IMA Accounting Practicum 1 s.h.

An experiential course in which students utilize knowledge and skills learned in accounting and business classes to analyze and to solve real-world business problems. Includes research, writing, and case studies. Business simulation software is used to involve students in the decision-making activities necessary for the operation of a manufacturing company. Students participate in the campus chapter of the Institute of Management Accountants and attend chapter meetings during the semester. Can be repeated for a total of four semester hours of credit. There are four different modules that are not sequential. Students can take all or part of the modules. Prerequisites: ACCT2310, 2320, Junior standing. Goal 4ab, 5

ACCT3900 Topics in Accounting 1-3 s.h.

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

ACCT4000 Individual Study 1-3 s.h.

ACCT4100 Auditing 3 s.h.

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

ACCT4120 Internship in Accounting 1-3 s.h.

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

+ ACCT4360 Advanced Accounting 3 s.h.

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

+Denotes an alternate year course.



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Addiction Studies

**No students will be accepted into the Addiction Studies program after March 1, 2005. This program is no longer offered in any format by Graceland University.*

B.S. Degree — Addiction Studies

In addition to the general education requirements, majors in Addiction Studies must complete a concentration of 45 semester hours in Addiction Studies courses and six semester hours of supporting courses.

Addiction Studies courses:

- ADST1100 Current Concepts of Addiction 3 s.h.
- ADST1200 Pharmacology of Addictive Substances 3 s.h.
- ADST1300 Addiction Treatment: Methods and Modalities I 3 s.h.
- ADST2300 Addiction Treatment: Methods and Modalities II 3 s.h.
- ADST2400 Behavioral Addictions 1 s.h.
- ADST2500 Policies, Procedures, and Documentation 1 s.h.
- ADST2600 Theories of Addiction Counseling 3 s.h.
- ADST3100 Counseling Skills in the Treatment of Addiction 3 s.h.
- ADST3200 Ethics of Addiction Treatment and Counseling 1 s.h.
- ADST3300 Family Recovery and Intervention 3 s.h.
- ADST3400 Treating Special Populations for Addictions 3 s.h.
- ADST3500 Group Process and Self-Help Groups 3 s.h.
- ADST4100 Self-Care and Relapse Prevention 3 s.h.
- ADST4200 Educating the Addiction Client 3 s.h.
- ADST4300 Models of Prevention 3 s.h.
- ADST4400 Practicum I 6 s.h.

Support courses:

- PSYC1300 Introductory Psychology 3 s.h.
- PSYC3330 Biopsychology 3 s.h.

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- ADST1100 Current Concepts of Addiction 3 s.h.
- ADST1200 Pharmacology of Addictive Substances 3 s.h.
- ADST1300 Addiction Treatment: Methods and Modalities I 3 s.h.
- ADST2400 Behavioral Addictions 1 s.h.
- ADST2600 Theories of Addiction Counseling 3 s.h.
- ADST3300 Family Recovery and Intervention 3 s.h.

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Health Care Management
History
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Humanities
Information Technology
Interdisciplinary
International Business
International Studies
Leadership (Minor)
Liberal Studies
Mathematics
Modern Foreign Languages
Music
Nursing (Undergraduate)
Nursing (RN-BSN/MSN)
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Peace Studies
Philosophy
Physical Education & Health
Physics
Political Science
Psychology
Publication Writing & Design
Recreation
Religion (Undergraduate)
Religion (Graduate)
Science
Social Science
Sociology
Spanish
Speech Communications

ADST3500 Group Process and Self Help Groups 3 s.h.

Certificate — Addiction Counseling

Students desiring a certificate in Addiction Counseling must complete 39 semester hours of Addiction Studies courses required for the major, with the exception of ADST4400, Practicum I.

Courses in Addiction Studies

ADST1100 Current Concepts of Addiction 3 s.h.

The purpose of this course is to provide a basic understanding of the nature, scope and complexity of addiction – its nature, symptoms, progression, and recovery – as well as a history of treatment and problems related to its treatment.

ADST1200 Pharmacology of Addictive Substances 3 s.h.

The purpose of this course is to provide a basic understanding of the effects of mood-altering substances on the body. It also examines the effects of psychoactive substances on behavior.

ADST1300 Addiction Treatment: Methods and Modalities I 3 s.h.

An introduction to the processes of diagnosis and treatment planning. Familiarizes the student with tools used for diagnosis, as well as the addiction counselor competencies. Introduction to the stages of recovery and to new challenges facing addiction counselors. Prerequisite: ADST1100.

ADST2300 Addiction Treatment: Methods and Modalities II 3 s.h.

Familiarizes the student with the process of recovery from addiction and comprehensive treatment to facilitating that process. Emphasizes bio-psycho-social-spiritual aspects of addiction and recovery in treatment planning. Emphasis on the psychology of addiction and how this affects other aspects of treatment. Prerequisite: ADST1300.

ADST2400 Behavioral Addictions 1 s.h.

A study of behavioral addictions such as gambling, overeating, compulsive sexual behavior, and compulsive overworking. Discusses the role of brain chemistry in addiction. Prerequisite: ADST1100.

ADST2500 Policies, Procedures, and Documentation 1 s.h.

Presents common policies and procedures in treating addiction clients. Discusses quality assurance, utilization review, program liability, and regulations for licensing. Charting, progress reports, and other documentation procedures will be presented. Prerequisite: ADST1100.

ADST2600 Theories of Addiction Counseling 3 s.h.

A study of a variety of counseling methods commonly used in the treatment of addiction. Prerequisites: ADST1100 and ADST1200.

ADST3100 Counseling Skills in the Treatment of Addiction 3 s.h.

Studies issues that affect addiction clients that require special counseling considerations. Group counseling methods found effective with the special needs of addiction clients are presented with special emphasis on the problem-solving group. Prerequisite: ADST2600.

ADST3200 Ethics of Addiction Treatment and Counseling 1 s.h.

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Guidelines for clinical ethics including confidentiality, discrimination, social contact with clients, relationship of treatment to AA, drug testing, credentials, and relationship to other professionals. Prerequisites: ADST1100 and ADST1200.

ADST3300 Family Recovery and Intervention 3 s.h.

Study of the response of family members to the disease of addiction within the family system. Presents methods of treating family members individually and the family system as a unit. Designed to provide basic understanding of the steps necessary to guide family members through an intervention process. Prerequisite: ADST1100

ADST3400 Treating Special Populations for Addiction 3 s.h.

A study of some special problems encountered in addiction treatment for adolescents, women, minorities, the elderly, and other special populations. Prerequisite: ADST1100.

ADST3500 Group Process and Self-Help Groups 3 s.h.

Explores group counseling and the role of twelve-step self-help groups in recovery from addiction. Prerequisite: ADST1100.

ADST3900 Topics in Addiction Studies 1–3 s.h.

Seminar in a topic of current interest in the addiction field. Topics to be announced. May be repeated for different topics for up to six semester hours. Prerequisite: ADST1100.

ADST4100 Self-Care and Relapse Prevention 3 s.h.

Presents methods for counselors to reduce relapse in their addiction clients. Provides guidelines for helping clients identify activities and techniques for regular self-care to prevent relapse. Prerequisites: ADST1100 and ADST1200.

ADST4200 Educating the Addiction Client 3 s.h.

A study of factors that influence learning in the addicted person. Provides guidelines for developing client education materials and activities in an addiction treatment program. Prerequisite: ADST1100.

ADST4300 Models of Prevention 3 s.h.

Presents methods of drug prevention and intervention that can be used by employers, the legal system, the family, the medical professional, and schools. Prerequisite: ADST1100. Goal 5,6

ADST4400 Practicum I 6 s.h.

Students will work in an addiction treatment program for 270 hours under the supervision of an experienced addiction counselor. Prerequisites: ADST1100, ADST1200, and instructor's permission.

ADST4500 Practicum II 6 s.h.

An opportunity for students to use advanced knowledge and skills in an applied setting. Prerequisite: ADST4400.

ADST4600 Senior Project 6 s.h.

A special project related to the treatment of addiction, prevention, intervention, research, or family recovery. Prerequisites: ADST1100 and ADST1200



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Art: Studio or Visual Communications

B.A. Degree — Art: Studio Major

In addition to the general education requirements, majors in Studio Art must complete 48 or more semester hours of art including the Foundation Requirements and the Studio Concentration.

Foundation Requirements:

ARTS1210 Foundation Design: 2-D Composition 3 s.h.

ARTS1220 Foundation Design: 3-D Composition 3 s.h.

ARTS1230 Drawing I 3 s.h.

ARTS1240 Drawing II 3 s.h.

ARTS2200 Drawing III 3 s.h.

ARTS2250 Painting I 3 s.h.

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

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

ARTS3450 20th Century American Art History 3 s.h.

ARTS3990 Art Seminar 3 s.h.

ARTS4500 Advanced Studio Practices 3 s.h.

ARTS4700 Senior Exhibition 0-1 s.h.

Studio Major:

Concentration Courses (choose one of four concentration tracks)

Sculpture Concentration 16 s.h.

Choose two: ARTS3460, ARTS3470, ARTS3480, or ARTS3490

Choose one: ARTS2270 with ARTS2280 or ARTS3270 with

ARTS2280

Choose two: ARTS2320, ARTS3350, ARTS3500, ARTS3510, or

ARTS3600

Ceramics Concentration 17 s.h.

ARTS2270 with ARTS2280 **and** ARTS3270 with ARTS2280

Choose one: ARTS3460, ARTS3470, ARTS3480, or ARTS3490

Choose two: ARTS2320, ARTS3350, ARTS3500, ARTS3510, or

ARTS3600

Painting Concentration 15-16 s.h.



Health	ARTS3500, ARTS3510, and ARTS4370
Health and Movement Science	Choose one: ARTS2270 with ARTS2280, ARTS3270 with ARTS2280, ARTS3460, ARTS3470, ARTS3480, or ARTS3490
Health Care Management	Choose one: ARTS2320 or ARTS3350
History	Photography Concentration 15-16 s.h.
Honors Program	ARTS2320, ARTS3600, and ARTS3610
Human Resource Management (Minor)	Choose one: ARTS2270 with ARTS2280, ARTS3270 with ARTS2280, ARTS3460, ARTS3470, ARTS3480, or ARTS3490
Humanities	Choose one: ARTS3350 or ARTS3500
Information Technology	
Interdisciplinary	B.A. Degree — Art: Visual Communication Major
International Business	In addition to the general education requirements, majors in Art: Visual Communication must complete 48 or more semester hours including the Foundation Requirements and the Visual Communication Concentration.
International Studies	
Leadership (Minor)	
Liberal Studies	Foundation Requirements:
Mathematics	ARTS1210 Foundation Design: 2-D Composition 3 s.h.
Modern Foreign Languages	ARTS1220 Foundation Design: 3-D Composition 3 s.h.
Music	ARTS1230 Drawing I 3 s.h.
Nursing (Undergraduate)	ARTS1240 Drawing II 3 s.h.
Nursing (RN-BSN/MSN)	ARTS2250 Painting I 3 s.h.
Nursing (Graduate)	ARTS2310 Art History Survey: Renaissance to Modern 3 s.h.
Peace Studies	ARTS3450 20th Century American Art History 3 s.h.
Philosophy	ARTS3990 Art Seminar 3 s.h.
Physical Education & Health	ARTS4500 Advanced Studio Practices 3 s.h.
Physics	ARTS4700 Senior Exhibition 0-1 s.h.
Political Science	Visual Communication Major:
Psychology	Concentration Courses:
Publication Writing & Design	ARTS1710 Design 1: Introduction to Visual Communication 3 s.h.
Recreation	ARTS2390 History of Graphic Design 3 s.h.
Religion (Undergraduate)	ARTS3610 Design 2a: Experimental Imaging or
Religion (Graduate)	ARTS3620 Design 2b: Illustration and Imaging 3 s.h.
Science	ARTS3630 Design 3: Systems in Design 3 s.h.
Social Science	ARTS3640 Design 4: Interactive Design 3 s.h.
Sociology	ARTS4440 Design 5: Portfolio Development 3 s.h.
Spanish	ARTS4450 Visual Communication Internship or
Speech Communications	ARTS4460 Design Studio 3 s.h.

Art Minor

The requirements for a minor in art are 21 or more semester hours, to

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include: ARTS1210, ARTS1220, ARTS1230, ARTS2300, ARTS2310,
and 6 s.h. of elective art courses.

Teacher Certification in Art

1. FOR ART MAJORS WHO WANT A SECONDARY ENDORSEMENT

(7-12): Students majoring in Art who desire Iowa Teacher Certification with an Art secondary endorsement must complete 9 s.h. of the Concentration Requirements of a Studio Major or 15 s.h. of the Concentration Requirements of the Visual Communication Major and [Secondary Education Program](#) (with ARTS4350 Art for the Secondary School as the appropriate methods course).

2. FOR ART MAJORS WHO WANT A COMBINATION

ENDORSEMENT (K-6 AND 7-12): Students majoring in Art who desire Iowa Teacher Certification with an elementary and secondary Art endorsement must complete 9 s.h. of the Concentration Requirements of a Studio Major or 15 s.h. of the Concentration Requirements of the Visual Communication Major and 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-6). Students majoring in Art who desire Iowa Teacher Certification with a K-6 Art endorsement must complete 9 s.h. of the Concentration Requirements of a Studio Major or 15 s.h. of the Concentration Requirements of the Visual Communication Major and the [Secondary Education Program](#) (7-12 grade level requirements), substituting ARTS3300 and EDUC4400 for ARTS4350 and EDUC4420, respectively.

4. FOR NON-ART MAJORS WHO WANT A SECONDARY ART

ENDORSEMENT (7-12). Non-art majors desiring a secondary Art endorsement (7-12) 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 Foundation Design: 2-D Composition 3 s.h.

ARTS1220 Foundation Design: 3-D Composition 3 s.h.

ARTS1230 Drawing I 3 s.h.

ARTS1240 Drawing II 3 s.h.

ARTS2300 Art History Survey: Ancient to Medieval **or**

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

ARTS3450 20th Century American Art History 3 s.h.

Approved Art electives (not to include ARTS4350) 6 s.h.

Courses in Art

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

ARTS1210 Foundation Design: 2-D Composition 3 s.h.

Introduction to the principles of composition on the 2-dimensional plane. Coordinated sequence of studio projects investigates the structures and illusions of shape in surface construction. Goal 2b, 3.

ARTS1220 Foundation Design: 3-D Composition 3 s.h.

Introduction to the principles of composition in 3-dimensional space. Coordinated sequence of studio projects investigates the problems of spatial organization. Goal 2b, 3.

ARTS1230 Drawing I 3 s.h.

Introduction to drawing from observation. Investigation of measure and proportion, light and shadow, and foreshortening and perspective while observing various studio subjects. Goal 2b, 3.

ARTS1240 Drawing II 3 s.h.

Continuation of ARTS1230. Further investigation of observational drawing. Prerequisite: ARTS1230. Goal 2b, 3.

ARTS1710 Design 1: Introduction to Visual Communication 3 s.h.

Covers basic principles of typography, such as type anatomy, type fonts and families, communication with typography, identity development and an introduction to layout and grid structures. Pre- or Corequisite: ARTS1210. Goal 2b, 3

ARTS2000 Individual Study Goal 2b 1-3 s.h.

ARTS2200 Drawing III 3 s.h.

Application of drawing principles to the study of the human figure. Emphasis on measure and proportion, light and shadow, and foreshortening of the figure while employing a variety of drawing media. Prerequisite: ARTS1240. Goal 2b, 3.

ARTS2250 Painting I 3 s.h.

Introduction to oil/acrylic painting, with emphasis on observation. Analysis of natural proportions and color of various studio subjects. Prerequisites: ARTS1230, and either ARTS1210 or ARTS2100. Goal 2b, 3.

ARTS2270 Ceramics: Handbuilding 3 s.h.

Production methods and processes of forming clay by coiling, slab construction, casting and extrusion. Exploration of surface enrichment through utilization of clay slips, incised textures, and glazes. Low, medium, and high temperature firing. Prerequisite: ARTS1220, Co-requisite: ARTS2280. Goal 2b, 3.

ARTS2280 Technical Ceramics 0-1 s.h.

Introductory study of clay and glaze material properties, formulation, and usage. May be repeated for credit. Co-requisites: ARTS2270 or ARTS3270 or instructor consent.

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

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

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

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

ARTS2320 Photography I 3 s.h.

A course designed to introduce the student to the art of photography. The use of camera techniques, photographic composition and design are stressed. Black and white film processing, printmaking, and darkroom procedures are studied. Students must have a 35mm camera with manually adjustable aperture and shutter settings. Goal 2b, 3.

ARTS2390 History of Graphic Design 3 s.h.

A study of the movements and styles in Graphic Design focused on the late 1800's to today. Goal 2b, 3

ARTS2900 Topics in Art History 1-3 s.h.

Special topics in art history. May be repeated for credit as topics vary. Content and semester hours will vary. Prerequisites may apply. Goal 2b, 3.

ARTS3000 Individual Study Goal 2b 1-3 s.h.

ARTS3270 Ceramics: Wheel Thrown 3 s.h.

Production methods and processes of forming clay on the potter's wheel. Exploration of clay and glaze formation and testing. Prerequisite: ARTS1220, Co-requisite: ARTS2280. Goal 2b, 3.

ARTS3300 Art for the Elementary Schools 3 s.h.

Arts and crafts techniques for prospective elementary school teachers. Emphasis on the role of the visual arts in education, the chronological stages through which the child's artistic expression evolves, and recent findings in the field of creativity. Course includes the equivalent of 2 s.h. of studio work and 1 s.h. of theory. Prerequisite: Junior standing. Goal 2b

ARTS3350 Printmaking 3 s.h.

Introduction of materials, processes and concepts of printmaking. Rotation of processes to include relief, intaglio, lithography, silkscreen, papermaking, and monotypes. May be repeated for credit. Prerequisites: ARTS1210 and ARTS1230.

ARTS3450 20th Century American Art History 3 s.h.

Art of the 20th century in the United States. The development of American art is followed from ca.1900 up to present day trends. Prerequisites: ARTS2300 and ARTS2310 or consent of instructor. Goal 2b, 3.

+ ARTS3460 Sculpture: Wood 3 s.h.

Introductory course in sculptural media to include exploration in wood and a variety of processes and techniques which may include carving, joinery, and construction. The course will address form, content, sculptural concepts, and tool safety and usage. Prerequisite: ARTS1220. Goal 2b, 3

+ ARTS3470 Sculpture: Metal 3 s.h.

Introductory course in sculptural media to include exploration in metal and a variety of processes and techniques which may include brazing, welding, fabrication, and casting. The course will address form, content, sculptural concepts, and tool safety and usage. Prerequisite: ARTS1220. Goal 2b, 3

+ ARTS3480 Sculpture: Stone 3 s.h.

Introductory course in sculptural media to include exploration in stone, plaster and ferro-cement and a variety of processes and techniques which may include carving, casting and construction. The course will address form, content, sculptural concepts, and tool safety and usage. Prerequisite: ARTS1220. Goal 2b, 3

+ ARTS3490 Sculpture: Mixed Media 3 s.h.

Introductory course in sculptural media to include exploration in

traditional and non-traditional 3-D media, processes and techniques which may include modeling, casting, carving, assemblage, construction, and installation, in any combination. The course will address form, content, sculptural concepts, and tool safety and usage. Prerequisite: ARTS1220. Goal 2b, 3

ARTS3500 Painting II 3 s.h.

Continuation of ARTS2500, with emphasis on interpretation. Development of compositional relationships of shape and color from studio subjects. Prerequisite: ARTS2250. Goal 2b, 3.

ARTS3510 Painting III 3 s.h.

Introduction to painting with watercolor and other painting media with emphasis on observation. Analysis of natural proportions and color of various studio or outdoor subjects. Prerequisites: ARTS3500. Goal 2b, 3.

+ ARTS3600 Photography II 3 s.h.

Continuation of ARTS2320 with emphasis on alternative image making processes using a variety of films and printing techniques. May be repeated for credit. Prerequisite: ARTS1210, ARTS2320. Goal 2b, 3.

ARTS3610 Design 2a: Experimental Imaging 3 s.h.

Exploration into image making and visual story telling with an emphasis in photography, blending digital and traditional technology. Prerequisite: ARTS2320 Photography I. Goal 2b, 8

ARTS3620 Design 2b: Illustration and Imaging 3 s.h.

Exploration into image making and visual story telling with an emphasis in illustration, blending digital and traditional technology. Prerequisites: ARTS1230 Drawing I, ARTS2250 Painting I. Goal 2b, 8

ARTS3630 Design 3: Systems in Design 3 s.h.

Study of the integration of type and image through multi-level designs, such as multi page layouts, and identity systems. Prerequisite: ARTS1710 Design 1: Introduction to Visual Communication. Goal 2b, 8

ARTS3640 Design 4: Interactive Design 3 s.h.

Introduction into the principles of interactivity through interface, web, and information design. Prerequisite: ARTS3630 Design 3: Systems in Design. Goal 2b, 8

ARTS3900 Topics in Art 1-3 s.h.

Study of topics in studio art or commercial design. May be repeated for

credit as topics vary. Content and semester hours will vary.

Prerequisites may apply. Goal 2b, 3

ARTS3990 Art Seminar 3 s.h.

A study of professional topics including, art criticism, aesthetics, career investigation and portfolio development as well as preparation for the senior exhibition. Prerequisite: 18 s.h. of art courses or instructor consent. Goal 2b

ARTS4000 Individual Study Goal 2b 1-3 s.h.

+ ARTS4350 Art for the Secondary School 3 s.h.

Theoretical and studio experiences for those planning to teach in the secondary school. Research problems related to classroom teaching practices and the administration of art education programs in the public school. Goal 2b

ARTS4370 Advanced Painting 3 s.h.

Advanced study of painting theory and method. Studio projects emphasize individual interpretation and experimentation. Painting medium, oil/acrylic or watercolor, determined by concurrently offered lowerlevel course. May be repeated for credit. Prerequisite: ARTS3500 or ARTS3510. Goal 2b, 3

ARTS4440 Design 5: Portfolio Development 3 s.h.

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

ARTS4450 Visual Communication Internship 3 s.h.

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

ARTS4460 Design Studio 3 s.h.

A student-run studio creating advanced design work that provides real world experience in graphic design. Prerequisite: Instructor consent. Goal 2b

ARTS4500 Advanced Studio Practices 3 s.h.

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

ARTS4700 Senior Exhibition 0-1 s.h.

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

+ Denotes an alternate year course.



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Athletic Training

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

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Biological Sciences

B.S. Degree — Biology Major

In addition to the general education requirements, students majoring in Biology must complete 34-35 semester hours in Biology, including the core requirements and one of the three possible options (General; Preprofessional; Secondary School Teaching).

Clinical Laboratory Science/Medical Technology is available as a separate major.

Core Requirements:

BIOL1300 Principles of Biology 4 s.h.

BIOL1430 Principles of Zoology 4 s.h.

BIOL1440 Principles of Botany 4 s.h.

BIOL3310 Principles of Genetics 4 s.h.

BIOL3600 Principles of Microbiology 5 s.h.

BIOL4110 Biology Seminar 1 s.h.

General Biology Option (Preferred choice as preparation for graduate school.)

BIOL3400 Principles of Ecology 3 s.h.

BIOL3420 Mammalian Anatomy 4 s.h.

BIOL3440 Vertebrate Physiology or BIOL4450 Cell Physiology 4 s.h.

BIOL4100 Research 2-3 s.h.

Chemistry: 15 s.h. to include: CHEM1430, 1440, 3410, and 3420 or 1320.

Physics: 8-10 s.h. from PHYS1410, 1420, or PHYS2550, 2560.

Mathematics: 6 s.h. from MATH1330, 1380, 1510.

Computer Science: Students are strongly advised to become computer literate.

BIOL/CHEM4310 Biochemistry and BIOL3800 Biotechniques are also strongly recommended.

Preprofessional Option (Premedical, Predental, Preveterinary, etc.)

BIOL3420 Mammalian Anatomy 4 s.h.

BIOL3440 Vertebrate Physiology 4 s.h.

BIOL4430 Vertebrate Embryology 3 s.h.

Selection of one of the following:

BIOL3700 Animal Histology 3 s.h.

BIOL/CHEM4310 Biochemistry 4 s.h.

BIOL4450 Cell Physiology 4 s.h.

Chemistry: 21 s.h. to include: CHEM1430, 1440, 3300, 3410, and 3420.

Physics: 8-10 s.h. from PHYS1410, 1420, or PHYS2550, 2560.

Health
Health and Movement Science
Health Care Management
History
Honors Program
Human Resource Management (Minor)
Humanities
Information Technology
Interdisciplinary
International Business
International Studies
Leadership (Minor)
Liberal Studies
Mathematics
Modern Foreign Languages
Music
Nursing (Undergraduate)
Nursing (RN-BSN/MSN)
Nursing (Graduate)
Peace Studies
Philosophy
Physical Education & Health
Physics
Political Science
Psychology
Publication Writing & Design
Recreation
Religion (Undergraduate)
Religion (Graduate)
Science
Social Science
Sociology
Spanish
Speech Communications

Mathematics: 6 s.h. from MATH1330, 1380, 1510.

Computer Science: Students are strongly advised to become computer literate.

Secondary School Teaching (for Biology Majors)

BIOL2560 Nutrition 3 s.h.

BIOL3400 Principles of Ecology 3 s.h.

Selection of one of the following options:

Option A

BIOL2300 Anatomy & Physiology I 3 s.h.

BIOL2310 Anatomy & Physiology II 3 s.h.

Option B

BIOL3420 Mammalian Anatomy 4 s.h.

BIOL3440 Vertebrate Physiology 4 s.h.

Chemistry: 11 s.h. to include CHEM1430, 1440 and either 1320 or 3410.

Physics: 8 s.h. from PHYS1410, 1420.

Mathematics: 6 s.h. from MATH1330, 1380, 1510.

Computer Science: Students are strongly advised to become computer literate.

Biology Minor

A minor in Biology consists of 22 semester hours or more, including BIOL1300, BIOL1430, BIOL1440 and electives.

Teacher Certification in Biology

1. FOR BIOLOGY MAJORS WHO WANT A SECONDARY ENDORSEMENT (7-12): Students majoring in Biology who desire Iowa Teacher Certification with a Biology secondary endorsement must complete the Biology major requirements above with the Secondary School Teaching option and the [Secondary Education Program](#) (with SCIE3360 Methods of Teaching Science and Mathematics as the appropriate methods course).
2. FOR NON-BIOLOGY MAJORS WHO WANT A SECONDARY BIOLOGY ENDORSEMENT (7-12). Non-Biology majors desiring a secondary Biology endorsement (7-12) in Iowa must complete a major in a secondary teaching field, the [Secondary Education Program](#) (with SCIE3360 Methods of Teaching Science and Mathematics as the appropriate methods course), and the following courses:

BIOL1300 Principles of Biology 4 s.h.

BIOL1430 Principles of Zoology 4 s.h.

BIOL1440 Principles of Botany 4 s.h.

BIOL3310 Principles of Genetics 4 s.h.

BIOL3400 Principles of Ecology 3 s.h.

BIOL3600 Principles of Microbiology 5 s.h.

Courses in Biological Sciences

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

Theatre
Wellness Program
Management
Minors

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

An introduction to the study of the environment, including consideration of the normal structure and functioning of the ecosystem; i.e., energy flow and cycling of materials. The roles of living organisms in the community, as well as their symbiotic relationships, will be considered. Man's role in the total schemes of the ecosystem will be considered, including the problems of exploitation of natural resources, pollution, human population growth, and food resources. Credit not allowed in the biology major. Goal 2a

BIOL1300 Principles of Biology (4-0) 4 s.h.

A survey of the major conceptual areas of biology to include: nature of biological science; cell biology; genetics; and ecology. Prerequisite: One year each of high school biology and chemistry. Goal 2a

BIOL1430 Principles of Zoology (3-3) 4 s.h.

Survey of the animal kingdom. Selected aspects of animal biology including classification, development, behavior, cell types and tissues. Prerequisite: BIOL1300. Goal 2a

BIOL1440 Principles of Botany (3-4) 4 s.h.

A brief survey of the plant kingdom; plant structure and function, with major emphasis on flowering plants and conifers. Prerequisite: BIOL1300. Goal 2a

BIOL2000 Individual Study Goal 2a 1-3 s.h.

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

The study of structure and function of the human body on the cellular, tissue, organ, and organsystem level. Fluid-electrolyte, acid-base balance, skeletal, muscular, and nervous systems are emphasized. Laboratory includes study of both gross and microscopic structure and function. (One year each of high school biology and chemistry or the equivalent strongly recommended.) Goal 2a

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

A continuation of BIOL2300, which is a prerequisite. Emphasis is on blood, heart, respiration, digestion, metabolism, excretion, and reproduction. Goal 2a.

BIOL2330 Paleontology (2-2) 3 s.h.

A study of past life of the earth by means of fossils. Theories of the development of life and interpretations of ancient environments by means of fossils. Includes a history of the earth as revealed by the fossil record. Goal 2a.

BIOL2360 Introduction to Microbiology (3-2) 4 s.h.

A survey of microorganisms, including the Kingdoms Monera, Protista, and Fungi. Particular emphasis is placed upon the bacteria—their morphology, staining, classification, growth and nutrition. Other topics include: use of the light microscope; control of microbial populations; food, sewage, water microbiology; infectivity and pathogenicity. Prerequisites: BIOL1300 or BIOL2300, and either CHEM1320 or CHEM1440. Goal 2a.

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

Study of the principles upon which the science of nutrition is based and the analysis of the principles of nutrition as related to health and disease. Goal 2a.

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 2b

BIOL3000 Individual Study Goal 2a 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. (Graded on a Pass/Fail basis.) Prerequisite: Instructor's consent. Goal 2a.

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

A study of the principles of heredity and their operations and significance in microbial, plant, animal and human populations. Other topics include: structure and function of nucleic acids, protein synthesis, chromosome abnormalities and mutations, and theories of evolution. The laboratory involves the application and/or demonstration of principles of heredity. Prerequisite: BIOL1300 or BIOL2300. Goal 2a.

+ BIOL3400 Principles of Ecology (3-0) 3 s.h.

A study of the component parts of the ecosystem: abiotic environment, plants, animals, and protists; their roles and interactions with one another; energy movement and biogeochemical cycles; the role of humans in the world of nature; major types of biomes (ecosystems) in the biosphere of the earth. Prerequisites: BIOL1430 and BIOL1440. Goal 2a.

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

A study of gross human anatomy utilizing charts, models, and a mammalian animal for use in dissection. Prerequisites: BIOL1300 and BIOL1430. Goal 2a

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

General vertebrate physiology; special emphasis on the human organism. Prerequisites: BIOL1300 and one semester of chemistry. Goal 2a.

BIOL3600 Principles of Microbiology (3-4) 5 s.h.

A survey of the kingdoms monera, protista, and fungi, including their life histories, anatomy, and role in the living world. Special emphasis is placed on the growth, morphology, and physiology of bacteria, viruses, and rickettsiae, especially pathogens and those organisms that are significant to human society. Laboratory exercises will include: a survey of the three kingdoms; cultivation of bacteria; staining techniques; identification and classification of organisms from mixed cultures; methods of sterilization; and the testing of antiseptics and disinfectants. Prerequisites: BIOL1300 and two semesters of chemistry. Duplicate credit will not be allowed for this course and BIOL2360. Goal 2a.

+ BIOL3700 Animal Histology (2-2) 3 s.h.

A study of cell types and tissues comprising the organs of vertebrate animals. Prerequisite: BIOL1430. Goal 2a.

+ BIOL3800 Biotechniques (2-2) 3 s.h.

Techniques central to biological and biochemical research will be considered. Theory of operation and practical lab experience on specialized equipment will be provided. Prerequisites: BIOL1300, CHEM1440, and upper division

status. Goal 2a

BIOL3900 Special Topics Goal 2a 1-3 s.h.

BIOL4100 Research 2 s.h.

Students are to design and conduct an undergraduate level research project under the direction of the biology faculty. They will then present either a written and/or oral report of their project. Prerequisites: Upper division status and faculty permission. May be repeated. Goal 2a

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

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

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. Prerequisite: CHEM3420. Recommended prerequisite: 3 s.h. of biology. Goal 2a, 10

*** BIOL4400 Immunology 4 s.h.**

Concepts of immunity and immunization; role in health and in analytic biology; preparations of vaccines and anti-sera. Prerequisites: BIOL3310, BIOL3440, and BIOL3600. Goal 2a

+ BIOL4430 Vertebrate Embryology (3-0) 3 s.h.

Development of vertebrate animals. Germ cell formation through histogenesis. Prerequisites: BIOL1300 and BIOL1430. Goal 2a.

+ BIOL4440 Molecular Genetics 3 s.h.

The history, development and current practice of genetics at the level of the cell and below. A general survey of selected viral and bacterial model systems which have provided understanding of mechanisms of genetic engineering. Topics will include: construction of plasmid vectors, regulation and control of persons, the genetic map of Lambda phage, restriction endonucleases, cDNA library construction, Southern and Northern blotting techniques, reverse transcriptase, and the polymerase chain reaction. Prerequisites: BIOL3310, BIOL3600 and CHEM3410. Goal 2a.

+ BIOL4450 Cell Physiology (3-2) 4 s.h.

Investigation of physiology on the cellular and subcellular level to include cellular regulatory mechanisms, cellular fine structure and integrative functions of organelles. Prerequisites: BIOL1300; CHEM3420 recommended. Goal 2a.

BIOL4900 Special Topics 1-3 s.h.

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

* To be offered by request only.

+ Denotes an alternate year course.



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Clinical

Laboratory Science/Medical Technology

Communications

Computer Science

Developmental Courses

Economics

Education (Elementary and Secondary)

Education (Graduate)

English

English As A Second Language

Fitness Leadership

French

General

Geography

German

Business Administration

B.A. Degree — Business Administration Major

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

ACCT2310 Financial Accounting 3 s.h.

ACCT2320 Managerial Accounting 3 s.h.

BUAD3320 Principles of Management 3 s.h.

BUAD3330 Principles of Marketing 3 s.h.

BUAD3340 Business Law 3 s.h.

BUAD3380 Principles of Business Finance 3 s.h.

BUAD4200 Seminar in Business Policy 3 s.h.

ECON1300 Principles of Macroeconomics 3 s.h.

ECON1320 Principles of Microeconomics 3 s.h.

ITEC3260 Management of Information Systems 3 s.h.

Upper Division Electives in Business Administration 6 s.h.

Upper Division Elective in Accounting, Business Administration, Economics, or Information Technology 3 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.

and one of the following:

MATH1280 College Algebra 3 s.h.

MATH1330 Elementary Functions

MATH1350 Discrete Mathematics

MATH1510 Calculus I

Students may elect to major in Business Administration or International Business with an emphasis in one or more of the following areas:

Entrepreneurship and Free Enterprise

BUAD3350 Free Market Practicum 2 s.h.

BUAD3400 Small Business Ventures and Entrepreneurship 3 s.h.

BUAD/ECON3250 Entrepreneurship and Free Enterprise 3 s.h.

and any two of the following:

BUAD3500 Marketing Strategies 3 s.h.

Health	BUAD3510 Integrated Marketing Communication 3 s.h.
Health and Movement Science	BUAD4110 Internship in Entrepreneurship 3 s.h. ECON/GEOG3470 Comparative Economic Systems 3 s.h.
Health Care Management	BUAD3200 Business Ethics or PHIL/RELG3250 Ethics 3 s.h. Approved Electives
History	
Honors Program	
Human Resource Management (Minor)	Finance BUAD/ECON4100 Investment Analysis 3 s.h.
Humanities	BUAD4420 International Finance 3 s.h.
Information Technology	BUAD4440 Managerial Finance 3 s.h. and any two of the following:
Interdisciplinary	ACCT3360 Intermediate Accounting 3 s.h.
International Business	BUAD4120 Internship in Finance 3 s.h.
International Studies	ECON3320 Money and Banking 3 s.h.
Leadership (Minor)	ECON3350 Intermediate Microeconomic Theory 3 s.h. Approved Electives
Liberal Studies	
Mathematics	Management
Modern Foreign Languages	BUAD3450 Organizational Behavior 3 s.h.
Music	BUAD3490 Human Resource Management 3 s.h.
Nursing (Undergraduate)	BUAD4400 Operations Management 3 s.h. and any two of the following:
Nursing (RN-BSN/MSN)	BUAD3400 Small Business Ventures and Entrepreneurship 3 s.h.
Nursing (Graduate)	PSYC3440 Industrial/Organizational Psychology 3 s.h.
Peace Studies	COMM/INTD3100 Intercultural Communication 3 s.h.
Philosophy	COMM3140 Theories of Persuasion 3 s.h.
Physical Education & Health	COMM/PEAC/SOCI3210 Conflict Resolution 3 s.h.
Physics	BUAD4140 Internship in Management 3 s.h. Approved Electives
Political Science	
Psychology	Marketing
Publication Writing & Design	BUAD3500 Marketing Strategies or BUAD3510 Integrated Marketing Communication 3 s.h.
Recreation	SOCI/SOSC4450 Social Research I 3 s.h. and any three of the following:
Religion (Undergraduate)	ARTS3660 Visual Communication: Publication Design 3 s.h.
Religion (Graduate)	ENGL3270 Advanced Composition: Media Writing 3 s.h.
Science	ENGL/COMM2500 Introduction to Mass Media 3 s.h.
Social Science	COMM3140 Theories of Persuasion 3 s.h.
Sociology	COMM/INTD3100 Intercultural Communication 3 s.h.
Spanish	BUAD3480 International Marketing 3 s.h.
Speech Communications	BUAD4150 Internship in Marketing 3 s.h.

Theatre
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Approved Electives

Pre-MBA

BUAD3450 Organizational Behavior 3 s.h.

ACCT3360 Intermediate Accounting I 3 s.h.

BUAD4440 Managerial Finance 3 s.h.

ACCT/ITEC3500 Microcomputer Business Applications II 3 s.h.

BUAD4400 Operations Management 3 s.h.

and one of the following:

ECON3360 Intermediate Macroeconomic Theory 3 s.h.

ECON3350 Intermediate Microeconomic Theory 3 s.h.

Business Administration Minor

A minor in Business Administration consists of 18 semester hours or more in Accounting, Business Administration, Economics, and Information Technology including ACCT2310 and three of the following four courses: BUAD3320, BUAD3330, BUAD3380, ITEC3260.

American Humanics Nonprofit Management Certificate

Students interested in career opportunities in the nonprofit field may earn the nationally recognized American Humanics Nonprofit Management Certification. American Humanics is a national alliance of more than 80 colleges and universities, and thousands of national and local nonprofit organizations that prepares undergraduates for careers with nonprofit organizations. To earn the American Humanics Nonprofit Management Certification, a student must:

1. Complete a degree,
2. Complete nonprofit management core courses (BUAD1380, 3520, 4300),
3. Complete a supervised 300 hour internship (BUAD3720),
4. Show competency in youth and adult development through activities approved by the Director of the American Humanics program,
5. Participate in Graceland's American Humanics Association,
6. Attend at least one National American Humanics Management Institute (will be offered as winter term course).

For more information about American Humanics, contact your advisor or log on to www.humanics.org or www.umakethedifference.org.

Courses in Business Administration

BUAD1360 Introduction to Business Administration 3 s.h.

An introduction to the study of business administration from the standpoint of the manager of a business operating in the contemporary economic, political, and social environment.

BUAD1380 Introduction to Nonprofit Institutions and Management 3 s.h.

Examines the historical and philosophical foundations of, and need for, the nonprofit sector and its organizations including church, youth and human service, museum, recreation, advocacy, and other nonprofit institutions. Explore

the fundamentals of managing nonprofit organizations. Volunteer activities are required as part of this course.
Required course for American Humanics Certification.

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: MATH1280, 1330, or 1350. Goal 4ab

BUAD2000 Individual Study 1-3 s.h.

BUAD3000 Individual Study 1-3 s.h.

+BUAD3100 Risk Management and Insurance 3 s.h.

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

BUAD3110 Electronic Commerce (Also ITEC3110) 3 s.h.

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, although all students will be required to learn some basic technical skills for implementing an electronic commerce website. Prerequisite: ITEC1010 or 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 5

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

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

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.

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

BUAD3340 Business Law 3 s.h.

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

standing or above.

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.

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: MATH1380, ACCT2320, and ECON1320. Goal 4ab

BUAD3400 Small Business Ventures and Entrepreneurship 3 s.h.

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

BUAD3440 International Business 3 s.h.

An exploration in adapting business theory to the international environment, market forces, cultural influences, and local business practices. 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. Goal 2d

BUAD3480 International Marketing 3 s.h.

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

BUAD3490 Human Resource Management 3 s.h.

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

+ BUAD3500 Marketing Strategies 3 s.h.

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

+ BUAD3510 Integrated Marketing Communication 3 s.h.

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

BUAD3520 Resource Development and Marketing for Nonprofits 3 s.h.

Investigates the different methods available to nonprofits for developing sources of income. Fundraising and grant writing as well as philanthropy and related ethical issues are explored. Volunteer activities are required as part of this course. Required course for American Humanics Certification. Prerequisite: BUAD1380.

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

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

BUAD3710 Nonprofit Practicum 0-2 s.h.

An experiential course in which students develop and conduct volunteer programs. Students will develop greater understanding of and appreciation for the need for and problems associated with managing volunteer programs. May be repeated for total of 4 s.h. credit. Prerequisite: Instructor's consent.

BUAD3720 Internship in Nonprofits 1-3 s.h. An internship that allows students to work with professionals who are in career areas relating to the field of nonprofit management. The student will play an active role in identifying potential field sponsors. Three hundred hours are required for American Humanics Certification. (Graded on a Pass/Fail basis). Prerequisite: Instructor's consent.

BUAD3900 Topics in Business 1-3 s.h.

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

BUAD4000 Individual Study 1-3 s.h.

BUAD4100 Investment Analysis (Also ECON4100) 3 s.h.

A study of the fundamental principles underlying the analysis of investments. Prerequisites: ACCT2320, BUAD3380, and ECON1320. Goal 2d

BUAD4110 Internship in Entrepreneurship 1-3 s.h.

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

BUAD4120 Internship in Finance 1-3 s.h.

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

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

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

BUAD4140 Internship in Management 1-3 s.h.

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

BUAD4150 Internship in Marketing 1-3 s.h.

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

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

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

BUAD4200 Seminar in Business Policy 3 s.h.

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

BUAD4300 Leadership and Management of Nonprofits 3 s.h.

Examines leadership of nonprofits: types of leaders needed, demands placed on them, and activities a successful leader must pursue. Examines management issues related to nonprofits. Students will develop and manage a project in a nonprofit. Required course for American Humanics Certification. Prerequisite: BUAD3520.

BUAD4400 Operations Management 3 s.h.

The planning, organizing, staffing, directing and controlling of all the activities of production systems. Prerequisites: MATH1380 and BUAD3320. Goal 4ab, 4c1

+ BUAD4420 International Finance 3 s.h.

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

+ BUAD4440 Managerial Finance 3 s.h.

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

+ Denotes an alternate year course.



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Career Planning

Courses in Career Planning

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

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

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

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

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

Field experience providing practical application of knowledge and theory in a professional setting with qualified personnel. This internship offers an opportunity for a student to be exposed to an learn about career services, work with college students regarding internships and job searches, and market those services to targeted groups.

Prerequisites: Junior or Senior standing. Satisfactory academic standing with a minimum GPA of 2.50. Placement needs approval by the CAP Center Director. May be repeated once for credit. (Graded on a Pass/Fail basis.)

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Chemistry**B.A. Degree — Chemistry Major**

Pre-Professional and Teacher Certification Option recommended for students preparing for careers in medicine, dentistry, industrial hygiene, etc. or teaching. In addition to the general education requirements, majors in Chemistry must complete the following:

- CHEM1430 Principles of Chemistry I 4 s.h.
- CHEM1440 Principles of Chemistry II 4 s.h.
- CHEM3110 Chemistry Seminar I 1 s.h.
- CHEM3300 Analytical Chemistry 5 s.h.
- CHEM3410 Organic Chemistry I 4 s.h.
- CHEM3420 Organic Chemistry II 4 s.h.
- CHEM3610 Physical Chemistry I 4 s.h.
- CHEM3620 Physical Chemistry II 4 s.h.
- CHEM4110 Chemistry Seminar II 1 s.h.
- BIOL1300 Principles of Biology 4 s.h.
- Physics: PHYS1410 and 1420 **or** PHYS2550 and 2560 8-10 s.h.
- Computer Science/Information Technology: CPSC1300 or ITEC1010 or ITEC1120 and ITEC1130 and ITEC1140 3 s.h.
- Mathematics: MATH1510, MATH1520 and 3 s.h. electives 9 s.h.
- Upper division Chemistry Electives 3 s.h.

B.S. Degree — Chemistry Major

Expanded Option recommended for students preparing to work in the chemical industries or to enroll in chemistry graduate programs. In addition to the general education requirements, majors in Chemistry must complete the following:

- CHEM1430 Principles of Chemistry I 4 s.h.
- CHEM1440 Principles of Chemistry II 4 s.h.

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Health	CHEM3110 Chemistry Seminar I 1 s.h.
Health and Movement Science	CHEM3300 Analytical Chemistry 5 s.h. CHEM3410 Organic Chemistry I 4 s.h.
Health Care Management	CHEM3420 Organic Chemistry II 4 s.h. CHEM3610 Physical Chemistry I 4 s.h.
History	CHEM3620 Physical Chemistry II 4 s.h.
Honors Program	CHEM4110 Chemistry Seminar II 1 s.h.
Human Resource Management (Minor)	Electives: Any upper division Chemistry courses and/or PHYS3340 9 s.h.
Humanities	BIOL1300 Principles of Biology 4 s.h.
Information Technology	PHYS2550 Physics I 5 s.h. PHYS2560 Physics II 5 s.h.
Interdisciplinary	CPSC1300 or ITEC1010 or ITEC1120 and ITEC1130 and ITEC1140 3 s.h.
International Business	
International Studies	Mathematics electives including MATH1510 and MATH1520, and two elective courses chosen from MATH1380, MATH2510, MATH2520, or MATH3340 12 s.h.
Leadership (Minor)	
Liberal Studies	
Mathematics	
Modern Foreign Languages	
Music	
Nursing (Undergraduate)	
Nursing (RN-BSN/MSN)	
Nursing (Graduate)	
Peace Studies	
Philosophy	
Physical Education & Health	
Physics	
Political Science	
Psychology	
Publication Writing & Design	
Recreation	
Religion (Undergraduate)	
Religion (Graduate)	
Science	
Social Science	
Sociology	
Spanish	
Speech Communications	
	Chemistry Minor
	A minor in Chemistry consists of 22 semester hours or more of course work in Chemistry and includes the following courses:
	CHEM1430 Principles of Chemistry I 4 s.h.
	CHEM1440 Principles of Chemistry II 4 s.h.
	CHEM3110 Chemistry Seminar I 1 s.h.
	CHEM3300 Analytical Chemistry 5 s.h.
	CHEM3410 Organic Chemistry I 4 s.h.
	CHEM3420 Organic Chemistry II 4 s.h.
	Teacher Certification in Chemistry
	1. FOR CHEMISTRY MAJORS WHO WANT A SECONDARY ENDORSEMENT (7-12): 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. FOR NON-CHEMISTRY MAJORS WHO WANT A SECONDARY CHEMISTRY ENDORSEMENT (7-12): Non-Chemistry majors desiring a secondary Chemistry endorsement (7-12) 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 4 s.h.
	CHEM1440 Principles of Chemistry II 4 s.h.
	CHEM3110 Chemistry Seminar I 1 s.h.
	CHEM3300 Analytical Chemistry 5 s.h.
	CHEM3410 Organic Chemistry I 4 s.h.
	CHEM3420 Organic Chemistry II 4 s.h.

Courses in Chemistry

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

CHEM1310 Introduction to Chemistry 3 s.h.

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

CHEM1320 Introduction to Organic and Biochemistry 3 s.h.

A brief study of the important families of organic and biological compounds, including hydrocarbons, alcohols and ethers, aldehydes and ketones, carboxylic acids and derivatives, amines, carbohydrates, lipids, amino acids and proteins, and nucleic acids. Intended as a terminal course. Will not count for credit in the Chemistry major. Prerequisite: CHEM1310, CHEM1430 or 1 year of high school chemistry with a grade of "C" or better. Goal 2a, 4ab, 4c1

CHEM1430 Principles of Chemistry I (3-3) 4 s.h.

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

CHEM1440 Principles of Chemistry II (3-3) 4 s.h.

A continuation of CHEM1430. Includes semimicro methods of qualitative analysis and common gravimetric and volumetric methods of quantitative analysis. Prerequisite: CHEM1430. Goal 2a, 4ab, 4c1

CHEM2000 Individual Study Goal 2a 1-3 s.h.

CHEM3000 Individual Study Goal 2a 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: 18 s.h. of chemistry. Goal 2a

CHEM3300 Analytical Chemistry (3-6) 5 s.h.

Study of theory and practice of modern separation and analytical techniques. Includes use of electrochemical, spectrometric and chromatographic instruments. Prerequisite: CHEM1440. Goal 2a, 4ab, 4c1

CHEM3410 Organic Chemistry I (3-3) 4 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. Goal 2a, 4ab, 4c1

CHEM3420 Organic Chemistry II (3-3) 4 s.h.

A continuation of CHEM3410 which is a prerequisite. Goal 2a, 4ab, 4c1

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

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

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

Continuation of CHEM3610, which is a prerequisite. Goal 2a, 4ab, 4c1

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

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

CHEM4000 Individual Study Goal 2a 1-3 s.h.

CHEM4110 Chemistry Seminar II 1 s.h.

Continuation of CHEM3110. Prerequisite: 18 s.h. of chemistry. Goal 2a

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. Prerequisite: CHEM3420. Recommended prerequisite: 3 s.h. of biology. Goal 2a, 10

+ CHEM4330 Qualitative Organic Analysis (2-3) 3 s.h.

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

+Denotes an alternate year course.



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Clinical Laboratory Science/Medical Technology

B.S. Degree — Clinical Laboratory Science/Medical Technology Major

A minimum of 96 semester hours, including the general education requirements, the courses listed below, and 12 months of successful internship at an approved hospital school of medical technology; a minimum of 20 semester hours of upper division credit; and two years in residence at Graceland, one of which must be the junior year.

BIOL2700 Mammalian Anatomy 3 s.h.

BIOL3310 Genetics 4 s.h.

BIOL3440 Vertebrate Physiology 4 s.h.

BIOL3600 Principles of Microbiology 5 s.h.

BIOL3800 Biotechniques 3 s.h.

BIOL4400 Immunology 4 s.h.

Chemistry:

CHEM1430, CHEM1440, CHEM3300, and CHEM4310 16 s.h.

Mathematics:

MATH1380 3 s.h.

Computer Science/Information Technology:

CPSC1300 or ITEC1010 or ITEC1120 and ITEC1130 and ITEC1140 3 s.h.

In addition, it is strongly recommended that majors elect a topics course or arrange an individual study in Parasitology (3 s.h.).

The following Clinical Laboratory programs are affiliated with Graceland University. Saint Luke's Hospital of Kansas City. Kay Bertrand, Program Director and Mercy School of Clinical Laboratory Science and Technology of Des Moines, IA. Kay Deibler, On site Coordinator and, The University of Iowa Clinical Laboratory Sciences. Alan Jenkins and Pamela Roberts, Admissions Committee Co-chairs.

The following courses are taught in each of the Clinical programs with a few modifications:

CHEM4500 Clinical Chemistry 4 s.h.

Identification and quantitation of specific chemical substances in blood and body fluids by analytical methodologies; toxicology; therapeutic drug monitoring; clinical correlation with disease states; principles of instrumentation; data processing; quality assurance.

CHEM4510 Clinical Chemistry Lab 5 s.h.

BIOL4500 Clinical Hematology 3 s.h.

Theory of blood cell formation and disease states; hemostasis; microscopic examination of blood/bone marrow films;

Health	practical experience with instruments and techniques which determine major hematological and coagulation
Health and Movement Science	parameters; quality assurance.
Health Care Management	BIOL4510 Clinical Hematology Lab 4 s.h.
History	BIOL4520 Clinical Immunohematology 3 s.h.
Honors Program	Major blood group systems; principles and procedures for antigen/antibody detection and identification; donor blood
Human Resource Management (Minor)	collection, preservation and processing; cross matching component therapy; transfusion reaction evaluation; Rh immunoglobulin; HLA typing; quality assurance.
Humanities	BIOL4530 Clinical Immunohematology Lab 4 s.h.
Information Technology	BIOL4540 Clinical Immunology and Lab 2 s.h.
Interdisciplinary	Antigen/antibody structure, function and procedures of humoral and cellular immunology; performance and clinical correlation of serological testing; quality assurance.
International Business	BIOL4560 Clinical Microbiology 3 s.h.
International Studies	Theory and techniques of culture, isolation and identification of bacteria, fungi, parasites and viruses; determination of sensitivity to antimicrobial agents; clinical correlation to disease states; epidemiology; quality assurance.
Leadership (Minor)	BIOL4570 Clinical Microbiology Lab 4 s.h.
Liberal Studies	BIOL4580 Urinalysis and Lab 1 s.h.
Mathematics	Theory of renal function in health and disease; renal function tests including chemical and microscopic examination of urine; quality assurance.
Modern Foreign Languages	BIOL4600 Senior Seminar 1 s.h.
Music	Laboratory management/administration-organization, planning, budgeting, evaluation, personnel relations; educational methodologies; scientific writing; professional organizations, resume and interview preparation; career opportunities.
Nursing (Undergraduate)	
Nursing (RN-BSN/MSN)	
Nursing (Graduate)	
Peace Studies	
Philosophy	
Physical Education & Health	
Physics	
Political Science	
Psychology	
Publication Writing & Design	
Recreation	
Religion (Undergraduate)	
Religion (Graduate)	
Science	
Social Science	
Sociology	
Spanish	
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Communications

B.A. Degree — Communications Major

In addition to the general education requirements, majors in Communications must complete 45 semester hours as prescribed below:

COMM1200 Speech Communication: Intro 3 s.h.

COMM1230 Small Group Discussion 3 s.h.

COMM1240 Introduction to Performance Studies 3 s.h.

ENGL/COMM2500 Introduction to Mass Media 3 s.h.

COMM3100 Intercultural Communication 3 s.h.

COMM3110 Computer Applications I for Communication Majors: Presentation Programs 3 s.h.

COMM3120 Computer Applications II for Communication Majors: Desktop Publishing and Web Design 3 s.h.

COMM/PEAC/SOCI3210 Conflict Resolution 3 s.h.

COMM3300 Theories of Human Communication 3 s.h.

COMM3310 Interpersonal Communication 3 s.h.

COMM3320 Business and Professional Speaking 3 s.h.

COMM3400 Ethical Issues in Communication 3 s.h.

COMM4150 Senior Seminar 3 s.h.

COMM4300 Internship in Communications 3 s.h.

One Communications Elective 3 s.h.

Minor in Communications

A minor in Communications requires 18 or more semester hours in Communications, 6 of which must be upper division, including COMM1200, COMM1240, and COMM3310.

Teacher Certification in Speech Communication/Theatre

1. FOR SPEECH COMMUNICATION MAJORS WHO WANT A SECONDARY SPEECH COMMUNICATION/THEATRE ENDORSEMENT (7-12): Students majoring in Speech Communication who desire Iowa Teacher Certification with a secondary endorsement must complete the major requirements and the [Secondary Education Program](#) (with COMM4390 Methods of Teaching Theatre and Speech as the appropriate methods course), and the following courses:

COMM3140 Theories of Persuasion 3 s.h.

THTR1220 Introduction to Acting 3 s.h.

THTR1310 Introduction to Stagecraft **or**

THTR2230 Stage Management 3 s.h.

<p>Health</p> <p>Health and Movement Science</p> <p>Health Care Management</p> <p>History</p> <p>Honors Program</p> <p>Human Resource Management (Minor)</p> <p>Humanities</p> <p>Information Technology</p> <p>Interdisciplinary</p> <p>International Business</p> <p>International Studies</p> <p>Leadership (Minor)</p> <p>Liberal Studies</p> <p>Mathematics</p> <p>Modern Foreign Languages</p> <p>Music</p> <p>Nursing (Undergraduate)</p> <p>Nursing (RN-BSN/MSN)</p> <p>Nursing (Graduate)</p> <p>Peace Studies</p> <p>Philosophy</p> <p>Physical Education & Health</p> <p>Physics</p> <p>Political Science</p> <p>Psychology</p> <p>Publication Writing & Design</p> <p>Recreation</p> <p>Religion (Undergraduate)</p> <p>Religion (Graduate)</p> <p>Science</p> <p>Social Science</p> <p>Sociology</p> <p>Spanish</p> <p>Speech Communications</p>	<p>THTR2100 Script Analysis and Dramatic Criticism 3 s.h.</p> <p>THTR4100 Directing I 3 s.h.</p> <p>3. FOR THE NON-COMMUNICATION MAJORS WHO WANT A SECONDARY SPEECH COMMUNICATION/THEATRE ENDORSEMENT (7-12): Non-Communication majors desiring a secondary endorsement (7- 12) in Iowa must complete the Secondary Education Program (with COMM4390 Methods of Teaching Theatre and Speech as the appropriate methods course), a major in a secondary teaching field, and the following courses:</p> <p>COMM1200 Speech Communication: An Introduction or</p> <p>COMM1230 Small Group Discussion 3 s.h.</p> <p>COMM1240 Introduction to Performance Studies or</p> <p>THTR1240 Vocal Presentation Skills 3 s.h.</p> <p>COMM/ENGL2500 Introduction to Mass Media 3 s.h.</p> <p>COMM3140 Theories of Persuasion 3 s.h.</p> <p>THTR1220 Introduction to Acting 3 s.h.</p> <p>THTR1310 Introduction to Stagecraft or</p> <p>THTR2230 Stage Management 3 s.h.</p> <p>THTR2100 Script Analysis and Dramatic Criticism 3 s.h.</p> <p>THTR4100 Directing I 3 s.h.</p> <p>Courses in Communication</p> <p>COMM1200 Speech Communication: An Introduction 3 s.h. Introductory course in speech communication exploring the principles of communication theory and techniques of interpersonal communication, group discussion, and public speaking. Goal 1a</p> <p>+COMM1230 Small Group Discussion 3 s.h. Theory, principles and practical application of small group problem-solving and decision-making process. Goal 1a, 6</p> <p>COMM1240 Introduction to Performance Studies 3 s.h. Study of methods of interpreting aesthetic texts and meeting problems inherent in performing aesthetic texts in individual and group performances. Goal 3</p> <p>COMM2000 Individual Study 1-3 s.h.</p> <p>+COMM2400 Introduction to Public Relations 3 s.h. Theory, principles, and functions of agency, business, governmental and nonprofit public relations. Procedures for researching, planning, implementing, and evaluating public relations campaigns. Goal 1a</p> <p>+ COMM2500 Introduction to Mass Media (Also ENGL2500) 3 s.h. Introduction to the various forms of media — newspapers, journals, radio, and television — to gain an understanding of the ways in which they operate. Theory as well as practical experience in writing for the media will be included. Goal 4ab</p>
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COMM3000 Individual Study 1-3 s.h.

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

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

COMM3110 Computer Applications I for Communication Majors: Presentation Programs 3 s.h.

The creation and manipulation of digital imagery for print, electronic presentations, and the Web, using Adobe Photoshop, Illustrator, digital photography, and scanning devices. Prerequisites: Communications major and instructor's consent. Goal 8

COMM3120 Computer Applications II for Communication Majors: Desktop Publishing 3 s.h.

Develop design and layout skills for use in advertising, books, magazines, newsletters, brochures, and other forms of communication relevant to communications majors. Develop a working knowledge of preparing work for print, electronic submission, and use on the World Wide Web. Primary computer programs used will be QuarkXPress and PageMaker. (In Design may be incorporated if made available.) Prerequisite: Communications major and COMM3110 or instructor's consent. Goal 8

+ COMM3140 Theories of Persuasion 3 s.h.

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

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

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

+ COMM3300 Theories of Human Communication 3 s.h.

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

+ COMM3310 Interpersonal Communication 3 s.h.

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

+ COMM3320 Business and Professional Speaking 3 s.h.

Techniques and principles of public communication in business, education, and other professions. Theory and guided practice. Goal 1a

+ COMM3380 Communication Studies (Also ENGL3380) 3 s.h.

Study of the nature of communication in the broadest sense. Examines principles that underlie all communication systems, from written language to film, art, and music. Emphasis on inter-dependence of communication systems and culture.

+ COMM3400 Ethical Issues in Communication 3 s.h.

Examination of ethical principles involved in communication. Includes analysis of personal and institutional

responsibilities in all forms of communication. Goal 1a, 5

COMM3470 Preaching (Also RELG3470) 3 s.h.

A study of the theoretical foundations of preaching and the history of Christian homiletic practice. The principles which characterize good preaching will be identified and examined. Students will have opportunity to present sermons for practice and criticism. An analysis of pulpit literature will be made. Prerequisite: COMM1200 and RELG1310 or RELG1320. Goal 1a, 2b

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

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

COMM4000 Individual Study 1-3 s.h.

COMM4150 Senior Seminar 3 s.h.

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

COMM4300 Internship in Communication 1-3 s.h.

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

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

Consideration of the theatre and speech classroom experience on the secondary level. Provides training in methods, unit preparation, media, evaluation, and directing extracurricular activities. Required of prospective theatre and speech teachers. Goal 2b

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

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

+Denotes an alternate year course.



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Computer Science

B.S. Degree — Computer Science Major

In addition to the general education requirements, students majoring in Computer Science must complete a concentration that includes 12 semester hours of MATH courses and meets the following requirements. At least 12 s.h. must be upper division CPSC courses from Graceland. A student completing a double major in Computer Science and Information Technology will graduate with a Bachelor of Science degree.

Core requirements (in common with the Information Technology major):

CPSC1100 Principles of Computing 3 s.h.

CPSC1210 Introduction to Unix 3 s.h.

CPSC1300 Computer Programming I 3 s.h.

CPSC1320 Computer Programming II 3 s.h.

CPSC/ITEC3230 Communication Networks 3 s.h.

CPSC/ITEC3360 Systems Analysis and Design 3 s.h.

CPSC/ITEC3370 Database Concepts and SQL 3 s.h.

MATH1350 Discrete Mathematics 3 s.h.

Computer Science concentration:

CPSC2320 Computer Organization and Assembly Language 3 s.h.

CPSC3330 Data Structures and Algorithms 3 s.h.

CPSC3400 Programming Languages 3 s.h.

CPSC4430 Operating Systems 3 s.h.

MATH1510 Calculus I 3 s.h.

MATH1520 Calculus II 3 s.h.

MATH3340 Linear Algebra 3 s.h.

Advanced Electives from the following: 6 s.h.

CPSC3900 Advanced Topics in Computer Science (repeatable for different topics)

CPSC/MATH4360 Numerical Analysis

CPSC/MATH4370 Mathematical Modeling

Although not a formal requirement, we recommend all Computer Science majors meet General Education Goal 2a by taking lab science courses in physics, chemistry, or biology.

Computer Science Minor

A minor in Computer Science consists of 15 s.h. in Computer Science and 3 s.h. of Mathematics, including the

Health
Health and Movement Science
Health Care Management
History
Honors Program
Human Resource Management (Minor)
Humanities
Information Technology
Interdisciplinary
International Business
International Studies
Leadership (Minor)
Liberal Studies
Mathematics
Modern Foreign Languages
Music
Nursing (Undergraduate)
Nursing (RN-BSN/MSN)
Nursing (Graduate)
Peace Studies
Philosophy
Physical Education & Health
Physics
Political Science
Psychology
Publication Writing & Design
Recreation
Religion (Undergraduate)
Religion (Graduate)
Science
Social Science
Sociology
Spanish
Speech Communications

following courses:

From Computer Science:

CPSC1100 Principles of Computing 3 s.h.

CPSC1300 Computer Programming I 3 s.h.

CPSC1320 Computer Programming II 3 s.h.

CPSC3330 Data Structures and Algorithms 3 s.h.

Computer Science electives (2000 level or above) 3 s.h.

From Mathematics:

MATH1350 Discrete Mathematics

Courses in Computer Science

CPSC1020 Introduction to Web Page Programming 3 s.h.

Students will learn the basics of how the World Wide Web works and build their own Graceland web site using HTML.

Students will also be introduced to the techniques for building dynamic web pages; e.g. CGI script programming, web forms, PHP, etc. A number of related technology skills will be learned in the process; e.g. telnet, etc. Goal 8

CPSC1100 Principles of Computing 3 s.h.

An introduction to algorithmic problem-solving through extensive programming in Python. Fundamental terminology and ideas related to computing systems, programming languages, information structures, and problem-solving paradigms will be studied. Goal 4ab, 8

CPSC1210 Introduction to UNIX 3 s.h.

An introduction to the UNIX operating system. Students will become familiar with the UNIX file system, various UNIX utilities, shell programming, software installation, X-Windows, Emacs editors, and more. Goal 8

CPSC1300 Computer Programming I 3 s.h.

An introduction to programming and program design techniques using the Java programming language. Topics include an introduction to Java application, fundamental data types, control structures, and object-oriented programming. While introducing students to object-oriented techniques, this course will reinforce structured programming and top-down design habits. Prerequisite: CPSC1100. Goal 4ab, 8

CPSC1320 Computer Programming II 3 s.h.

Continuation of CPSC1300. Advanced programming techniques using the Java programming language. Prerequisite: CPSC1300. Goal 4ab, 8

CPSC1900 Elementary Topics in Computer Science 1-3 s.h.

A study of selected elementary topics in computer science that are not offered in the regular curriculum. May be repeated for credit when topics are different.

CPSC2000 Individual Study 1-3 s.h.

CPSC2100 Intermediate Programming 3 s.h.

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Intermediate-level programming using a specific programming language, such as COBOL, Fortran, C++, C#, etc. May be repeated for credit when the programming language is different. Scheduled course name and transcript listing will include the programming language; e.g. Intermediate Programming - Fortran. Prerequisite: CPSC1100.

+ CPSC2320 Computer Organization and Assembly Language 3 s.h.

This course is a first course in computer organization and assembly language programming. Students are exposed to the register level architecture of a modern processor and gain experience programming in the assembly language for that processor. Prerequisites: CPSC1300, CPSC1310, or CPSC1320. Goal 4ab, 8

CPSC3000 Individual Study 1-3 s.h.

CPSC3220 Windows Programming with Visual BASIC (Also ITEC3220) 3 s.h.

Topics include the visual programming environment, the Application Programmer Interface (API) file processing, dynamic link library (DLL) creation, object classes, and exception handling. Practice in developing Windows applications. Prerequisites: CPSC1300 and CPSC1320. Goal 4ab, 8

+ CPSC3230 Communication Networks (Also ITEC3230) 3 s.h.

The theory and principles of transmission media and data communications networks. Topics include communications hardware and software, local area networks (LANs), wide area networks (WANs), and metropolitan area networks (MANs). Protocols, architectures, and internetworking will be examined. Current advances in network technology including the integrated services digital network (ISDN), asynchronous transfer mode (ATM), and frame relay will also be discussed. Prerequisites: CPSC1300. Goal 4ab, 8

CPSC3330 Data Structures and Algorithms 3 s.h.

Theory and principles used in the structuring of data elements in computing systems. Topics include stacks, queues, lists trees, and their relation to sorting, searching, memory management, compiling, and the analysis of algorithmic performance. Prerequisite: CPSC1320. Goal 4ab, 8

CPSC3360 Systems Analysis and Design (also ITEC3360) 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. Prerequisite: ITEC3260. Goal 8

CPSC3370 Database Concepts and SQL (Also ITEC3370) 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. Topics include historical approaches to database systems, predicate algebra and predicate calculus. 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 commercial database system is included. Prerequisite: CPSC1300. Goal 4ab, 8

CPSC3400 Programming Languages 3 s.h.

A study of programming language concepts including syntax and semantic specification, program control structures, memory and data structures for implementation, and data abstraction. Topics include recursive functions, data typing, inheritance, concurrent programming, functional programming, and logic programming. Representative languages are

studied and projects in several of them are performed. Prerequisite: CPSC1320. Goal 4ab, 8

CPSC3800 Internship in Computer Science 1-3 s.h.

This internship allows students to work with professionals in career areas relating to Computer Science. Student will play an active role in identifying internship opportunities and field sponsors. (Graded on Pass/ Fail basis.) Prerequisite: Instructor's consent.

CPSC3900 Advanced Topics in Computer Science 1-3 s.h.

A study of selected advanced topics in computer science which is not offered on a regular basis; such as computer graphics, artificial intelligence, computer architecture, bioinformatics and compiler design. May be repeated for credit when topics are different.

CPSC4000 Individual Study 1-3 s.h.

+ CPSC4360 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. Prerequisites: MATH2510 and a computer programming course. Goal 4ab, 4c2, 8

+ CPSC4370 Mathematical Modeling (Also MATH4370) 3 s.h.

Selected topics to demonstrate the interaction of mathematical thinking with real-world problems. Prerequisites: MATH1350 and MATH1520. Goal 4ab, 4c2, 8

CPSC4430 Operating Systems 3 s.h.

This is a course in systems software that is largely concerned with operating systems. Such topics as process management, device management, and memory management are discussed, as are relevant issues associated with concurrency, security and protection, networking, and distributed operating systems. Prerequisite: CPSC1320. Goal 4ab, 8

+ Denotes an alternate year course.



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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.

Students required to enroll in this course must achieve a "C" or better.

DEVL1100 Processing Skills in Language Development 3 s.h.

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

DEVL1120 Auditory Conceptual Development 3 s.h.

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

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

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

DEVL1160 Literacy Skills Application 1 s.h.

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

DEVL1180 Application of Academic Skills 0 s.h.

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

DEVL1200 Developmental Mathematics: Intermediate Algebra 3 s.h.

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

DEVL1220 Academic Success 3 s.h.

Designed to assist students in developing their sense of control over the environment of higher education, improving their academic performance, determining their strengths and goals, and implementing strategies that will enhance

their personal, academic, and career success. Students required to enroll in this course must achieve a minimum grade of "C".

DEVL1250 Basics of English 3 s.h.

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

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

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

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Economics

B.A. Degree — Economics Major

In addition to the general education requirements, majors in Economics must complete a concentration of 36 semester hours in Economics, Accounting, and Business Administration including:

ACCT2310 Financial Accounting 3 s.h.

ACCT2320 Managerial Accounting 3 s.h.

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.

Upper Division Electives in Business Administration, Accounting, or Economics 3 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.

and one of the following:

MATH1280 College Algebra 3 s.h.

MATH1330 Elementary Functions

MATH1350 Discrete Mathematics

MATH1510 Calculus I

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 (7-12):

Non-Economics majors desiring a secondary Economics endorsement (7-12) 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

Health	ECON1200 Economics of Contemporary Issues 3 s.h.
Health and Movement Science	An introduction to economics and economic analysis through the examination of a variety of social, economic and political issues. Goal 2d
Health Care Management	ECON1300 Principles of Macroeconomics 3 s.h.
History	Analysis of the fundamental principles of the American economic system, centering on price, national income, fiscal policy, monetary policy, money, and banking. Prerequisite: 1 year high school algebra; geometry recommended. Goal 2d
Honors Program	
Human Resource Management (Minor)	
Humanities	ECON1320 Principles of Microeconomics 3 s.h.
Information Technology	Analysis of the fundamental principles of the American economic system, centering on price, production, market structures, international trade and finance, and a survey of contemporary economic problems. Prerequisite: ECON1300. Goal 2d
Interdisciplinary	
International Business	
International Studies	ECON2000 Individual Study Goal 2d 1-3 s.h.
Leadership (Minor)	ECON3000 Individual Study Goal 2d 1-3 s.h.
Liberal Studies	
Mathematics	+ ECON3200 Public Finance 3 s.h.
Modern Foreign Languages	An examination of the taxation policies and expenditure programs of the public sector. Related topics include public goods, income distribution, and public choice theory. Prerequisite: ECON1320. Goal 2d
Music	
Nursing (Undergraduate)	+ ECON3220 Economics of Sports 3 s.h.
Nursing (RN-BSN/MSN)	An application of economic theory to the business of sports. Areas include labor economics, public finance, and the theory of the firm. Prerequisite: ECON1320. Goal 2d
Nursing (Graduate)	
Peace Studies	+ ECON3250 Entrepreneurship and Free Enterprise (Also BUAD3250) 3 s.h.
Philosophy	To study and hear from the cast of entrepreneurs who have been, or are involved, in the drama of U.S. business. To help each student evaluate their own spirit and personality to see if they have entrepreneurial skills and talents. Prerequisite: ECON1320. Goal 2d
Physical Education & Health	
Physics	
Political Science	ECON3320 Money and Banking 3 s.h.
Psychology	A study of monetary institutions, monetary theory and policy implications, and the principles of our banking system. Prerequisite: ECON1320. Goal 2d
Publication Writing & Design	
Recreation	ECON3350 Intermediate Microeconomic Theory 3 s.h.
Religion (Undergraduate)	A study of contemporary consumption, production, pricing resource allocation, and distribution theory. Prerequisite: ECON1320. Goal 2d
Religion (Graduate)	
Science	ECON3360 Intermediate Macroeconomic Theory 3 s.h.
Social Science	A study of national income determination theory and stabilization policies. Prerequisite: ECON1320. Goal 2d
Sociology	
Spanish	+ ECON3430 Managerial Economics 3 s.h.
Speech Communications	Considers the business enterprise as an economic and social institution. Particular attention is given to the theory of the firm and the application of the theory in problem-solving. Prerequisites: MATH1380 and ECON3350. Goal 2d

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ECON3440 International Economics 3 s.h.

Theories of international trade, foreign exchange markets, resource movements and international economic policies.

Prerequisite: ECON1320. Goal 2d

ECON3470 Comparative Economic Systems (also GEOG3470) 3 s.h.

A study of capitalism, democratic socialism, and systems oriented to communism. Prerequisite: ECON1300. Goal 2d

ECON3900 Topics in Economics 1-3 s.h.

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

ECON4000 Individual Study Goal 2d 1-3 s.h.

ECON4100 Investment Analysis (also BUAD4100) 3 s.h.

A study of the fundamental principles underlying the analysis of investments. Prerequisites: ACCT2320, BUAD3380, and ECON1320. Goal 2d

ECON4300 Research Seminar 3 s.h.

Students investigate theoretical and applied topics and present their findings. Prerequisites: ECON3350, ECON3360. Goal 2d

ECON5100 Free Market Economics 3 s.h.

A study of the fundamental principles of the institution of free enterprise and the practice of entrepreneurship. This course is designed primarily for high school social studies teachers.

+ Denotes an alternate year course.



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Education

Accreditation

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

Teacher Education Programs

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

- Elementary Education (K-6 grade levels).
- Secondary Education (7-12 grade levels).
- Combination (K-6 and 7-12 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.

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

Coaching Endorsement (K-12 levels)

Students in Elementary, Secondary, or Combination Programs (see above) may seek a coaching endorsement.

Requirements are listed in the Physical Education section of the catalog.

Admission to Teacher Education

Students should apply for admission to the Teacher Education Program after beginning an e-portfolio and successfully completing EDUC2420 Entry Seminar. Application for entry is made through the Director of Teacher Education for admission to the Teacher Education Program or Student Teaching, but final approval is given by the Teacher Education Committee. Factors and abilities such as caring attitude, collaboration, reflection, leadership, academic success, communication skills, organization, dependability, and integrity are considered on four or more references for admission. In addition, applicants must have: (1) a minimum grade point average of 2.50 for all work attempted, (2) a grade of "C" or higher in all education courses and a successful field work evaluation in EDUC2410 Field Experience:

Health
Health and Movement Science
Health Care Management
History
Honors Program
Human Resource Management (Minor)
Humanities
Information Technology
Interdisciplinary
International Business
International Studies
Leadership (Minor)
Liberal Studies
Mathematics
Modern Foreign Languages
Music
Nursing (Undergraduate)
Nursing (RN-BSN/MSN)
Nursing (Graduate)
Peace Studies
Philosophy
Physical Education & Health
Physics
Political Science
Psychology
Publication Writing & Design
Recreation
Religion (Undergraduate)
Religion (Graduate)
Science
Social Science
Sociology
Spanish
Speech Communications

Exploration of Teaching, (3) submit verification of completion of the English, Mathematics, Science and Social Science sections of the College Basic Academic Subjects Examination (C-BASE) with scores of 235 or higher, (4) complete a technology survey and a diversity survey, (5) a current graduation plan signed by their advisor, and (6) submit application and disclose revoked or suspended education related license or criminal convictions.

Admission to Student Teaching

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

Teacher Licensure

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

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

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

Education Requirements:

Biological Science elective 3 s.h.

Chemistry, Physical Science, or Physics elective 3 s.h.

MATH1310 Mathematical Concepts I 3 s.h.

* Mathematics elective (MATH1250, MATH1320, MATH1380 recommended) 3 s.h.

One three-hour course in fine arts that is not a performance, applied or ensemble course. 3 s.h.

One course in U.S. History or American Government 3 s.h.

ENGL2300 Literature for Children 3 s.h.

EDUC2400 Introduction to Education 3 s.h.

EDUC2410 Field Experience: Exploration of Teaching 1 s.h. **or**

An equivalent field experience course with required documentation for 22 hours of field experience for no credit.

EDUC2420 Teacher Education Entry Seminar 1 s.h.

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EDUC3100 Human Relations for Educators 3 s.h.
EDUC3300 Foundations of Reading Instruction 3 s.h.
EDUC3400 Elementary Reading in the Content Areas 3 s.h.
EDUC3480 Language Arts, Reading, and Social Studies Methods 3 s.h.
EDUC3510 Methods of Elementary Science and Art 3 s.h.
EDUC3530 Methods of Teaching Elementary Math 3 s.h.
EDUC3540 Methods Lab 1 s.h.
EDUC/PSYC3580 Psychology of Exceptional Child and Adult 3 s.h.
EDUC/PSYC3590 Educational Psychology and Measurement 3 s.h.
EDUC3710 K-6 Elementary Education Internship

(may be met by electing EDUC3280, EDUC3290, EDUC3330, or EDUC3450). Students with concentrations in Art, Music, or Physical Education must conduct the internship in the appropriate subject area. 3 s.h.

EDUC4100 Legal, Ethical, and Pedagogical Responsibilities in Education 2 s.h.
EDUC4200 Elementary Classroom Management 3 s.h.
** EDUC4400 Elementary Student Teaching 12 s.h.
EDUC4600 Teacher Education Methods Seminar 1 s.h.
EDUC4700 Capstone Teacher Education Seminar 1 s.h.
HLTH2100 or HLTH2110 (ARC First Aid Card, including CPR will substitute for this requirement providing it is current at graduation.) 0-1 s.h.
PSYC2250 Developmental Psychology 3 s.h.

Choice of one course below:

***MUSC3390 Music in the Elementary School
HLTH2300 Children's Health, Safety, and Nutrition
PHED2280 Basic Movement
PHED2340 Dance in Education
PHED3370 Adaptive P.E.
PHED3380 P.E. in the Elementary School 2-3 s.h.

*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-6 Mild/Moderate Special Education should substitute EDUC4460 Elementary and Mild/Moderate Student Teaching.

***MUSC3390 Music in the Elementary School (for K-6 and/or 7-12 Music endorsement candidates only).

Concentration Requirements:

Completion of an approved concentration in one of the following:

Art:

ARTS1210 Foundation Design: 2-D Composition 3 s.h.
ARTS1220 Foundation Design: 3-D Composition 3 s.h.
ARTS1230 Drawing I 3 s.h.
ARTS1240 Drawing II 3 s.h.
ARTS2300 Art History Survey: Ancient to Medieval **or**
 ARTS2310 Art History Survey: Renaissance to Modern 3 s.h.
Approved Art Electives 6 s.h.
EDUC3510 Methods of Elementary Science and Art 3 s.h.
EDUC3710 K-6 Elementary Education Internship: Elementary Art 3 s.h.

English/Language Arts:

EDUC/THTR2600 Creative Drama and Education **or**
 COMM1240 Introduction to Performance Studies **or**
 THTR1220 Introduction to Acting **or**
 THTR1240 Vocal Presentation Skills 3 s.h.
ENGL2300 Literature for Children 3 s.h.
ENGL2330 American Literature to 1900 3 s.h.
ENGL3200 Business and Professional Writing **or**
 ENGL3210 Essay Writing **or**
 ENGL3220 Technical Report Writing **or**
 ENGL3270 Media Writing **or**
 ENGL3280 Newswriting 3 s.h.
COMM1200 Speech Communication: An Introduction 3 s.h.
EDUC2150 Literacy Instruction for Early Reading and Language Acquisition 3 s.h.
EDUC3300 Foundations of Reading Instruction 3 s.h.
Approved English Electives 3 s.h.

Foreign Language (Spanish):

MFLG3370 Methods of Teaching A Second Language 3 s.h.
SPAN1410 Beginning Spanish I 4 s.h.
SPAN1420 Beginning Spanish II 4 s.h.
SPAN2500 Hispanic Culture 3 s.h.
SPAN2380 Advanced Grammar, Conversation and Composition 3 s.h.
SPAN2000/3000/4000 Individual Study 1 s.h.
Complete three of the four SPAN3000 level classes below:
 SPAN3200 Survey of Peninsular Spanish Literature 3 s.h.
 SPAN3210 Survey of Latin American Literature 3 s.h.
 SPAN3500 Today's Hispanic Narrative 3 s.h.
 SPAN3900 Topics in Hispanic Studies 3 s.h.

Health:

BIOL1300 Principles of Biology 4 s.h.
BIOL2300 Anatomy and Physiology I 3 s.h.
BIOL2560 Nutrition **or**
 HLTH2300 Children's Health, Safety & Nutrition 3 s.h.

SOCI2320 Courtship, Marriage, and Family 3 s.h.

HLTH1200 Principles of Healthful Living 2 s.h.

HLTH2100 First Aid **or**

HLTH2110 First Aid for Professional Rescuer 1 s.h.

HLTH2200 Contemporary Issues in Health 2 s.h.

HLTH3200 Community Health 2 s.h.

PSYC2250 Developmental Psychology 3 s.h.

Approved Health Electives 1 s.h.

Mathematics:

Approved Computer Programming Elective 3 s.h.

MATH1250 Informal Geometry **or**

MATH3320 Modern Geometry 3 s.h.

MATH1280 College Algebra 3 s.h.

MATH1310 Mathematical Concepts I 3 s.h.

MATH1320 Mathematical Concepts II 3 s.h.

MATH1380 Introduction to Statistics 3 s.h.

Approved Mathematics Electives 6 s.h.

***Middle School:**

EDUC3560 Nature and Needs of the Middle Grades Child 3 s.h.

EDUC3570 Curriculum for Middle Grades Education 3 s.h.

Six semester hours of course work in social studies to include work in American history, world history, and geography.

Six semester hours in mathematics to include course work in Algebra.

Six semester hours in science to include course work in life sciences and physical science

ENGL1410 Modern Rhetoric 3 s.h.

COMM1200 Speech Communication: An Introduction 3 s.h.

*Elementary Education majors must have another endorsement in addition to the elementary endorsement. Middle school cannot be the only endorsement.

****K-6 Mild and Moderate Special Education:**

EDUC3200 Introduction to Mild/Moderate Disabilities K-12 3 s.h.

EDUC3220 K-6 Methods and Strategies for Mild/Moderate Learners 4 s.h.

EDUC3250 Remedial Mathematics Methods 3 s.h.

EDUC3390 Analysis and Correction of Reading Disabilities 3 s.h.

EDUC3450 K-6 Mild/Moderate Special Education Practicum 3 s.h.

EDUC3470 Collaborative Consultation 3 s.h.

EDUC3630 Assessment, Diagnosis, and Evaluation Strategies 3 s.h.

EDUC4200 Elementary Classroom Management 3 s.h.

EDUC/PSYC3580 Psychology of Exceptional Child and Adult 3 s.h.

EDUC4460 Elementary and Mild/Moderate Student Teaching 12 s.h.

**Licensed teachers may meet student teaching requirement with EDUC3450 K-6 Mild/Moderate Special Education Practicum, 3 s.h.

*****7-12 Mild and Moderate Special Education:**

- EDUC3200 Introduction to Mild/Moderate Disabilities K-12 3 s.h.
- EDUC3230 7-12 Methods and Strategies for Mild/Moderate Learners 4 s.h.
- EDUC3250 Remedial Mathematics Methods 3 s.h.
- EDUC3260 Transition Programming 2 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 3 s.h.
- EDUC3630 Assessment, Diagnosis, and Evaluation Strategies 3 s.h.
- EDUC4300 Secondary Classroom Management **or**
 - EDUC4200 Elementary Classroom Management 3 s.h.
- EDUC/PSYC3580 Psychology of Exceptional Child & Adult 3 s.h.
- EDUC4470 Secondary and Mild/Moderate Student Teaching **or**
 - EDUC4480 Elementary and Secondary Mild/Moderate Student Teaching 12 s.h.

***Licensed teachers may meet student teaching requirement with EDUC3550 7-12 Mild/Moderate Special Education Practicum, 3 s.h.

Music:

- MUSC1210 Music Theory I 3 s.h.
- MUSC1220 Music Theory II 3 s.h.
- MUSC1250 Introduction to Music Literature 3 s.h.
- MUSC2340 Conducting I 1 s.h.
- MUSC2400 Music History II 3 s.h.
- MUSC3390 Music in the Elementary School 3 s.h.
- Approved Music Elective 4 s.h.
- Applied and Ensemble Music 2 s.h.

Physical Education:

- BIOL2300 Anatomy and Physiology I 3 s.h.
- HLTH2100 First Aid **or**
 - HLTH2110 First Aid for Professional Rescuer 1 s.h.
- PHED0330 New Games 1 s.h.
- PHED1200 Motor Learning 2 s.h.
- PHED2150 Teaching Team Sports 1 s.h.
- PHED2160 Teaching Racquet Sports 1 s.h.
- PHED2170 Teaching Adventure Sports 1 s.h.
- PHED2180 Teaching Body Mechanics 1 s.h.
- PHED2280 Basic Movement Education for Children 2 s.h.
- PHED2340 Dance in Education 2 s.h.
- PHED3370 Adaptive Physical Education 3 s.h.
- PHED3380 P.E. in the Elementary School 3 s.h.
- Approved Physical Education Electives 3 s.h.

Reading:

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

Science-Basic:

SCIE3030 The Nature of Science 3 s.h.
6 s.h. of Earth/Space Science from:
SCIE1250 Descriptive Astronomy 3 s.h.
SCIE1310 Fundamentals of Physical Science 3 s.h.
6 s.h. of Biology from:
BIOL1260 Environmental Biology 3 s.h.
BIOL1300 Principles of Biology 4 s.h.
BIOL1430 Principles of Zoology 4 s.h.
BIOL1440 Principles of Botany 4 s.h.
BIOL2560 Nutrition 3 s.h.
6 s.h. of Physical Science from:
CHEM1310 Introduction to Chemistry 3 s.h.
CHEM1320 Introduction to Organic and Biochemistry 3 s.h.
PHYS1410 Elements of Physics I 4 s.h.
PHYS1420 Elements of Physics II 4 s.h.

Social Science-History:

HIST1310 World Civilizations I 3 s.h.
HIST1320 World Civilizations II 3 s.h.
HIST2400 Historical Inquiry 3 s.h.
HIST2410 United States History to 1865 3 s.h.
HIST2420 United States History Since 1865 3 s.h.
American History Electives 3 s.h.
World History Electives 3 s.h.
History Electives 3 s.h.

Social Science-Social Studies:

ECON1300 Principles of Macroeconomics 3 s.h.
POLS1300 American Government 3 s.h.
PSYC2250 Developmental Psychology 3 s.h.
SOC11300 Introduction to Sociology 3 s.h.
HIST1310 World Civilizations I 3 s.h.
HIST1320 World Civilizations II 3 s.h.
HIST2410 United States History to 1865 3 s.h.
HIST2420 United States History Since 1865 3 s.h.

Geography Elective 3 s.h.

Speech Communication/Theatre:

COMM1200 Speech Communication: An Introduction 3 s.h.

COMM3310 Interpersonal Communication 3 s.h.

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

THTR1220 Introduction to Acting 3 s.h.

THTR1240 Vocal Presentation Skills **or**

COMM1240 Introduction to Performance Studies 3 s.h.

EDUC/THTR2600 Creative Drama and Education 3 s.h.

Two Approved Speech Communication/Theatre Electives (6 s.h.) chosen from:

COMM/ENGL2500 Introduction to Mass Media

COMM/INTD3100 Intercultural Communication

COMM3300 Theories of Human Communication

COMM3380 Communication Studies

THTR1200 Introduction to Theatre

THTR1310 Introduction to Stagecraft

THTR3140 Playwriting

THTR4100 Directing I

PK-3 Early Childhood Education:

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

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

EDUC3200 Introduction to Mild/Moderate Disabilities K-12 3 s.h.

EDUC3290 Early Childhood Practicum 3 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.

EDUC4440 Early Childhood Student Teaching (substitutes for EDUC4400) 12 s.h.

EDUC/PSYC3580 Psychology of Exceptional Child and Adult 3 s.h.

HLTH2300 Children's Health, Safety, and Nutrition 3 s.h.

PSYC2250 Developmental Psychology 3 s.h.

PHED2280 Basic Movement Education for Children 2 s.h.

Secondary Education Program (7-12 grade level)

Education Requirements:

[To Elementary Education](#)

Biological Science elective 3 s.h.

Chemistry, Physical Science, **or** Physics elective 3 s.h.

One college mathematics course 3 s.h.

One course in U.S. History **or** American Government 3 s.h.

EDUC2400 Introduction to Education 3 s.h.

EDUC2410 Field Experience: Exploration of Teaching 1 s.h. **or**

An equivalent field experience course with required documentation for 22 hours of field experience for no credit.

EDUC2420 Teacher Education Entry Seminar 1 s.h.

EDUC3100 Human Relations for Educators 3 s.h.

EDUC3520 General Secondary Methods and Content Reading 3 s.h.

EDUC/PSYC3580 Psychology of Exceptional Child and Adult 3 s.h.

EDUC/PSYC3590 Educational Psychology and Measurement 3 s.h.

*EDUC3720 7-12 Secondary Education Internship 3 s.h.

EDUC4100 Legal, Ethical, and Pedagogical Responsibilities in Education 2 s.h.

EDUC4300 Secondary Classroom Management 3 s.h.

**EDUC4420 Secondary Student Teaching 12 s.h.

EDUC4600 Teacher Education Methods Seminar 1 s.h.

EDUC4700 Capstone Teacher Education Seminar 1 s.h.

HLTH2100 or HLTH2110 (ARC First Aid Card, including CPR will substitute for this requirement providing it is current at graduation.) 0-1 s.h.

PSYC2250 Developmental Psychology 3 s.h.

The appropriate methods course 3-5 s.h.

*Majors in Art, Music, and Physical Education may substitute EDUC3710 K-6 Elementary Education Internship or EDUC3730 Combination K-6 and 7-12 Education Internship. Secondary subject-area majors with a 7-12 Mild/Moderate Special Education endorsement must enroll in EDUC3550 Mild/Moderate Special Education Practicum.

**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 7-12 Mild/Moderate Special Education should substitute EDUC4470 Secondary and Mild/Moderate Student Teaching.

Teaching Major Requirements

To teach a single subject all students must complete at least one secondary teaching major. The college offers the following secondary teaching major endorsements (see the corresponding departmental section of the catalog for requirements):

Art

Biology

Chemistry

English

Health

History

Mathematics

Music

Physical Education

Spanish

Speech Communication

Theatre

Second Teaching Fields:

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

American History

American Government

Art

Biological Science

Chemistry

English/Language Arts

Economics

General Science

Health

Mathematics

***Middle School

Music

Mild/Moderate Special Education

Physics

Physical Education

Psychology

Spanish

Speech Communication/Theatre

Sociology

World History

Secondary education students majoring in any teaching major, who desire Iowa Teacher Certification with endorsements in K-6 Mild/Moderate Special Education, 7-12 Mild/Moderate Special Education, must complete the [Secondary Teacher Education Program](#) and the appropriate concentration, substituting EDUC4300 Secondary Classroom Management for EDUC4200 Elementary Classroom Management.

***Secondary Education majors must have another endorsement in addition to the secondary classroom endorsement. Middle school cannot be the only endorsement.

Combination Program (K-6 and 7-12 grade levels)

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

Combination Requirements and Modifications:

Completion of the Secondary Education Program with a major in Art, Music, or P.E. except as modified below:
Elementary methods courses in art, music, or P.E. 3-13 s.h.

EDUC4450 Combination Student Teaching 12 s.h.

Note: This combination includes 12 s.h. of student teaching credit, 6 s.h. elementary and 6 s.h. secondary.

Elementary Program (K-6 Art, Music, and Physical Education)

Art, Music, or Physical Education majors desiring a K-6 endorsement must complete the Secondary Education Program (7-12 grade-level requirements), substituting an elementary methods course in art, music, or physical education and EDUC4400 for a secondary methods course and EDUC4420.



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Courses in Education

EDUC2000 Individual Study 1-3 s.h.

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

Study the psychological, socio-cultural, and linguistic foundations of reading and writing processes and instruction.

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

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

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

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

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

EDUC2400 Introduction to Education 3 s.h.

Emphasis is upon social, historical, and philosophical foundations of education; ethics; reflection; and professional development. Students must earn a grade of "C" or higher in this class for admission to the Teacher Education Program and to enroll in junior-level education classes. Transfer candidates should complete this course within one semester or two terms. Prerequisite: Sophomore standing. Co-requisite: EDUC410 or equivalent Field Experience.

EDUC2410 Field Experience: Exploration of Teaching 1 s.h.

Includes 22 hours of field experience with a licensed professional educator. Candidates must perform at exemplary and acceptable levels on all evaluation criteria for admission to the teacher education program and junior-level education courses. Candidates may have course waived by completing equivalent field experience course and submitting required documentation. Prerequisite: Sophomore standing. Co-requisites: EDUC2400. (Graded on a Pass/Fail basis.)

Health	EDUC2420 Teacher Education Entry Seminar 1 s.h.
Health and Movement Science	Acquire information pertaining to teacher education requirements and candidate responsibilities for the program assessment system. Participate in seminars on issues related to becoming a professional educator. Take the C-BASE examination and complete other testing required for program participation. Enroll the semester after completion of EDUC2400 Introduction to Education. Also required for all transfer students during their first semester or term at Graceland. (Graded on a Pass/Fail basis.)
Health Care Management	
History	
Honors Program	
Human Resource Management (Minor)	EDUC2600 Creative Drama and Education (Also THTR2600) 3 s.h.
Humanities	Study and application of techniques which enable teachers and group leaders to guide others in imagining, enacting, and reflecting upon human experiences through dramatic activity. Fulfills an Iowa State Teacher Certification requirement in Speech Communication/Theatre. Goals 2b, 3, 10
Information Technology	
Interdisciplinary	
International Business	EDUC3000 Individual Study 1-3 s.h.
International Studies	
Leadership (Minor)	EDUC3100 Human Relations for Educators 3 s.h.
Liberal Studies	Development of awareness of various societal subgroups, recognizing and dealing with dehumanizing biases, and learning to relate effectively to various groups in order to foster respect for diversity. Emphasis on self-awareness in human relations issues and how this awareness can be translated into positive relationships. Introduction to pedagogical, curricular, and social considerations involved in educating various societal subgroups. Pre- or co-requisite: EDUC2400. Goal 5
Mathematics	
Modern Foreign Languages	
Music	
Nursing (Undergraduate)	EDUC3200 Introduction to Mild/Moderate Disabilities K-12 3 s.h.
Nursing (RN-BSN/MSN)	Understand the general developmental, academic, social, career, and functional characteristics of individuals with mild and moderate disabilities. Examine educational alternatives and related services, including the role of the multidisciplinary team in studying etiologies of disabilities and providing appropriate educational programming. Prerequisites: EDUC2400 and junior standing. Co- or prerequisites: EDUC/PSYC3580.
Nursing (Graduate)	
Peace Studies	
Philosophy	EDUC3220 K-6 Methods and Strategies for Mild/Moderate Special Education 4 s.h.
Physical Education & Health	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, social, language and functional life skills. One semester hour of this course is a supervised field experience. Prerequisites: EDUC2400, EDUC3200, EDUC/PSYC3580 and junior standing.
Physics	
Political Science	
Psychology	
Publication Writing & Design	EDUC3230 7-12 Methods and Strategies for Mild/Moderate Special Education 4 s.h.
Recreation	Candidates learn to facilitate instructional methodologies for secondary-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, social, language and functional life skills. One semester hour of this course is a supervised field experience. Prerequisites: EDUC2400, EDUC3200, EDUC/PSYC3580 and junior standing.
Religion (Undergraduate)	
Religion (Graduate)	
Science	
Social Science	
Sociology	
Spanish	EDUC3250 Remedial Mathematics Methods 3 s.h.
Speech Communications	Understand methods and strategies for providing mathematics instruction for individuals with disabilities. Focus on appropriate age- and ability-level remedial methods and techniques, including appropriate assistive technology.

Theatre
Wellness Program
Management
Minors

EDUC3260 Transition Programming 2 s.h.

An introduction to organizing and implementing career-vocational programs for secondary students with mild disabilities. Prerequisites: EDUC2400, EDUC/PSYC3580 and junior standing.

EDUC3280 Middle School Practicum 3 s.h.

A three week practicum in a middle school classroom. Prerequisites: EDUC2400, EDUC3560 and admission to the Teacher Education Program. (Graded on a Pass/Fail basis). Goal 5

EDUC3290 Early Childhood Practicum 3 s.h.

A pre-student teaching practicum of at least 100 clock hours, normally offered during winter term. Work with three age levels: (1) infant and toddler, (2) preprimary, and (3) primary students in two different settings such as rural and urban, and encompassing differing socioeconomic status, ability levels, cultural and linguistic diversity and program types and sponsorship. Prerequisites: EDUC2390, EDUC2400, EDUC3200, EDUC3310 and admission to the Teacher Education Program. (Graded on a Pass/Fail basis.)

EDUC3300 Foundations of Reading Instruction 3 s.h.

Study a range of research pertaining to reading, writing, and learning, including scientifically-based reading research, and knowledge of histories of reading. Examine major components of reading. Use a variety of assessment strategies to identify reading proficiencies and needs for planning and instruction and communicating results of assessments. Match text complexities to the proficiencies and needs of readers. Use knowledge of a range of research-based strategies and instructional technology for designing and delivering effective instruction across the curriculum, for grouping students, and for selecting materials appropriate for learners at various stages of reading and writing development and from varied cultural and linguistic backgrounds. Prerequisite EDUC2400 and EDUC2410.

EDUC3310 Early Childhood Education (Pre-primary/Kindergarten) 3 s.h.

Focuses on the development and the implementation of integrated learning experiences for typical and atypical preprimary and kindergarten children with focus on multicultural and nonsexist content that includes, aesthetic, physical, cognitive, social and emotional development and developmentally appropriate adaptations for children at risk or have exceptional needs. Pre- or Co-requisites: EDUC2400, PSYC2250, Junior standing. Co-requisite: EDUC2390, EDUC3620.

EDUC3330 K-6 Reading Practicum 3-6 s.h.

A three-week practicum offered during winter term in elementary school literacy programs for struggling students. Work with a licensed professional who observes, evaluates, and provides feedback on knowledge, dispositions, and performance of the teaching of reading and writing. Effectively use reading and writing strategies, materials, and assessments based upon appropriate reading and writing research and work with colleagues and families in the support of reading and writing development. Prerequisites: EDUC2400, EDUC2410, EDUC3390, and admission to the Teacher Education Program. (Graded on a Pass/Fail basis.) Goal 5

EDUC3340 7-12 Reading Practicum 3-6 s.h.

A three-week practicum offered during winter term in elementary school literacy programs for struggling students. Work with a licensed professional who observes, evaluates, and provides feedback on knowledge, dispositions, and performance of the teaching of reading and writing. Effectively use reading and writing strategies, materials, and

assessments based upon appropriate reading and writing research and work with colleagues and families in the support of reading and writing development. Prerequisites: EDUC2400, EDUC2410, EDUC3390, and admission to the Teacher Education Program. (Graded on a Pass/Fail basis.) Goal 5

+ EDUC3360 Outdoor Education (Also RECR3360) 3 s.h.

The organization, administration, and program activities of outdoor education in the school curriculum and other community agencies.

EDUC3390 Analysis and Correction of Reading Disabilities 3 s.h.

Use knowledge of assessment instruments, procedures, and practices for the identification of students' reading proficiencies and needs, for planning and revising instruction for all students as well as those with reading difficulties. Examine policies and procedures related to special programs, including Title I. Use knowledge of a range of research-based strategies and instructional technology for designing and delivering effective instruction and for selecting materials appropriate for learners at various stages of reading and writing development and from varied cultural and linguistic backgrounds. Prerequisites: EDUC2400, EDUC2410, EDUC3300.

EDUC3400 Elementary Reading in the Content Areas 3 s.h.

Examine text structure and the dimensions of content area vocabulary and comprehension (e.g. literal, interpretive, critical, and evaluative). Focus on content area instruction in reading and writing that effectively uses a variety of research-based strategies and practices. Integrate curricular standards with student interests, motivation, and background knowledge. Prerequisites: EDUC2400, EDUC2410, EDUC3300.

+ EDUC3410 Introduction to Mental Disabilities (also PSYC3410) 3 s.h.

A study of mental disabilities including definitions, classification systems, causes, and characteristics. Attention will also focus on the retarded in school and community. Prerequisites: EDUC2400, EDUC/ PSYC3580. Goal 2d

EDUC3450 K–6 Mild/Moderate Special Education Practicum 3 s.h.

A three-week practicum in Mild/Moderate Special Education Programs in elementary schools. Prerequisites: EDUC2400, EDUC3200, EDUC3220, and admission to the Teacher Education Program. (Graded on a Pass/Fail basis.) Goal 5

EDUC3470 Collaborative Consultation 3 s.h.

A study of methods and strategies for working with parents, support services personnel, regular classroom teachers, paraprofessionals, and other individuals involved in the education program. Prerequisite: EDUC2400, EDUC/PSYC3580 or EDUC3200.

EDUC3480 Language Arts, Reading, and Social Studies Methods 3 s.h.

An introduction to curriculum and strategies for instructing language arts, reading, and social studies in the elementary school, including practice teaching in a laboratory environment. Use knowledge of reading-writing-speaking connections, the writing process, the stages of spelling development writing genres and the connections between oral and written language development to effectively teach writing as communication. Enroll during the semester prior to enrollment in student teaching. Prerequisite: EDUC2400, EDUC2410, and junior standing. Co-requisite: EDUC3510, EDUC3540. Goal 4c1, 10

EDUC3510 Methods of Elementary Science and Art 3 s.h.

An introduction to curriculum and strategies for instructing science and the arts in the elementary school. Prerequisite: EDUC2400, junior standing. Enroll during the semester prior to enrollment in student teaching. Corequisite: EDUC3480. Goal 4c1, 10

EDUC3520 General Secondary Methods and Content Reading 3 s.h.

Study of theory and research related to content area reading in the secondary school. Apply techniques for evaluating textbooks, assessing achievement, improving comprehension and critical thinking, enhancing study skills, and developing vocabulary. Prerequisite: EDUC2400.

EDUC3530 Methods of Teaching Elementary Math 3 s.h.

An introduction to curriculum and strategies for instructing mathematics in the elementary school. Prerequisites: MATH1310, EDUC2400, and junior standing.

EDUC3540 Methods Lab 1 s.h.

Students apply curriculum planning and instructional strategies for teaching science, social studies, language arts, reading, and the arts. Enroll during the semester prior to enrollment in student teaching. Prerequisite: EDUC2400.

EDUC3550 7–12 Mild/Moderate Special Education Practicum 3 s.h.

A three-week practicum in Mild/Moderate Special Education Programs in secondary schools. Prerequisites: EDUC2400, EDUC3200, EDUC3230, and admission to the Teacher Education Program. (Graded on a Pass/Fail basis.) Goal 5

EDUC3560 Nature and Needs of the Middle Grades Child 3 s.h.

The nature and needs of the middle grades child (grades 5-8) as they relate to the middle school philosophy and curriculum. An overview of the history of the middle school movement in this country. Prerequisite: EDUC2400.

EDUC3570 Curriculum for Middle Grades Education 3 s.h.

A study of the curriculum needs for the middle grades student with emphasis upon the unique transitional function of the middle school concept in curricular planning and materials selection. Prerequisite: EDUC2400, EDUC3560.

EDUC3580 Psychology of Exceptional Child and Adult (also PSYC3580) 3 s.h.

Examine the philosophical, historical and legal bases for special education, including the definitions and etiologies of individuals with disabilities and exceptional learning needs. Study gifted individuals and those with exceptional needs from culturally and linguistically diverse backgrounds. Prerequisites: EDUC2400, PSYC1300. Goal 2d, 4ab, 5, 6

EDUC3590 Educational Psychology and Measurement (also PSYC3590) 3 s.h.

The relationship between psychology and education with emphasis on the individual as a learner and the psychology of the learning process. A review of teaching models and classroom test construction will be covered. Prerequisite: EDUC2400, PSYC1300. Goal 2d

EDUC3610 Emotional and Behavior Disorders 3 s.h.

The study of disabling emotional and/or behavior problems in students. Emphasis will be on causes, characteristics, assessment, and educational approaches both in the school and community. Prerequisite: EDUC/PSYC3580.

EDUC3620 Administration of Early Childhood Programs 2 s.h.

Examines principles of administration, organization and operation of programs for ages 0-8 and their families, including staff and program development, supervision and evaluation of staff, and continuing improvement of programs and services. Examine legal aspects, historical, philosophical, and social foundations of early childhood education. Prerequisite: EDUC2400, EDUC/PSYC3580, Junior standing. Co-requisite: EDUC2390, EDUC3310.

EDUC3630 Assessment, Diagnosis, and Evaluation Strategies 3 s.h.

Examine legal provisions, regulations and guidelines regarding unbiased assessment and use of psychometric instruments and instructional assessment measures with disabilities as infants through high school age. Study a variety of instruments, procedures, and practices that range from individual to group and from formal to informal to alternative for the identification of students' reading proficiencies and needs, for planning and revising instruction for all students, and for communicating results of ongoing assessment to all stakeholders. Practice administering, scoring and interpreting diagnostic tests used by schools to individualize program development and management, and identify the relationship between assessment and placement decisions. Prerequisite: EDUC2400, EDUC2410, EDUC/PSYC3580, and junior standing.

EDUC3710 K-6 Elementary Education Internship 3 s.h.

A required three-week internship for Elementary Education majors. Interns with endorsements in English/Language Arts, Health, Mathematics, Science, Social Studies, and Speech Communication/Theatre have full-day placements in regular elementary classroom programs. Interns with endorsements in Art, Foreign Language, Music and Physical Education have placements in these specialty-area classrooms. Elementary majors may substitute PHED3400. Prerequisites: EDUC2400, endorsement-area methods class, and admission to the Teacher Education Program. (Graded on a Pass/Fail basis.) Goal 5

EDUC3720 7-12 Secondary Education Internship 1-3 s.h.

A required three-week internship for Secondary Teacher Education Program. Interns have full-day placements in secondary school subject-area programs. Prerequisite: EDUC2400, subject-area methods class, EDUC3520, and admission to the Teacher Education program. (Graded on a Pass/Fail basis.) Goal 5

EDUC3730 Combination K-6 and 7-12 Education Internship 3 s.h.

Candidates with majors in art, music, and physical education complete three weeks of internship in art, music, or physical education. Interns have full-day placement with half of experience at the secondary level and half at the elementary level. Prerequisite: EDUC2400, subject-area methods courses, EDUC3520, admission to the Teacher Education program, and approval for student teaching. (Graded on a Pass/Fail basis.) Goal 5

EDUC3900 Topics in Education 1-3 s.h.

Content may vary and will be announced at time of offering. May be repeated for credit when topics vary. Prerequisite: EDUC2400.

EDUC4000 Individual Study 1-3 s.h.

EDUC4100 Legal, Ethical, and Pedagogical Responsibilities in Education 2 s.h.

A study of professional ethics, school law, educational policy, and professional organizations. As evidence of readiness for student teaching, students present a pedagogically sound portfolio which has been developed to meet

the outcomes specified in the Graceland Teacher Education Program Model. Enroll during the professional semester.

Prerequisites: EDUC2400, admission to the Graceland Teacher Education Program, Junior Internship and/or Practicum. Goal 5

EDUC4200 Elementary Classroom Management 3 s.h.

Designed for the Elementary major in preparation for student teaching. Review several theoretical models for managing groups of students and develop a plan for structuring an appropriate learning environment. Understand strategies that motivate students and techniques to monitor student engagement in active learning. Analyze and discuss the application of concepts and techniques. Credit cannot be received for this course and EDUC4300.

Prerequisites: EDUC2400, application to the Teacher Education Program. Enroll during the semester that precedes student teaching. Goal 6

EDUC4300 Secondary Classroom Management 3 s.h.

Designed for the Secondary major in preparation for student teaching. Review several theoretical models for managing groups of students and develop a plan for structuring appropriate learning environment. Understand strategies which motivate students and techniques to monitor student engagement in active learning. Analyze and discuss the application of concepts and techniques. Credit cannot be received for this course and EDUC4200.

Prerequisites: EDUC2400, application to the Teacher Education Program. Enroll during the semester that precedes student teaching. Goal 6

*** EDUC4400 Elementary Student Teaching (K-6) 6-12 s.h.**

Complete 12 weeks of elementary student teaching in accordance with the policies in the Teacher Education Handbook. Enroll in conjunction with EDUC4100 and EDUC4700. Prerequisites: Senior standing, ENGL2300, EDUC2400, EDUC3300, EDUC/PSYC3580, EDUC/PSYC3590, EDUC3530, EDUC3480, EDUC3510, EDUC3540, PSYC2250, Junior Internship/Practicum, admission to the Teacher Education Program, and approval for student teaching. (Graded on a Pass/Fail basis.) Goal 4ab, 6, 8

*** EDUC4420 Secondary Student Teaching (7-12) 6-12 s.h.**

Complete 12 weeks of secondary student teaching in accordance with the policies in the Teacher Education Handbook. Enroll in conjunction with EDUC4100 and EDUC4700. Prerequisites: EDUC2400, PSYC2250, EDUC3520, EDUC/PSYC3580, EDUC/PSYC3590, EDUC3720, subject-area methods course, admission to the Teacher Education Program, and approval for student teaching. (Graded on a Pass/Fail basis.) Goal 4ab, 6, 8

*** EDUC4440 Early Childhood Student Teaching 6-12 s.h.**

Complete 12 weeks of student teaching. Will include a placement with preprimary children and a minimum of six weeks in a kindergarten or a first grade classroom with children with and without disabilities. Enroll in conjunction with EDUC4100 and EDUC4700. Prerequisites: Senior standing, EDUC3290, ENGL2300, EDUC2400, PSYC2250, EDUC3300, EDUC/PSYC3580, EDUC/PSYC3590, EDUC3530, EDUC3480, EDUC3510, EDUC3540, admission to the Teacher Education Program, and approval for student teaching. (Graded on a Pass/Fail basis.) Goal 4ab, 6, 8

EDUC4450 Combination K-6 and 7-12 Student Teaching 6-12 s.h.

Candidates with majors in art, music, and physical education complete 12 weeks of student teaching in art, music, or physical education. Half of the experience is secondary level and half is elementary level. Enroll in conjunction with EDUC4100 and EDUC4700. Prerequisites: EDUC2400, PSYC2250, EDUC3520, EDUC/PSYC3580,

EDUC/PSYC3590, elementary and secondary subject-area methods courses, EDUC3710 or 3720 or 3730, admission to the Teacher Education Program, and approval for student teaching. (Graded on a Pass/Fail basis.) Goal 4ab, 6, 8

**** EDUC4460 Elementary and Mild/Moderate Student Teaching 6-12 s.h.**

Complete 12 weeks of student teaching. Will include a six-week placement in a mild/moderate special education setting and six weeks in a mainstream elementary classroom. Enroll in conjunction with EDUC4100 and EDUC4700. This course substitutes for EDUC4400. Prerequisites: EDUC3450, Senior standing, admission to Teacher Education Program, and approval for student teaching. (Graded on a Pass/Fail basis.) Goal 4ab, 6, 8

***** EDUC4470 Secondary and Mild/Moderate Student Teaching 6-12 s.h.**

Complete 12 weeks of student teaching to include six weeks in a mild/moderate special education setting and six weeks in a secondary subject area classroom. Enroll in conjunction with EDUC4100 and EDUC4700. This course substitutes for EDUC4420. Prerequisites: EDUC3550, Senior standing, admission to the Teacher Education Program, and approval for student teaching. (Graded on a Pass/Fail basis.) Goal 4ab, 6, 8

EDUC4480 Elementary and Secondary Mild/Moderate Student Teaching 6-12 s.h.

Complete 12 weeks of student teaching. Will include a six week placement in a secondary mild/moderate special education setting and six weeks in a mainstream elementary classroom. Enroll in conjunction with EDUC4100 and EDUC4700. This course substitutes for EDUC4400. Prerequisites: EDUC3550, Senior standing, admission to the Teacher Education Program, and approval for student teaching. (Graded on a Pass/Fail basis) Goal 4ab, 6, 8

EDUC4500 Problems in Elementary Education 3-5 s.h.

An opportunity for students who have completed student teaching or have practical teaching experiences to discuss and study pertinent problems in elementary education. For Elementary Education majors only. Prerequisite: EDUC2400.

EDUC4600 Teacher Education Methods Seminar 1 s.h.

Edit and submit artifacts for methods section of Teacher Education Program Portfolio and for program progression. Align artifacts with program standards, update philosophy of education and continue to design portfolio. Participate in seminars on issues related to becoming a professional educator. Enroll during semester or term prior to student teaching. Prerequisite: Pass grade in EDUC2420 Teacher Education Entry Seminar. Co-requisite: EDUC4200 Elementary Classroom Management or EDUC4300 Secondary Classroom Management. (Graded on a Pass/Fail basis.)

EDUC4700 Capstone Teacher Education Seminar 1 s.h.

Edit and submit artifacts for Teacher Education Program Portfolio and for program completion. Align artifacts with program standards, update philosophy of education and complete portfolio. Co-requisite: EDUC4100 Legal, Ethical, and Pedagogical Responsibilities. Must be admitted to the Teacher Education Program and be enrolled in student teaching. Prerequisites: EDUC2420 Teacher Education Entry Seminar, EDUC4600 Teacher Education Methods Seminar. (Graded on a Pass/Fail basis.)

+ Denotes an alternate year course.

* If a candidate with more than one teaching major completes 12 semester hours of student teaching for one major (or

endorsements that require student teaching), an additional six semester hours of student teaching will meet the student teaching requirement for the asterisked second teaching major.

** This is the only student teaching course required for elementary majors completing the K-12 Mild/Moderate Special Education endorsement.

***This is the only student teaching course required for secondary majors completing the K-12 Mild/Moderate Special Education endorsement.



Lamoni Campus - 1 University Place, Lamoni, IA 50140 (641) 784-5000

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Education (Elementary and Secondary)

Education (Graduate)

English

English As A Second Language

Fitness Leadership

French

General

Geography

German

Education (Graduate)

This field-based Master of Education degree with an emphasis in Collaborative Learning and Teaching, Technology Integration, Quality Teaching Strategies, Quality Schools, Mild/Moderate Special Education, or Quality Schools/Mild/Moderate Special Education is designed to promote the professional development of practicing teachers of all grade levels and in all subject areas. A majority of the program learning occurs in small groups with the goal of teachers working collaboratively to improve their professional performance. Program topics, learning experiences and outcomes are based on the five core propositions of the National Board for Professional Teaching Standards (NBPTS) which are stated as follows:

- Teachers are committed to students and their learning.
- Teachers know the subjects they teach and how to teach those subjects to their students.
- Teachers are responsible for managing and monitoring student learning.
- Teachers think systematically about their practice and learn from experience.
- Teachers are members of learning communities.

Additionally, the Mild/Moderate Special Education program is aligned with the Council of Exceptional Children (CEC) Content Standards.

Program Admission and Participation Requirements

The Master of Education admissions policy is designed to select students who have demonstrated academic competence and teaching ability. Criteria for admission to the program:

1. Completion of a teacher education program with a baccalaureate degree from a regionally accredited college or university, verified on original transcripts sent by the undergraduate institution directly to Graceland University.
2. Indication of academic success: 3.0 overall GPA in a completed undergraduate program.
3. A copy of a current teaching license.
4. Verification of a full-time teaching position as evidenced by letter from school in which teacher is practicing.
5. Two letters of reference, evaluating personal qualifications and potential for success in graduate studies by qualified educators.
6. A statement and explanation of professional goals.
7. Verification of ongoing access to computer technology, including e-mail and Internet.
8. Applicants who fail to meet one of the preceding minimum requirements could be granted conditional admission status and enroll in courses totaling 12 credit hours of Graceland graduate study approved by their advisor. If the minimum grade for each of those courses is "B," after the successful completion of 12 hours, the student status may be changed to full.

Health
Health and Movement Science
Health Care Management
History
Honors Program
Human Resource Management (Minor)
Humanities
Information Technology
Interdisciplinary
International Business
International Studies
Leadership (Minor)
Liberal Studies
Mathematics
Modern Foreign Languages
Music
Nursing (Undergraduate)
Nursing (RN-BSN/MSN)
Nursing (Graduate)
Peace Studies
Philosophy
Physical Education & Health
Physics
Political Science
Psychology
Publication Writing & Design
Recreation
Religion (Undergraduate)
Religion (Graduate)
Science
Social Science
Sociology
Spanish
Speech Communications

Additional requirement for Mild/Moderate Special Education program:

1. Completion of Psychology of the Exceptional Learner or other introductory special education course of at least two hours; undergraduate level completion will be accepted.

M.Ed. Graduation Requirements

To qualify for graduation, candidates must complete the following:

1. Satisfactorily complete 30 hours in a program sequence through Graceland. To earn a Master of Education degree with an emphasis in Mild/Moderate Special Education teachers must complete 36 hours for 7-12 or 33 hours for K-6.
2. Earn a cumulative grade point average of 3.0 or above. Any course in which a grade of "D" or "F" is earned will not be applied toward graduation.
3. Fulfill all financial obligations to Graceland University for tuition and fees.
4. File an application for graduation with the office of the Graceland Registrar at least six months prior to anticipated graduation date.

Select at least one emphasis from the following:

Collaborative Learning and Teaching

EDUC5100 Strategies for Collaboration 3 s.h.
EDUC5310 Core Proposition I 3 s.h.
EDUC5320 Core Proposition II 3 s.h.
EDUC5330 Core Proposition III 3 s.h.
EDUC5340 Core Proposition IV 3 s.h.
EDUC5350 Core Proposition V 3 s.h.
EDUC5900 Topics Course (may be repeated) 6 s.h.
EDUC6100 Classroom Inquiry and Action Research 3 s.h.
EDUC6110 Classroom Inquiry and Action Research Practicum 3 s.h.
EDUC6200 Professional Conference Presentation 0 s.h.

In concurrence with the American Council on Education (ACE), candidates may be awarded up to six credit hours for completing the NBPTS certification process (3 s.h.) and 3 s.h. for obtaining licensure. After documented verification, these hours will be substituted for EDUC5900 Topics 6 s.h.

Quality Schools

EDUC5260 Responsibility, Respect, and Relationships: Creating Emotionally Safe Classrooms 3 s.h.
EDUC5270 Classroom Management: Dealing with Discipline Problems 3 s.h.
EDUC5280 Teaching in the 21st Century: New Solutions to New Problems 3 s.h.
EDUC5300 Gaining Parental Support: Building Home-School Relationships 3 s.h.
EDUC5130 Introduction to Choice Theory: Teaching Students Responsible Behavior 3 s.h.

Theatre
Wellness Program
Management
Minors

EDUC5140 Creating a Professional Portfolio: A Portfolio Project for Teaching Students Responsible Behavior 3 s.h.
EDUC5150 Motivation and Learning: Co-Operation and the Quality Education 3 s.h.
EDUC5160 Enhancing Instruction: Teaching in the Quality Classroom 3 s.h.
EDUC5170 Teaching, Learning and Assessment: Improving Student Achievement 3 s.h.
EDUC5500 Making Learning Meaningful: Every Student Can Succeed 3 s.h.

Two (3 s.h.) Glasser video seminars offered by Quality Educational Products (QEP) may be transferred to this degree.

Quality Schools/Mild/Moderate Special Education

EDUC5410 Special Education Teachers are Committed to Students and Their Learning: Collaborative Study of the Mild Moderate Disabilities 3 s.h.
EDUC5130 Introduction to Choice Theory: Teaching Students Responsible Behavior 3 s.h.
EDUC5260 Responsibility, Respect, and Relationships: Creating Emotionally Safe Classrooms 3 s.h.
EDUC5421 Special Education Teachers Know Their Subjects and How to Teach Them: A Collaboration of Teaching Methods in a K-6/Mild/Moderate Program **or**

EDUC5422 Special Education Teachers Know Their Subjects and How to Teach Them: A Collaboration of Teaching Methods in a 7-12/Mild/Moderate Program 3 s.h.

EDUC5460 Educational Assessment 3 s.h.
EDUC5500 Making Learning Meaningful: Every Student Can Succeed 3 s.h.
EDUC6100 Classroom Inquiry and Action Research 3 s.h.
EDUC6110 Classroom Inquiry and Action Research Practicum 3 s.h.

Select two courses (six hours) from the menu:

EDUC5430 Special Education Teachers are Responsible for Managing and Monitoring Student Learning: Strategies and Collaboration in Classroom Management 3 s.h.

EDUC5450 Special Education Teachers are Members of Learning Communities: Collaborative Partnerships in the Mild/Moderate Program 3 s.h.

EDUC5480 Transitional Planning 3 s.h. (For 7-12 only.)

EDUC5470 Remedial Math Methods 3 s.h.

EDUC5150 Motivation and Learning: Co-Operation and the Quality Classroom 3 s.h.

EDUC5160 Enhancing Instruction: Teaching in the Quality Classroom 3 s.h.

EDUC5170 Teaching, Learning and Assessment: Improving Student Achievement 3 s.h.

EDUC5270 Classroom Management: Dealing with Discipline Problems 3 s.h.

EDUC5300 Gaining Parental Support: Building Home-School Relationships 3 s.h.

Quality Teaching Strategies

EDUC5310 Core Proposition I 3 s.h.

EDUC5320 Core Proposition II 3 s.h.

EDUC5330 Core Proposition III 3 s.h.

EDUC5340 Core Proposition IV 3 s.h.

EDUC5350 Core Proposition V 3 s.h.

EDUC5130 Introduction to Choice Theory: Teaching Students Responsible Behavior 3 s.h.

EDUC5140 Creating a Professional Portfolio: A Portfolio Project for Teaching Students Responsible Behavior 3 s.h.

EDUC5150 Motivation and Learning: Co-Operation and the Quality Education 3 s.h.

EDUC5160 Enhancing Instruction: Teaching in the Quality Classroom 3 s.h.

EDUC5170 Teaching, Learning and Assessment: Improving Student Achievement 3 s.h.

EDUC5180 The Teaching Portfolio Capstone Project 0 s.h.

Mild/Moderate Special Education (K-12 Educators)

EDUC5400 Special Education Strategies for Collaboration 3 s.h.

EDUC5410 Special Education Teachers are Committed to Students and Their Learning: A Collaborative Study of the Mild/Moderate Disabilities 3 s.h.

EDUC5421 Special Education Teachers Know Their Subjects and How to Teach Them: A Collaboration of Teaching Methods in a K-6/Mild/Moderate Program 3 s.h. **or**

EDUC5422 Special Education Teachers Know Their Subjects and How to Teach Them: A Collaboration of Teaching Methods in a 7-12/Mild/Moderate Program 3 s.h.

EDUC5430 Special Education Teachers are Responsible for Managing and Monitoring Student Learning: Strategies and Collaboration in Classroom Management 3 s.h.

EDUC5440 Special Education Teachers Think Systematically About Their Practice 3 s.h.

EDUC5450 Special Education Teachers are Members of Learning Communities: Collaborative Partnerships in the Mild/Moderate Program 3 s.h.

EDUC5460 Educational Assessment 3 s.h.

EDUC5470 Remedial Math Methods 3 s.h.

EDUC5480 Transitional Planning 3 s.h. (For 7-12 only.)

EDUC5710 Special Education Practicum K-6 Mild/Moderate 3 s.h. **or**

EDUC5720 Special Education Practicum 7-12 Mild/Moderate 3 s.h.

EDUC6100 Classroom Inquiry and Action Research 3 s.h.

EDUC6110 Classroom Inquiry and Action Research Practicum 3 s.h.

EDUC6200 Professional Conference Presentation 0 s.h.

Technology Integration

EDUC5100 Strategies for Collaboration 3 s.h.

EDUC5310 Core Proposition I 3 s.h.

EDUC5320 Core Proposition II 3 s.h.

EDUC5330 Core Proposition III 3 s.h.

EDUC5340 Core Proposition IV 3 s.h.

EDUC5350 Core Proposition V 3 s.h.

EDUC5010 Desktop Publishing 1 s.h.

EDUC5020 Database Design and Management 1 s.h.

EDUC5030 Web Page Creation 1 s.h.

EDUC5040 Spreadsheets 1 s.h.

EDUC5050 Electronic Presentations 1 s.h.

EDUC5060 PC Troubleshooting 1 s.h.

EDUC6100 Classroom Inquiry and Action Research 3 s.h.

EDUC6110 Classroom Inquiry and Action Research Practicum 3 s.h.

EDUC6200 Professional Conference Presentation 0 s.h.

If you have attended certain SkillPath seminars about technical topics, you may receive up to six graduate credits towards this degree.

Technology Integration Certificate Option

Students desiring a certificate in Technology Integration must complete 12 semester hours of coursework as prescribed below:

EDUC5010 Desktop Publishing 1 s.h.

EDUC5020 Database Design and Management 1 s.h.

EDUC5030 Web Page Creation 1 s.h.

EDUC5040 Spreadsheets 1 s.h.

EDUC5050 Electronic Presentations 1 s.h.

EDUC5060 PC Troubleshooting 1 s.h.

EDUC5110 Differentiating Instruction through Technology 3 s.h.

EDUC5120 Best Practice with Technology 3 s.h.

Courses in Education (Graduate)

EDUC5010 Desktop Publishing 1 s.h.

Principles of desktop publishing for use in educational environments.

EDUC5020 Database Design and Management 1 s.h.

Principles of database design and management for monitoring and managing data in educational environments.

EDUC5030 Web Page Creation 1 s.h.

Principles of web page creation and integration of hypermedia into educational environments.

EDUC5040 Spreadsheets 1 s.h.

Principles of spreadsheet creation for organizing and analyzing data in educational environments.

EDUC5050 Electronic Presentations 1 s.h.

Study of various electronic technologies used in the development of visual electronic presentations for use in educational environments.

EDUC5060 PC Troubleshooting 1 s.h.

Diagnosis and repair of OS and software-related problems in a Windows environment.

EDUC5100 Strategies for Collaboration 3 s.h.

This class lays a foundation for the degree program. Participants discover how to take ownership for their own learning through shared readings and reflections in a social learning context. Participants begin to clarify procedures

for doing systematic inquiry and reflection in future learning. Through self assessment, a personal professional development plan is constructed.

EDUC5110 Differentiating Instruction through Technology 3 s.h.

Use of various hardware and software in designing instruction for diverse learners.

EDUC5120 Best Practice with Technology 3 s.h.

Analysis of the National Board for Professional Teaching Standards propositions for application to technology integration in the classroom.

EDUC5130 Introduction to Choice Theory: Teaching Students Responsible Behavior 3 s.h.

Designed to give teachers the theory and skills to teach students how to take responsibility for their own behavior in school. Based on the work of Dr. William Glasser, this course leads participants through a series of learning activities designed to instruct them how to teach their students the concepts of Control Theory and to plan and implement a program of Responsibility Training in their classrooms.

EDUC5140 Creating a Professional Portfolio: A Portfolio Project for Teaching Students Responsible Behavior 3 s.h.

Designed to help participants extend the application of what they learned in "Teaching Students Responsible Behavior" (TSRB) and in the process gain experience in the creation of a portfolio. The portfolio development guidelines in this course are aligned with the standards set by the National Board for Professional Teaching Standards. In the process of creating their portfolios, participants learn how to effectively describe, analyze, and reflect upon instructional units.

EDUC5150 Motivation and Learning: Co-Operation and the Quality Classroom 3 s.h.

Designed to give teachers the theory and skills to create lesson plans that meet the basic psychological needs of students and gain their cooperation in the learning process. Based on the works of Drs. William Glasser, David Johnson and Roger Johnson, this course leads participants through a series of learning activities designed to instruct them in the concepts of Control Theory and Cooperative Learning and how these concepts can be combined in a program of instruction and behavior management.

EDUC5160 Enhancing Instruction: Teaching in the Quality Classroom 3 s.h.

Designed to give teachers the theory and skills to create lesson plans that meet the basic psychological needs of students, gain their cooperation in the learning process, and promote quality work. Based on the work of Dr. William Glasser, this course leads participants through a series of learning activities designed to instruct them in the concepts of Control Theory and Quality Schools and how these concepts can be combined in a program of instruction and behavior management that results in quality student work.

EDUC5170 Teaching, Learning and Assessment: Improving Student Achievement 3 s.h.

Designed to provide school professionals with the psychological knowledge base related to learning, motivation, and individual differences that contribute directly to improvements in the quality of student achievement and to provide guidance for the design of educational systems that would best support individual student learning and achievement.

EDUC5180 The Teaching Portfolio: The Capstone Experience 0 s.h.

The portfolio gives the teacher an opportunity to sample and present actual classroom practice over time. The portfolio is designed to assess a teacher's performance in a wide range of classroom settings including: samples of students' work; videotapes of classroom practice; and documentation of accomplishments outside the classroom.

EDUC5260 Responsibility, Respect, and Relationships: Creating Emotionally Safe Classrooms 3 s.h.

Providing teachers the knowledge and skills to deal with students' apprehensions and fears and at the same time create an emotionally safe classroom atmosphere that promotes learning. Topics covered include teaching to various learning styles and preferences, setting attainable goals for improving student achievement, and helping students in crisis situations.

EDUC5270 Classroom Management: Dealing with Discipline Problems 3 s.h.

Provide teachers the knowledge and skills to apply previously learned choice theory concepts to commonly occurring classroom discipline problems. As a course outcome, participants will develop a personalized plan designed not only to solve discipline problems but also to help students take responsibility for their own behavior.

EDUC5280 Teaching in the 21st Century: New Solutions to New Problems 3 s.h.

Designed to prepare teachers to deal positively with 21st century educational issues and concerns. Issues addressed include: vital connection between student-teacher relations and academic achievement; teaching strategies that take advantage of multiple-intelligences theory; approaches to character education; and strategies to deal with increased student hyperactivity.

EDUC5300 Gaining Parental Support: Building Home-School Relationships 3 s.h.

Teachers acquire the theory and skills to improve communication with parents, hold more effective parent conferences, and implement strategies that build a collaborative partnership between school and home. The course provides theoretical foundations and implementation designs that prepare teachers to work more effectively with parents to improve student achievement.

EDUC5310 Core Proposition I 3 s.h.

Teachers demonstrate commitment to students and their learning. Topics include: students' prior knowledge, learning styles, skills and readiness when selecting materials, and creating learning experiences.

EDUC5320 Core Proposition II 3 s.h.

Teachers expand the knowledge base for the subjects they teach and critique how to teach those subjects to students. They develop appreciation for how knowledge in their subject is created, organized, and linked to other disciplines.

EDUC5330 Core Proposition III 3 s.h.

Teachers develop professional skills for managing and monitoring student learning.

EDUC5340 Core Proposition IV 3 s.h.

Teachers think systematically about their practice and learn from experience. Use reflective practice to engage in action research.

EDUC5350 Core Proposition V 3 s.h.

Teachers develop skills to be members of learning communities. Contributions are made to school effectiveness by collaborating and establishing positive interpersonal relationships with other professionals.

EDUC5360 Teaching and Learning in the Brain-Compatible Classroom 3 s.h.

Group investigations and individual research of the human brain, and the acquisition of brain literacy. Explorations include: The role of emotion in learning, how memory works, brain physiology, meaning making, learning environments, optimal learning times and implications for curriculum, assessment, and school organization will be explored.

EDUC5370 Teaching and Learning in the Context of Change, Leadership and Politics 3 s.h.

Explore the theoretical and practical perspectives of educational change by investigating the current educational reform climate. Teachers will reflect on the kinds of leadership necessary to effect change, and will explore the challenges of building and maintaining grassroots commitment. Projects will consider teachers' and schools' negotiation of the change process, and perceptions of the consequences for student learning.

EDUC5400 Special Education Strategies for Collaboration 3 s.h.

This class lays a foundation for the Master of Education in Mild/Moderate Special Education. Candidates discover how to take ownership for their own learning through shared reading and reflections in a social learning context. Candidates begin to clarify procedures for doing systematic inquiry and reflection in future learning.

EDUC5410 Special Education Teachers are Committed to Students and Their Learning: A Collaborative Study of the Mild/Moderate Disabilities 3 s.h.

Through collaborative study groups, candidates will explore etiologies of mild and moderate disabilities. Prospective candidates will engage in inquiry of current trends in educational programming, educational alternatives and related services and will correlate these findings as they relate to appropriate multi disciplinary team planning. Candidates will also examine general developmental, academic, social-emotional, psychological, career and functional characteristics and explore their relatedness to individual instructional planning. Candidates will also engage in review of definition, historical, philosophical, and legal issues of individuals with disabilities that include students from culturally and linguistically diverse backgrounds.

EDUC5421 Special Education Teachers Know Their Subjects and How to Teach Them: A Collaboration of Teaching Methods in a K-6/Mild/Moderate Program 3 s.h.

This course is designed to provide the classroom teacher with numerous curricular and instructional methodologies that will help to facilitate knowledge in the mildly and moderately disabled child and promote the development of cognitive, academic, social, language and functional life skills. The candidates will engage in creating a learning environment that is appropriate for students with disabilities. They will also demonstrate how to plan and convey varying subject material to students with individual learning needs. The candidates in this course will show evidence of multiple paths of knowledge to include remedial methods, instructional techniques, appropriate use of assistive technology as it relates to individual learning levels through their lesson plan development and implementation.

EDUC5422 Special Education Teachers Know Their Subjects and How to Teach Them: A Collaboration of Teaching Methods in a 7-12/Mild/Moderate Program 3 s.h.

This course is designed to provide the classroom teacher with numerous curricular and instructional methodologies that will help to facilitate knowledge in the mildly and moderately disabled child and promote the development of

cognitive, academic, social, language and functional life skills. The candidates will engage in creating a learning environment that is appropriate for students with disabilities. They will also demonstrate how to plan and convey varying subject material to students with individual learning needs. The candidates in this course will show evidence of multiple paths of knowledge to include remedial methods, instructional techniques, appropriate use of assistive technology as it relates to individual learning levels through their lesson plan development and implementation.

EDUC5430 Special Education Teachers are Responsible for Managing and Monitoring Student Learning: Strategies and Collaboration in Classroom Management 3 s.h.

Classroom management theories, methods, and techniques for individuals with exceptional learning needs will be explored in this course. Candidates will design, implement, and evaluate instructional programs, which motivate students to monitor their engagement in active social learning in family, school, and community activities. The candidates will be able to provide evidence of their plan through descriptions and examples of completed instruction, related assessments and a reflection on these examples.

EDUC5440 Special Education Teachers Think Systematically About Their Practice 3 s.h.

Candidates discover ways to support and enhance their growth as educators through reflection, renewal and reform.

EDUC5450 Special Education Teachers are Members of Learning Communities: Collaborative Partnerships in the Mild/Moderate Program 3 s.h.

Candidates research collaborative strategies and explore authentic problems within the learning community. Effective communication strategies and a plan are developed, which includes parents, community, community support services, and other professionals. This effective plan will be designed to address a collaborative partnership, knowledge of the consultative role of the special education teacher, and the integration of students with disabilities into the general setting.

EDUC5460 Educational Assessment 3 s.h.

This course will provide candidates with opportunities to administer, score, and interpret diagnostic tests used in the development of instructional planning. Identification of student strengths and needs will be assessed through multiple methods of assessment. Candidates will plan and implement both individual and group instruction with objectives based on assessment outcome. Candidates will explore legal provisions, regulations and guidelines as they apply to both formal and informal testing. Terminology and knowledge of specialized strategy exploration will also be included as it relates to various disabilities.

EDUC5470 Remedial Math Methods 3 s.h.

The candidate will research and implement best practices in the remediation of math instruction for individuals with disabilities. Strategies will include age-appropriate and ability level instruction to include appropriate use of technology. Candidates using multiple methods will plan both individual and group instruction that monitors student progress through assessment and shows student engagement.

EDUC5480 Transitional Planning 3 s.h. (For 7-12 only.)

Collaborative groups will explore and implement career and vocational program planning for secondary students with mild/moderate disabilities. Effective planning will include the student, community services, networks and organizations, and other community resources such as parents and various professionals, that will lead to increased student learning with career goals and objectives to support their transition to post-school settings.

EDUC5500 Making Learning Meaningful: Every Student Can Succeed 3 s.h.

Teachers focus on the practical application of Dr. William Glasser's theories regarding competency-based education, authentic assessment, and real-world teaching strategies that help to ensure the success of every student. Teachers develop and apply instructional strategies that foster student self-management, cooperative learning, problem solving and the production of quality school work.

EDUC5610 Teaching and Learning Theories (also NURS5610) 3 s.h.

Exploration of contemporary teaching and learning theories while developing a personal philosophy of education. A historical review of philosophical theories of education is emphasized.

EDUC5620 Technology for Educators (also NURS5620) 2 s.h.

Explores informatics technology and application for nurse educators with emphasis on developing courses, teaching online, evaluation of outcomes, using the Internet, PowerPoint and Spreadsheets.

EDUC5640 Curriculum Design, Implementation, and Evaluation (also NURS5640) 3 s.h.

Concepts related to curriculum development are used to develop philosophy and objectives of curricula, assess new developments in planning and organizing curricula, determine course objectives, evaluate curricula, and plan program modification strategies. The selection and organization of appropriate learning experiences to meet course objectives are emphasized. Strategies and methods to evaluate components of curriculum are examined.

EDUC5650 Teaching Strategies, Student Learning Styles and Assessment (also NURS5650) 3 s.h.

Analysis and development of evidence-based teaching strategies in education. Relationships are explored among selected instructional methods, content, and learning styles. Assessment methods of student performance in both didactic and clinical settings are also explored.

EDUC5710 Special Education Practicum K-6 Mild/Moderate 3 s.h.

A three-week practicum in a K-6 mild/moderate special education setting. This laboratory experience will allow student teachers to apply, analyze, synthesize, and evaluate theoretical and practical principles of teaching and learning which have been formulated during previous course work and experiences. It will also be a time when practicum candidates formulate other principles of teaching and learning on the basis of their own classroom experiences.

EDUC5720 Special Education Practicum 7-12 Mild/Moderate 3 s.h.

A three-week practicum in a 7-12 mild/moderate special education setting. This laboratory experience will allow student teachers to apply, analyze, synthesize, and evaluate theoretical and practical principles of teaching and learning which have been formulated during previous course work and experiences. It will also be a time when practicum candidates formulate other principles of teaching and learning on the basis of their own classroom experiences.

EDUC5730 Science Education Internship I 3 s.h.

Five week summer internship at the Des Moines' Science Center of Iowa. Participate in orientation sessions and provide daily supervision of children ages 4 through 14 in a classroom setting. Develop and facilitate age-appropriate, activity based, science curriculum for skills-based learning on a variety of science themes and concepts. Create assessment tools and coordinate field trips and guest speakers.

EDUC5740 Science Education Internship II 3 s.h.

Five week summer internship at the Des Moines' Science Center. Instruct seminar sessions and provide daily supervision of children ages 4 through 14 in a classroom setting. Facilitate instruction of developed age-appropriate, activity-based, science curriculum for skills-based learning on a variety of science themes and concepts. Administer assessment tools, collect, analyze, and report student performance data.

EDUC5900 Topics in Education 1-3 s.h.

Content may vary and will be announced at the time of offering. May be repeated for credit when topics vary.

EDUC6100 Classroom Inquiry and Action Research 3 s.h.

Participants begin to clarify and explore lines of inquiry based upon concerns about what is going on in their own classrooms. Action research methods are studied. Inquiry goals and strategies are developed for implementation of action research.

EDUC6110 Classroom Inquiry and Action Research Practicum 3 s.h.

Students engage in an inquiry process related to their own teaching practice. They implement an action research plan, gathering data and reflecting upon their process in an ongoing way.

EDUC6200 Professional Conference Presentation 0 s.h.

Students present their action research projects, approved by the Graduate Education Committee, at a professional conference. (The Graceland University Master's Degree Program will create an annual conference to assist students with meeting this requirement.)



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English

B.A. Degree — English Major

In addition to the general education requirements, majors in English must complete a program of 50 s.h., including the core requirements and either the literature, writing, or cinema studies concentration as prescribed below:

Core Requirements:

One literature course 3 s.h.

Creative Writing course (ENGL2410*, ENGL2420, THTR/ENGL3140, ENGL3540) 3 s.h.

ENGL/COMM3380 Communication Studies 3 s.h.

ENGL3410 Language and Literacy 3 s.h.

ENGL4150 Senior Seminar 3 s.h.

Cinema Studies Concentration:

ENGL2510 Principles of Cinema Studies 3 s.h.

ENGL3110 Critical Theory 3 s.h.

ENGL3520 American Cinema History 3 s.h.

Upper division Cinema Studies electives 9 s.h.

Other Cinema Studies electives 6 s.h.

Cinema Studies Electives: select from HUMN2400, HUMN2450, HUMN2500, HUMN2550, ENGL2520, ENGL3500, ENGL3510, ENGL3530, ENGL3540, ENGL3930, ENGL4490, and ENGL3900/ENGL4000 *if* Cinema Studies-related.

*** Foreign Language 11 s.h.

Literature Concentration:

Upper division literature electives 6 s.h.

** Other literature electives 15 s.h.

The above courses must include all survey courses (ENGL2310, ENGL2320, ENGL2330, ENGL2340)

ENGL3110 Critical Theory 3 s.h.

*** Foreign Language 11 s.h.

Writing Concentration:

Upper division literature elective 3 s.h.

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[Health and Movement Science](#)
[Health Care Management](#)
[History](#)
[Honors Program](#)
[Human Resource Management \(Minor\)](#)
[Humanities](#)
[Information Technology](#)
[Interdisciplinary](#)
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[Speech Communications](#)

****** Three literature electives 9 s.h. (of the 15 s.h. of literature required in the writing concentration, 6 s.h. must be taken from the following group: ENGL2310, ENGL2320, ENGL2330, ENGL2340)
 Additional creative writing course (ENGL2410, ENGL2420, or THTR/ENGL3140) 3 s.h.
 ENGL3270 Advanced Composition: Media Writing 3 s.h.
 ENGL3280 Advanced Composition: Newswriting 3 s.h.
 One additional Advanced Composition course (selected from ENGL3200, 3210, 3220) 3 s.h.
******* Foreign Language 11 s.h.

*ENGL2410 Creative Writing: Poetry is not an option for the Cinema Studies concentration.

**A second Humanities II course with a literature emphasis may be applied toward the elective requirement.

***English majors must also study at least one foreign language. The requirement is satisfied by three semesters of college work in one language or demonstration of equivalent competency by examination or two semesters of college work in one language (or equivalent competency) and INTD3300 Language and Culture.

English Minor

A minor in English requires 18 or more semester hours in English including ENGL3380 or ENGL3410 and two of the following: ENGL2310, ENGL2320, ENGL2330, ENGL2340.

The following courses are **not** acceptable for credit in the minor: ENGL1410, ENGL1440, ENGL1470, ENGL1480, ENGL2300, ENGL3200-3280, ENGL3370.

Teacher Certification in English

1. FOR ENGLISH MAJORS WHO WANT A SECONDARY ENDORSEMENT (7- 12): In addition to satisfying major requirements, English majors with either a literature concentration or a writing concentration desiring an English/Language Arts secondary endorsement (7-12) in Iowa must complete the [Teacher Education Program](#) (with ENGL3370 Methods of Teaching English as the appropriate methods course). Majors with a writing concentration must also complete ENGL2340 20th Century English and American Literature.
2. FOR NON-ENGLISH MAJORS WHO WANT A SECONDARY ENGLISH ENDORSEMENT (7-12): Non-English majors desiring a secondary English/ Language Arts endorsement (7-12) 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:

ENGL1410 Modern Rhetoric **or**

ENGL1440 English Honors 3 s.h.

ENGL3200 Advanced Composition: Business and Professional Writing **or**

ENGL3210 Advanced Composition: Essay Writing **or**

ENGL3220 Advanced Composition: Technical Report Writing 3 s.h.

COMM1200 Speech Communication: An Introduction 3 s.h.

ENGL2310 English Literature to 1800 **or**

ENGL2320 English Literature from 1800 to 1919 3 s.h.

ENGL2330 American Literature to 1900 3 s.h.

ENGL3410 Language and Literacy 3 s.h.

Courses in English

ENGL1410 Modern Rhetoric 3 s.h.

Designed to help students improve their writing skills by combining extensive writing practice with a study of the various forms of written discourse (exposition, narration, argumentation, description). Prerequisite for students with Enhanced ACT English score below 15, an SAT English score below 400, or a COMPASS English Placement score below 70: DEVL1250 or two high school English courses, one of which must be or prominently require composition (not creative writing), with a grade of "C" or better in both. (Students whose native language is not English must have the approval of the instructor of English as a Second Language before enrolling in Modern Rhetoric.) Goal 1b, 4c1, 4ab

ENGL1440 English Honors 3 s.h.

Designed to help exceptional students improve their writing skills and increase their understanding of their linguistic environment by combining extensive writing practice with a study of language, the basic principles of logic, and the various forms of written discourse (exposition, narration, argumentation, description). Admission by selection only. Goal 1b, 4c1, 4ab

ENGL1500 Introduction to Literature 3 s.h.

Introduction to the major genres of literature: fiction, poetry and drama. Designed for students with little or no background in literature. Recommended as preparation for other literature courses. Goal 2b, 4c1

ENGL2000 Individual Study 1-3 s.h.

+ENGL2200 Multicultural Theatre (Also HUMN/THTR2200) 3 s.h.

Survey of literature, artists, and performance including, but not limited to, African-American, Asian-American, Kabuki, Hispanic, Native American, Feminist, and Gay & Lesbian theatre; history of each movement and its contribution to the American Theatre; consideration of historical, sociological, and aesthetic contexts. Examination of sociological issues and challenges faced by minority artists. Prerequisite: ENGL1410 Modern Rhetoric or THTR2100 Script Analysis and Criticism. Goal 2b, 3, 10

ENGL2300 Literature for Children 3 s.h.

A survey of the field of literature for children. Designed to increase appreciation of literature, give a historical perspective, introduce literary criticism, and suggest ways in which books may be used to meet the needs of children. Includes a brief survey of literature for the adolescent. Does not apply toward literature for general education.

ENGL2310 English Literature to 1800 3 s.h.

An introduction to major English writers and literary movements from the Old English period through the 18th century with emphasis on Chaucer, Shakespeare and Milton. Goal 2b, 3

ENGL2320 English Literature from 1800 to 1919 3 s.h.

An introduction to major English writers and literary movements from the Romantic Period through the First World War. Goal 2b, 3

ENGL2330 American Literature to 1900 3 s.h.

Survey of American writers beginning with the Colonial period and continuing throughout the 19th century. Goal 2b, 3

ENGL2340 Twentieth-Century English and American Literature 3 s.h.

Survey of the major English and American writers of the 20th century. Emphasis on poetry and fiction. Goal 2b, 3

+ ENGL2410 Creative Writing: Poetry 3 s.h.

Designed to increase students' understanding and appreciation of poetry through extensive poetry writing and class discussion. Emphasis on poetry as a means of self-discovery as well as an art form. Goal 4ab

+ ENGL2420 Creative Writing: Fiction 3 s.h.

Designed to increase students' understanding and appreciation of fiction through extensive fiction writing and class discussion. Emphasis on fiction as a means of self-discovery as well as an art form. Goal 4ab

+ ENGL2470 Modern and Contemporary Drama (Also THTR2470) 3 s.h.

Study of representative modern plays, focusing both on literary merit and the playwright's use of distinctively theatrical elements. Texts will be examined in terms of dramatic structure, style, and genre, and as a reflection of their time and culture. Emphasis placed on thematic analysis as revealed through plot, character, language, and spectacle.

Prerequisite: ENGL1500 Introduction to Literature or THTR2100 Script Analysis and Dramatic Criticism. Goal 2b, 3

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

Introduction to the various forms of media — newspapers, journals, radio, and television — to gain an understanding of the ways in which they operate. Theory as well as practical experience in writing for the media will be included.

Goal 4ab

ENGL2510 Principles of Cinema Studies 3 s.h.

Study of cinema as an artistic endeavor, form of rhetoric, cultural mirror, and purveyor of ideology. Introduces the fundamentals of the discipline, to include vocabulary, concepts of film production, film reception, film analysis, film interpretation, and film criticism. The stylistic elements of film, as well as the defining role of the director as artist and storyteller, are examined. Exploration of the artistic, commercial, entertainment, and ideological relationships between cinema and American culture, along with practice in the film literacy skills needed to qualitatively assess and communicate cinema's artistic and cultural contributions. Goal 2b, 3.

ENGL2520 Film Adaptations of Literature 3 s.h.

A representative sampling of literary adaptations to film. Designed to increase understanding of the relationship between and interdependence among cinema and literature. Goal 2b

ENGL2900 Topics in English 3 s.h.

Special studies in English designed primarily for the non-English major. Content may vary and will be announced at time of offering. When content changes, course may be repeated for credit.

ENGL3000 Individual Study 1-3 s.h.

+ ENGL3110 Critical Theory 3 s.h.

Advanced study of literary, cultural, and moving image theory, and the application to written and filmic texts. For literature and cinema studies concentration majors. Goal 2b, 4b

+ ENGL3140 Playwriting (Also THTR3140) 3 s.h.

A study of the techniques of playwriting, with special emphasis on plot and character development, dialogue, and the role of "spectacle" in dramatic writing. The course will culminate in a staged reading of the one-act plays written by the students in the course. Goal 2b

ENGL3200 Advanced Composition: Business and Professional Writing 3 s.h.

Designed to increase the writing skill of upper-division students. Strong emphasis on writing for professional purposes. Techniques of writing for specified audiences. Practice in planning and writing, in self-criticism, and in editing. Prerequisites: ENGL1410 and Junior standing. Goal 1b, 4c1, 4ab

ENGL3210 Advanced Composition: Essay Writing 3 s.h.

Designed to increase the writing skill of upper-division students. Emphasis on critical thinking, reading and writing and on applying complex principles of style. Prerequisites: ENGL1410 and Junior standing. Goal 1b, 4c1, 4ab

ENGL3220 Advanced Composition: Technical Report Writing 3 s.h.

Designed to increase the writing skill of upper-division students. Practice in writing the expository essay with emphasis on technical report writing in students' majors. Prerequisites: ENGL1410 and Junior standing. Goal 1b, 4c1

ENGL3250 Advanced Composition: Honors 3 s.h.

Designed to increase the writing skill of upper-division Honors students. Emphasis on the interconnections of critical thinking, reading, writing and the sustained scholarly research process. Prerequisites: ENGL1410 or ENGL1440 and Junior standing. Admission for Honors students or by instructor consent. Goal 1b, 4c1, 4ab

ENGL3270 Advanced Composition: Media Writing 3 s.h.

An introduction to writing for broadcast and print media. Emphasis is on writing clear, concise, and concrete prose appropriate to most mass media audiences. Course also includes an introduction to the principles of advertising and public relations writing. Prerequisites: ENGL1410 and junior standing. Goal 1b, 4ab

ENGL3280 Advanced Composition: Newswriting 3 s.h.

Designed to increase students' knowledge of newswriting and to help them develop skills in writing news stories. Includes study and practice of the principles of clear and forceful newspaper writing. Also includes practice in news gathering, story planning, copy editing and proofreading. Prerequisites: ENGL1410 and junior standing. Goal 1b, 4c1, 4ab

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

A study of a representative group of Shakespearean plays and sonnets. Primary emphasis is placed on the dramatic and poetic elements in the plays with some study of various aspects of the Renaissance. Goal 2b, 3

+ 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.

+ ENGL3380 Communication Studies (Also COMM3380) 3 s.h.

Study of the nature of communication in the broadest sense. Examines principles that underlie all communication systems, from written language to film, art, and music. Emphasis on interdependence of communication systems and culture.

+ ENGL3400 Literary Genre 3 s.h.

Designed to focus on a single genre: prose fiction, poetry, drama, or nonfiction. Topic announced at time of offering. May be repeated for credit when category changes.

+ ENGL3410 Language and Literacy 3 s.h.

Study of language with special attention to both the pragmatic and aesthetic uses of English. Topics include the structure of English, theories of literature and composition, and literacy issues in the United States. Offered every other year. Required of all Communications majors. Goal 2b, 4c1, 4ab

+ ENGL3440 Major English Author 3 s.h.

An intensive study of the work of a single English author, with attention given to his or her literary, historical, and social milieu. May be repeated for credit when subject changes. Goal 2b, 3

+ ENGL3450 Major American Author 3 s.h.

An intensive study of the work of a single American author, with attention given to his or her literary, historical, and social milieu. May be repeated for credit when subject changes. Goal 2b, 3

+ ENGL3460 Periods in Literary History 3 s.h.

A detailed study of a single literary age. Work will focus on the literature of the period, but attention will also be given to the historical, intellectual, and artistic background. Subjects will vary, chosen from the following: Chaucer and His Contemporaries; Literature of the English Renaissance; Restoration and 18th Century Literature; Romantic and Victorian Literature and Contemporary English Literature; Contemporary American Literature. May be repeated for credit when subject changes.

+ ENGL3500 Major Film Theme 3 s.h.

Detailed study of the common elements of and innovative artistic approaches to a particular film theme over time and across cultural borders. Themes will vary, but may include the following: film as myth-maker/myth-breaker, defining the "good" or virtuous life, coming of age, humans vs. nature, American presidents, protest films, wartime propaganda, and anti-war films. May be repeated for credit when themes change. Prerequisite: ENGL2510. Goals 2b, 3

+ ENGL3510 Major Film Genre 3 s.h.

A focused exploration of an individual's film genre, with emphasis on the common themes and features, as well as the innovative artistic and technical elements, of films that make up the category. Similarities and differences between literary and film interpretations will receive special attention. The genre's contribution to America's cultural identity, as well as changing gender, racial, and ethnic roles, will be highlighted. Subjects will vary, but may include the following: Western, horror, science fiction, war film, romantic comedy, film noir, musical, international films, Shakespearean film, crime drama, courtroom drama, prison films, independent films, and the documentary. May be repeated for credit when subject changes. Prerequisite: ENGL2510. Goal 2b, 3

ENGL3520 American Cinema History 3 s.h.

A detailed study of the following film eras: Silent and Early Sound Eras, Hollywood's Classical or "Golden Age," and the Post-Classical era. Work will focus on the films of the period, along with production values and methods, but attention will also be given to the historical, intellectual, and artistic background. Recurring themes and innovative technical and artistic approaches will be highlighted. Changing gender, racial, and ethnic roles will be analyzed. Goal 2b

+ ENGL3530 Digital Filmmaking 3 s.h.

A hands-on introduction to digital film production and editing. Introduces the technical knowledge need to investigate the creative possibilities of composition, light, motion, color and sound in shooting digital film. Examines the fundamentals of nonlinear editing, including continuity development, logging clips, audio tracks, and transitions. Prerequisites: ENGL2510 or instructor consent. Goal 2b, 3, 8

+ ENGL3540 Screenwriting 3 s.h.

Intensive exploration of and hands-on practice in screenwriting, with emphasis on format, plot, character development, and dialogue. Prerequisite: ENGL2510. Goal 2b

ENGL3900 Topics in English 1-3 s.h.

Study of selected topics of interest in English, to be announced prior to the semester when the course is offered. May be repeated for credit as topics change.

ENGL3930 Topics in International Cinema 3 s.h.

Study of selected topics in international cinema, to be announced prior the the semester when the course is offered. May be repeated for credit as topics change. Goal 7

ENGL4000 Individual Study 1-3 s.h.

ENGL4150 Senior Seminar 3 s.h.

Exploration of the world of work (resume writing, interviewing, job search) and planning, preparing, and presenting a seminar project in the student's area of concentration.

ENGL4300 Internship in English 1-3 s.h.

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

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

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

+ ENGL4490 Major Film Director 3 s.h.

An intensive study of the body of work of a single film director, with attention given to his or her artistic, literary, historical, or social milieu. Critical analysis will focus on visual style and narrative structure of some of the director's

most famous scenes. Subjects will vary, but may include the following: Griffith, Welles, Riefenstahl, Capra, Hitchcock, Ford, Kubrick, Scorsese, Stone, Coppola, Marshall, and Lee. May be repeated for credit when subject changes.

Prerequisite: ENGL2510. Goal 2b, 3

+ Denotes an alternate year course.



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English As A Second Language

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English as a Second Language

The Intensive English as a Second Language Program is a coordinated course of study for international students whose TOEFL (or equivalent) test results range between 450 and 499.

It is anticipated that within one to two semesters, a student will achieve a minimum score of 500 or better on the TOEFL and thus be eligible to enter a degree-seeking program.

Upon achieving a score of at least 500 but below 550 on the TOEFL examination, though eligible to begin an undergraduate degree program, a student is expected to enroll in either English as a Second Language I (ENSL1470) or English as a Second Language II (ENSL1480), as determined by in-house testing, for further English study. Both of these courses may be repeated once for credit with permission of the instructor. Upon achieving a score of 550 or more on the TOEFL test, a student is excused from the requirement of taking English as a Second Language.

Courses in English as a Second Language

ENSL0960 Listening and Speaking 3 s.h.

Designed to improve aural/oral language skills with special attention to developing effective listening and note-taking strategies as well as to acquiring skill and confidence in oral response and presentation. May be repeated with permission of instructor. (Graded on a Pass/Fail basis.)

ENSL0970 Grammar 3 s.h.

Focus on developing control over sentence patterns by using rather than describing language. Emphasis on major features of grammar and structure found to be most difficult for ESL students. May be repeated with permission of instructor. (Graded on a Pass/Fail basis.)

ENSL0980 Reading and Vocabulary 3 s.h.

Designed to increase reading comprehension, word attack skills and syntactic awareness. Special attention given to reading across the curriculum. May be repeated with permission of instructor. (Graded on a Pass/ Fail basis.)

ENSL0990 Writing 3 s.h.

Designed to involve students in the kinds of expository writing required in the academic setting. Introduction to MLA research procedures and forms. May be repeated with permission of instructor. (Graded on a Pass/Fail basis.)

ENSL1470 English as a Second Language I 3 s.h.

For the intermediate level student whose native language is not English. Emphasis is on a thorough review of grammar through exercises in listening comprehension, oral fluency, reading, and controlled writing at the sentence and paragraph levels. May be repeated once for credit with permission of the instructor. Does not substitute for

ENGL1410. Goal 2b, 7

ENSL1480 English as a Second Language II 3 s.h.

For the advanced student whose native language is not English. To prepare the student for college proficiency in writing. A study of advanced grammar tailored to eliminate persistent ESL problems as applied to various essay patterns. May be repeated once for credit with permission of instructor. Does not substitute for ENGL1410. Goal 2b, 7

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Fitness Leadership

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Fitness Leadership

See requirements for Fitness Leadership major under [Physical Education and Health](#).

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French

Courses in French

FREN1410 Beginning French I 4 s.h.

Designed to practice and obtain a fundamental knowledge of the four basic skills of listening/understanding, speaking, reading, and writing. An introduction to Francophone culture. Goals 2b, 7

FREN1420 Beginning French II 4 s.h.

A continuation of FREN1410. Prerequisite: FREN1410 or equivalent. Goals 2b, 7

FREN2310 Intermediate French I 3 s.h.

Review of essential structures and basic vocabulary. Emphasis on the varied communicative functions which lead to increased oral proficiency. Prerequisite: FREN1420 or 2-3 years high school French. Goal 2b, 7

FREN2320 Intermediate French II 3 s.h.

Continuation of FREN2310 Intermediate French I. Prerequisite: FREN2310 or equivalent. Goal 2b, 7

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General

Courses in General Electives

GNRL1100 Library and Information Studies 3 s.h.

A study of the many kinds of information sources available and how they may be accessed. Emphasis on teaching students to locate needed information using a variety of search and retrieval tools. Designed to better prepare students for academic research and assignments and also improve information literacy in general.

GNRL1900 Topics 1-3 s.h.

Specific courses that may be approved by the division responsible for their implementation, subject to the approval of the Academic Council.

GNRL2200 Applied Communication Skills 2 s.h.

Emphasis on developing skills in the areas of job interviewing, resumé writing, social and business introduction, and telephone etiquette. Practice in constructing and delivering the various kinds of speeches needed in social and business situations. Understanding the basic format and developing self-confidence are major emphasis. For Student Support Services participants only.

GNRL2910 Peer Mentor Practicum 1 s.h.

A practical application of the principles and skills of effective peer mentoring with emphasis on providing the academic support necessary to help Student Support Services participants remain in school and reach graduation. Prerequisite: Instructor's consent.

GNRL3900 Topics 1-3 s.h.

Specific courses that may be approved by the division responsible for their implementation, subject to the approval of the Academic Council.

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Geography

Courses in Geography

GEOG2000 Individual Study 1-3 s.h.

GEOG3000 Individual Study 1-3 s.h.

+ GEOG3330 Geography of Contemporary Affairs (Also POLS3330) 3 s.h.

Introduction to contemporary spatially limited and global concerns by a study of current political, economic, and social issues leading to a more critical analysis of news and an awareness of the responsibilities of national and international citizenship. Goal 2c, 7

GEOG3470 Comparative Economic Systems (Also ECON3470) 3 s.h.

A study of capitalism, democratic socialism, and systems oriented to communism. Prerequisite: ECON1300. Goal 2d

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.

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German

Courses in German

GRMN1410 Beginning German I 4 s.h.

A study of the basic sounds, structures, and vocabulary of German with intensive oral practice. An introduction to the cultural heritage of German-speaking Europe. Goal 2b, 7

GRMN1420 Beginning German II 4 s.h.

A continuation of GRMN1410. Prerequisite: GRMN1410 or equivalent. Goal 2b, 7

GRMN2310 Intermediate German I 3 s.h.

Continued practice in speaking, reading, and writing German. Includes review of basic grammar, introduction to more complex structures, and discussion of representative authors. Taught primarily in German. Prerequisite: GRMN1420 or equivalent. Goal 2b, 7

GRMN2320 Intermediate German II 3 s.h.

A continuation of GRMN2310. Prerequisite: GRMN2310 or equivalent. Goal 2b, 7

+ Denotes an alternate year course.

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Health

B.A. Degree — Health Major

In addition to the general education requirements, majors in Health must complete 57 semester hours as prescribed below:

BIOL1300 Principles of Biology 4 s.h.

BIOL2300 Anatomy and Physiology I 3 s.h.

BIOL2310 Anatomy and Physiology II 3 s.h.

BIOL2360 Introduction to Microbiology 4 s.h.

BIOL2560 Nutrition 3 s.h.

BIOL3310 Principles of Genetics 4 s.h.

HLTH1200 Principles of Healthful Living 2 s.h.

HLTH2100 First Aid **or**

HLTH2110 First Aid for Professional Rescuer 1 s.h.

HLTH2200 Contemporary Issues in Health 2 s.h.

HLTH3200 Community Health 2 s.h.

HLTH3300 Theory and Practice of Safety 2 s.h.

HLTH3900 Advanced Topics in Health 3 s.h.

*HLTH4700 Internship in Health 6 s.h.

HMSC4320 Organization and Administration of Health, Physical Education, and Athletics 3 s.h.

HMSC4900 Senior Seminar I 1 s.h.

HUMSC4910 Senior Seminar II 1 s.h.

MATH1380 Introduction to Statistics 3 s.h.

PHED0490 Stress Management and Relaxation 1 s.h.

PSYC2250 Developmental Psychology 3 s.h.

PSYC3330 Biopsychology 3 s.h.

SOCI2320 Courtship, Marriage, and Family 3 s.h.

*Waived for students completing the teacher education program.

Health Minor

A minor in Health consists of 24 semester hours from the following courses:

BIOL2300 Anatomy and Physiology I 3 s.h.

BIOL2310 Anatomy and Physiology II 3 s.h.

HLTH1200 Principles of Healthful Living 2 s.h.

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HLTH2200 Contemporary Issues in Health 2 s.h.

HLTH3200 Community Health 2 s.h.

Psychology Elective 3 s.h.

Electives from BIOL2360, BIOL2560, SOCI2320, HLTH2100, HLTH2110, HLTH2300, HLTH3300, HLTH3900, PSYC2250, or PHED4360 9 s.h.

Teacher Certification in Health

1. FOR HEALTH MAJORS WHO WANT A SECONDARY ENDORSEMENT (7- 12):

Students majoring in Health who desire Iowa Teacher Certification with a Health secondary endorsement must complete the Health major requirements above and the [Secondary Education Program](#) (with HLTH3370 Methods of Teaching Health as the appropriate methods course, else if the student is also seeking endorsement in Physical Education, the appropriate methods course is PHED3310 Teaching of Health and Physical Education).

2. FOR NON-HEALTH MAJORS WHO WANT A SECONDARY HEALTH ENDORSEMENT (7-12):

Non-Health majors desiring a secondary Health endorsement (7-12) in Iowa must complete the [Secondary Education Program](#) (with HLTH3370 Methods of Teaching Health as the appropriate methods course, else if the student is also seeking endorsement in Physical Education, the appropriate methods course is PHED3310 Teaching of Health and Physical Education), a major in a secondary teaching field, and the following courses:

BIOL1300 Principles of Biology 4 s.h.

BIOL2300 Anatomy and Physiology I 3 s.h.

BIOL2560 Nutrition **or**

HLTH2300 Children's Health, Safety and Nutrition 3 s.h.

HLTH1200 Principles of Healthful Living 2 s.h.

HLTH2100 First Aid **or**

HLTH2110 First Aid for Professional Rescuer 1 s.h.

HLTH2200 Contemporary Issues in Health 2 s.h.

HLTH3200 Community Health 2 s.h.

PSYC2250 Developmental Psychology 3 s.h.

SOCI2320 Courtship, Marriage, and Family 3 s.h.

Health elective from HLTH2300 or HLTH3300 or HLTH3900 1 s.h.

Courses in Health

HLTH1200 Principles of Healthful Living 2 s.h.

An introduction to health principles which will enable students to formulate their philosophy of health based upon an understanding of the human organism and the individual's responsibility to community health. Goal 4ab

HLTH2000 Individual Study 1-3 s.h.

HLTH2100 First Aid 1 s.h.

The development of practical skills in the emergency treatment of the injured. Some attention will be given to the prevention of injuries. The content to be covered will include the Standard and Advanced levels of the First Aid

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program sponsored by the National Red Cross.

HLTH2110 First Aid for Professional Rescuer 1 s.h.

Provide the 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. Prerequisite: Athletic Training major or instructor's consent.

HLTH2200 Contemporary Issues in Health 2 s.h.

An in-depth study of nutrition, drugs, consumer health, and other areas of current concern.

HLTH2300 Children's Health, Safety, and Nutrition 3 s.h.

Interrelationship of health, safety, and nutrition. Emphasis on promoting good health practices and developing behaviors to prevent disease. This course meets the requirement for the Early Childhood endorsement in the Elementary Education major.

HLTH3000 Individual Study 1-3 s.h.

HLTH3200 Community Health 2 s.h.

This course is designed to acquaint students with various aspects of health as implemented in community settings. The nature and structure of official government health programs, voluntary health agencies, professional health groups and individual efforts in improving health practices will be explored.

HLTH3300 Theory and Practice of Safety 2 s.h.

General safety education in elementary and secondary schools. The emphasis will be on accident causes and prevention in the environments of home, school, recreation, work, and traffic.

HLTH3370 Methods of Teaching Health 2.5 s.h.

A study of the objectives, methods, techniques, materials and activities related to teaching health education in the secondary schools. Prerequisite: Twenty hours in health and science courses. Goal 4ab

HLTH3900 Advanced Topics in Health 3 s.h.

A study of selected topics in health to be announced prior to the semester when the course is offered. Probable topics to be addressed include: human diseases, environmental health, human sexuality, substance abuse, death education, aging, and etc. May be repeated for credit as topics change.

HLTH4700 Internship in Health 3-6 s.h.

Laboratory internship experience providing for practical application of knowledge and theory in a professional setting. Student acquires experience in all phases of the operation with highly qualified personnel in a selected health agency. Six weeks of involvement preferably taken consecutively. Waived for student completing teacher education program.



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Health and Movement Science

See also [Physical Education and Health](#)

Courses in Health and Movement Science

HMSC4320 Organization and Administration of Health, Physical Education, and Athletics 3 s.h.

A study of the administrative structure in health, physical education, and athletics, and the interrelatedness of these programs to the specific needs of the community. Goal 4ab

HMSC4330 Organization and Administration for the Health Care Professional 3 s.h.

Provide an understanding of concepts and applications when administering a sports medicine program. Sports medicine professionals may include, but are not limited to, athletic trainers, nurses, physical therapists, physicians, and community health professionals. Goal 4ab

HMSC4900 Senior Seminar I 1 s.h.

The development of a research project with current issues and trends in health and movement science. Research methods will be presented. Students will be required to select a topic and a review of related literature. Prerequisite: Health and Movement Science majors with junior standing. Goal 4ab, 4c1

HMSC4910 Senior Seminar II 1 s.h.

The design, implementation, analysis and presentation of results of the research project developed in HMSC4900 Senior Seminar I. Prerequisite: HMSC4900. Goal 4ab, 4c1

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Health Care Management

B.A. Degree — Health Care Management Major*

In addition to the general education requirements, Health Care Management majors must complete 30 semester hours as prescribed below:

BUAD3330 Principles of Marketing 3 s.h.

HCAD3200 Human Resources in Health Care 3 s.h.

HCAD3300 Essentials of Health Care Finance 3 s.h.

HCAD3400 Organizational Behavior in Health Care 3 s.h.

HCAD4100 Internship in Health Care Administration 3 s.h.

HCAD4200 Economics for Health Care Administrators 3 s.h.

HCAD4300 Information Management Systems in Health Care 3 s.h.

HCAD4400 Quality Assurance in Operation Management 3 s.h.

HCAD4500 Leadership in Health Care 3 s.h.

INTD3720 Legal Aspects of Health Care Administration 3 s.h.

Courses in Health Care Management

INTD3720 Legal Aspects of Health Care Administration 3 s.h.

Overview of the doctrines and principles of law which are foundational to legally sound health care. Current legal dilemmas faced in the health care professions will be explored.

HCAD3200 Human Resources in Health Care 3 s.h.

Management of human resources in health care including strategic planning for human resource needs, appraisal of job performance, job analysis and design, training and development, compensation and labor/employee relations.

HCAD3300 Essentials of Health Care Finance 3 s.h.

Provides an introduction to the most commonly used financial concepts, principles, and techniques of health care financial management of both for-profit and not-for-profit health care organizations. Emphasis is placed on helping the student interpret financial information and use financial methods to make better financial decisions. Topics addressed include the economic and financial environment of health care providers, health care reimbursement systems, financial statements used by health care organizations, financial statement analysis, and working capital management. Students apply principles of the time-value of money to capital investment decision-making and long-term financial planning used by health care providers. In addition, the course addresses the use of cost information, budgeting, and budget variance analyses in health care managerial decision-making. Goal 4ab

Health	HCAD3400 Organizational Behavior in Health Care 3 s.h.
Health and Movement Science	Explores the impact of individual behavior, group behavior, and structure on organizational effectiveness. Focuses on such topics as motivation, leadership, decision-making, power and politics, interpersonal communication, group structure and processes, attitudes and perception, change processes, conflict, organizational culture, organizational change, work design and technology. Emphasis is placed on applying course content to organizations in the health care industry.
Health Care Management	
History	
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Human Resource Management (Minor)	HCAD4100 Internship in Health Care Administration 3 s.h.
Humanities	Internship that allows students to work with professionals in a health care administration setting. The student will play an active role in identifying potential field sponsors.
Information Technology	
Interdisciplinary	HCAD4200 Economics for Health Care Administrators 3 s.h.
International Business	Study of health care delivery systems from an economic perspective. Emphasis on both macro and micro economics as they relate to resource allocation and distribution of health care monies globally.
International Studies	
Leadership (Minor)	HCAD4300 Information Management Systems in Health Care 3 s.h.
Liberal Studies	Exploration of the design, concepts, and application of information management systems in a wide variety of health care settings. Includes evaluation of decision-making models and the selection processes required for choosing appropriate systems. Goal 4ab, 8
Mathematics	
Modern Foreign Languages	
Music	HCAD4400 Quality Assurance in Operation Management 3 s.h.
Nursing (Undergraduate)	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.
Nursing (RN-BSN/MSN)	
Nursing (Graduate)	HCAD4500 Leadership in Health Care 3 s.h.
Peace Studies	Examination of leadership, management, and change theories. Emphasis on integrating the knowledge, skills, and abilities required to collaborate in creating, mobilizing, and motivating multidisciplinary health care teams to achieve excellence and high quality outcomes. Goal 6
Philosophy	
Physical Education & Health	
Physics	*This major is offered through the Distance Learning Program.
Political Science	
Psychology	
Publication Writing & Design	
Recreation	
Religion (Undergraduate)	
Religion (Graduate)	
Science	
Social Science	
Sociology	
Spanish	
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History

B.A. Degree — History Major

In addition to the general education requirements, History majors must complete 33 semester hours in History including HIST2400, HIST4900, HIST4910, and three semester hours of Pre-Modern (Pre-18th Century) History. A concentration of at least 15 semester hours in United States, European, or Non-Western History and a distribution of at least 9 semester hours in areas not elected as the area of concentration are required.

All students who wish to receive a Bachelor of Arts degree in History, International Studies, Social Science, or Sociology in the Social Science Division must successfully complete two semesters of a single foreign language or equivalent as demonstrated by placement examination or status as a native speaker of a language other than English.

History Minor

A History minor consists of 18 hours or more in history including HIST2400, six upper division hours, and at least three hours in each of the following areas: United States History, European History, Non-Western or Ancient History.

Teacher Certification in History

FOR HISTORY AND NON-HISTORY MAJORS WHO WANT A SECONDARY AMERICAN OR WORLD HISTORY ENDORSEMENT (7-12):

Students desiring Iowa Teacher Certification with a secondary endorsement must complete the [Secondary Education Program](#) (with SOS3390 Methods of Teaching Social Studies as the appropriate methods course), a major in History or Secondary teaching field, and

(A.) for American History endorsement:

- (1) 24 s.h. in American History or
- (2) 30 s.h. in the broad area of Social Sciences to include 15 s.h. of American History, or

(B.) for World History endorsement:

- (1) 24 s.h. in European and/or non-Western History or
- (2) 30 s.h. in the broad area of Social Sciences to include 15 s.h. in European and/or non- Western History.

Courses in History

HIST1280 History of Latter Day Saintism (Also RELG1280) 3 s.h.

The background and rise of the movement, the migrations to the Midwest, the disruption at Nauvoo, the development of the Reorganization, and a survey of the conditions, trends, and problems in the contemporary church. Goal 2b, 2c

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upon Reconstruction, rise of industrial America, 20th century adjustments to prosperity, depression and world war, and the political, social, and economic changes since World War II. Goal 2c

HIST3000 Individual Study Goal 2c 1-3 s.h.

+ HIST3100 Civil War and Reconstruction 3 s.h.

A study of the sectional crisis that resulted in the American Civil War, and the efforts to restore the Union after the war. Goal 2c

+ HIST3240 American Constitutional History (Also POLS3240) 3 s.h.

A study of the history of the creation and evolving interpretation of the U.S. Constitution, with emphasis on important issues decided by the Supreme Court. Goal 2c

+ HIST3300 The Vietnam War 3 s.h.

Inquiry into the causes and nature of the Vietnam War, impact on American society, reasons for failure of American policy, and changing perceptions of the war. This war is studied in context of broader war and peace issues. Goal 2c

+ HIST3360 The Civil Rights Movement 3 s.h.

The Black Americans' struggle for political, social, and economic freedom in American society in the 20th century. Legal, direct action, and Black Power aspects will be stressed. Goal 2c

+ HIST3370 The American Presidency (Also POLS3370) 3 s.h.

The evolution of the office of the President, the recruitment of Presidents, and the various functions performed by the President. Goal 2c

+ HIST3400 History of Religion in America (Also RELG3400) 3 s.h.

A survey of significant periods, prevailing motifs, pivotal figures, major thought systems, and primary movements in the American religious heritage. Goal 2b, 2c

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

A survey of 20th century American relations with foreign governments with emphasis on contemporary foreign policy issues. Goal 2c, 7

+ HIST3470 British Foreign Relations (Also POLS3470) 3 s.h.

Survey of Britain's relations with governments and peoples in Europe, Asia, Africa, and the Americas in the period 1815-1970. Topics include Britain's role in shaping the post-Napoleonic order, development of imperial policy in the 19th century, Britain and the pre-World War I alliance system, the policy of appeasement, and the transition to a diminished world role after World War II. Goal 2c, 7

+ HIST3520 History of Christianity Since the Reformation (Also RELG3520) 3 s.h.

The Christian movement from the Reformation to the present. Goal 2b, 2c

+ HIST3550 Recent United States History 3 s.h.

The history of the United States since 1945 emphasizing political, economic, diplomatic, and social trends. Goal 2c

+ HIST3600 Ancient Greece and the Hellenistic World 3 s.h.

A survey of social, economic, political, and cultural developments in Greece from the Mycenaean period, the Alexandrian Empire and its successors, and the Roman Republic. Goal 2c

+ HIST3620 The Roman Empire and Medieval World 3 s.h.

A survey of social, economic, political, and cultural developments in the Roman Empire, medieval Europe, Byzantium, and Islam to circa 1400 c.e. Goal 2c, 7

+ HIST3640 Early Modern Europe, Renaissance to 1789 3 s.h.

A survey of the period of the rise of modern Europe from the Renaissance to the French Revolution. Focus will be on social, religious, political, and philosophical changes, including the development of absolutism and constitutional forms of government. Goal 2c, 7

+ HIST3660 Modern Europe, 1900 – Present 3 s.h.

A survey of the major national and international developments in the 20th century including intellectual, social, and economic factors, World Wars I and II, the Russian Revolution, Fascism, supranational and regional movements, and the “Cold War.” Goal 2c, 7

HIST3700 History Museum Management Internship 1-15 s.h.

A work-study program under the direction of the professional staff of a recognized historical collection, historical society, or historical site. This program consists of on-the-job training in various areas as determined by the student's interests and needs. Areas available for study include museum interpretation, administration, management and staffing, display, publicity, preservation and restoration methods, acquisition, archives, research, records management, and development and care of properties. Goal 2c

NOTE: No more than 6 hours of the internship will be applied to the normal history and social science major requirements. The hours involved will count as resident credit.

HIST3900 Advanced Topics in History 1-3 s.h.

An in-depth study of topics selected from various areas of history such as Civil War, American West, American Constitutional History, Russian History, German History, etc. Course topics will be announced prior to each semester they are offered. May be repeated for credit. Goal 2c

HIST4000 Individual Study Goal 2c 1-3 s.h.

HIST4900 Senior Seminar I (Also POLS4900) 1 s.h. Designed to help the history majors professionalize their knowledge and experience through writing a scholarly paper. History majors only. (Graded on a Pass/Fail basis.) Goal 2c

HIST4910 Senior Seminar II (Also POLS4910) 3 s.h.

The research, writing, and evaluation of the completed seminar paper. Prerequisite: HIST4900. Goal 2c, 4c1

+ Denotes an alternate year course.



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Honors Program

B.A. (Honors) Degree

B.S. (Honors) Degree

B.S.N. (Honors) Degree

In addition to meeting all other graduation and major requirements, students wishing to earn an honors degree from Graceland University must be formally admitted to the honors program by the Honors Council, graduate with a minimum grade point average of 3.50, both cumulative and in their honors work, and complete a minimum of 21 s.h. of honors credit, including:

Four 3 s.h. honors classes earned through specially designed individual study, honors contracts that convert regular class offerings to honors classes, or specially designed honors offerings (e.g. Honors English) 12 s.h.

INTD3800 Junior Honors Seminar 3 s.h.

INTD4800 Senior Honors Seminar 3 s.h.

ACCT-THTR4850 Honors Thesis/Senior Project (discipline number assigned to correspond to topic) 3 s.h.

Application for admission to the Honors Program may be made upon admission to the university or anytime during a student's college career. Successful applicants are normally expected to meet both of the following criteria:

1. A composite Enhanced ACT score of 25 (SAT 1140) or above.
2. A minimum 3.50 cumulative grade point average at the time of admission into the program.

The Honors Council is, however, free to admit other students who present alternative evidence of exceptional academic promise. Students interested in admission to the program but for whom ACT or SAT scores are low or not available are urged to consult with the program director.

Honors Courses

ENGL1440 English Honors 3 s.h.

Designed to help exceptional students improve their writing skills and increase their understanding of their linguistic environment by combining extensive writing practice with a study of language, the basic principles of logic, and the various form of written discourse (exposition, narration, argumentation, description). Admission by selection only. Goal 1b, 4ab, 4c1

ENGL3250 Advanced Composition: Honors 3 s.h.

Designed to increase the writing skill of upper-division Honors students. Emphasis on the interconnections of critical thinking, reading, writing and the sustained scholarly research process. Prerequisites: ENGL1410 or ENGL1440 and Junior standing. Admission for Honors students or by instructor consent. Goal 1b, 4c1, 4ab

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Nursing (Graduate)
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Philosophy
Physical Education & Health
Physics
Political Science
Psychology
Publication Writing & Design
Recreation
Religion (Undergraduate)
Religion (Graduate)
Science
Social Science
Sociology
Spanish
Speech Communications

INTD3800 Junior Honors Seminar 3 s.h.

INTD4800 Senior Honors Seminar 3 s.h.

A series of weekly discussions of topics selected by seminar participants for a broad cross section of intellectual disciplines. Each participant is required to prepare specified readings in advance of weekly sessions and to share in planning and conducting discussions. Offered in the fall semester only. Prerequisites: Admission to the Honors Program and junior or senior standing.

ACCT-THTR4850 Honors Thesis/Senior Project 3 s.h.

A major scholarly paper or senior project planned by the honors student and executed in consultation with an approved faculty member. To count toward an honors degree, the student must receive a grade of A or B. The thesis/project will be evaluated on the basis of its originality, quality of research, and presentation. A prospectus must be approved by the Honors Council before significant work is begun. The subject of the thesis/project may be outside the student's major and may be interdisciplinary in scope. Prerequisites: Senior standing and admission to the Honors Program.

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Human Resource Management

Human Resource Management Minor

A minor in Human Resource Management consists of 21 semester hours that include:

BUAD3490 Human Resource Management 3 s.h.

BUAD/SOCI3450 Organizational Behavior 3 s.h.

BUAD3320 Principles of Management 3 s.h.

PSYC3440 Industrial/Organizational Psychology 3 s.h.

PSYC4430 Theory and Practice of Counseling 3 s.h.

A minimum of six semester hours from the following, with at least one course from each category:

Communication/Sociology/Peace Studies/Psychology

COMM/INTD3100 Intercultural Communication 3 s.h.

COMM/SOCI/PEAC3210 Conflict Resolution 3 s.h.

COMM3310 Interpersonal Communication 3 s.h.

SOCI3330 Racism and Discrimination 3 s.h.

Business

ITEC3260 Management of Information Systems 3 s.h.

BUAD3340 Business Law 3 s.h.

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

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Humanities

+ HUMN2100 Script Analysis and Dramatic Criticism (Also THTR2100) 3 s.h.

An interdisciplinary investigation of theatre and literature. Explores a variety of analytic methods for examining dramatic literature from both performance and design perspectives. Critical theory is used to critique, analyze, and produce plays. Prerequisite: ENGL1410 Modern Rhetoric. Goals 2b, 4b, 10

+HUMN2200 Multicultural Theatre (Also ENGL/THTR2200) 3 s.h.

Survey of literature, artists, and performance including, but not limited to, African-American, Asian-American, Kabuki, Hispanic, Native American, Feminist, and Gay & Lesbian theatre; history of each movement and its contribution to the American Theatre; consideration of historical, sociological, and aesthetic contexts. Examination of sociological issues and challenges faced by minority artists. Prerequisite: ENGL1410 Modern Rhetoric or THTR2100 Script Analysis and Criticism. Goal 2b, 3, 10

HUMN2300 Humanities I: Ways of Seeing 3 s.h.

An interdisciplinary foundation course in the shared and unique approaches to human experience of the visual artist, musician, creative writer, and philosopher. Course content draws freely on major cultural landmarks from each discipline. Goal 2b, 10

Humanities II

An interdisciplinary investigation of a major topic of humanistic concern designed to broaden and sharpen the student's critical and aesthetic capacities. Courses offered in Humanities II may include, but are not limited to the following:

HUMN2310 Humanities II: Music in the Church (Also MUSC/RELG2310)

The historical and present role of music in worship, and methods of improving music ministry in the congregation. Orientation to the philosophy, psychology and practice of church music. Hymnology, ordering worship, and practical aspects such as service playing, choir organization and leadership. Goal 2b, 3, 10

HUMN2340 Humanities II: Jazz in the American Experience 3 s.h.

History of jazz in the United States will be studied from the perspective of the performers, personalities, and social/historical context. Emphasis on listening and understanding styles including swing, bebop, blues, Dixieland, ragtime and fusion. Students with performance ability may be invited to demonstrate improvisation as an aid to its cognitive understanding. Goal 2b, 3, 10

HUMN2360 Humanities II: Literature and Philosophy - Ways of Criticizing (also PHIL2360) 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

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Physical Education & Health
Physics
Political Science
Psychology
Publication Writing & Design
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both classic texts and contemporary trends in criticism. Provides active learning opportunities involving the student in the process of criticism. Goals 2b, 4c1, 10

HUMN2370 Humanities II: Literature and Philosophy - Ways of Thinking (also PHIL2370) 3 s.h.

Designed to familiarize students with the ideas, issues and influences important to the literary and philosophical processes and traditions, such as the concept of self, the problem of evil, and the nature of reality. Goal 2b, 4c1, 10

HUMN2400 Humanities II: Love in Literature and Film 3 s.h.

After birth and death, love is probably the single most important experience a human being can have. This course is intended for students who would like to read and think about this experience, about what love has meant to other cultures and what it means, or does not mean, to contemporary Americans. Readings will include novels and handouts on philosophical, psychological, and theological theories of love. Goal 2b, 10

HUMN2450 Humanities II: Vietnam in Literature and Film 3 s.h.

An exploration of the depiction of the Vietnam War in several books and films. The course focuses (1) on the technical elements of fiction, nonfiction, and film that create aesthetic response and meaning, (2) on issues of genre and historical representation, and (3) on the meaning of the Vietnam experience for individual writers/film makers, for American society, and for the generations that come after the war. Goal 2b, 10

HUMN2460 Humanities II: Science Fiction & Philosophy (also PHIL2460) 3 s.h.

The class integrates philosophy and literature (science fiction). Students are introduced to a range of traditional philosophical issues using science fiction short stories, videos, and novels, as well as philosophical essays, to raise and illustrate these problems. The topics include problems of knowledge, religion, freedom, social structures, and especially, reflection on the question, "What is a person?" Goal 2b, 10

HUMN2470 Humanities II: Literature by Women 3 s.h.

This interdisciplinary class offers close, careful readings of a range of literary works by women writers from the English-speaking world. These texts describe their authors' sometimes problematic, sometimes triumphant relationships to culture and society. The material is arranged chronologically from the middle ages to the present in order to suggest a general historical overview of women's experiences in western culture. Also this structure should help readers see that there is an important female literary tradition that, for several centuries, has coexisted with, revised, and influenced male literary models. We will explore both the diversity and commonality of women's experiences, as expressed in issues like culture, race, class, sexual preference, education, geography, and religion. Goal 2b, 3, 10

HUMN2480 Dramatic Theory and Criticism (Also THTR2480) 3 s.h.

Theatre, literature, and scientific methodology converge in the aesthetic theory and criticism of the contemporary theatre. An interdisciplinary investigation of theatre and literature designed to broaden and sharpen students' critical and aesthetic evaluation skills. Goal 2b, 3, 10

HUMN2490 Humanities II: Suffering and Meaning (also RELG2490) 3 s.h.

The first Noble Truth of Buddhism is that all life involves suffering. Much of human life, religion, and the arts is

an effort to create meaningful responses to our suffering. This course will examine some of those responses.

Goal 2b, 5, 10

HUMN2500 Humanities II: Holocaust in Literature and Film 3 s.h.

Explores the Holocaust as depicted in literature and film. Focus on the pervasive social climate in the shadow of the Holocaust, as well as the human experience of life in the concentration camps. Both fictional and nonfictional accounts are examined. Goal 2b, 3, 10

HUMN2510 Humanities II: Faith in a Secular Age (also RELG2510) 3 s.h.

An exploration of the quest for spiritual meaning in the context of a "secular world." The course focuses on contemporary challenges to the faith journey as well as new forms of faith expression in today's theological enterprise. Goal 2b, 10

HUMN2530 Humanities II: Postmodernism (also PHIL2530) 3 s.h.

"Postmodern" thinkers like Richard Rorty are challenging "foundationalism," the claim that our social beliefs and values — in ethics, the arts, language, and even science — have eternal and universal foundations. Beginning with ancient clash between mythology and the earliest Greek philosophers, but focusing on the 20th century, this course will historically review the interplay of our struggles with truth and meaning, leading to current postmodernism, with special attention to Rorty's work in Neopragmatism. Goal 2b, 10

HUMN2550 Humanities II: The Politics in/of Cinema 3 s.h.

An analysis of films that take politics as their narrative topic. "Politics" will be defined in two ways. The first way examines the various and sometimes conflicting ways films portray politics, politicians, criminals, the law, and government. The second way examines how films question or reinforce stereotypes centering on issues of race, gender, class, and sexuality. Ultimately, the course foregrounds such questions as "how stable is the boundary between politics and art," and "what does it mean to call a work of art political." Goals 2b, 10.

HUMN2560 Humanities II: Korea - The Forgotten War 3 s.h.

An interdisciplinary exploration of the Korean War. After establishing the historical context for the conflict, the course examines diverse perspectives on the war. Depictions of the war through memoirs, fiction, poetry, and film are all examined, analyzed, and discussed. The course focuses (1) on the technical elements of fiction, non-fiction, and film that create aesthetic response and meaning, (2) on issues of genre and historical representation, and (3) on the meaning of the Korean War experience for participants, individual writers/filmmakers, and for American society. Goal 2b, 10

HUMN2570 Humanities II: Protest and Propaganda

An investigation of propaganda and social protest films, novels, and art of the 20th century. Analysis of how political or social struggle is fused into a creative, entertaining, or aesthetic product for purposes of affecting social change. Issues pertaining to the use of culture as a political tool will be discussed. Goal 2b, 10.

HUMN2580 Humanities II: American Civil War in Literature and Film 3 s.h.

An exploration of the depiction of the American Civil War in representative contemporary and modern literature and films. The course focuses on the (1) technical elements of fiction, nonfiction, and film that create aesthetic response and meaning, on (2) issues of genre and historical representation, and on the (3) meaning of the

Civil War experience for individual writers/film makers, for American society, and for the generations that come after the war. Goal 2b, 10



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Information Technology

B.A. Degree — Information Technology Major

In addition to the general education requirements, students majoring in Information Technology must meet the following requirements, which include a common CS/IT core. A student completing a double major in Computer Science and Information Technology will graduate with a Bachelor of Science degree.

Core requirements (in common with the Computer Science major):

CPSC1100 Principles of Computing 3 s.h.

CPSC1210 Introduction to Unix 3 s.h.

CPSC1300 Computer Programming I 3 s.h.

CPSC1320 Computer Programming II 3 s.h.

CPSC/ITEC3230 Communication Networks 3 s.h.

CPSC/ITEC3360 Systems Analysis and Design 3 s.h.

CPSC/ITEC3370 Database Concepts and SQL 3 s.h.

MATH1350 Discrete Mathematics 3 s.h.

Information Technology concentration:

ACCT2310 Financial Accounting 3 s.h.

ITEC3260 Management of Information Systems 3 s.h.

ITEC3270 Systems Administration 3 s.h.

ITEC4180 Advanced Database Systems 3 s.h.

ITEC4200 Systems Development Project 3 s.h.

MATH Electives (any two of MATH1380, MATH1510, and BUAD1420) 6 s.h.

Approved Electives (listed below, at least 6 s.h. must be upper division) 9 s.h.

Approved Electives

Either ACCT2320 Managerial Accounting
or BUAD3320 Principles of Management 3 s.h.

BUAD/ITEC3110 Electronic Commerce 3 s.h.

CPSC2100 Intermediate Programming 3 s.h.

CPSC/ITEC3220 Windows Programming with Visual BASIC 3 s.h.

CPSC3330 Data Structures and Algorithms 3 s.h.

CPSC4430 Operating Systems 3 s.h.

ITEC3500 Microcomputer Business Applications II 3 s.h.

ITEC3900 Topics in Information Technology 3 s.h.

ITEC4160 Internship in Information Technology (approval required) 3 s.h.

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Information Technology Minor

A minor in Information Technology consists of 18 hours of ITEC or CPSC courses including CPSC1300 (Computer Programming I), ITEC3260 (Management of Information Systems) and ITEC3500 (Microcomputer Business Applications II). At least 9 of these hours must be upper division.

Courses in Information Technology

ITEC1010 Microcomputer Business Applications I 3 s.h.

Proficiency-based course where students develop intermediate level skills in Microsoft's Windows® and Office Suite®. Students cannot receive credit for both ITEC1010 and CPSC1010. Goal 8

ITEC1110 Computer-based Academic Research 1 s.h.

An introduction to the academic research process designed to help students become effective in carrying out research projects. A practical approach will be used with students learning to effectively use such tools as library catalogs, periodical databases and Internet search tools. Emphasis will be placed on learning to identify reliable and relevant information resources. No prerequisite. Goal 8.

ITEC1120 Microsoft Word® & PowerPoint® 1 s.h.

A proficiency-based course to develop intermediate level word processing and presentation skills using Microsoft Word® and PowerPoint®. Topics covered include: The basics of word processing, editing, formatting, outlines, tables styles and sections in Microsoft Word®. In Microsoft PowerPoint®, making presentations, slide show tools and using digital photography. No prerequisites. Not available to students who have taken ITEC1010 or CPSC1010. Goal 8.

ITEC1130 Microsoft Excel® 1 s.h.

A proficiency-based course to develop intermediate level spreadsheet skills using Microsoft Excel®. Topics include the basics of spreadsheets, graphs and charts, and using spreadsheets for decision making. Prerequisites: Microsoft Word & PowerPoint course or instructor consent. Not available to students who have taken ITEC1010 or CPSC1010. Goal 8.

ITEC1140 Microsoft Access® 1 s.h.

A proficiency-based course to develop intermediate level database skills using Microsoft Access®. Topics include the basics of databases, tables, forms, wizards, reports, queries pivot charts and the switchboard. Prerequisites: ITEC1120 or instructor consent. Not available to students who have taken ITEC1010 or CPSC1010. Goal 8.

ITEC3110 Electronic Commerce (Also BUAD3110) 3 s.h.

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, although all students will be required to learn some basic technical skills for implementing an electronic commerce website. Prerequisite: ITEC1010 or instructor's consent.

ITEC3220 Windows Programming with Visual BASIC (Also CPSC3220) 3 s.h.

Topics include the visual programming environment, the Application Programmer Interface (API) file processing, dynamic link library (DLL) creation, object classes, and exception handling. Practice in developing Windows applications. Prerequisites: CPSC1300 and CPSC1320. Goal 4ab, 8

+ ITEC3230 Communication Networks (Also CPSC3230) 3 s.h.

The theory and principles of transmission media and data communications networks. Topics include communications hardware and software, local area networks (LANs), wide area networks (WANs), and metropolitan area networks (MANs). Protocols, architectures, and internetworking will be examined. Current advances in network technology including integrated services digital network (ISDN), asynchronous transfer mode (ATM), and frame relay will also be discussed. Prerequisites: CPSC1300. Goal 4ab, 8

ITEC3260 Management of Information Systems 3 s.h.

Study of the fundamentals of information technology and how they support and interact with business organizations. Emphasis is on building a broad, basic technology framework. Prerequisite: ITEC1010 or ITEC1140 or instructor's consent. Goal 8

+ ITEC3270 Systems Administration 3 s.h.

Study of the issues involved in administering a networked computer operating system. Issues reviewed include peer-to-peer versus server based networking, sizing hardware, protocol implementation, server configuration, storage and backups including RAID, managing accounts, managing outside and remote connectivity, software installation, monitoring system performance, security, and troubleshooting. Includes hands-on experience with Windows and UNIX systems. Prerequisites: CPSC1210, CPSC1300.

ITEC3360 Systems Analysis and Design (also CPSC3360) 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. Prerequisite: ITEC3260. Goal 8

ITEC3370 Database Concepts and SQL (Also CPSC3370) 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. Topics include historical approaches to database systems, predicate algebra and predicate calculus. 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 commercial database system is included. Prerequisite: CPSC1300. Goal 4ab, 8

ITEC3500 Microcomputer Business Applications II (also ACCT3500) 3 s.h.

Proficiency-based course to develop advanced level skills using Microsoft's Windows®, Office Suite®, and HTML. Prerequisites: ITEC1010 or ITEC3260. Goal 8

ITEC3900 Topics in Information Technology 3 s.h.

Study of selected topics from the information technology areas of programming, database, systems administration, and networking. Topics will be announced prior to each semester they are offered. May be repeated for credit when the topics vary.

ITEC4160 Internship in Information Systems 1-3 s.h.

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

Prerequisite: Instructor's consent.

ITEC4180 Advanced Database Systems 3 s.h.

Examination of database systems to include client/server strategies, support of Internet applications, data warehouse architecture, data mining techniques, distributed database implementation, and object-oriented database structure.

Prerequisite: CPSC/ITEC3370 Database Concepts and SQL.

ITEC4200 Systems Development Project 3 s.h.

Completion of an in-depth project in consultation with the sponsoring faculty member. Projects will include a technical aspect as well as complete documentation and planning. The project requires a formal presentation at completion.

Prerequisite: ITEC3350, senior standing.

+ Denotes an alternate year course.



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Interdisciplinary

INTD1300 Sexuality: The Human Experience 3 s.h.

Designed to expand students'awareness of themselves as sexual beings and to examine such topics as anatomy, psychology, behavior, and ethics as they relate to human sexuality in a value-oriented environment.

INTD1900 Topics 1-3 s.h.

Specific courses that may be approved by the division responsible for their implementation, subject to the approval of the Academic Council.

INTD2000 Individual Study 1-3 s.h.

INTD3000 Individual Study 1-3 s.h.

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

An examination of concepts which have application to communication across cultural boundaries, with emphasis on relating them to effective intercultural communication skills. Goal 1a, 7

INTD3200 Exploration of Third World Cultures 3 s.h.

Focus will be on the political, socio-economic, geographical, health, and cultural determinants of life circumstances of people living in third world countries. Literature of specific cultures will be studied for insights into cultural beliefs and behaviors that are at variance with student's culture. Resource persons with extensive experience in third world countries will be available for class interactions. Preparation requirements for travel abroad will be discussed. Offered in Independence, Missouri.

+ INTD3300 Language and Culture 3 s.h.

Examination of the nature of the vital interrelationship between language and other cultural phenomena. Exploration and discussion based on readings, films, and presentations by representatives of various cultures. Culminates in a project presentation in which the student explains in depth how the language of a given culture reflects various aspects of that culture. Goal 7

INTD3800 Junior Honors Seminar 3 s.h.

A series of weekly discussions of topics selected by seminar participants for a broad cross section of intellectual disciplines. Each participant is required to prepare specified readings in advance of weekly sessions and to share in planning and conducting discussions. Offered in the fall semester only. Prerequisites: Admission to the Honors Program and junior or senior standing.

INTD3900 Topics 1-3 s.h.

Specific courses that may be approved by the division responsible for their implementation, subject to the approval of

Health	the Academic Council.
Health and Movement Science	INTD4000 Individual Study 1-3 s.h.
Health Care Management	INTD4100 Internship in International Studies 1-3 s.h.
History	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.
Honors Program	
Human Resource Management (Minor)	INTD4200 Study Abroad Retrospective 2 s.h.
Humanities	An evaluation and analysis of intercultural experience and its implications within a framework of current theory, concepts, and methods in the field of intercultural communication. This course is designed to immediately follow the International Studies major's residence abroad and must be successfully completed no later than one year from the student's return from study abroad. (Graded on a Pass/Fail basis.) Prerequisite: INTD3100 and Instructor's consent.
Information Technology	Goal 7
Interdisciplinary	INTD4800 Senior Honors Seminar 3 s.h.
International Business	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.
International Studies	
Leadership (Minor)	
Liberal Studies	
Mathematics	
Modern Foreign Languages	
Music	
Nursing (Undergraduate)	Interdisciplinary Cluster
Nursing (RN-BSN/MSN)	INTC0000 Interdisciplinary Cluster 0 s.h.
Nursing (Graduate)	An integration of three independent courses intended to help the student see connections between disciplines. Courses included will vary, but will be from three different fields of study. (Graded on a Pass/ No entry basis*.) Goal 10
Peace Studies	*Successful completion of a cluster course presupposes successful completion of the three component courses in the same semester. A student who withdraws from or fails one of the component courses will not receive credit for the cluster course.
Philosophy	+ Denotes an alternate year course.
Physical Education & Health	
Physics	
Political Science	
Psychology	
Publication Writing & Design	
Recreation	
Religion (Undergraduate)	
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Science	
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International Business

B.A. Degree — International Business Major

In addition to the general education requirements, majors in International Business must complete a concentration of 39 semester hours in Accounting, Business, Economics, and International Business courses to include:

- 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.
- BUAD3380 Principles of Business Finance 3 s.h.
- BUAD3440 International Business 3 s.h.
- BUAD3480 International Marketing 3 s.h.
- BUAD4200 Seminar in Business Policy 3 s.h.
- BUAD4420 International Finance 3 s.h.
- ECON1300 Principles of Macroeconomics 3 s.h.
- ECON1320 Principles of Microeconomics 3 s.h.
- ECON3440 International Economics 3 s.h.

One 3 semester hour international experience is required of all international business majors. International experience must be spent in residence in a culture other than the student's native culture. This experience must have prior approval of the Business Department staff.

An International Business major must also complete three courses (9 s.h.) in related electives. To satisfy this requirement, a student will select one course from each of the following three areas:

Area 1

- BUAD4130 Internship in International Business 3 s.h.
- ECON/GEOG3470 Comparative Economics Systems 3 s.h.
- ITEC3260 Management of Information Systems 3 s.h.
- Approved Electives

Area 2

- GEOG/POLS3330 Geography of Contemporary Affairs 3 s.h.
- HIST3460 United States Foreign Relations 3 s.h.
- HIST3660 Modern Europe, 1900-Present 3 s.h.
- POLS2350 Comparative Government and Politics 3 s.h.

Health	POLS2380 International Politics 3 s.h.
Health and Movement Science	POLS/PEAC3220 Global Peace Issues 3 s.h. POLS3360 Politics of the Contemporary Middle East 3 s.h.
Health Care Management	Approved Electives
History	Area 3
Honors Program	
Human Resource Management (Minor)	BUAD3200 Business Ethics 3 s.h. INTD/COMM3100 Intercultural Communications 3 s.h.
Humanities	INTD3300 Language and Culture 3 s.h.
Information Technology	PSYC3370 Cross Cultural Psychology 3 s.h.
Interdisciplinary	SOCI2350 Cultural Anthropology 3 s.h.
International Business	SOCI3330 Racism and Discrimination 3 s.h. Approved Electives
International Studies	An International Business major must also complete:
Leadership (Minor)	BUAD1420 Math for Decision Making or MATH1510 Calculus I 3 s.h.
Liberal Studies	MATH1380 Introduction to Statistics 3 s.h.
Mathematics	and one of the following:
Modern Foreign Languages	MATH1280 College Algebra 3 s.h.
Music	MATH1330 Elementary Functions
Nursing (Undergraduate)	MATH1350 Discrete Mathematics
Nursing (RN-BSN/MSN)	MATH1510 Calculus I
Nursing (Graduate)	An International Business major must take two semesters of an intermediate sequence of a single foreign language or equivalent as demonstrated by placement examination or status as a native speaker of a language other than English.
Peace Studies	International students must have a sufficient TOEFEL Test Score to excuse them from the requirement of taking English as a Second Language.
Philosophy	
Physical Education & Health	Students may elect to major in Business Administration or International Business with an emphasis in one or more of the following areas:
Physics	
Political Science	Entrepreneurship and Free Enterprise
Psychology	
Publication Writing & Design	BUAD3350 Free Market Practicum 2 s.h.
Recreation	BUAD3400 Small Business Ventures and Entrepreneurship 3 s.h.
Religion (Undergraduate)	BUAD/ECON3250 Entrepreneurship and Free Enterprise 3 s.h.
Religion (Graduate)	and any two of the following:
Science	BUAD3500 Marketing Strategies 3 s.h.
Social Science	BUAD3510 Integrated Marketing Communication 3 s.h.
Sociology	BUAD4110 Internship in Entrepreneurship 3 s.h.
Spanish	ECON/GEOG3470 Comparative Economic Systems 3 s.h.
Speech Communications	BUAD3200 Business Ethics or PHIL/RELG3250 Ethics 3 s.h. Approved Electives

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Finance

BUAD/ECON4100 Investment Analysis 3 s.h.
BUAD4420 International Finance 3 s.h.
BUAD4440 Managerial Finance 3 s.h.
and any two of the following:
ACCT3360 Intermediate Accounting 3 s.h.
BUAD4120 Internship in Finance 3 s.h.
ECON3320 Money and Banking 3 s.h.
ECON3350 Intermediate Microeconomic Theory 3 s.h.
Approved Electives

Management

BUAD3450 Organizational Behavior 3 s.h.
BUAD3490 Human Resource Management 3 s.h.
BUAD4400 Operations Management 3 s.h.
and any two of the following:
BUAD3400 Small Business Ventures and Entrepreneurship 3 s.h.
PSYC3440 Industrial/Organizational Psychology 3 s.h.
COMM/INTD3100 Intercultural Communication 3 s.h.
COMM3140 Theories of Persuasion 3 s.h.
COMM/PEAC/SOCI3210 Conflict Resolution 3 s.h.
BUAD4140 Internship in Management 3 s.h.
Approved Electives

Marketing

BUAD3500 Marketing Strategies **or** BUAD3510 Integrated Marketing Communication 3 s.h.
SOCI/SOSC4450 Social Research I 3 s.h.
and any three of the following:
ARTS3660 Visual Communication: Publication Design 3 s.h.
ENGL3270 Advanced Composition: Media Writing 3 s.h.
ENGL/COMM2500 Introduction to Mass Media 3 s.h.
COMM3140 Theories of Persuasion 3 s.h.
COMM/INTD3100 Intercultural Communication 3 s.h.
BUAD3480 International Marketing 3 s.h.
BUAD4150 Internship in Marketing 3 s.h.
Approved Electives

Pre-MBA

BUAD3450 Organizational Behavior 3 s.h.
ACCT3360 Intermediate Accounting I 3 s.h.

BUAD4440 Managerial Finance 3 s.h.

ACCT/ITEC3500 Microcomputer Business Applications II 3 s.h.

BUAD4400 Operations Management 3 s.h.

and one of the following:

ECON3360 Intermediate Macroeconomic Theory 3 s.h.

ECON3350 Intermediate Microeconomic Theory 3 s.h.

International Business Minor

A minor in International Business consists of 18 semester hours or more in Accounting, Business Administration, Economics, International Business and related disciplines. All students must take BUAD3440 and two of the following three courses: BUAD3480, BUAD4420, or ECON3440. An International Business minor must also complete three courses (9 s.h.) in related electives. To satisfy this requirement, a student will select one course from each of the areas listed in the International Business major.



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International Studies

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.

B.A. Degree — International Studies Major

In addition to the general education requirements, the student majoring in International Studies must complete at least 64 semester hours including:

I. Intercultural Communication 5 s.h.

INTD/COMM3100 Intercultural Communication

INTD4200 Study Abroad Retrospective

II. Intercultural Studies 18 s.h.

Two or more courses in each of the following three groups with an accumulation of at least 18 semester hours credit:

International Humanities

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

ENGL/THTR2470 Modern Drama 3 s.h.

HIST1310 World Civilizations I 3 s.h.

HIST1320 World Civilizations II 3 s.h.

HIST2340 Middle Eastern Civilization I 3 s.h.

HIST2360 Middle Eastern Civilization II 3 s.h.

RELG2360 Religions of the World 3 s.h.

International Culture

GEOG/POLS3330 Geography of Contemporary Affairs 3 s.h.

PSYC3370 Cross Cultural Psychology 3 s.h.

RELG3490 Christian Feminist Theologies 3 s.h.

SOCI2350 Cultural Anthropology 3 s.h.

SOCI3330 Racism and Discrimination 3 s.h.

International Politics/Economics

BUAD4420 International Finance 3 s.h.

ECON3440 International Economics 3 s.h.

Health	ECON/GEOG3470 Comparative Economic Systems 3 s.h.
Health and Movement Science	POLS2350 Comparative Government and Politics 3 s.h. POLS2380 International Politics 3 s.h.
Health Care Management	POLS/PEAC2200 Introduction to Peace Studies 3 s.h. POLS/PEAC3220 Global Peace Issues 3 s.h.
History	HIST/POLS3460 United States Foreign Relations 3 s.h. HIST/POLS3470 British Foreign Relations 3 s.h.
Honors Program	
Human Resource Management (Minor)	Courses listed in these groups have an intercultural focus rather than a focus on a specific nation or culture. Courses other than those listed, such as “topics” offerings in various disciplines, winter term programs, and individual studies — if they have explicit intercultural content — will be acceptable whenever the student, the Director of Intercultural Programs, and the academic adviser agree that the course is appropriate for the student’s program.
Humanities	
Information Technology	
Interdisciplinary	
International Business	III. Discipline Concentration 15 s.h. A minimum of 15 hours must be selected from a specific discipline. Courses selected should not duplicate courses taken to meet the Intercultural Studies requirement (see above). The choice of the specialization should be made by the student in consultation with an adviser and with regard to the student’s career objectives.
International Studies	
Leadership (Minor)	
Liberal Studies	IV. Area Concentration 12 s.h. These 12 hours or the equivalent will focus on a specific area of the world such as Latin America, East Asia, the Middle East, Africa, or Western Europe. The courses may be taken at Graceland University or at other academic institutions in the United States or in other countries. The student is required to spend at least four weeks in residence in the area of the world chosen for the concentration and which has been approved by an International Studies advisor. 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 spend at least four continuous weeks in an area of the United States distinctly different in nature from the Lamoni area (urban area, alternate rural area, etc.) and complete upon their return to campus an “alternate residence” retrospective to fulfill the intent of INTD4200 focusing on their interpretation of the structures of American society observed and experienced during the alternate residence period.
Mathematics	
Modern Foreign Languages	
Music	
Nursing (Undergraduate)	
Nursing (RN-BSN/MSN)	
Nursing (Graduate)	
Peace Studies	
Philosophy	
Physical Education & Health	V. Language 14 s.h. In consultation with the adviser, the student must select a language (other than the student’s own native language) that will ordinarily be related to that area of the world chosen for concentration. The student must either (1) have a minimum of 14 semester hours credit or the equivalent in that language, or (2) prove competency in it by proficiency examinations or by other means acceptable to the Division of Humanities. International students who choose English to meet this requirement will be considered to have met its intent upon successful completion of ENGL1410 or 1440, COMM1200, and one of the advanced composition courses.
Physics	
Political Science	
Psychology	
Publication Writing & Design	
Recreation	
Religion (Undergraduate)	
Religion (Graduate)	All students who wish to receive a Bachelor of Arts degree in History, International Studies, Social Science, or Sociology in the Social Science Division must successfully complete two semesters of a single foreign language or equivalent as demonstrated by placement examination or status as a native speaker of a language other than English.
Science	
Social Science	
Sociology	
Spanish	
Speech Communications	International Studies Minor A minor in International Studies consists of 24-26 semester hours, including INTD3100 Intercultural Communication, 6 s.h. of Area Studies Concentration, and at least 3. s.h. in each of the

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following areas: International Humanities, International Culture, International Politics/Economics. In addition, two semesters of language, at the appropriate level for the student, are required.



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Graceland University - Leadership (Minor)

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Leadership

Leadership Minor

A minor in Leadership consists of 21 semester hours or more. All students must take the following courses:

LEAD1010, LEAD3100, LEAD3110, LEAD3700 or LEAD3710 or BUAD3720 or Student Teaching, LEAD4100, LEAD4110, 6 semester hours of leadership elective (that meet Gen Ed goal #6 or are approved by the LEAD team) and 3 semester hours from a Human Diversity Elective (that meets Gen Ed goal #7).

Courses in Leadership

LEAD1010 Innovative Leadership 3 s.h.

An introduction to principles of innovative leadership. Emphasis on increasing self-awareness, developing critical thinking and communication skills, the importance of creating value, having an orientation toward others, and the importance of ethical behavior. This course is designed to develop leaders who have a penchant for action and embrace risk in a changing environment. Goal 6

LEAD2000 Individual Study Goal 6 1-3 s.h.

LEAD2100 Entrepreneurial Leadership 3 s.h.

Emphasis on: learning the skills for taking risks and thriving in a changing environment; discovering individual passion; learning about the systems in which we exist; becoming oriented toward solving the needs of others; and becoming action-oriented. In addition to being academically challenging, this course will also be physically challenging due to service projects, team-building and risk-taking events. Goal 6

LEAD2900 Topics in Leadership 1-3 s.h.

Study of selected topics in leadership, to be announced prior to the semester when the course is offered. May be repeated for credit as topics change. Prerequisite: LEAD1010. Goal 6

LEAD3000 Individual Study Goal 6 1-3 s.h.

LEAD3100 Emerging Leaders I 1 s.h.

Exploration of various issues, trends and topics relevant to effective leadership. Designed to develop the entrepreneurial spirit for today's leaders so that they can effectively implement positive change in society, education, work organizations, and government. Topics include: Organizational change and marketing, empowerment, running effective meetings, coaching, community relations, meeting the needs of others, diversity, innovative creativity, idea generation and venturing. Fall offering only. Prerequisite: LEAD1010. Goal 6

LEAD3110 Emerging Leaders II 2 s.h.

A forum for exchange between students and professional personnel on various leadership issues. Continuation of

<p>Health</p> <p>Health and Movement Science</p> <p>Health Care Management</p> <p>History</p> <p>Honors Program</p> <p>Human Resource Management (Minor)</p> <p>Humanities</p> <p>Information Technology</p> <p>Interdisciplinary</p> <p>International Business</p> <p>International Studies</p> <p>Leadership (Minor)</p> <p>Liberal Studies</p> <p>Mathematics</p> <p>Modern Foreign Languages</p> <p>Music</p> <p>Nursing (Undergraduate)</p> <p>Nursing (RN-BSN/MSN)</p> <p>Nursing (Graduate)</p> <p>Peace Studies</p> <p>Philosophy</p> <p>Physical Education & Health</p> <p>Physics</p> <p>Political Science</p> <p>Psychology</p> <p>Publication Writing & Design</p> <p>Recreation</p> <p>Religion (Undergraduate)</p> <p>Religion (Graduate)</p> <p>Science</p> <p>Social Science</p> <p>Sociology</p> <p>Spanish</p> <p>Speech Communications</p>	<p>various issues, trends and topics relevant to effective leadership. Designed to develop the entrepreneurial spirit for today's leaders so that they can effectively implement positive change in society, education, work organizations, and government. Topics include: Organizational change and marketing, empowerment, running effective meetings, coaching, community relations, meeting the needs of others, diversity, innovative creativity, idea generation and venturing. Spring offering only. Prerequisite: LEAD3100. Goal 6</p> <p>LEAD3700 Internship in Leadership 3 s.h.</p> <p>The internship provides students with an opportunity to link theory and practice in the study of leadership. Repeatable to a maximum of six hours. (Graded on a Pass/Fail basis.) Prerequisite: LEAD1010, Leadership Minor and Instructor's consent. Goal 6</p> <p>LEAD3710 Leadership Practicum 1- 3 s.h.</p> <p>The practicum provides students with an opportunity to link theory and practice in the study of leadership. On campus practical experience in student leadership positions, (e.g. house presidents, GSG offices, and etc.) Offers an opportunity for study in a monitored individual learning setting. Repeatable to a maximum of six hours. (Graded on Pass/Fail basis.) Prerequisite: LEAD1010, Leadership Minor, Instructor's consent and permission of the appropriate university official. Goal 6</p> <p>LEAD3900 Topics in Leadership 1-3 s.h.</p> <p>Study of selected topics in leadership, to be announced prior to the semester when the course is offered. May be repeated for credit as topics change. Prerequisite: LEAD1010. Goal 6</p> <p>LEAD4000 Individual Study Goal 6 1-3 s.h.</p> <p>LEAD4100 Leadership Legacy I 1 s.h.</p> <p>Through structured experiences, case studies, and discussion, students will synthesize their accumulated leadership experiences and classroom learning into an approved legacy project. Prerequisites: LEAD3100, LEAD3110. Goal 6</p> <p>LEAD4110 Leadership Legacy II 2 s.h.</p> <p>Continuation of LEAD4100. Presentation of legacy projects demonstrating leadership practice and community value. Legacy project is to be an impacting occurrence upon the community and/or university. Prerequisite: LEAD4100. Goal 6</p>
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Theatre
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Liberal Studies

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Liberal Studies

B.A. Degree — Liberal Studies Program

The Liberal Studies program offers the student an opportunity to devise, in concert with the faculty adviser, a program of study matched to the student's particular needs and interests. Beyond the graduation requirements, the student's program may consist of either

- (1) a concentrated area of study not already offered as a major or
- (2) a broad spectrum of courses interdisciplinary in nature and also unique in nature and also unique in the curriculum.

The Liberal Studies Program was devised to meet the needs of two major types of students:

- (1) those students on campus who desire to structure their own program of courses from among those available on our campus, with perhaps some course work from other colleges
- (2) other students, many of whom are former Gracelanders who for one reason or another desire to graduate with a degree from Graceland by putting together a valid program of accredited course work, experiential learning, non-accredited study such as seminars, workshops, and individual studies. These latter students often are not able to return to campus for sustained course work, but may still be able to work out a program that will earn them a B.A. degree in Liberal Studies. The requirements for the B.A. degree in Liberal Studies are as follows:

1. 128 semester hours.
2. 39 upper division semester hours.
3. 2.00 grade point average in all work and 2.00 average in major. (Major courses are those listed as part of the approved concentration on the "[Liberal Studies Proposed Program of Study](#)" form.)
4. 18 semester hours of residence study; 9 of which must be taken after the student has reached senior standing.
5. General education: current Graceland requirements.
6. Successful completion of a program of study approved by the Liberal Studies Committee.
7. Three winter terms.

Programs presented for approval to the Liberal Studies Committee must be submitted one semester or summer session in advance of graduation. Application to this program may be obtained from the Special Programs Office.

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Mathematics

B.A. Degree — Mathematics Major

Majors in Mathematics must complete the general education requirements and the following courses:

CPSC1300 Computer Programming I

MATH1350 Discrete Mathematics 3 s.h.

MATH1380 Introduction to Statistics 3 s.h.

MATH1510 Calculus I 3 s.h.

MATH1520 Calculus II 3 s.h.

MATH2510 Calculus III 3 s.h.

MATH2520 Calculus IV 3 s.h.

MATH3200 Probability and Stochastic Processes 3 s.h.

MATH3330 Modern Algebra 3 s.h.

MATH3340 Linear Algebra 3 s.h.

MATH4370 Mathematical Modeling 3 s.h.

Upper division Mathematics elective 6 s.h.

Completion of the Mathematics Assessment Exam

A student completing a double major in Computer Science 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 (7-12):

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 (7-12):

Non-Mathematics Majors desiring a secondary Mathematics endorsement (7-12) in Iowa must complete the

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[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:

- CPSC1300 Computer Programming I
- MATH1350 Discrete Mathematics 3 s.h.
- MATH1510 Calculus I 3 s.h.
- MATH1520 Calculus II 3 s.h.
- MATH3320 Modern Geometry 3 s.h.
- MATH3330 Modern Algebra 3 s.h.
- MATH3370 History of Mathematics 3 s.h.
- MATH1380 Introduction to Statistics 3 s.h.

Courses in Mathematics

MATH1250 Informal Geometry 3 s.h.

Major ideas from the various fields of geometry. Topics include analytical, transformational, Euclidean and non-Euclidean geometries, constructions, tiling the plane, and topology. Goal 4c2

MATH1280 College Algebra 3 s.h.

Solutions of polynomial, rational and radical equations and inequalities, systems of equations, matrices, sequences, series, combinatorics, mathematical induction. Prerequisite: 2 years high school algebra or DEVL1200. Goal 4c2

MATH1310 Mathematical Concepts I 3 s.h.

A systematic development of whole number systems, geometry, and measurement. Prerequisite: 1 year high school algebra; geometry recommended. Goal 4c2

MATH1320 Mathematical Concepts II 3 s.h.

A systematic development of the real number system and its subsystems, symbolic logic. Prerequisite: MATH1310. Goal 4c2

MATH1330 Elementary Functions 3 s.h.

Functions and relations, special functions and their graphs including logarithmic and exponential functions, trigonometric functions and their inverses. Prerequisite: 2 years of high school algebra or MATH1280. Goal 4c2

MATH1350 Discrete Mathematics 3 s.h.

A survey of topics in discrete mathematics: mathematical induction, set theory, determinants/matrices, combinatorics, graph theory, Boolean algebra. Prerequisite: 2 years high school algebra or MATH1280. Goal 4c2

MATH1380 Introduction to Statistics 3 s.h.

Data analysis and measures of central tendency, dispersion, and correlation. Introduction to probability. Estimation and hypothesis testing. Bivariate regression. Elementary ANOVA. Introduction to nonparametric techniques. Prerequisite: 1 year high school algebra. Goal 4ab, 4c2

MATH1510 Calculus I 3 s.h.

Limits, continuity, derivative, mean-value theorem, simple integration, fundamental theorem of calculus. Prerequisite:

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2 years high school algebra. Goal 4ab, 4c2

MATH1520 Calculus II 3 s.h.

Calculus of exponential, logarithmic, trigonometric, hyperbolic and inverse functions; techniques of integration and applications. Prerequisite: MATH1510 and trigonometry. Goal 4ab, 4c2

MATH1900 Elementary Topics in Mathematics 1-3 s.h.

A study of selected elementary topics in mathematics that are not offered in the regular curriculum. May be repeated for credit when topics are different. Goal 4c2

MATH2000 Individual Study Goal 4c2 1-3 s.h.

MATH2510 Calculus III 3 s.h.

Conic sections, polar coordinates, indeterminate forms, improper integrals, sequences, series, vectors in the plane. Prerequisite: MATH1520. Goal 4ab, 4c2

MATH2520 Calculus IV 3 s.h.

Vectors in space, functions of several variables, multiple integration, line integrals. Prerequisite: MATH2510. Goal 4ab, 4c2

MATH3000 Individual Study Goal 4c2 1-3 s.h.

MATH3200 Probability and Stochastic Processes 3 s.h.

Introduction to probability, classical probability models and processes, random variables, conditional probability, Markov Chains, and application. Prerequisite: MATH1520. Goal 4ab, 4c2

MATH3300 Differential Equations 3 s.h.

Methods of solving first order differential equations and linear second order differential equations, power series solutions, Laplace transforms, Fourier series, and boundary value problems. Prerequisite: MATH2520. Goal 4c2

+ MATH3320 Modern Geometry 3 s.h.

Foundations of Euclidean and non-Euclidean geometries. Prerequisite: MATH1510 or consent of instructor. Goal 4ab, 4c2

+ MATH3330 Modern Algebra 3 s.h.

Axiomatic algebra, groups, rings, fields. Prerequisite: MATH1510. Goal 4c2

MATH3340 Linear Algebra 3 s.h.

Matrices, vector spaces, linear transformations. Prerequisite: MATH1510. Goal 4ab, 4c2

MATH3360 Methods of Teaching Science and Mathematics (Also SCIE3360) 3 s.h.

A study of the objectives, methods, techniques, materials, and activities related to teaching science and mathematics in the secondary schools. Prerequisite: 20 hours in science or mathematics. Goal 2a, 4c2, 6

+ MATH3370 History of Mathematics 3 s.h.

Origins, philosophy and development of the mathematical sciences. Prerequisite: 4 years high school math or MATH1510. Goal 4ab, 4c2, 7

MATH3900 Advanced Topics in Mathematics 1-3 s.h.

A study of selected advanced topics in mathematics which is not offered in the regular curriculum. May be repeated for credit when topics are different. Goal 4c2

MATH4000 Individual Study Goal 4c2 1-3 s.h.

+ MATH4360 Numerical Analysis (Also CPSC4360) 3 s.h.

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

+ MATH4370 Mathematical Modeling (Also CPSC4370) 3 s.h.

Selected topics to demonstrate the interaction of mathematical thinking with real-world problems. Prerequisites: MATH1350 and MATH1520. Goal 4ab, 4c2, 8

MATH4900 Advanced Topics in Mathematics 1-3 s.h.

A study of selected advanced topics in mathematics which is not offered in the regular curriculum. May be repeated for credit when topics are different. Goal 4c2

+Denotes an alternate year course.



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Modern Foreign Languages

B.A. Degree - Modern Foreign Language Major

Graceland's Modern Foreign Language Major is designed for students who wish to have a broad preparation in the study of foreign languages. The concentration requires the study of three languages, including the approved academic study of a primary one for at least six weeks or two Winter Terms in a country where that language is an official one.

In addition to the general education requirements, Modern Foreign Language majors must complete the following:

- 18 hours beyond the freshman year or equivalent in a primary foreign language;
- 12 hours beyond the freshman year or equivalent in a secondary foreign language;
- A proficiency of freshman year or equivalent in a third foreign language.

Approved transfer credit in other foreign languages not taught at Graceland will be counted for this major. English will count in one of the required levels of foreign language proficiency for non-native speakers of English. (Students with a background in one or more of the primary foreign languages offered at Graceland will be required to take the appropriate Language Placement Examination(s). If the scores on one or more examination place them into the third-year level, students will be allowed to graduate with a concentration of 18-30 semester hours.) The concentration must include:

Primary Language:

Intermediate courses or equivalent 0-6 s.h.

Advanced Conversation and Composition 3 s.h. (does not apply to those using Spanish as their primary language)

History/Culture course (third-year level) 3 s.h. (6 s.h. for those using Spanish as their primary language)

Literature courses (third-year level) 6 s.h.

Study Abroad (at least six weeks or two Winter Terms)

Secondary Language:

Intermediate courses or equivalent 0-6 s.h.

Advanced Conversation and Composition 3 s.h. (does not apply to those using Spanish as their secondary language)

Electives 3 s.h. (6 s.h. for those using Spanish as their secondary language)

Tertiary Language:

Proficiency of one year or equivalent 0-8 s.h.

For specific course listings, see the individual foreign languages: French, German, and Spanish. In addition students are encouraged, but not required, to enroll in INTD3300 Language and Culture and INTD/COMM3100 Intercultural Communication.

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Teacher Certification in Modern Foreign Languages

1. FOR MODERN FOREIGN LANGUAGE MAJORS WHO WANT A SECONDARY ENDORSEMENT (7-12):
Students majoring in Modern Foreign Languages who desire Iowa Teacher Certification with a secondary German or Spanish teaching endorsement must complete the requirements for the Modern Foreign Language major above, which includes at least 24 hours in German or Spanish, and the [Secondary Education Program](#) (with MFLG3370 Methods of Teaching a Secondary Language as the appropriate methods course).

Course in Modern Foreign Languages

MFLG3370 Methods of Teaching a Second Language 3 s.h.

Comparison of various methods of teaching a second language. Extensive individual study in one specific second language, including identification of special problem areas and preparation of teaching materials. Designed to meet requirements for high school certification as well as teaching in informal situations. Goal 2b, 7

MFLG3700 Internship in Modern Foreign Language 1-3 s.h.

An internship developed in conjunction with and approved by the appropriate foreign language instructor(s). This internship will be with professionals who are in career areas relating to the field of one or more modern foreign languages. The internship may be pursued in the United States or abroad. The internship credit will be counted toward the major in one or more of the languages in the student's chosen area of concentration, but is not required. (Graded on a Pass/Fail basis.) Goal 2b, 7

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Music



B.A. Degree — Music Major

In addition to the general education requirements, majors in Music must complete a concentration of 50-51 semester hours or more to include the courses listed below.

I. Basic Musicianship 16 s.h.

MUSC1210 Music Theory I 3 s.h.

MUSC1220 Music Theory II 3 s.h.

MUSC1230 Aural Theory I 1 s.h.

MUSC1240 Aural Theory II 1 s.h.

MUSC2230 Music Theory III 3 s.h.

MUSC2240 Aural Theory III 1 s.h.

MUSC2250 Aural Theory IV 2 s.h.

MUSC3200 Eighteenth Century Counterpoint 2 s.h.

II. Music History and Literature 9 s.h.

MUSC1260 Music History I 3 s.h.

MUSC2400 Music History II 3 s.h.

MUSC2410 Music History III 3 s.h.

III. Applied Music 16 s.h.

16 s.h. minimum in a single performance area

Junior and Senior recital required

IV. Ensemble Music

Music majors must participate in at least one ensemble with their major instrument each semester they are enrolled.

Keyboard majors must also participate in an ensemble. May be taken for zero credit.

V. Music Seminar MUSC1000 0 s.h.

Required of all music majors and minors each semester.

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Health Care Management
History
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Human Resource Management (Minor)
Humanities
Information Technology
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Leadership (Minor)
Liberal Studies
Mathematics
Modern Foreign Languages
Music
Nursing (Undergraduate)
Nursing (RN-BSN/MSN)
Nursing (Graduate)
Peace Studies
Philosophy
Physical Education & Health
Physics
Political Science
Psychology
Publication Writing & Design
Recreation
Religion (Undergraduate)
Religion (Graduate)
Science
Social Science
Sociology
Spanish
Speech Communications

VI. Pedagogy and Literature 4 s.h.

MUSC3300 Pedagogy of the Major Instrument 2 s.h.

MUSC4300 Literature for the Major Instrument 2 s.h.

VII. MUSC2340 Conducting I 1 s.h.

VIII. Evidence of piano proficiency or demonstrated competency.

IX. Voice majors are required to take a full year of either French or German. One year of each language is recommended.

B.A. Degree — Music Education Major

In addition to the general education requirements, majors in Music Education must complete a concentration of 55-56 semester hours or more to include the courses listed below. The minimum number of semester hours for graduation with this major is 132 rather than 128 if teacher certification is desired.

I. Basic Musicianship 16 s.h.

MUSC1210 Music Theory I 3 s.h.

MUSC1220 Music Theory II 3 s.h.

MUSC1230 Aural Theory I 1 s.h.

MUSC1240 Aural Theory II 1 s.h.

MUSC2230 Music Theory III 3 s.h.

MUSC2240 Aural Theory III 1 s.h.

MUSC2250 Advanced Aural Theory 2 s.h.

MUSC3200 Eighteenth Century Counterpoint 2 s.h.

II. Music History and Literature 9 s.h.

MUSC1260 Music History I 3 s.h.

MUSC2400 Music History II 3 s.h.

MUSC2410 Music History III 3 s.h.

III. Pedagogy (three of the following four courses required) 6-7 s.h.

MUSC3270 Brass and Percussion Techniques and Pedagogy 3 s.h.

MUSC3280 String Techniques and Pedagogy 2 s.h.

MUSC3290 Woodwind Techniques and Pedagogy 2 s.h.

MUSC3400 Vocal Techniques and Pedagogy 2 s.h.

IV. Conducting and Arranging 6 s.h.

MUSC2340 Conducting I 1 s.h.

MUSC3230 Instrumental Arranging 3 s.h.

MUSC3240 Conducting II 2 s.h.

V. Applied Music 14 s.h.

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At least 7 s.h. in one major performance area.

At least 2 s.h. of voice or voice class.

At least 2 s.h. of piano and evidence of proficiency prior to student teaching.

Graduating seniors are required to share or give a senior recital prior to student teaching.

VI. Ensemble Music 4 s.h.

Music Education majors must participate in at least one ensemble with their major instrument each semester they are enrolled, except the professional semester. Keyboard majors must also participate in an ensemble. May be taken for zero credit.

VII. Music Seminar MUSC1000 0 s.h.

Required of all Music Education majors each semester they are enrolled, except the professional semester.

Music Minor

A minor in Music consists of 25 or more hours in Music including:

MUSC1210 Music Theory I 3 s.h.

MUSC1220 Music Theory II 3 s.h.

MUSC1230 Aural Theory I 1 s.h.

MUSC1240 Aural Theory II 1 s.h.

MUSC2340 Conducting I 1 s.h.

Six semester hours from the following:

MUSC1260 Music History I 3 s.h.

MUSC2400 Music History II 3 s.h.

MUSC2410 Music History III 3 s.h.

Applied lessons and corequisite: Music Seminar (MUSC1000) 6 s.h.

Ensembles 4 s.h.

Teacher Certification in Music

1. FOR MUSIC EDUCATION MAJORS WHO WANT A SECONDARY MUSIC ENDORSEMENT (7-12): Students majoring in Music Education who desire Iowa Teacher Certification with a Music secondary endorsement must complete the Music Education major requirements above, and the [Secondary Education Program](#) (with MUSC3360 Music in the Secondary School as the appropriate methods course).
2. FOR MUSIC EDUCATION MAJORS WHO WANT A COMBINATION ENDORSEMENT (K-6 AND 7-12): Students majoring in Music who desire Iowa Teacher Certification with an elementary and secondary Music endorsement must complete the Music Education major requirements above, and the [Combination Program](#) (with MUSC3390 Music in the Elementary School and MUSC3360 Music in the Secondary School as the appropriate methods courses).
3. FOR MUSIC EDUCATION MAJORS WHO WANT AN ELEMENTARY MUSIC ENDORSEMENT (K-6): Students majoring in Music Education who desire Iowa Teacher Certification with an elementary Music endorsement must complete the [Secondary Education Program](#) (7-12 grade-level requirements), substituting MUSC3390 and EDUC4400 for MUSC3360 and EDUC4420, respectively.

4. FOR NON-MUSIC EDUCATION MAJORS WHO WANT A SECONDARY MUSIC ENDORSEMENT (7-12):
Non-Music Education majors desiring a Music secondary endorsement (7-12) in Iowa must complete the [Secondary Education Program](#) (with MUSC3360 Music in the Secondary School as the appropriate methods course), a major in a secondary teaching field, and the Music minor requirements listed above.

Courses in Music

Theory, Literature, and Methods

MUSC1000 Music Seminar 0 s.h.

A corequisite of all applied music courses for Music and Music Education majors, and Music minors. Required attendance at regularly scheduled recitals, concerts, and special programs. Goal 2b

MUSC1210 Music Theory I 3 s.h.

Encompasses the study of pitch, rhythm, triad and chord construction and identification, voice leading, part writing, and harmonic progression. Corequisite: MUSC1230 Aural Theory I. Goal 2b, 3

MUSC1220 Music Theory II 3 s.h.

Continuation of Music Theory I. Further development of part writing and harmonization skills and introduction to basic musical forms. Prerequisite: MUSC1210 Music Theory I with a grade of "C" or higher. Corequisite: MUSC1240 Aural Theory II. Goal 2b, 3

MUSC1230 Aural Theory I 1 s.h.

The course material from Music Theory I as applied through class instruction in sight singing and ear training. Corequisite: MUSC1210 Music Theory I.

MUSC1240 Aural Theory II 1 s.h.

The course material from Music Theory II as applied through class instruction in sight singing and ear training. Prerequisite: MUSC1230 Aural Theory I with a grade of "C" or higher. Corequisite: MUSC1220 Music Theory II.

MUSC1250 Introduction to Music Literature 3 s.h.

Designed for non-music majors who desire to increase their ability to listen intelligently and to widen their acquaintance with standard musical works. Compositions that are representative of the major style periods, forms, and media are studied. Emphasis is placed on listening to the music itself, with information about the composer and the composition given as an aid to understanding. Goal 2b, 3

MUSC1260 Music History I 3 s.h.

A brief overview of the history of music, followed by a more detailed examination of music from the beginnings of Western Civilization to the early Renaissance. Emphasis is placed on developing listening skill. Prerequisite: MUSC1210. Goal 2b, 7

MUSC1710 Keyboard Skills I 1 s.h.

Study in basic keyboard skills for music majors. Skills studied will include but not be limited to: sight-reading, harmonization/transposition, scale playing as well as basic repertoire. Prerequisite: Music major status.

MUSC1720 Keyboard Skills II 1 s.h.

Continuation of MUSC1710 Keyboard Skills I. Prerequisite: Music major status and MUSC1710.

MUSC2000 Individual Study Goal 2b 3 s.h.

MUSC2120 Piano Class for Proficiency 1 s.h.

Designed to aid students who need further study to pass the piano proficiency requirement. Prerequisite: MUSC1710 and MUSC1720 or instructor consent. May be repeated for credit.

MUSC2230 Music Theory III 3 s.h.

Continuation of Music Theory II, encompassing a study of chromatic harmony and larger musical forms. Prerequisite: MUSC1220 Music Theory II with a grade of "C" or higher. Corequisite: MUSC2240 Aural Theory III. Goal 3

MUSC2240 Aural Theory III 1 s.h.

The course material from Music Theory III as applied through class instruction in sight singing and ear training. Prerequisite: MUSC1240 Aural Theory II with a grade of "C" or higher. Corerequisite: MUSC2230 Music Theory III.

MUSC2250 Aural Theory IV 2 s.h.

Continuation of sight singing and ear training materials from Music Theory III. Prerequisite: MUSC2240 Aural Theory III with a grade of "C" or higher. Goal 3

+ MUSC2310 Music in the Church (Also RELG2310/HUMN2310) 3 s.h.

The historical and present role of music in worship, and methods of improving music ministry in the congregation. Orientation to the philosophy, psychology and practice in church music. Hymnology, ordering worship, and practical aspects such as service playing, choir organization, and leadership. Goal 2b, 3, 10

+ MUSC2340 Conducting I 1 s.h.

Study of conducting patterns and techniques such as attack, release, cue, dynamics, and interpretation. Prerequisite: MUSC1220. Goal 2b

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 shape and record human experience. An intensive study of how music works within the social and cultural context including a specific examination of indigenous musics of Africa, North and South America, Eastern Europe, Indonesia, and Japan. Goal 2b, 3, 7

MUSC2400 Music History II 3 s.h.

Study of music from the high Renaissance to the early Classical period, with attention to the evolution of styles and forms during these periods. Emphasis is placed on listening to examples of the music studied. Prerequisite: MUSC1260. Goal 2b, 3

MUSC2410 Music History III 3 s.h.

Study of the development of music from the late Classical period to the present. Composers, forms, styles, and representative works of the Classical, Romantic, and 20th Century periods will be studied. Emphasis is placed on listening to and analyzing music from these periods. Prerequisite: MUSC1260. Goal 2b, 3

MUSC3000 Individual Study Goal 2b 1-3 s.h.

MUSC3200 Eighteenth Century Counterpoint 2 s.h.

Analysis and construction of counterpoint in the eighteenth century style. Writing of chorale preludes, inventions, and a fugue exposition. Prerequisite: MUSC2230 Music Theory III with a grade of "C" or higher. Goal 3

+ MUSC3230 Instrumental Arranging 3 s.h.

Arranging for the music educator. Study of ranges, transpositions, and idiomatic scoring for band and orchestra. Introduction to music sequencing and printing using the Kurzweil 250 synthesizer and Finale™ computer software. Goal 2b, 3

+ MUSC3240 Conducting II 2 s.h.

Continuation of MUSC2340. One quarter emphasis on choral conducting and one quarter on instrumental. Prerequisite: MUSC2340. Goal 2b, 6

+ MUSC3250 Suzuki Violin Pedagogy 2 s.h.

Philosophy, teaching techniques, and literature for Volume 1 of Suzuki Violin School. Meets requirements for registration of Units 1A and 1B with Suzuki Association of the Americas. Prerequisite: Suzuki Volume 4 level, or consent of the instructor. Goal 2b

+ MUSC3260 Piano Pedagogy 3 s.h.

Consideration of methods, techniques, and practical aspects of piano teaching, including survey of contemporary materials. Goal 2b

+ MUSC3270 Brass and Percussion Techniques and Pedagogy 3 s.h.

For music education students. Methods of teaching brass and percussion instruments and development of a minimal playing proficiency on each. Survey of materials for both private and class instruction. Goal 2b

+ MUSC3280 String Techniques and Pedagogy 2 s.h.

For music education students. Methods of teaching string instruments and development of a minimal playing proficiency on each. Survey of materials for both private and class instruction. Goal 2b

+ MUSC3290 Woodwind Techniques and Pedagogy 2 s.h.

For music education students. Methods of teaching woodwind instruments and development of a minimal playing proficiency on each. Survey of materials for both private and class instruction. Goal 2b

MUSC3300 Pedagogy of the Major Instrument 2 s.h.

Individual study for the Bachelor of Arts candidate in music. Consideration of principles, methods, materials, and techniques for teaching the student's major instrument to individuals or groups. Prerequisite: Upper division study in the applied instrument.

+ MUSC3360 Music in the Secondary School 3 s.h.

Organization of junior and senior high school instrumental and choral classes including methods, materials, and program building. Several class sessions emphasize the subjects of a general music curriculum for the general

student or nonperformer. Goal 2b

+ MUSC3390 Music in the Elementary School 3 s.h.

To provide the music major with the necessary knowledge, methods, and skills to build and administer an effective general music program in grades K-6. In addition to the fundamental learnings of the elementary classroom teacher, there is exploration of dominant trends in music teaching, current learning theories, and measurement and evaluation. Survey of materials, observation, and teaching of actual music classes in the elementary schools. Goal 2b

+ MUSC3400 Vocal Techniques and Pedagogy 2 s.h.

Basic principles and practical methods underlying the teaching of singing to individuals and/or groups. Prerequisite: MUSC1410 or MUSC1750. Goal 2b

+ MUSC3420 Song Literature 2 s.h.

A study of French melodies, German Lieder, English and American art song. The course will concentrate on the history of song composition and the major composers and poets of this literature. Goal 2b, 3, 7

MUSC3900 Topics in Music Goal 2b 1-3 s.h.

MUSC4000 Individual Study Goal 2b 1-3 s.h.

MUSC4300 Literature for the Major Instrument

Individual study for the Bachelor of Arts candidate in music. A study of the major genres and significant compositions for the major instrument. Solos, chamber literature, and orchestra excerpts (where appropriate) will be addressed. Prerequisite: Upper division study in the applied instrument.

Applied Music — Group Instruction

MUSC1410 Voice Class I 1 s.h.

Introduction to the basic principles of vocal production and performance using the small class approach. Emphasis on folk songs, art songs, and easy arias in English. (No applied music fee.) Goal 2b

MUSC1420 Voice Class II 1 s.h.

Continuation of MUSC1410. Prerequisite: MUSC1410 and/or consent of instructor. (No applied music fee.) Goal 2b

MUSC1740 Piano Class 1 s.h.

For beginning piano students. Class approach to the learning of basic keyboard technique and orientation to both treble and bass clefs. With the aid of electronic equipment, students are able to work either individually or with other members of the class. May be repeated once for credit. Goal 2b

Applied Music — Individual Instruction

**** Applied Keyboard: (MUSC1510 Organ, MUSC1530 Piano) 1-4 s.h.**

Individual instruction (private lessons) with emphasis on developing skills, improving technique, and learning repertoire. May be repeated for credit. (Applied music fee.) Goal 2b

**** Applied Instruments (MUSC1610 Brass, MUSC1630 Percussion, MUSC1650 Strings, MUSC1670 Woodwinds) 1-4 s.h.**

Individual instruction (private lessons) with emphasis on developing skills, improving technique and learning repertoire. May be repeated for credit. (Applied music fee.)

**** MUSC1750 Applied Voice 1-4 s.h.**

Individual instruction (private lessons) in vocal technique, performance, and repertoire. Emphasizes the study of English, American, and Italian art songs and arias. Vocal seminar is required. May be repeated for credit. (Applied music fee.) Goal 2b

**** Advanced Applied Keyboard (MUSC3510 Organ, MUSC3530 Piano) 1-4 s.h.**

For students who have had four semesters of lower division applied music study on the specific instrument. May be repeated for credit. (Applied music fee.) Goal 2b, 3

**** Advanced Applied Instruments (MUSC3610 Brass, MUSC3630 Percussion, MUSC3650 Strings, MUSC3670 Woodwinds) 1-4 s.h.**

For students who have had four semesters of lower division applied music study on the specific instrument. May be repeated for credit. (Applied music fee.) Goal 2b, 3

**** MUSC3750 Advanced Applied Voice 1-4 s.h.**

Advanced private study of arias and art songs from the standard repertoire. For students who have had four semesters of lower division applied voice. Vocal seminar required. May be repeated for credit. (Applied music fee.) Goal 2b, 3

Ensemble Music

MUSC0100 Chamber Singers 0-1 s.h.

Sixteen to twenty voices chosen on the basis of voice quality, musicianship, blend, and sightreading ability. Performs on and off the campus. Audition required. Goal 2b

MUSC0200 or MUSC0300 The Graceland Choir 0-1 s.h.

Study, preparation, and performance of a wide range of choral music, a cappella and accompanied, sacred and secular. Concert Choir performs both on and off campus, and is the major touring choir. Chapel choir sings for selected services of the campus congregation. Audition required. Goal 2b

MUSC0400 The Graceland Orchestra 0-1 s.h.

Ensemble of approximately 50 members. Performs both on and off campus, and frequently combines with the college choirs in performance of large works. Audition required. Goal 2b

MUSC0500 The Graceland Band 0-1 s.h.

Offered fall semester. Performs as a pep band and concert band during the fall semester. Repertoire will consist of both serious and light music. Chair placement open to any instrumental player who has had previous band experience. Auditions required. Goal 2b

MUSC0600 Jazz Ensembles 0-1 s.h.

Emphasis will be given to jazz interpretation and improvement of improvisational skills. Performs on and off campus. Audition required. Goal 2b

MUSC0700 Symphonic Band 0-1 s.h

Offered spring semester. Emphasis on significant traditional and modern music. Presents two on-campus concerts, occasional area concerts, and concert tour every other spring. Auditions required. Goal 2b

MUSC0800 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. May be repeated. Consent of Instructor required. Goal 2b

MUSC2130 Advanced 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. May be repeated. Consent of instructor required. Goal 2b, 3

MUSC3130 Advanced Chamber Ensemble Performance 0-1 s.h.

Participation on a leadership level in a small ensemble. May be repeated for credit. Consent of instructor required. Goal 2b, 3

Advanced Ensemble Music (MUSC3140 Chamber Singers, MUSC3150 Graceland Choir, MUSC3160 Graceland Orchestra, MUSC3180 Jazz Ensemble, MUSC3190 Syphonic Band) 1 s.h.

Participation on a leadership level in one of the college music ensembles. May be repeated for credit. Prerequisite: Four semesters of participation in the same ensemble. Goal 2b, 3

+Denotes an alternate year course.

**Corequisite MUSC1000 for music and music education majors and minors only.

#Will not count as an ensemble for music majors.



Lamoni Campus - 1 University Place, Lamoni, IA 50140 (641) 784-5000

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Nursing (Undergraduate)

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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 National League for Nursing Accrediting Commission (NLNAC) and the Commission on Collegiate Nurse Education (CCNE) and are approved by the Iowa Board of Nursing, and the Missouri State Board of Nursing.

In accordance with Missouri requirements (4 CSR 200-4.020,C) completion of the Graceland BSN degree does not guarantee eligibility to write the licensure examination since all applicants must be approved by the Board and have completed at least the high school course of study, or the equivalent thereof as determined by the State Board of Education, as well as the basic professional curriculum at Graceland (4 CSR 200-4.020,B). A complete copy of the State of Missouri Nursing Practice Act 335.046 can be obtained from the Missouri State Board of Nursing. A resource for information regarding tuition, fees, and length of program is: Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036-1120, (202)887-6791.

The Undergraduate Curriculum

Successful achievement in the humanities is basic to understanding the whole person and his/her response in health and illness. The well-prepared high school student usually spends four academic years completing the requirements for the Nursing major. The freshman and sophomore years are spent on the Lamoni campus, where the student enrolls in supporting science and humanities courses.* The nursing courses are taught on the Independence Campus in Independence, Missouri. The first two nursing courses are taught the summer before the junior year. Students will go to a variety of health care agencies for hands-on clinical experience while simultaneously completing the general education and Nursing major requirements.

*Transfer students may take these courses at other colleges.

Undergraduate Admission

Students attending Graceland their freshman and/or sophomore year(s) are given priority for admission to the Nursing major. Admission to the major is competitive and is based on overall ranking in the following areas:

- A. Admission to Graceland University.
- B. Indication of potential for academic success.
 1. Minimum of 2.50 cumulative grade point average on all previous college work.

Health
Health and Movement Science
Health Care Management
History
Honors Program
Human Resource Management (Minor)
Humanities
Information Technology
Interdisciplinary
International Business
International Studies
Leadership (Minor)
Liberal Studies
Mathematics
Modern Foreign Languages
Music
Nursing (Undergraduate)
Nursing (RN-BSN/MSN)
Nursing (Graduate)
Peace Studies
Philosophy
Physical Education & Health
Physics
Political Science
Psychology
Publication Writing & Design
Recreation
Religion (Undergraduate)
Religion (Graduate)
Science
Social Science
Sociology
Spanish
Speech Communications

2. Minimum of C grade in each course required for the major. Pass/fail options are not permitted in the required courses for the nursing major.
 3. Prior to enrollment in sophomore level nursing courses, students must have completed the following courses with a minimum grade of C in each course:
 - a. Introduction to Chemistry or evidence of two semester of high school chemistry with minimum grade of C may be considered.
 - b. Introduction to Organic and Biochemistry
 - c. Anatomy and Physiology I and II
 - d. Introductory Psychology
 - e. Introduction to Sociology or Cultural Anthropology
 - f. Modern Rhetoric (Not required if previous Bachelor's degree.)
 - g. Introduction to Microbiology
 4. Successful completion of summer sophomore courses before beginning the third year of the nursing major, and
 - a. Developmental Psychology
 - b. Nutrition
 5. Prior to enrollment in junior level nursing courses, students must present a minimum of 56 s.h. of acceptable college work from an accredited college, including the courses listed previously in sections B. 3 and 4.
 6. Satisfactory scores on required admission examinations.
- C. Personal statement of goals.
- D. Two reference letters.
- E. Personal qualifications, potential for professional competency, and state of health.
- F. Any RN-BSN student whose GPA falls in the range of 2.0 to 2.494 will be conditionally accepted to the major and allowed to take 12 s.h. of nursing courses. Students can continue in the program if they achieve a GPA of 2.50 (2.495) or better on those courses.

Nursing faculty may require an interview as a part of the admissions process.

Accelerated Option Program of Study

Students can apply for the Accelerated Option and graduate in January rather than May in their senior year. Students will take an additional course the spring of their junior year and approximately eight semester hours in the summer between the junior and senior years. They will complete their last course at the end of January in their senior year.

The admission requirements are the same as the traditional program except that students must have a minimum GPA of 3.0 and have completed all but six of their general education requirements upon initial enrollment.

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 Admission and Progression 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.

Added Requirements

Nursing education maintains a close relationship with nursing practice. Students will be expected to meet additional requirements and expenses related to health examinations and immunizations, uniforms, transportation to clinical agencies, and liability insurance while enrolled in the junior and senior clinical nursing courses. Each student in the third and fourth year of the Nursing major needs to have their own reliable transportation. Specific information about these matters can be obtained from the School of Nursing.

B.S.N. Degree — Nursing Major

Beginning Professional Students:

In addition to the general education requirements, majors in Nursing must complete a concentration of 52 semester hours of professional Nursing courses and 28 semester hours of supporting course work. The minimum total of semester hours required for graduation in Nursing is 128.

Required Nursing Courses:

- NURS2420 Nursing for the 21st Century 4 s.h.
- NURS2460 Health Assessment 3 s.h.
- NURS3120 Therapeutic Interventions 3 s.h.
- NURS3160 Application of Nursing Research 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.
- NURS3440 Pathophysiology 3 s.h.
- NURS3450 Pharmacology 2 s.h.
- NURS4160 Leadership Roles in Nursing 4 s.h.
- NURS4220 Maternity and Women's Health 4 s.h.
- NURS4240 Child and Family Health 4 s.h.
- NURS4260 Care of the Critically Ill 4 s.h.
- NURS4340 Community Health Care 3 s.h.
- NURS4380 Senior Clinical Practicum 2 s.h.
- NURS4480 Senior Seminar 2 s.h.

During the last semester of the senior year, students will be required to achieve a satisfactory score on a designated standardized comprehensive examination to qualify for graduation.

Required Supporting Courses:

- BIOL2300 Anatomy and Physiology I 3 s.h.
- BIOL2310 Anatomy and Physiology II 3 s.h.
- BIOL2360 Introduction to Microbiology 4 s.h.

BIOL2560 Nutrition 3 s.h.

CHEM1320 Introduction to Organic and Biochemistry 3 s.h.

MATH1380 Introduction to Statistics 3 s.h.

SOCI1300 Introduction to Sociology **or**

SOCI2350 Cultural Anthropology 3 s.h.

PSYC1300 Introductory Psychology 3 s.h.

PSYC2250 Developmental Psychology 3 s.h.

Registered Nurses:

Registered Nurses seeking a Bachelor of Science in Nursing degree have several advanced placement options. Recent graduates of Iowa schools approved to participate in the Iowa Articulation Program may receive 64 s.h. of credit upon admission to Graceland. Students may also receive 64 s.h. of credit after successfully completing three Iowa Articulation courses that are offered at various community colleges in the state. Students from out of state may receive up to 30 s.h. of credit for satisfactory achievement on approved Excelsior examinations; or they may receive 28 s.h. of escrow credit upon successful completion of NURS3460 Professional Seminar I and an additional 3 s.h. upon successful completion of a designated senior-level proficiency examination. For complete information see School of Nursing brochure "articulation options". "NURS2520 Pathophysiology and Related Pharmacotherapeutics I, and NURS3080 Pathophysiology and Related Pharmacotherapeutics II, replace NURS3440 Pathophysiology and NURS3450 Pharmacology." The required course, NURS4480 Senior Seminar, will be waived upon successful completion of the following required courses designed specifically for Registered Nurses:

NURS3460 Professional Seminar I 3 s.h.

NURS4420 Professional Seminar II 2 s.h.

Courses in Nursing

Non-Clinical Course Offerings (Undergraduate)

NURS2000 Individual Study 1-3 s.h.

NURS2420 Nursing for the 21st Century 4 s.h.

Focus on roles and responsibilities of the professional nurse, beginning understanding of legal, political, economic, ethical, and historical trends in nursing. Emphasis on learning the nursing process and applying critical thinking skills that are needed to give competent, health promotive, person-centered care across the life span.

NURS2460 Health Assessment 3 s.h.

Systematic holistic approach to the health history and physical examination for the purpose of differentiating normal from abnormal states of health and critical assessment of client needs. Application of concepts are facilitated in laboratory experiences.

NURS2520 Pathophysiology and Related Pharmacotherapeutics I 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. Related pharmacology with application of principles to nursing practice will be integrated throughout. Prerequisite: BIOL2300, BIOL2310, BIOL2360, and CHEM1320 or Instructor's Consent.

NURS3000 Individual Study 1-3 s.h.

NURS3080 Pathophysiology and Related Pharmacotherapeutics II 2 s.h.

Study of the concepts and altered processes of organs, cells, and biochemical functions of systems related to defenses, genetics, metabolism, and biomechanics. Related pharmacology with application of principles to nursing practice will be integrated. Prerequisite: NURS2520

NURS3120 Therapeutic Interventions 3 s.h.

Introduction to basic concepts and psychomotor skills necessary to provide therapeutic interventions for individual clients. Laboratory and clinical experience provided. Prerequisites: NURS2420, NURS2460.

NURS3150 Introduction to Village Health Care 3 s.h.

Philosophy, curriculum, project organization, and training methodology for village health care workers will be discussed/demonstrated with emphasis on education and prevention of illness. Principles of community development will be explored. Students will be given opportunity to participate as teachers in simulated training sessions. Offered in Independence, Missouri.

NURS3160 Application of Nursing Research 2 s.h.

Study of the research process to develop informed consumers of nursing research. Exploration of the application of the research process to clinical situations. Prerequisite: Junior level standing. Goal 4c1

NURS3440 Pathophysiology 3 s.h.

Study of the concepts and altered processes of organs, cells, and biochemical functions of the systems related to homeostasis, neural control and integration. Prerequisite: NURS2420, NURS2460.

NURS3450 Pharmacology 2 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. Pre or Corequisite: NURS3440.

NURS3460 Professional Seminar I 2 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.

NURS4420 Professional Seminar II 2 s.h.

Continuing exploration of current health care issues facing the nursing profession using a critical thinking process designed to move the RN student into the professional baccalaureate role for practice in the 21st century. Prerequisite: Nursing major with senior standing and NURS3460.

NURS4480 Senior Seminar 2 s.h.

Examination of the social, cultural, political, legal, economic, and ethical issues that surround the practice of professional nursing. Exploration of concepts preparing the graduate for entry into the professional role. Emphasis on critical thinking.

Clinical Course Offerings (Undergraduate)

Each of the following clinical course offerings provides students practical opportunity to utilize components of the nursing process in a caring, professional way; to promote positive adaptation of families and individuals with specific health needs; and to function as a member of a health care team that utilizes research findings and scientific rationale in planning and implementing nursing action.

NURS3250 Adult Health Care I 4 s.h.

Focus on the development of abilities to manage the care of adults, at various life stages, in a variety of health care settings. Emphasis on person-centered communication and application of cognitive, psychomotor and affective skills in providing basic nursing care to clients and their families. Prerequisites: NURS2420, NURS2460, NURS3120, or NURS2520. Pre or Corequisites: NURS3440, NURS3450.

NURS3260 Adult Health Care II 4 s.h.

Focus on the development of abilities to manage the care of adults, at various life stages, in a variety of health care settings. Emphasis on person-centered communication and application of cognitive, psychomotor and affective skills in providing family centered nursing care to individuals and groups of clients. Prerequisite: NURS3250.

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: NURS3250, NURS3450 or NURS3080.

NURS4160 Leadership Roles in Nursing 2-4 s.h.

Examination of leadership, management, role, and change theories. Emphasis on acquiring the knowledge, skills, abilities, and resources required to lead an interdisciplinary team to achieve excellence and high quality outcomes. Prerequisites: Junior level nursing courses. Goal 6

NURS4220 Maternity and Women's Health 4 s.h.

Study of women's health across the lifespan with an emphasis on maternity/newborn care. Employs holistic approach to health promotion and intervention. Prerequisites: Junior level nursing courses.

NURS4240 Child and Family Health 4 s.h.

Holistic approach to care of children, adolescents, and their families. Emphasis on impact of societal and family decisions on development and well-being of children and adolescents. Prerequisites: Junior level nursing courses.

NURS4260 Care of the Critically Ill 2-4 s.h.

Emphasis on the key concepts required to deliver care to clients and their families during severe physiological stress. Importance placed on critical thinking to analyze the relationship between multidimensional stressors in the midst of

critical illness. Prerequisites: Junior level nursing courses.

NURS4340 Community Health Care 2-3 s.h.

Focus on the community as client, including community assessment and the examination of a variety of global issues. Emphasis on epidemiology, community focused health promotion and prevention within a sociopolitical environment. Prerequisites: Junior level nursing courses.

NURS4380 Senior Clinical Practicum 2-4 s.h.

Emphasis on advanced cognitive, psychomotor, and affective skills and therapeutic communication in the care of clients and families in specialized settings. Prerequisites: Junior level nursing courses.



Lamoni Campus - 1 University Place, Lamoni, IA 50140 (641) 784-5000

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Graceland University - Nursing (RN-BSN/MSN)

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Nursing (RN-BSN/MSN)

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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 three career options: Family Nurse Practitioner, Health Care Administration, 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 approximately 12 to 14 fewer semester hours of course work than would be required if both degrees were sought independently. In this unique program, students are required to take only the graduate level Professional Development I and II, Advanced Pathophysiology, and Scientific Inquiry courses, rather than the undergraduate courses providing similar content.

Students who are enrolled in this program will have the option to “stop-out” and earn a BSN only if they desire. Also, all requirements for admission for the MSN program will be met prior to starting graduate level courses.

Admission Requirements

1. Current license to practice as a registered nurse in the U.S.A.
2. Strongly recommend two years of experience as an RN
3. Indication of academic success:
 - a. An initial GPA of 2.5. Prior to taking graduate level courses, students would then be required to have a GPA of 3.00 or a GRE score of 1000 or higher on the combined verbal and quantitative scores.
 - b. A cumulative undergraduate GPA of 2.8 to 2.99 may be considered for conditional acceptance to the graduate nursing program if a 3.0 GPA is achieved in the last 60 hours of undergraduate nursing courses.
4. Evaluation of professional qualifications and potential for success in graduate studies
5. Clearance from the RN-BSN faculty

Graduation Requirements

- a. Completed the College's general education requirements
- b. Completed sufficient credit to total 158 semester hours
- c. Completed sufficient credit to meet the total required graduate semester hours within 6 years of enrollment
- d. Completed at Graceland University:
 - 33 graduate semester hours for Family Nurse Practitioner track
 - 31 graduate semester hours for the Health Care Administration track
 - 29 graduate semester hours for the Nurse Educator track
- h. Earned a grade of B or above on all graduate course work
- i. Satisfactorily completed the required thesis or research project option
- j. Fulfilled all financial obligations to Graceland University

- k. Filed an application for graduation with the office of the Registrar at least 6 months prior to anticipated graduation date.

Graceland University - Nursing (Graduate)

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Nursing (Graduate)

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Communications

Athletic Training

Biology

Business Administration

Career Planning

Chemistry

Clinical

Laboratory Science/Medical Technology

Communications

Computer Science

Developmental Courses

Economics

Education (Elementary and Secondary)

Education (Graduate)

English

English As A Second Language

Fitness Leadership

French

General

Geography

German

Nursing (Graduate)

The Master of Science in Nursing program expands the focus of nursing, using as its foundation the basic baccalaureate nursing program. The program's goals are directed toward educating the Family Nurse Practitioner, Nurse Educator, and Health Care Administration. The Family Nurse Practitioner career option prepares nurses to perform in the expanded role caring for families and facilitating adaptation in a variety of settings. The student's area of study incorporates a blend of theory and research with an emphasis on guided practice in clinical areas. The Nurse Educator career option provides the knowledge base and skills needed to teach adults in a collegiate or health care setting. The Health Care Administration career option is directed toward preparing the nurse to assume management positions in a variety of settings including hospital and community-based environments.

For nurses who already have a Master of Science in Nursing degree, the Post-Master's Family Nurse Practitioner, Nurse Educator, or Health Care Administration Certificate programs are offered.

These career options present a theoretical base specific for each advanced practice area. The theoretical base is accompanied by clinical or practical experience which allows the student to apply the theory in a health care setting.

The Master of Science in Nursing curriculum is provided through a Distance Learning format. It is designed to allow working RNs to pursue graduate work while studying at home with minimal interruption of work or family obligations. Students complete the requirements for graduation through a combination of online cohort courses, directed independent study courses, and preceptor-guided practicums in the student's community. All students complete a two day focus session on campus at the completion of their coursework. Students in the FNP and Nurse Educator track complete one additional on-campus focus session.

Students in the FNP and Nurse Educator track may begin the program after formal admission or as a non-degree seeking student by taking NURS5100 Pharmacotherapeutics and NURS5440 Advanced Pathophysiology.

Admission to the Master of Science in Nursing Program

1. Graduation from a baccalaureate-nursing program that has been accredited by a U.S. Department of Education approved nursing accrediting agency.
2. Current license to practice as a registered nurse in the U.S.A.
3. Strongly recommend two years of experience as an RN.
4. Indication of academic success:
 - a. A minimum GPA of 3.00 in BSN program.
 - b. A GPA of less than 3.00 may be considered if GRE score is 1000 or higher on the combined verbal and quantitative sections.
 - c. A cumulative undergraduate GPA of 2.8 to 2.99 may be considered for conditional acceptance to the graduate nursing program if a 3.0 GPA is achieved in the last 60 hours of undergraduate nursing

Health
Health and Movement Science
Health Care Management
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Human Resource Management (Minor)
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Information Technology
Interdisciplinary
International Business
International Studies
Leadership (Minor)
Liberal Studies
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Nursing (Undergraduate)
Nursing (RN-BSN/MSN)
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Peace Studies
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Physical Education & Health
Physics
Political Science
Psychology
Publication Writing & Design
Recreation
Religion (Undergraduate)
Religion (Graduate)
Science
Social Science
Sociology
Spanish
Speech Communications

courses. For those students who have completed graduate hours related to the proposed course of study, these hours will be counted when calculating GPA's.

5. Evaluation of professional qualifications and potential for success in graduate studies.
6. Completion of prerequisite courses:
 - a. Undergraduate Health Assessment (not required for students entering the Health Care Administration option)
7. Prior to taking Scientific Inquiry, students will need to complete:
 - a. Undergraduate statistics.
8. For students with foreign transcripts, a CGFNS evaluation is required with GPA equivalency and TOEFL score.

MSN Graduation Requirements

To qualify for graduation, each degree candidate must have:

1. Completed sufficient credit to meet the total required graduate semester hours within 6 years of enrollment.
2. Completed at Graceland University:
 - 33 graduate semester hours for Family Nurse Practitioner track;
 - 29 graduate semester hours for the Nurse Educator track;
 - 31 graduate semester hours for the Health Care Administration track.
3. Earned a grade of B or better on all course work.
4. Satisfactorily completed the required thesis or research project options.
5. Fulfilled all financial obligations to Graceland University.
6. Filed an application for graduation with the Office of the Registrar at least 6 months prior to the anticipated graduation date.

Post-Master's Family Nurse Practitioner Certificate Program

The Post-Master's Family Nurse Practitioner program enlarges the focus of nursing, using as its foundation the Master of Science in Nursing program.

The Family Nurse Practitioner career option prepares nurses to perform in the expanded role, caring for families in a variety of settings. The student's area of study incorporates a blend of theory and research with an emphasis on guided practice in clinical areas.

The curriculum builds on the core master's courses with the addition of essential Family Nurse Practitioner courses. All didactic and clinical courses are planned following the guidelines of the National Organization of Nurse Practitioner Faculties (NONPF) to meet the requirements for national certification.

The Post-Master's Family Nurse Practitioner program is provided through a Distance Learning format. It is designed to allow practicing RNs to pursue further graduate work with minimal interruption of work or family obligations. Students complete the requirements for certification through a combination of online courses, directed independent study courses, preceptor guided practicums in the student's community, and one focus session on campus.

Minimal Requirements

The Post-Master's program requires a total of 29 semester hours. A minimum of 19 semester hours of directed

independent study plus the residency session must be taken through Graceland University.

Admission to the Post-Master's Family Nurse Practitioner Program

1. Master of Science degree in Nursing from a nationally accredited school.
2. Current license to practice as a registered nurse in the U.S.A.
3. Two years of relevant clinical experience in nursing within the last five years.
4. A minimum GPA of 3.0 in Master of Science in Nursing program.

Post-Master's Health Care Administration Certificate Program

The Post-Master's Health Care Administration Certificate Program is a graduate level program designed for persons who already possess a master's degree and are interested in extending their knowledge and skill in health care administration. Students admitted to the Post-Master's Health Care Administration Certificate Program are not matriculated for a graduate degree. A certificate in Health Care Administration is awarded upon completion.

Certificate Requirements

The Post-Master's Health Care Administration Certificate Program requires completion of 6 courses for a minimum of 18 semester hours. All courses are directed independent study.

Admission to the Post-Master's Health Care Administration Program

1. Master's degree from a nationally accredited school.
2. A minimum GPA of 3.0 in master's program.
3. Three reference forms
4. Statement of Professional Goals
5. Professional portfolio

Post-Master's Nurse Educator Certificate Program

The Post-Master's Nurse Educator certificate program is a graduate level program designed for persons who already possess a Masters degree in Nursing and are interested in enhancing their knowledge base and skills to teach adults in a collegiate or health care setting. Students admitted to the Post-Master's Nurse Educator Certificate Program are not matriculated for a graduate degree. A certificate in Nursing Education is awarded upon completion.

Certificate Requirements

The Post-Master's Nurse Educator Certificate Program requires completion of 7 courses for a minimum of 17 hours. All seven courses are online.

Admission to the Post-Master's Nurse Educator Certificate Program

1. Master's degree in Nursing from a nationally accredited school
2. A minimum GPA of 3.0 in Masters degree program
3. Three reference forms
4. Statement of Professional Goals
5. Professional Portfolio

Academic Policies for the MSN Program

1. Students who do not achieve a minimum grade of "B" in a course in the program may repeat the course one time. If in the repeated course, the student does not achieve a grade of "B" or better, the student will be dismissed. Only one course may be repeated during the entire program.
2. Graduate level courses completed at another nationally accredited master of science program will be considered for transfer on a course by course basis. All transfer courses must have a grade of "B" or above to be considered. Pharmacotherapeutics courses will be considered for transfer only if completed within three years of admission. Advanced Pathophysiology and Advanced Health Assessment courses must have been completed within five years of admission to be considered for transfer credit.
3. The School of Nursing reserves the right to dismiss any student from the program whose health, professional conduct, or theoretical and/or clinical performance demonstrates an inability to continue in graduate studies. This may include violation of the academic integrity policy.

Master of Science in Nursing Degree

Core Courses (required for all career options)

NURS5120 Theory in Nursing 4 s.h.

NURS5180 Scientific Inquiry in Nursing 3 s.h.

NURS6310 Professional Development for Advanced Practice Nurses 4 s.h.

NURS6900 Thesis **or** 6 s.h.

NURS6920 Research Project 3 s.h.

Career Options:

Family Nurse Practitioner Courses

NURS5100 Pharmacotherapeutics 3 s.h.

NURS5140 Advanced Health Assessment 3 s.h.

NURS5200 Primary Care of Families: Pediatrics 3 s.h.

NURS5440 Advanced Pathophysiology 3 s.h.

NURS5480 Primary Care for Women's Health 2 s.h.

NURS6200 Primary Care of Families: Adults 3 s.h.

NURS6740 Advanced Nurse Practitioner Practicum I 4 s.h.

NURS6760 Advanced Nurse Practitioner Practicum II 4 s.h.

NURS6820 Focused Practitioner Practicum 3 s.h.

Core Courses 14-17 s.h.

Cognate/Elective 1 s.h.

Nurse Educator Focus

NURS5100 Pharmacotherapeutics 3 s.h.

NURS5140 Advanced Health Assessment 3 s.h.

NURS5440 Advanced Pathophysiology 3 s.h.

NURS5630 Issues in Nursing Education 2 s.h.

NURS6720 Nurse Educator Practicum 3 s.h.

EDUC/NURS5610 Teaching and Learning Theories 3 s.h.

EDUC/NURS5620 Technology for Educators 2 s.h.

EDUC/NURS5640 Curriculum Design, Implementation, and Evaluation 3 s.h.

EDUC/NURS5650 Teaching Strategies, Student Learning Styles and Assessment 3 s.h.

Core Courses 14-17 s.h.

Health Care Administration

NURS5220 Health Care Administration I 3 s.h.

NURS5240 Information Management Systems 3 s.h.

NURS5260 Health Care Finance 3 s.h.

NURS5700 Health Care Administration Practicum 3 s.h.

NURS5800 Economics for Health Care Administration 3 s.h.

NURS6220 Health Care Administration II 3 s.h.

NURS6240 Ethics in Health Care Administration 3 s.h.

INTD5400 Law, Policy and Labor Relations 3 s.h.

Core Courses 14-17 s.h.

Cognate/Elective 3 s.h.

Post-Master's Family Nurse Practitioner Certificate

NURS5100 Pharmacotherapeutics 3 s.h.

NURS5130 Family Theory in Nursing 2 s.h.

NURS5140 Advanced Health Assessment 3 s.h.

NURS5200 Primary Care of Families: Pediatrics 3 s.h.

NURS5440 Advanced Pathophysiology 3 s.h.

NURS5480 Primary Care for Women's Health 2 s.h.

NURS6160 Role Socialization for Family Nurse Practitioner 1 s.h.

NURS6200 Primary Care of Families: Adults 3 s.h.

NURS6740 Advanced Nurse Practitioner Practicum I 4 s.h.

NURS6760 Advanced Nurse Practitioner Practicum II 4 s.h.

NURS6820 Focused Practitioner Practicum 3 s.h.

Post-Master's Health Care Administration Certificate

INTD5400 Law, Policy, and Labor Relations 3 s.h.

NURS5220 Health Care Administration I 3 s.h.

NURS5700 Health Care Administration Practicum* 3 s.h.

NURS6220 Health Care Administration II 3 s.h.

NURS5260 Health Care Finance 3 s.h.

Choose 1-2 of courses below depending on NURS5700:

NURS5240 Information Management Systems 3 s.h.

NURS5800 Economics for Health Care Administration 3 s.h.

NURS6240 Ethics in Health Care Administration 3 s.h.

*Required only for students with no previous management experience.

Post-Master's Nurse Educator Certificate

NURS5210 Role Socialization for the Nurse Educator 1 s.h.

NURS5630 Issues in Nursing Education 2 s.h.

NURS6720 Nurse Educator Practicum 3 s.h.

EDUC/NURS5610 Teaching and Learning Theories 3 s.h.

EDUC/NURS5620 Technology for Educators 2 s.h.

EDUC/NURS5640 Curriculum Design, Implementation and Evaluation 3 s.h.

EDUC/NURS5650 Teaching Strategies, Student Learning and Assessment 3 s.h.

Courses in Nursing (Graduate)

NURS5100 Pharmacotherapeutics 3 s.h.

Emphasizes application of pharmacotherapeutics to meet the needs of the ambulatory client, from childhood through older years. Basic concepts in qualitative and quantitative drug actions within the body are examined. Overview of selected therapeutic drug categories allows students to evaluate patient situations and determine drug therapy within the context of the overall treatment plan.

NURS5120 Theory in Nursing 4 s.h.

The analysis of theory and conceptual frameworks serves as the basis for advanced nursing practice and development of nursing knowledge. Opportunity is provided for concept analysis and development within the student's specialty area. Family theories are examined. Theoretical models are compared and contrasted. Emphasis is placed on the relationships among practice, theory, and research.

NURS5130 Family Theory in Nursing 2 s.h.

Emphasis is on the examination of family theories and their application in advanced nursing practice. Family theories are compared and contrasted with a focus on the relationships among theory, practice and research.

NURS5140 Advanced Health Assessment 3 s.h.

Builds upon health assessment skills developed in the professional nurse's basic educational program. The advanced practitioner obtains and utilizes comprehensive physical, psychosocial and cultural data throughout the lifespan in the development of assessments relevant to common health problems. Emphasizes laboratory and clinical application of theories and nursing strategies to optimize health-seeking behaviors in the context of the practice community.

Prerequisite: Admission to MSN Program.

NURS5180 Scientific Inquiry in Nursing 3 s.h.

Research methods such as experimental/quasi-experimental, exploratory-descriptive, and naturalistic inquiry are examined and applied. Research design considerations include types of control, threats to validity, and sampling plan. Clinical problems for research are explored focusing on health, nursing, environment, and the person. Prerequisite: MATH1380.

NURS5200 Primary Care of Families : Pediatrics 3 s.h.

Examines the common, acute, and chronic health problems occurring in infancy through adolescence using a body-system scheme and a physical, emotional, psychosocial, spiritual, intellectual, and cultural approach. Advanced pathophysiology, assessment and diagnostic strategies specific to acute and common problems in children will be

emphasized. Nursing strategies to enhance, maintain and restore health will be emphasized. Prerequisites: NURS5100, NURS5140, NURS5440.

NURS5220 Health Care Administration I 3 s.h.

Introduction to administration of nursing by relating behavioral science, organizational and administrative theories to the delivery of health services with an emphasis on organizational behavior. Addresses principles of management, organizational design, and the influence of various environmental factors on both the organization and the individual.

NURS5240 Information Management Systems 2-3 s.h.

Explores computerized information technologies for decision making in administrative roles.

NURS5260 Health Care Finance 3 s.h.

Examines principles of financial management, including planning and budgeting, reimbursement systems in health care, strategies for organizational performance, and responsibility for liabilities.

NURS5440 Advanced Pathophysiology 3 s.h.

Principles of normal and abnormal physiology applied to advanced clinical nursing practice. Analysis of disease processes will be focused on the cellular, organ, system, and holistic function levels.

NURS5480 Primary Care for Women's Health 2 s.h.

Focuses on the etiology, symptomatology, diagnosis, and management of health issues specific to women including reproductive health. A holistic approach consisting of physical, emotional, psychosocial, spiritual, intellectual, and cultural aspects will be addressed. Health promotion and health restoration will be emphasized. Prerequisites: NURS5100, NURS5140, NURS5440.

NURS5610 Teaching and Learning Theories (also EDUC5610) 3 s.h.

Exploration of contemporary teaching and learning theories while developing a personal philosophy of education. A historical review of philosophical theories of education is emphasized.

NURS5620 Technology for Educators (also EDUC5620) 2 s.h.

Explores informatics technology and application for nurse educators with emphasis on developing courses, teaching online, evaluation of outcomes, using the Internet, PowerPoint and Spreadsheets.

NURS5630 Issues in Nursing Education 2 s.h.

An overview of organizational, political, legal, ethical, and economic issues in nursing education. Trends in nursing education and current research are explored.

NURS5640 Curriculum Design, Implementation, and Evaluation (also EDUC5640) 3 s.h.

Concepts related to curriculum development are used to develop philosophy and objectives of curricula, assess new developments in planning and organizing curricula, determine course objectives, evaluate curricula, and plan program modification strategies. The selection and organization of appropriate learning experiences to meet course objectives are emphasized. Strategies and methods to evaluate components of curriculum are examined.

NURS5650 Teaching Strategies, Student Learning Styles and Assessment (also EDUC5650) 3 s.h.

Analysis and development of evidence-based teaching strategies in education. Relationships are explored among

selected instructional methods, content, and learning styles. Assessment methods of student performance in both didactic and clinical settings are also explored.

NURS5700 Health Care Administration Practicum 3 s.h.

Emphasizes the application of organizational theory in an approved health care setting. Focuses on communication and collaboration with administrators, managers, nursing personnel, and interdisciplinary team members to enhance patient care outcomes. Opportunities are provided for analysis of inter- and intra-organizational dynamics using divergent theoretical frameworks. Legal, ethical, political, and economic forces that influence the decisions of health care administrators are examined. Opportunities to apply research findings are provided. Prerequisite: NURS5180, NURS5220.

NURS5800 Economics for Health Care Administration 3 s.h.

Applies the theories of economics to managerial decision making in a health care context. Addresses the importance of health economics, the health care financing system, basic economic concepts, markets for nursing labor and services, and the impact of economics on health care management functions.

NURS5900 Topics in Graduate Nursing 1-3 s.h.

Graduate level study of selected topics approved by the Graduate Council. Topics are announced prior to each semester they are offered. May be repeated for credit when the topics vary.

NURS5910 Topics in Graduate Nursing: Community Assessment for Practice 1 s.h.

Allows the student nurse practitioner to explore from demographic, sociological, and public health perspectives, the community in which the student expects to establish a practice upon completion of formal program of study. The student will determine factors which can be anticipated to provide for or challenge the delivery of primary care with core components of health promotion and protection. Prerequisite: Instructor approval.

NURS6000 Individual Study 1-3 s.h.

NURS6160 Role Socialization for Family Nurse Practitioner 1 s.h.

Exploration of the role of family nurse practitioner in primary health care. Emphasis will be placed on current issues relating to health care financing, health care policy, ethics and legislation affecting health care delivery. Management skills necessary for primary care nurse practitioners to function in independent or collaborative practice environments will be examined.

NURS6200 Primary Care of Families: Adults 3 s.h.

Examines the common, acute, and chronic health problems occurring in adults using a body — system scheme and a physical, emotional, psychosocial, spiritual, intellectual, and cultural approach. Advanced pathophysiology, assessment and diagnostic strategies specific to the acute and common problems in adults will be stressed. Nursing strategies used to enhance, maintain, and restore health will be emphasized. Prerequisites: NURS5100, NURS5140, and NURS5440.

NURS6220 Health Care Administration II 3 s.h.

Focuses on key managerial practices in health care organizations and the role of the nurse administrator. Content derived from contemporary environmental, personnel, and organizational issues is related to nursing administration

principles and processes. Prerequisites: NURS5120, and NURS5220.

NURS6240 Ethics in Health Care Administration 3 s.h.

Addresses social and moral dimensions of ethical decision making in health care administration. Focus is on maintaining ethical practice climates in a health care context.

NURS6310 Professional Development for Advanced Practice Nurses 4 s.h.

The focus of the course is on the exploration of the development and implementation of the advanced roles of the nurse: practitioner, educator and administrator in primary health care. Emphasis is placed on the concept of advanced practice and the generation of innovative practice models. Sociopolitical issues will be examined as they impact role implementation, policy formation and the profession as a whole. Additional topics include health care financing, health care policy, ethical and legislative issues affecting health care planning and delivery, and information systems. Skills needed for entrepreneurship, interdisciplinary collaboration and negotiating contracts will be examined.

NURS6720 Nurse Educator Practicum 3 s.h.

Theoretical foundations serve as the basis for curriculum development in nursing. Factors which influence the teaching-learning process in health care settings are examined. Opportunities for practice teaching with both large and small groups are provided. Prerequisites: EDUC/NURS5640, EDUC/NURS5650.

NURS6740 Advanced Nurse Practitioner Practicum: Pediatrics 2-4 s.h.

Focuses on a holistic approach to health care from infancy through adolescence incorporating the principles of well child care, health promotion, and disease prevention including the concepts of growth and development, screening procedures, assessment and diagnostic guidance. Emphasizes advanced pathophysiology, assessment and diagnostic strategies specific to acute and common problems in children. Stresses clinical interventions to enhance, maintain, and restore health in context of family and community environments. Develops skills for collaboration with multidisciplinary teams and effective utilization of community resources. Prerequisites: NURS5200.

NURS6760 Advanced Nurse Practitioner Practicum: Adult 2/4 s.h.

Focuses on a holistic approach to health care of the adult incorporating the principles of health promotion, disease prevention and primary and rehabilitative health care concepts which are applied to the management of adults in the context of their family and community environment. Emphasizes advanced pathophysiology, assessment and diagnostic strategies specific to acute, common and complex health problems in adults. Stresses clinical interventions to enhance, maintain, and restore health. Develops skills for collaboration with multidisciplinary teams and effective utilization of community resources. Prerequisites: NURS6200.

NURS6820 Focused Practitioner Practicum 3 s.h.

Provides opportunity to develop advanced competencies in the role of the Family Nurse Practitioner. Emphasizes client management, interdisciplinary collaboration, leadership, professional development and health care access issues. Prerequisites: NURS6740 and NURS6760.

NURS6900 Thesis 1-6 s.h.

A culminating research and writing experience. Prerequisite for first hour NURS5120, second hour NURS5180.

NURS6920 Research Project 1-3 s.h.

A culminating experience that incorporates theory and research in a clinically oriented project. Prerequisite for first hour NURS5120, second hour NURS5180.

Courses in Interdisciplinary (Graduate)

INTD5400 Law, Policy and Labor Relations 3 s.h.

Focuses on knowledge and skills for influencing health care policy including the organization of American health care; the process of labor relations; the process and politics of policy making; and health policy analysis from legal, political, economic, social, and ethical perspectives.



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Peace Studies

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Peace Studies

Peace Studies Minor

A minor in Peace Studies consists of 21 semester hours or more of Peace Studies and selected electives. Nine semester hours, including POLS/PEAC2200, are required from the following:

POLS/PEAC2200 Introduction to Peace Studies 3 s.h.

POLS/PEAC3220 Global Peace Issues 3 s.h.

COMM/SOCI/PEAC3210 Conflict Resolution 3 s.h.

PEAC3700 Peace and Conflict Resolution Internship 3 s.h.

Twelve semester hours of electives from the following courses are also required. Students must choose from at least three separate disciplines; cross-listed courses may not be counted as separate disciplines: BIOL1260, BIOL3400, ENGL/COMM3380, COMM3310, ECON3440, ECON/GEOG3470, GEOG/POLS3330, POLS2350, POLS2380, SOCI2310, SOCI2350, SOCI/PSYC3310, SOCI3330, HIST3300, HIST3360, PHIL/RELG3250, PHIL2260, PHIL3260, RELG2030, RELG2360, RELG3490, PSYC4430, COMM/INTD3100, and INTD3300.

Courses in Peace Studies

PEAC2200 Introduction to Peace Studies (Also POLS2200) 3 s.h.

Introduces the field of peace studies with a survey of the historical and philosophical bases for peacemaking, patterns of conflict resolution, nonviolence, history of peace movements, world order models, alternative futures, positive peace, and career options. Goal 2c, 5, 7

+ PEAC3210 Conflict Resolution (Also COMM/SOCI3210) 3 s.h.

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

+ PEAC3220 Global Peace Issues (Also POLS3220) 3 s.h.

Focuses on the causes and resolution of conflict at the macro level (global violence and international peacemaking). Goal 2c, 7

PEAC3700 Peace and Conflict Resolution Internship 3 s.h.

An experienced-based program under the direction of the professional staff of a recognized service or policy-making agency. (Graded on a Pass/Fail basis.) Prerequisite: Instructor approval.

+Denotes an alternate year course.

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Philosophy



B.A. Degree — Philosophy and Religion Major

In addition to the general education requirements, majors in Philosophy and Religion must complete a concentration of 42 or more semester hours including the following:

RELG1200 Introduction to Religion 3 s.h.

RELG1310 Introduction to Old Testament 3 s.h.

RELG1320 Introduction to New Testament 3 s.h.

RELG2360 Religions of the World 3 s.h.

PHIL2300 Basic Issues in Philosophy 3 s.h.

PHIL/RELG3100 World Philosophies & Religions: Great Texts 3 s.h.

PHIL/RELG3250 Ethics 3 s.h.

PHIL/RELG3450 Philosophy of Religion 3 s.h.

PHIL4200 Senior Religion & Philosophy Thesis/Project 3 s.h.

Electives in philosophy and religion, with at least 6 s.h. in philosophy 15 s.h.

Philosophy Minor

A minor in Philosophy consists of 18 semester hours or more in Philosophy.

Courses in Philosophy

PHIL1350 Basic Logic 3 s.h.

An introduction to the fundamental principles of inductive and deductive logic. Goal 2b, 4ab, 4c1

PHIL2260 The Ethics of Technology 3 s.h.

This course introduces the ethical concerns and considerations inherent in modern technology. Focused on key ethical principles (human dignity, goodness, justice, truth, and freedom), the course considers the impact of technology on the human condition. The application of Kant's Categorical Imperative and the precepts of Utilitarianism will be explored, compared, and contrasted. The course fosters a deeper understanding of the ways in which

Health	technology, broadly defined, profoundly affects the individual, the society, and the culture. Goal 2b, 5, 10
Health and Movement Science	
Health Care Management	
History	
Honors Program	
Human Resource Management (Minor)	
Humanities	
Information Technology	
Interdisciplinary	
International Business	
International Studies	
Leadership (Minor)	
Liberal Studies	
Mathematics	
Modern Foreign Languages	
Music	
Nursing (Undergraduate)	
Nursing (RN-BSN/MSN)	
Nursing (Graduate)	
Peace Studies	
Philosophy	
Physical Education & Health	
Physics	
Political Science	
Psychology	
Publication Writing & Design	
Recreation	
Religion (Undergraduate)	
Religion (Graduate)	
Science	
Social Science	
Sociology	
Spanish	
Speech Communications	
	PHIL2300 Basic Issues in Philosophy 3 s.h.
	An introduction to some of the traditional theories of knowledge, reality, and value, and an interpretation of their relevance to the modern world. Goal 2b, 4ab, 5
	PHIL2360 Literature and Philosophy - Ways of Criticizing (also HUMN2360) 3 s.h.
	Designed to expose the student to the theory and practice of criticism and help the student develop critical abilities, especially the skills used in responding to works of literature. Includes the study and application of both classic texts and contemporary trends in criticism. Provides active learning opportunities involving the student in the process of criticism. Goals 2b, 4c1, 10
	PHIL2370 Literature and Philosophy - Ways of Thinking (also HUMN2370) 3 s.h.
	Designed to familiarize students with the ideas, issues and influences important to the literary and philosophical processes and traditions, such as the concept of self, the problem of evil, and the nature of reality. Goal 2b, 4c1, 10
	PHIL2400 Science and Religion (also RELG2400) 3 s.h.
	A survey of historical and contemporary relationships between science and religion (mainly in Western culture) from ancient mythology and the pre-Socratic philosophers, through medieval scholasticism, the rise of modern science and theological responses to it, and an examination of selected contemporary perspectives. Students will also examine the nature of faith and the role of faithfulness in scientific inquiry. Goal 2b, 10
	PHIL2460 Science Fiction & Philosophy (also HUMN2460) 3 s.h.
	The class integrates philosophy and literature (science fiction). Students are introduced to a range of traditional philosophical issues using science fiction short stories, videos, and novels, as well as philosophical essays, to raise and illustrate these problems. The topics include problems of knowledge, religion, freedom, social structures, and especially, reflection on the question, "What is a person?" Goal 2b, 10
	PHIL2520 Medical Ethics 3 s.h.
	An exploration of contemporary ethical issues in modern medicine. The course will begin with an introduction to ethical theories and principles, and then apply these to specific problems in health care. Goal 2b, 4ab, 5
	PHIL2530 Postmodernism (also HUMN2530) 3 s.h.
	"Postmodern" thinkers like Richard Rorty are challenging "foundationalism," the claim that our social beliefs and values — in ethics, the arts, language, and even science — have eternal and universal foundations. Beginning with ancient clash between mythology and the earliest Greek philosophers, but focusing on the 20th century, this course will historically review the interplay of our struggles with truth and meaning, leading to current postmodernism, with special attention to Rorty's work in Neopragmatism. Goal 2b, 10
	PHIL2900 Topics in Philosophy Goal 2b 1-3 s.h.
	PHIL3000 Individual Study Goal 2b 1-3 s.h.
	PHIL3100 World Philosophies & Religion: Great Texts (Also RELG3100) 3 s.h.
	A reading of great texts in world philosophies and religions; E.g., The Qu'ran (Islam), The Upanishads and The

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Bhagavad Gita (Hinduism), The Dhammapada (Buddhism), The Analects of Confucius and Tao Te Ching (Confucianism), the Bible, and other works by important religious/philosophical thinkers, old and new. Goal 2b, 5, 7

+ PHIL3250 Ethics (Also RELG3250) 3 s.h.

What makes an action be right or wrong? What is a good life? An examination of classical and contemporary ethical visions and their application to vital issues. Goal 2b, 4ab, 5

PHIL3260 The Ethics of War 3 s.h.

In-depth analysis of the moral dilemma posed by modern warfare. Various ethical approaches, especially 'Just War' Theory and Utilitarianism, are applied to the use of military force as an instrument of political policy. The legal parameters imposed by the international Law of Armed Conflict, applicable U.S. codes, and U.S. military regulations are critically examined. Historical precedents for the ethical regulation of military force are also considered. Case studies based on modern conflicts are explored to glean insight into the moral and practical limits of the ethical use of military force. Goal 2b, 4ab, 4c1, 5

PHIL3440 Process Philosophy and Theology (Also RELG3440) 3 s.h.

An examination of a major modern movement in Christian theology that responds to the challenges of science and human sufferings by arguing that God's power is persuasive rather than coercive, and the supporting view of reality as a web of relationships in process. Special attention will be given to the problems of God, freedom, power, creativity and suffering, and the interpretation of process theology in terms of Christian symbols. Goal 2b, 5

+ PHIL3450 Philosophy of Religion (Also RELG3450) 3 s.h.

This course is designed to investigate the nature of religious beliefs by applying the philosophical attitude to the practice of religion. The investigation will apply the principles of inquiry: clarity in the meaning of words and assumptions, consistency in statements about the subjects, respect for all discoverable facts that bear upon the issues under investigation, and impartiality in interpretation of pertinent facts. Goal 2b

PHIL3900 Topics in Philosophy 3 s.h.

Selected in-depth topics in philosophy. Will deal with perennial problems of epistemology, ontology, cosmology, ethics, and values. Course may be repeated for credit when topics change. Goal 2b

PHIL4000 Individual Study Goal 2b 1-3 s.h.

PHIL4200 Senior Religion & Philosophy Thesis/Project 3 s.h.

A capstone thesis or project for Philosophy & Religion majors in which students demonstrate the ability to conduct research in the academic field of philosophy &/or religion, to articulate in writing their own, well reasoned position on a significant philosophical &/or religious question, to integrate the ideas of other people into their own intellectual journey, and, through the thesis or project preparation and oral presentation, engage with peers, faculty, and written texts in well reasoned dialogue which reflects an ability to treat other people and ideas with fairness and thoughtful criticism. Prerequisite: Philosophy & Religion major. Goal 2b

+Denotes an alternate year course.



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Physical Education & Health

Activity Program

Personal Fitness Management (PHED1000), 2 s.h., and 1 s.h. of Physical Education activity are required of baccalaureate degree candidates.

Participation in intercollegiate athletics can be used to meet 1 s.h. of this requirement for those students who complete the season as members of varsity teams.

No more than 8 s.h. of Physical Education courses numbered 0000-1000, including Personal Fitness Management (PHED1000), may be presented toward the 128 hours required for graduation. No more than 2 s.h. of the 8 s.h. applied toward graduation may be earned through varsity athletics.

A restricted program, designed to rehabilitate the student, is provided where a permanent or temporary disability exists.

Intramural Program

A broad program of intramural activities is provided on a voluntary basis for men and women. Competition in a wide variety of individual and team sports is offered in cooperation with the basic residence unit organization.

Athletic Training

The athletic training major prepares those desiring to become certified athletic trainers (ATC). Graceland University is accredited by the Commission on the Accreditation of Athletic Training Education Programs (CAATE).

The Undergraduate Program

In order to be eligible for the athletic training major, students must first be admitted to Graceland University, and be in good standing. Students usually spend the first two to four semesters completing general education and required supporting courses. Applications for admission should be completed the semester prior to desired start of the program (see Admission to the Major below). The professional portion of the program (major) may be completed in five semesters, but may be completed in as few as four semesters if all prerequisites and general education are complete upon admission; students are expected to complete the professional portion within six semesters. Students may have to extend the program to fit their educational and extra-curricular goals.

Admission to the Major

Admission to the athletic training major is competitive. Students attending Graceland University at least one year prior to application for admission are given priority points in the application process. Admission is based on completion of and overall rank in the following areas:



Health
Health and Movement Science
Health Care Management
History
Honors Program
Human Resource Management (Minor)
Humanities
Information Technology
Interdisciplinary
International Business
International Studies
Leadership (Minor)
Liberal Studies
Mathematics
Modern Foreign Languages
Music
Nursing (Undergraduate)
Nursing (RN-BSN/MSN)
Nursing (Graduate)
Peace Studies
Philosophy
Physical Education & Health
Physics
Political Science
Psychology
Publication Writing & Design
Recreation
Religion (Undergraduate)
Religion (Graduate)
Science
Social Science
Sociology
Spanish
Speech Communications

1. Completion of Athletic Training Major Application. (October 15 for Spring admission, March 15 for Fall admission.)
2. Academic Requirements.
 - a. Completion of at least 48 semester hours, prior to beginning the program*.
 - b. Minimum of 2.50 cumulative GPA on all previous college work.
 - c. Completion of all athletic training requisites and required supporting courses*.
 - d. Minimum of "C" in each athletic training prerequisite and required supporting course, with a minimum 2.75 cumulative "core" GPA.
3. Two letters of reference.
4. Signed statements of understanding and proven ability to meet "additional requirements."

Transfer students wishing to be admitted to the athletic training major need to follow the procedures for admission above. Transfer students may complete general education requirements and possibly the required supporting course requirements at other accredited institutions of higher education. (See Graceland University's policies on transfer students and credits.) In addition, to ensure program quality and integrity, classes that encompass clinical proficiencies (e.g., PHED2400, PHED3100, and classes limited to athletic training majors) may be transferred only if the student demonstrates competence in all areas for a particular class. The curriculum director will be the final authority on demonstrated competence.

*Students who apply while finishing academic requirements (2a and 2c above) may be admitted provisionally for one semester. Final admission is contingent upon successful completion of the requirements.

Retention

The following standards are required for each student for retention/continuation in the athletic training major:

1. Maintain a minimum cumulative GPA of 2.50. Those students who fall below 2.50 will be required to meet with the athletic training administrator and devise a personal academic success plan. (The athletic training administrator may immediately dismiss a student from the program if the cumulative GPA falls below 2.00.)
2. Earn a minimum grade of "C" in each required athletic training course, with a minimum 2.75 cumulative "core" GPA. Required courses may be repeated one time, after which the student is subject to dismissal from the major.
3. Successful completion of each clinical level and appropriate fieldwork experience (internship).
4. Continued ability to meet additional requirements.

Additional Requirements

(Specific information about these items may be obtained from the athletic training administrator.)

1. Technical standards
2. Physical exam and immunizations
3. Scheduling and time commitment
4. Housing and transportation
5. New coursework
6. Possible additional expenses (clinicals and fieldwork)

B.A. Degree — Athletic Training Major

In addition to the general education requirements, majors in Athletic Training must complete 35 semester hours of required Athletic Training courses and 31 semester hours of supporting courses. (The minimum total semester hours required for graduation is 128.)

Required Supporting Courses:

BIOL1300 Principles of Biology 4 s.h.
BIOL2300 Anatomy and Physiology I 3 s.h.
BIOL2310 Anatomy and Physiology II 3 s.h.
BIOL2560 Nutrition 3 s.h.
HLTH1200 Principles of Healthful Living 2 s.h.
HLTH2110 First Aid for Professional Rescuer 1 s.h.
MATH1380 Introduction to Statistics 3 s.h.
PHED1000 Personal Fitness Management 2 s.h.
PHED2400 Introduction to Athletic Training 3 s.h.
PHED2500 Medical Terminology 2 s.h.
PHED3100 Care and Prevention of Athletic Injuries 2 s.h.
PSYC1300 Introductory Psychology 3 s.h.

Required Athletic Training Courses:

PHED1700 Athletic Training Internship 2 s.h.
PHED2700 Athletic Training Internship 2 s.h.
PHED3200 Medical Aspects of Athletic Training 3 s.h.
PHED3210 Clinical in Medical Concepts 1 s.h.
PHED3340 Anatomical and Mechanical Kinesiology 3 s.h.
PHED3700 Athletic Training Internship 2 s.h.
PHED4200 Evaluation of Athletic Injuries I 2 s.h.
PHED4210 Clinical: Evaluation I 1 s.h.
PHED4220 Evaluation of Athletic Injuries II 2 s.h.
PHED4230 Clinical: Evaluation II 1 s.h.
PHED4240 Therapeutic Modalities 2 s.h.
PHED4250 Clinical: Therapeutic Modalities 1 s.h.
PHED4260 Therapeutic Exercise and Rehabilitation 2 s.h.
PHED4270 Clinical: Therapeutic Exercise and Rehabilitation 1 s.h.
PHED4360 Physiology of Exercise 3 s.h.
PHED4700 Athletic Training Internship 2 s.h.
HMSC4330 Organization & Administration for the Health Care Professional 3 s.h.
HMSC4900 Senior Seminar I 1 s.h.
HMSC4910 Senior Seminar II 1 s.h.

B. A. Degree -- Fitness Leadership Major*

In addition to the general education requirements, majors in Fitness Leadership must complete the following

requirements:

PHED1200 Motor Learning 2 s.h.
PHED1230 Body Weight Physical Training 3 s.h.
PHED1250 Calisthenics I 3 s.h.
PHED2100 Anatomy and Physiology for Fitness Leadership 4 s.h.
PHED2110 History of Physical Education I 3 s.h.
PHED2250 Calisthenics II 3 s.h.
PHED2290 Close Range Martial Arts I 3 s.h.
PHED2300 Medium Range Martial Arts I 3 s.h.
PHED3110 History of Physical Education II 3 s.h.
PHED3180 Tumbling and Balancing 3 s.h.
PHED3280 The Foundations of Physical Education 3 s.h.
PHED3290 Close Range Martial Arts II 3 s.h.
PHED3300 Medium Range Martial Arts II 3 s.h.
PHED4100 Tactical Aquatics 3 s.h.
PHED4120 Speed, Agility, and Endurance 3 s.h.
PHED4340 Body Mechanics and Applied Kinesiology 3 s.h.
PHED4901 Topics in Fitness Leadership 3 s.h.

*This major is offered through the Distance Learning Program.

B.A. Degree — Physical Education and Health

In addition to the general education requirements, majors in Health and Physical Education must complete the following program:

BIOL2300 Anatomy and Physiology I 3 s.h.
BIOL2310 Anatomy and Physiology II 3 s.h.
HLTH1200 Principles of Healthful Living 2 s.h.
HLTH2100 First Aid **or**
HLTH2110 First Aid for Professional Rescuer 1 s.h.
HLTH2200 Contemporary Issues in Health **or**
HLTH3200 Community Health 2 s.h.
MATH1380 Introduction to Statistics 3 s.h.
PHED1200 Motor Learning 2 s.h.
PHED2150 Teaching Team Sports 1 s.h.
PHED2160 Teaching Racquet Sports 1 s.h.
PHED2170 Teaching Adventure Sports 1 s.h.
PHED2180 Teaching Body Mechanics 1 s.h.
PHED3100 Care and Prevention of Athletic Injuries 2 s.h.
PHED3280 The Foundations of Physical Education 3 s.h.
PHED3340 Anatomical and Mechanical Kinesiology 3 s.h.

PHED3370 Adaptive Physical Education 3 s.h.

PHED4360 Physiology of Exercise 3 s.h.

PHED4710 Internship in Physical Education* 6 s.h.

HMSC4320 Organization and Administration of Health, Physical Education, and Athletics 3 s.h.

HMSC4900 Senior Seminar I 1 s.h.

HMSC4910 Senior Seminar II 1 s.h.

Swimming Proficiency

(This requirement can be met through PHED0140, PHED0360, PHED0480, PHED0610, or PHED2240 or completion of a prescribed sequence of swimming skills under the observation of a trained instructor.)

*For non-teaching Physical Education majors only.

Teacher Certification in Physical Education

1. FOR PHYSICAL EDUCATION MAJORS WHO WANT A SECONDARY ENDORSEMENT (7-12): Students majoring in Physical Education who desire Iowa Teacher Certification with a Physical Education secondary endorsement must complete the major requirements and the [Secondary Education Program](#) (with PHED3310 Teaching of Health and Physical Education and PHED3320 Directed Teaching Methods of Physical Education as the appropriate methods courses).

2. FOR PHYSICAL EDUCATION MAJORS WHO WANT A COMBINATION ENDORSEMENT (K-6 AND 7-12): Students majoring in Physical Education who desire Iowa Teacher Certification with an elementary and secondary Physical Education endorsement must complete the major requirements and the [Combination Program](#), PHED0330 New Games, PHED2280, PHED2340, and PHED3380, (with PHED3310 Teaching of Health and Physical Education and PHED3320 Directed Teaching Methods of Physical Education as the appropriate methods courses).

3. FOR PHYSICAL EDUCATION MAJORS WHO WANT AN ELEMENTARY ENDORSEMENT (K-6): Students majoring in Physical Education and Health who desire Iowa Teacher Certification with an elementary Physical Education endorsement must complete the [Secondary Program](#) (7-12 grade-level requirements), substituting PHED2280, PHED2340, and EDUC4400, for PHED3310, PHED3320 and EDUC4420.

4. FOR NON-PHYSICAL EDUCATION MAJORS WHO WANT A SECONDARY PHYSICAL EDUCATION ENDORSEMENT (7-12): Non-Physical Education majors desiring a Physical Education secondary endorsement (7-12) in Iowa must complete the [Secondary Education Program](#) (with PHED3310 Teaching of Health and Physical Education and PHED3320 Directed Teaching Methods of Physical Education as the appropriate methods courses), a major in a secondary teaching field, and the following courses:

BIOL2300 Anatomy and Physiology I 3 s.h.

BIOL2310 Anatomy and Physiology II 3 s.h.

HLTH2100 First Aid **or**

HLTH2110 First Aid for Professional Rescuer 1 s.h.

PHED1200 Motor Learning 2 s.h.

PHED2150 Teaching Team Sports 1 s.h.

PHED2160 Teaching Racquet Sports 1 s.h.

PHED2170 Teaching Adventure Sports 1 s.h.

PHED2180 Teaching Body Mechanics 1 s.h.

PHED3100 Care and Prevention of Athletic Injuries 2 s.h.

PHED3280 The Foundations of Physical Education 3 s.h.

PHED3340 Anatomical and Mechanical Kinesiology 3 s.h.

PHED3370 Adaptive Physical Education 3 s.h.

5. FOR PHYSICAL EDUCATION OR NON-PHYSICAL EDUCATION MAJORS WHO WANT A COACHING ENDORSEMENT (K-12): Students who will be eligible for an Iowa Teacher's certificate with a teaching endorsement may earn an Iowa coaching endorsement by completing the following courses:

BIOL2300 Anatomy and Physiology I 3 s.h.

BIOL2310 Anatomy and Physiology II 3 s.h.

HLTH2100 First Aid **or**

HLTH2110 First Aid for Professional Rescuer 1 s.h.

PHED1200 Motor Learning 2 s.h.

PHED3100 Care and Prevention of Athletic Injuries 2 s.h.

PHED3340 Anatomical and Mechanical Kinesiology 3 s.h.

PHED3360 Theory and Practice of Coaching 3 s.h.

PHED4360 Physiology of Exercise 3 s.h.

PSYC2250 Developmental Psychology 3 s.h.

B.A. Degree — Wellness Program Management Major

In addition to the general education requirements, majors in Wellness Program Management must complete the following requirements:

From Business:

BUAD1360 Introduction to Business Administration 3 s.h.

From Mathematics:

MATH1380 Introduction to Statistics 3 s.h.

From Recreation:

RECR1100 Introduction to Leisure Services 3 s.h.

RECR3350 Facility Management 3 s.h.

RECR3400 The Program Process: Principle and Application 3 s.h.

From Exercise Science:

PHED0060 Aerobic Dance 1 s.h.

PHED0470 Weight Training and Conditioning 1 s.h.

PHED0490 Stress Management and Relaxation 1 s.h.

PHED0580 Badminton and Racquetball 1 s.h.

PHED0480 Advanced Swimming **or**

PHED0610 Life Guard Training **or**

PHED2240 Theory and Practice in Aquatics 1-2 s.h.

PHED1200 Motor Learning 2 s.h.

PHED3100 Care and Prevention of Athletic Injuries 2 s.h.

PHED3340 Anatomical and Mechanical Kinesiology 3 s.h.

PHED3500 Wellness Assessment and Prescription 3 s.h.

PHED4800 Wellness Management Internship 6 s.h.

HMSC4900 Senior Seminar I 1 s.h.

HMSC4910 Senior Seminar II 1 s.h.

From Health:

HLTH1200 Principles of Healthful Living 2 s.h.

HLTH2100 First Aid **or**

HLTH2110 First Aid for Professional Rescuer 1 s.h.

HLTH3200 Community Health **or**

HLTH3900 Advanced Topics in Health 2-3 s.h.

From Speech Communications:

COMM3100 Intercultural Communication **or**

COMM3310 Interpersonal Communication 3 s.h.

From Science:

BIOL2300 Anatomy and Physiology I 3 s.h.

BIOL2310 Anatomy and Physiology II 3 s.h.

BIOL2560 Nutrition 3 s.h.

Wellness Program Management Minor

A minor in Wellness Program Management requires 22 or more hours including BIOL2300, BIOL2560, PHED3100, HLTH2100, HLTH1200, RECR1100, RECR3350, PHED3500 and two (one hour) activity courses (choosing from PHED0010-0740).

Courses in Physical Education

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

PHED1000 Personal Fitness Management 2 s.h.

The basic knowledge, understanding and values of physical education as they relate to optimal healthful living. Theory and practical application of the basic concepts in physical education will be provided by classroom and laboratory experiences. Goal 9

PHED0010-0740 Physical Education Activities 1-2 s.h.

A wide variety of classes in team, individual and recreational activities. Classes include aerobic dance, racquet sports, canoeing, fencing, jogging and conditioning, new games, scuba, tennis, volleyball, soccer, weight training and conditioning, swimming and advanced life saving, beginning and intermediate swimming, golf, relaxation and stress management, track and field, cycling, hockey and cricket. Goal 9

PHED0750-0990 Intercollegiate Athletics (Women) 0-1 s.h.

Varsity participation in cross country, golf, volleyball, basketball, softball, soccer, track, and tennis. Goal 9

PHED0760-0990 Intercollegiate Athletics (Men) 0-1 s.h.

Varsity participation in football, cross country, golf, basketball, track, baseball, volleyball, soccer, and tennis. Goal 9

PHED1200 Motor Learning 2 s.h.

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

PHED1230 Body Weight Physical Training 3 s.h.

Theory and practice of training methods that employ one's body weight and/or the weight of others to develop functional fitness capacity. This course will employ the four common pillars of human movement to include locomotion, level changes, pushing/pulling, and rotation. Emphasis will be on rational progression, variety and precision.

PHED1250 Calisthenics I 3 s.h.

Theory and application of basic conditioning drills, dumbbell drills, medicine ball drills and other training designed to correct postural deformities and enhance operational effectiveness. Prerequisite: Fitness Leadership major. Goal 9

PHED1700/2700/3700/4700 Athletic Training Internship 1-8 s.h.

Field experience providing practical application of knowledge and skills in a professional setting. Students will function under the supervision of a NATABOC certified athletic trainer or other health care provider. Course is repeatable at each level. Students must complete internships in the following areas: lower extremity, upper extremity, equipment intensive, and general medical. Prerequisite: Consent and contract with athletic training curriculum administrator and completion of a required athletic training clinical class or concurrent enrollment. Two semesters of internship must be taken after completion of the core psychomotor-related classes (PHED4200/4210, PHED4220/4230, PHED4240/4250, PHED4260/4270). Up to 12 s.h. allowed toward total hours for graduation. Goal 4ab

PHED2000 Individual Study 1-3 s.h.

PHED2100 Anatomy and Physiology for Fitness Leadership 4 s.h.

The study of structure function of the human body on several levels - cellular, tissue, organ, and organ-system. Skeletal, muscular, nervous, circulatory, respiratory, digestive, excretory, endocrine and production systems are included. The format will be web based. The online course has a lab component as well as quizzes, histology activities, origin/insertion, case studies, applications, flashcards, and a glossary. Students will need access to a computer. The required specifications will be made available upon request. Credit is not allowed for this course and BIOL2300 or BIOL2310.

PHED2110 History of Physical Education I 3. s.h.

A study and analysis of Western physical education, physical culture, and physical training traditions from the Ancient Greeks to the end of the "Battle of Systems" in the early 1920's. Prerequisite: Fitness Leadership major.

PHED2150 Teaching Team Sports 1 s.h.

Teaching technique, analysis of skills, and principles of skill development in areas such as soccer, basketball, volleyball and softball. Prerequisite: Physical Education major, Elementary Education major (PE Concentration), or

consent of instructor.

PHED2160 Teaching Racquet Sports 1 s.h.

Teaching technique, analysis of skills, and principles of skill development in areas such as tennis, badminton, racquetball and pickleball. Prerequisite: Physical Education major, Elementary Education major (PE Concentration), or consent of instructor.

PHED2170 Teaching Adventure Sports 1 s.h.

Teaching technique, analysis of skills, and principles of skill development in areas such as archery, canoeing, cycling and backpacking. Prerequisite: Physical Education major, Elementary Education major (PE Concentration), or consent of instructor.

PHED2180 Teaching Body Mechanics 1 s.h.

Teaching technique, analysis of skills, and principles of skill development in areas such as tumbling, weight training, track & field and aerobics. Prerequisite: Physical Education major, Elementary Education major (PE Concentration), or consent of instructor.

PHED2240 Theory and Practice in Aquatics 2 s.h.

Survey of the aquatics area: analysis and evaluation of swimming, diving, and lifesaving skills. The course leads to certification as a Water Safety Instructor by the American Red Cross. Prerequisite: Advanced Lifesaving. Goal 9

PHED2250 Calisthenics II 3 s.h.

Theory and application of intermediate conditioning drills, dumbbell drills, medicine ball drills and other training designed to correct postural deformities and enhance operational effectiveness. Prerequisites: Fitness Leadership major, PHED1250. Goal 9

PHED2280 Basic Movement Education for Children 2 s.h.

Problem-solving and exploration of the movement needs of children.

PHED2290 Close Range Martial Arts I 3 s.h.

Kinesiological principles and practical application of basic grappling skills. Prerequisite: Fitness Leadership Major. Goal 9

PHED2300 Medium Range Martial Arts I 3 s.h.

Kinesiological principles and practical application of basic grappling skills. Prerequisites: Fitness Leadership major. Goal 9

PHED2310 Teaching Individual Sports 2 s.h.

Teaching techniques, analysis of skills, and principles of skill development in golf, gymnastics, and racquet sports. Prerequisite: PHED1200.

PHED2340 Dance in Education 2 s.h.

Instruction in skills and various teaching methods used in movement activities including folk, square, social, and aerobic dance.

PHED2400 Introduction to Athletic Training (1-2) 3 s.h.

Focuses on athletic training as a profession of athletic training. Includes study of basic skills and expectations as well as professional organizations and education requirements.

PHED2500 Medical Terminology 2 s.h.

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

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.

PHED3100 Care and Prevention of Athletic Injuries 2 s.h.

Techniques of injury prevention and caring for athletic injuries. Prerequisites: HLTH2100 or 2110.

PHED3110 History of Physical Education II 3 s.h.

A study and analysis of Western physical education, physical culture, and physical training traditions from the 1920's to present. Prerequisites: Fitness Leadership major, PHED2110.

PHED3180 Tumbling and Balancing 3 s.h.

Theory and practice of basic to intermediate tumbling and balancing skills to include spotting. Prerequisite: PHED1230, Fitness Leadership major. Goal 9

PHED3200 Medical Aspects of Athletic Training 3 s.h.

Focuses on major medical aspects of athletic training as divided into the following:

- a. General Medical Concepts—Focuses on the recognition and appropriate care and referral of general medical conditions, illnesses, and disabilities.
- b. Pharmacology for Athletic Training—Focuses on pharmacokinetics, pharmacological applications, and governing regulations relevant to treatment of injuries, illnesses, and disabilities of the physically active.
- c. Medical Terminology and Record Keeping—Focuses on the use of appropriate medical terminology and documentation for the purposes of tracking progress, record-keeping, and communicating with other health-care professionals.

Prerequisites: Athletic Training major, CO: PHED3210.

PHED3210 Clinical: Medical Concepts (0-2) 1 s.h.

A closely supervised laboratory class providing an opportunity for practice and mastery of the psychomotor skills and demonstration of the affective values associated general medical conditions, pharmacology, and related documentation. Entry-level athletic training clinical proficiencies will be presented, practiced, and evaluated.

Prerequisites: Athletic Training major, CO: PHED3200.

PHED3280 The Foundations of Physical Education 3 s.h.

An introduction to the body of knowledge encompassing the discipline of physical education and the role of the

professional physical educator. The course includes the historic philosophies, biologic, anatomic, psychologic, sociologic, and anthropologic foundations of physical education and their impact on human performance and values in sport.

PHED3290 Close Range Martial Arts II 3 s.h.

Kinesiological principles and practical application of intermediate grappling skills. Prerequisite: Fitness Leadership Major, PHED2290. Goal 9

PHED3300 Medium Range Martial Arts II 3 s.h.

Kinesiological principles and practical application of intermediate grappling skills. Prerequisite: Fitness Leadership major, PHED2300. Goal 9

PHED3310 Teaching of Health and Physical Education 4 s.h.

Development of teaching competence for prospective teachers of health and physical education. Goal 4ab

PHED3320 Directed Teaching Methods of Physical Education 1 s.h.

Development of teaching competencies through a guided hands-on practical classroom experience. Experience will be in an organized PHED activity course. Prerequisites: PHED2150, 2160, 2170, 2180. Pre- or Co-requisite: PHED3310.

PHED3340 Anatomical and Mechanical Kinesiology 3 s.h.

A systematic study of the bones, joints, and muscles of the human body as well as internal external forces initiating and modifying movement. Prerequisite: BIOL2300 and BIOL2310 must show grade of "C" or higher. Goal 10

PHED3350 Psychology of Coaching 3 s.h.

Analysis and application of psychological and sociological data related to the participation of the coach and the athlete in competitive sports programs.

PHED3360 Theory and Practice of Coaching 3 s.h.

Field experience provides 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 under college faculty supervision.

PHED3370 Adaptive Physical Education 3 s.h.

Theory and techniques of adapting physical activity to meet the needs of the handicapped.

PHED3380 Physical Education in the Elementary School 3 s.h.

Theory, methods, and practical experience in teaching physical education to children (ages 5-12). Goal 4ab

PHED3400 Practicum in Physical Education 1-3 s.h.

Advanced teaching experience in college physical education activity classes. Prerequisite: PHED3310.

PHED3500 Wellness Assessment and Prescription 3 s.h.

Study of the variety of tools available to assess relative fitness. A broad range of instrumentation will be utilized. Prescriptive models will be studied and applied as a practical means of directing client wellness efforts. Goal 4ab

PHED3900 Topics in Physical Education 1-3 s.h.

Study of selected topics in Physical Education to be announced prior to the semester when the course is offered. May be repeated for credit as topics change.

PHED4000 Individual Study 1-3 s.h.

PHED4100 Tactical Aquatics 3 s.h.

Theory and practical application of approved operational skills required to effectively function in an aquatic environment. Prerequisite: Fitness Leadership major. Goal 9

PHED4120 Speed, Agility and Endurance 3 s.h.

Theory and practical application of running, jumping, directional change, stability and other related mobility skills designed to enhance on and off-the-ground performance. Goal 9

PHED4200 Evaluation of Athletic Injuries I 2 s.h.

Focuses on the assessment and evaluation of athletic injuries to the lower extremity, determination of appropriate care and referral to other health care providers. Includes review of musculoskeletal anatomy, an organized system of evaluation, special testing, and associated medical documentation. Prerequisites: Athletic Training major, CO: PHED4210. Goal 4ab

PHED4210 Clinical: Evaluation I (0-2) 1 s.h.

A closely supervised laboratory class providing an opportunity for practice and mastery of the psychomotor skills and demonstration of the affective values associated with evaluating injuries to the lower extremity. Entry-level athletic training clinical proficiencies will be presented, practiced, and evaluated. Prerequisites: Athletic Training major, CO: PHED4200. Goal 4ab

PHED4220 Evaluation of Athletic Injuries II 2 s.h.

Focuses on the assessment and evaluation of athletic injuries to the trunk and upper extremity, determination of appropriate care and referral to other health care providers. Includes review of musculoskeletal anatomy, an organized system of evaluation, special testing, and associated medical documentation. Prerequisites: Athletic Training major, CO: PHED4230. Goal 4ab

PHED4230 Clinical: Evaluation II (0-2) 1 s.h.

A closely supervised laboratory class providing an opportunity for practice and mastery of the psychomotor skills and demonstration of the affective values associated with evaluating injuries to the trunk and upper extremity. Entry-level athletic training clinical proficiencies will be presented, practiced, and evaluated. Prerequisites: Athletic Training major, CO: PHED4220. Goal 4ab

PHED4240 Therapeutic Modalities 2 s.h.

Focuses on the physics, terminology, and specific physiological effects associated with contemporary therapeutic modalities. Includes proper selection, parameters for use and evaluation of patient response, along with local, state, and federal laws and standards associated with safe use. Prerequisites: Athletic Training major, CO: PHED4250. Goal 4ab

PHED4250 Clinical: Evaluation (0-2) 1 s.h.

A closely supervised laboratory class providing an opportunity for practice and mastery of the psychomotor skills and demonstration of the affective values associated with planning, implementing, documenting, and evaluating treatment plans involving therapeutic modalities. Entry-level athletic training clinical proficiencies will be presented, practiced, and evaluated. Prerequisites: Athletic Training major, CO: PHED4240. Goal 4ab

PHED4260 Therapeutic Exercise and Rehabilitation 2 s.h.

Focuses on mechanical principles and physiological responses to the application of therapeutic exercises to humans. Includes tissue healing and response, common surgical techniques, setting therapeutic goals, and principles for the application of contemporary therapeutic exercises and equipment. Prerequisites: Athletic Training major, CO: PHED4270. Goal 4ab

PHED4270 Clinical: Therapeutic Exercise and Rehabilitation (0-2) 1 s.h.

A closely supervised laboratory class providing an opportunity for practice and mastery of the psychomotor skills and demonstration of the affective values associated with planning, implementing, documenting, and evaluating therapeutic exercise programs. Entry-level athletic training clinical proficiencies will be presented, practiced, and evaluated. Prerequisites: Athletic Training major, CO: PHED4260. Goal 4ab

PHED4340 Body Mechanics and Applied Kinesiology 3 s.h.

Theoretical and practical study of static and dynamic posture, body mechanics and kinesiological principles as applied to daily life and professional efficiency. Prerequisites: Fitness Leadership major.

PHED4360 Physiology of Exercise 3 s.h.

The principles and practices of energizing the human body for physical exercise. Prerequisite: BIOL2300 and BIOL2310 with a grade of "C" or better.

PHED4710 Internship in Physical Education 3-6 s.h.

Field experience providing practical application of knowledge and theory in a professional setting with qualified personnel. Example areas may include sports information, sports management, eligibility, equipment management, facility management, and others as approved by the HMS internship coordinator. Experiences may come from a single setting or a combination of settings. Six weeks or 240 hours preferably taken consecutively are required. Up to 3 s.h. may be waived for students completing internships from other majors within HMS. Prerequisites: Approval of coordinator and completion or all lower division physical education requirements.

PHED4800 Wellness Management Internship 3-6 s.h.

Student will acquire experience with qualified personnel in a selected agency. Six weeks of involvement preferably taken consecutively.

PHED4901 Topics in Fitness Leadership 3 s.h.

Guided study and/or projects in fitness leadership. Prerequisite: Fitness Leadership major with Senior standing.



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Physics

Physics Minor

A minor in Physics consists of 16 semester hours or more of course work in Physics, to include PHYS3340.

Teacher Certification in Physics

ONLY FOR STUDENTS WHO WANT A SECONDARY PHYSICS ENDORSEMENT (7-12): Students desiring a secondary physics endorsement (7-12) in Iowa must complete a major in a secondary teaching field, complete the [Secondary Education Program](#) (with SCIE3360 Methods of Teaching Science and Mathematics as the appropriate methods course), and complete 24 s.h. in physics or 30 s.h. in physical science, excluding SCIE3030 and SCIE/MATH3360, to include at least 15 s.h. in physics. Both options require the following courses:

PHYS1410/1420 Elements of Physics I and II **or**

PHYS2550/2560 Physics I and II 8-10 s.h.

PHYS3340 Modern Physics 3 s.h.

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).

Students cannot earn credit for both PHYS1410/1420 and PHYS2550/2560.

PHYS1410 Elements of Physics I (3-2) 4 s.h.

An elementary physics course emphasizing the fundamental concepts associated with the physical universe. Topics include Newtonian mechanics, fluids, heat thermodynamics, wavemotion, and sound. Designed to meet the needs of biology majors and students preparing for the medical profession and related fields. Prerequisites: Two years high school algebra and one year geometry; plane trigonometry recommended. Goal 2a, 4ab, 4c1

PHYS1420 Elements of Physics II (3-2) 4 s.h.

A continuation of PHYS1410. Topics included are electricity, magnetism, electromagnetic waves, light, relativity, quantum mechanics, and nuclear physics. Prerequisite: PHYS1410. Goal 2a, 4ab, 4c1

PHYS2000 Individual Study Goal 2a 1-3 s.h.

+ PHYS2200 Engineering Graphics and Design 3 s.h.

This course focuses on drawing skills using computers. Techniques learned will include orthographic projections of points, lines, planes, and surfaces. Emphasis will be on two dimensional drawings, with an introduction to three dimensional concepts. Students will construct a portfolio of drawings. Goal 2a, 8

<p>Health</p> <p>Health and Movement Science</p> <p>Health Care Management</p> <p>History</p> <p>Honors Program</p> <p>Human Resource Management (Minor)</p> <p>Humanities</p> <p>Information Technology</p> <p>Interdisciplinary</p> <p>International Business</p> <p>International Studies</p> <p>Leadership (Minor)</p> <p>Liberal Studies</p> <p>Mathematics</p> <p>Modern Foreign Languages</p> <p>Music</p> <p>Nursing (Undergraduate)</p> <p>Nursing (RN-BSN/MSN)</p> <p>Nursing (Graduate)</p> <p>Peace Studies</p> <p>Philosophy</p> <p>Physical Education & Health</p> <p>Physics</p> <p>Political Science</p> <p>Psychology</p> <p>Publication Writing & Design</p> <p>Recreation</p> <p>Religion (Undergraduate)</p> <p>Religion (Graduate)</p> <p>Science</p> <p>Social Science</p> <p>Sociology</p> <p>Spanish</p> <p>Speech Communications</p>	<p>PHYS2400 Statics 3 s.h.</p> <p>A study of rigid-body mechanics that deals with the equilibrium of bodies; that is, those which are at rest or move at a constant velocity. Vector algebra is used extensively in equilibrium analysis of structures and machines. Prerequisite: MATH1520. Corequisite: PHYS2550. Goal 2a, 4ab</p> <p>PHYS2410 Dynamics 3 s.h.</p> <p>A study of rigid-body mechanics that deals with bodies having accelerated motion. It includes kinematics and kinetics. The study will include the concepts of work and energy, impulse and momentum, planar and spatial kinetics, and kinematics. Prerequisite: PHYS2400. Goal 2a</p> <p>PHYS2550 Physics I (4-2) 5 s.h.</p> <p>An introduction to Newtonian and relativistic mechanics, heat, and thermodynamics. Designed for science majors and engineers. Corequisite: MATH1510. Goal 2a, 4ab</p> <p>PHYS2560 Physics II (4-2) 5 s.h.</p> <p>A continuation of PHYS2550. Wave mechanisms, electricity, magnetism, light, atoms, and nuclei. Prerequisite: PHYS2550. Corequisite: MATH1520. Goal 2a, 4ab</p> <p>PHYS3000 Individual Study Goal 2a 1-3 s.h.</p> <p>+ PHYS3340 Modern Physics 3 s.h.</p> <p>Modern physical theories, such as relativity and quantum mechanics, with examples drawn from the phenomena of atomic, nuclear, and solid state physics. Prerequisites: MATH1520 and PHYS1420, or PHYS2560. Goal 2a</p> <p>PHYS3900 Advanced Topics in Physics 3 s.h.</p> <p>In-depth study of topics developed from one or more fields of physics, such as mechanics, optics, quantum mechanics, thermodynamics, electricity and magnetism, and electronics. Course topics will be announced prior to each semester in which they are offered. May be repeated for credit as topics change. Goal 2a</p> <p>PHYS4000 Individual Study Goal 2a 1-3 s.h.</p> <p>+Denotes an alternate year course.</p>
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Political Science

Political Science Minor

A minor in Political Science consists of 18 semester hours or more of Political Science including 6 or more upper division hours.

Teacher Certification in Political Science

FOR STUDENTS WHO WANT A SECONDARY AMERICAN GOVERNMENT ENDORSEMENT (7-12): 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

POLS1300 American Government 3 s.h.

The nature, philosophy, and history of the United States federal system with major consideration given to the national government, its organization, and the interrelation and functions of its component parts. A consideration of the political processes and legal concepts implicit in the American government. Goal 2c

POLS2000 Individual Study Goal 2c 1-3 s.h.

POLS2200 Introduction to Peace Studies (Also PEAC2200) 3 s.h.

Introduces the field of peace studies with a survey of the historical and philosophical bases for peacemaking, patterns of conflict resolution, nonviolence, history of peace movements, world order models, alternative futures, positive peace, and career options. Goal 2c, 5, 7

+ POLS2350 Comparative Government and Politics 3 s.h.

An introduction to the theories and concepts employed in comparative politics, with emphasis on methodology rather than on particular areas. Goal 2c, 7

+ POLS2380 International Politics 3 s.h.

A study of the system of national states and of the concept of national interest, the goals of foreign policy, the conduct of diplomacy, and the elements bearing on the problem of peace. Goal 2c, 7

POLS2400 Introduction to Criminal Justice (Also SOCI2400) 3 s.h.

A survey of the structure and process of the criminal justice system, including the study of law enforcement, criminal courts, and correctional agencies. Goal 2c

Health	POLS3000 Individual Study Goal 2c 1-3 s.h.
Health and Movement Science	POLS3200 State and Local Government 3 s.h.
Health Care Management	A systematic and intensive study of the forms of government and political processes in the different states of the United States, with special inquiry as to constitutional and administrative relationships between states and nation and among states. Goal 2c
History	
Honors Program	
Human Resource Management (Minor)	+ POLS3220 Global Peace Issues (Also PEAC3220) 3 s.h.
Humanities	Focuses on the causes and resolution of conflict at the macro level (global violence and international peacemaking). Goal 2c, 7
Information Technology	
Interdisciplinary	+ POLS3240 American Constitutional History (Also HIST3240) 3 s.h.
International Business	A study of the history of the creation and evolving interpretation of the U.S. Constitution, with emphasis on important issues decided by the Supreme Court. Goal 2c
International Studies	
Leadership (Minor)	+ POLS3330 Geography of Contemporary Affairs (Also GEOG3330) 3 s.h.
Liberal Studies	Introduction to contemporary spatially limited and global concerns by a study of current political, economic, and social issues leading to a more critical analysis of news and an awareness of the responsibilities of national and international citizenship. Goal 2c, 7
Mathematics	
Modern Foreign Languages	
Music	
Nursing (Undergraduate)	+ POLS3340 Political Parties and Pressure Groups 3 s.h.
Nursing (RN-BSN/MSN)	Development of the American two-party system. Role of parties in relationship to public opinion, pressure groups and public officials. Goal 2c
Nursing (Graduate)	
Peace Studies	+ POLS3360 Politics of the Contemporary Middle East 3 s.h.
Philosophy	An overview of critical political developments among the peoples of the Middle East in the 20th century. Among the themes to be addressed are the struggles for political, economic, and cultural independence; the making of present-day borders and states; the rights of minority groups and nationalities; the influence of outside powers; and the quest for self-determination. Goal 2c, 7
Physical Education & Health	
Physics	
Political Science	+ POLS3370 The American Presidency (Also HIST3370) 3 s.h.
Psychology	The evolution of the office of the president, the recruitment of presidents, and the various functions performed by the president. Goal 2c
Publication Writing & Design	
Recreation	
Religion (Undergraduate)	+ POLS3430 American Constitutional Law 3 s.h.
Religion (Graduate)	A study of the courts and the judicial process in the United States, with special emphasis on the development of the constitutional system, the interpretation of the law by the courts and effects on the American system of government, both state and national. Supreme Court cases are extensively studied. Goal 2c, 5
Science	
Social Science	+ POLS3460 United States Foreign Relations (Also HIST3460) 3 s.h.
Sociology	A survey of 20th century American relations with foreign governments with emphasis on contemporary foreign policy issues. Goal 2c, 7
Spanish	
Speech Communications	+ 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

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1815-1970. Topics include Britain's role in shaping the post-Napoleonic order development of imperial policy in the 19th century, Britain and the pre-World War I alliance system, the policy of appeasement, and the transition to a diminished world role after World War II. Goal 2c, 7

POLS3500 Criminal Law 3 s.h.

Survey of the history, scope, and nature of criminal law in the United States. Includes study of the legal process and rules of evidence. Goal 2c

POLS3700 Internship in Political Science 1-3 s.h.

An internship that allows students to work with professionals who are in career areas relating to the field of political science. The student will play an active role in identifying potential field sponsors. No more than 3 hours of internship will be applied to the political science minor requirements. (Graded on a Pass/Fail basis.) Prerequisite: Instructor's consent. Goal 2c

POLS3900 Advanced Topics in Political Science 1-3 s.h.

An in-depth study of topics from various areas of political science such as Europe, Middle East, war and peace, etc. Course topics to be announced prior to each semester they are offered. May be repeated for credit as topics change. Goal 2c, 7

POLS4000 Individual Study Goal 2c 1-3 s.h.

POLS4900 Senior Seminar I (Also HIST4900) 1 s.h.

Designed to help the political science-history majors professionalize their knowledge and experience through writing a scholarly paper. Majors only. (Graded on a Pass/Fail basis.) Goal 2c

POLS4910 Senior Seminar II (Also HIST4910) 3 s.h.

The research, writing, and evaluation of the completed seminar paper. Prerequisite: POLS4900. Goal 2c, 4c1

+Denotes an alternate year course.



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Psychology

B.A. Degree — Psychology Major

In addition to the general education requirements, majors in Psychology must complete a concentration of 37 semester hours in Psychology and 6-7 semester hours of supporting courses.

PSYC1300 Introductory Psychology 3 s.h.

PSYC2250 Developmental Psychology 3 s.h.

PSYC3250 Professional Seminar 1 s.h.

SOCI/PSYC3310 Social Psychology **or**

PSYC3340 Personality 3 s.h.

PSYC3320 Research Design and Experimental Methods 3 s.h.

PSYC3330 Biopsychology 3 s.h.

PSYC3350 History and Systems 3 s.h.

PSYC3380 Abnormal Psychology 3 s.h.

PSYC3500 Principles of Learning **or**

PSYC3390 Cognitive Psychology 3 s.h.

PSYC4340 Senior Research 3 s.h.

Electives in Psychology 9 s.h.

(A maximum of 3 s.h. from the following will count toward the required elective hours: PSYC3410, PSYC3580, and PSYC3590.)

Support courses:

MATH1380 Introduction to Statistics 3 s.h.

BIOL1300 Principles of Biology **or**

BIOL1400 Fundamentals of Biological Science

or

BIOL2300 Anatomy and Physiology I 3-4 s.h.

Psychology Minor

A minor in Psychology consists of 18 semester hours in psychology including PSYC1300, 9 s.h. from psychology core listed above, and 6 additional semester hours of psychology electives. (Sociology majors may substitute SOCI4450 for PSYC3320.)

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Teacher Certification in Psychology

ONLY FOR NON-PSYCHOLOGY MAJORS WHO WANT A SECONDARY PSYCHOLOGY ENDORSEMENT (7-12):
Non-Psychology Majors desiring a secondary Psychology endorsement (7-12) in Iowa must complete the [Secondary Education Program](#) (with SOSC3390 Methods of Teaching Social Studies as the appropriate methods course), a major in a secondary teaching field, and 24 s.h. in Psychology including the following courses:

PSYC1300 Introductory Psychology 3 s.h.
SOCI/PSYC3310 Social Psychology 3 s.h.
PSYC3320 Research Design and Experimental Methods 3 s.h.
PSYC3340 Personality 3 s.h.
PSYC3350 History and Systems 3 s.h.
PSYC3500 Principles or Learning 3 s.h.

Or a student may take 30 s.h. in the broad area of Social Sciences to include 15 s.h. in Psychology including the following courses:

PSYC1300 Introductory Psychology 3 s.h.
PSYC3320 Research Design and Experimental Methods 3 s.h.
SOCI/PSYC3310 Social Psychology **or**
PSYC3340 Personality **or**
PSYC3350 History and Systems **or**
PSYC3500 Principles or Learning 9 s.h.

Courses in Psychology

PSYC1300 Introductory Psychology 3 s.h.

An introductory survey of psychological methods and thoughts as they relate to human experience and behavior. Topics include the role of the central nervous system in mediating behavior, learning and memory, states of awareness, motivation and emotion, personality, psychological disorders, and therapy. Goal 2d

PSYC2000 Individual Study Goal 2d 1-3 s.h.

PSYC2100 Life Skills Mentoring 0-1 s.h.

Graceland student volunteers attend one hour of orientation and three hours of mentoring training, covering such topics as the mentoring life cycle, relationship trouble-shooting, and responsible reporting. Each student then provides one-to-one mentoring and on-line mentoring services to an assigned area at-risk high school student over a period of 12 weeks, with the dual goal of assisting the at-risk student to graduate high school and to encourage him/her to pursue post-secondary education. May be repeated for credit up to four semester hours, only three of which may be used for Psychology elective credit. Prerequisite: 2.5 or above GPA, completion of and clearance by background checks. (Graded on a Pass/Fail basis.) Goal 2d

PSYC2250 Developmental Psychology 3 s.h.

The study of human development over the entire lifespan. Focus is on the interaction of physical, intellectual, social,

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and emotional aspects of development. Prerequisite: PSYC1300. Goal 2d

+ PSYC2350 Applied Behavioral Analysis 3 s.h.

Focus on the behavioral orientation in psychology. A thorough study of the principles of learning as they relate to making systematic changes in behavior in a variety of applied settings. Opportunity provided for the development of a self-management program. Prerequisite: PSYC1300. Goal 2d

PSYC3000 Individual Study Goal 2d 1-3 s.h.

PSYC3250 Professional Seminar 1 s.h.

Examination of professional issues and careers in psychology, including discussion of graduate school and presentations by professional psychologists. Prerequisite: Psychology major. Goal 2d, 5

+ PSYC3300 Sensation and Perception 3 s.h.

Consideration of how humans receive and interpret information from their environment through receptor systems and brain mechanisms. Including theories of perception, biology of sensory and perceptual systems, and practical applications of findings from research. Prerequisite: PSYC1300. Goal 2d

PSYC3310 Social Psychology (Also SOCI3310) 3 s.h.

The study of how people think, feel, and behave in social situations. Attention given to research and application to social perception, interaction, and influence. Prerequisite: SOCI1300 or PSYC1300 (grade of C or better). Goal 2d

PSYC3320 Research Design and Experimental Methods 3 s.h.

Scientific rationale applied to behavioral research with emphasis on experimental design. Students design research, analyze and interpret data, and learn to write in scientific journal style. Prerequisites: MATH1380 and PSYC1300. Goal 2d

+ PSYC3330 Biopsychology 3 s.h.

Examination of the biological substrates of behavior. Topics include synaptic transmission and patterns of neural activity, sleep and arousal, learning and memory, and motivation and emotion. Prerequisites: PSYC1300 and one of the following: BIOL1300, BIOL1400, BIOL2300. Goal 2d

PSYC3340 Personality 3 s.h.

A study of personality from dispositional, psychodynamic, humanistic, and behavioral perspectives and of the application of personality perspectives to current issues. Prerequisite: PSYC1300. Goal 2d

PSYC3350 History and Systems 3 s.h.

A historical analysis of systematic foundations in psychology. Includes Structuralism, Functionalism, Behaviorism, Gestalt psychology, and Psychoanalysis. Prerequisite: PSYC1300. Goal 2d

PSYC3370 Cross Cultural Psychology 3 s.h.

Study of psychological theories and empirical findings relating to variations in cultures. Goal 2d, 7

PSYC3380 Abnormal Psychology 3 s.h.

A study of the disorders outlined in the current diagnostic statistical manual. Emphasis will be on etiology, symptoms,

and methods of treatment. Prerequisite: Five semester hours in Psychology. Goal 2d

+ PSYC3390 Cognitive Psychology 3 s.h.

Research and theory in areas of cognitive psychology, including attention; memory acquisition, storage, and retrieval; language comprehension; and problem solving. Prerequisite: PSYC1300. Goal 2d

+ PSYC3410 Introduction to Mental Disabilities (Also EDUC3410) 3 s.h.

A study of mental disabilities including definitions, classification systems, causes, and characteristics. Attention will also focus on the retarded in school and community. Prerequisite: EDUC/PSYC3580. Goal 2d

PSYC3440 Industrial/Organizational Psychology 3 s.h.

Psychological theory applied to problems of work: workplace design; group behavior; labor-management relations; leadership; employee selection and retention; psychological evaluation of workers. Goal 2d

PSYC3470 Psychological Tests and Measurements 3 s.h.

Assessment information applied to decision making in education and psychology. Tests of processes and skills will be reviewed as well as the technical aspects of measurement. Credit not allowed for this course and EDUC3630. Goal 2d

+ PSYC3500 Principles of Learning 3 s.h.

A study of theories, basic processes, and major conditions of learning. Topics include the role of contiguity, practice, and reinforcement in learning in addition to a variety of transfer and retention phenomena. Behavior modification techniques are discussed. Prerequisite: PSYC1300. Goal 2d

PSYC3580 Psychology of Exceptional Child and Adult (Also EDUC3580) 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. Prerequisite: PSYC1300. Goal 2d, 4ab, 5, 6

PSYC3590 Educational Psychology and Measurement (Also EDUC3590) 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: PSYC1300. Goal 2d

PSYC3900 Topics in Psychology 1 – 3 s.h.

In-depth study of topics in the field of psychology. May be repeated for credit as topics vary. Prerequisite: PSYC1300. Goal 2d

PSYC4000 Individual Study Goal 2d 1-3 s.h.

PSYC4340 Senior Research 3 s.h.

Development and implementation of an original research project. Prerequisite: PSYC3320, senior standing, psychology major. Goal 2d, 4ab

PSYC4360 Senior Internship 3 s.h.

Practical application of knowledge, theory and skills in a professional setting. Prerequisite: Senior standing,

psychology major, instructor's consent. Goal 2d

PSYC4430 Theory and Practice of Counseling 3 s.h.

A course designed to explore characteristics of counselors, characteristics of clients, basic counseling techniques, and current theories of counseling. Prerequisite: PSYC1300. Goal 2d

+Denotes an alternate year course.



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Publication Writing & Design

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Publication Writing & Design

B.A. Degree — Publication Writing & Design Major

In addition to the general education requirements, majors in Publication Writing & Design must complete the following courses:

One literature survey course

(selected from ENGL1500, ENGL2310, ENGL2320, ENGL2330, ENGL2340) 3 s.h.

Creative writing course (ENGL2410, ENGL2420, or THTR/ENGL3140) 3 s.h.

ENGL/COMM3380 Communication Studies 3 s.h.

ENGL3410 Language and Literacy 3 s.h.

ARTS1210 Foundation Design: 2-D Composition 3 s.h.

ARTS1230 Drawing I 3 s.h.

ARTS1710 Design 1: Introduction to Visual Communication 3 s.h.

ARTS2390 History of Graphic Design 3 s.h.

ARTS3630 Design 3: Systems in Design 3 s.h.

ARTS3640 Design 4: Interactive Design 3 s.h.

ARTS4440 Portfolio Development 3 s.h.

ARTS4500 Advanced Studio Practices 3 s.h.

ARTS4700 Senior Exhibition 0-1 s.h.

ENGL/COMM2500 Introduction to Mass Media 3 s.h.

Two Advanced Composition courses. One must be either ENGL3270 Media Writing or ENGL3280 Newswriting.

COMM3310 Interpersonal Communication **or**

SOCI/PSYC3310 Social Psychology 3 s.h.

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Recreation

B.A. Degree — Recreation Major

In addition to the general education requirements, majors in Recreation must complete the 38 semester hours prescribed below and an 18 s.h. professional career emphasis.

Required Courses in the Major:

GNRL1190 Introduction to Computers and Applications **or**

ITEC1010 Microcomputer Business Applications I 3 s.h.

HLTH2100 First Aid **or**

HLTH2110 First Aid for Professional Rescuer 1 s.h.

MATH1380 Introduction to Statistics 3 s.h.

RECR1100 Introduction to Leisure Services 3 s.h.

RECR1210 Theory in Group Leadership and Recreation 2 s.h.

RECR2500 Fieldwork in Recreation 3 s.h.

RECR3400 The Program Process: Principle and Application 3 s.h.

RECR3500 Life and Leisure 3 s.h.

RECR4400 Administration in Parks and Recreation 3 s.h.

RECR4500 Practicum in Recreation 12 s.h.

HMSC4900 Senior Seminar I 1 s.h.

HMSC4910 Senior Seminar II 1 s.h.

Requirements in Professional Career Emphasis

Each student must elect a minimum of 18 semester hours to develop an area of specific professional career emphasis. These courses must be electives approved by the major academic advisor. They may be selected from among major electives or from other departments offering courses appropriate to the emphasis.

Courses in Recreation

+ RECR1100 Introduction to Leisure Services 3 s.h.

Examines the purpose and function of leisure services delivered by governmental and private agencies. Introduction to department curriculum and student professional involvement. Course is prerequisite to all upper division courses.

+ RECR1210 Theory in Group Leadership and Recreation 2 s.h.

Designed to help students develop creative leadership methods and techniques that can be applied to all leisure settings with a variety of groups. Goal 6

RECR2000 Individual Study 1-3 s.h.

Health	
Health and Movement Science	+ RECR2330 Camp Administration and Leadership Counseling 3 s.h. Consideration of basic camp management and administrative structure. Special emphasis given to interpretive nature programs and church camping structures plus a variety of practical experiences. Prerequisite: RECR1210.
Health Care Management	
History	+ RECR2350 Recreational Leadership in the Church (Also RELG2350) 3 s.h. Examines the purpose of church recreation and its contribution to Christian mission. The wide spectrum of recreational tools employed in church settings will be surveyed and appraised for their potential utilization in ministry. Goal 2b, 6
Honors Program	
Human Resource Management (Minor)	
Humanities	+ 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.
Information Technology	
Interdisciplinary	
International Business	RECR3000 Individual Study 1-3 s.h.
International Studies	+ RECR3350 Facility Management 3 s.h. Explores problems, principles, and techniques of management, design, and operation of selected park and recreation facilities. Special emphasis on swimming pools, tennis, golf, ice skating, and community center activities. Prerequisite: RECR1100.
Leadership (Minor)	+ 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.
Liberal Studies	
Mathematics	
Modern Foreign Languages	
Music	
Nursing (Undergraduate)	
Nursing (RN-BSN/MSN)	
Nursing (Graduate)	+ RECR3400 The Program Process: Principle and Application 3 s.h. Explores the purpose and functions of programs, planning, principles, objectives, organizational behavior, and evaluation. Translation of program theory into practical situations. Opportunity to explore and experiment with programs through 25-hour laboratory exercise. Prerequisite: RECR1100.
Peace Studies	
Philosophy	
Physical Education & Health	RECR3420 Recreation Services for Special Populations 3 s.h. Students will study and learn to use a broad range of service options currently employed to meet the leisure needs of "special persons." A concurrent focus will introduce students to the use of recreation as a therapeutic tool in the accomplishment of specific rehabilitative or treatment objectives. Prerequisite: Instructor's consent.
Physics	
Political Science	
Psychology	
Publication Writing & Design	
Recreation	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.
Religion (Undergraduate)	
Religion (Graduate)	
Science	
Social Science	+ 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.
Sociology	
Spanish	
Speech Communications	

Theatre
Wellness Program
Management
Minors

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.

+ RECR4450 Utilization of Volunteers 3 s.h.

A study of the primary philosophic and mechanical factors involved in the effective use of volunteers in public and private recreation and park agencies. 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. Prerequisites: Approval of coordinator and RECR1100.

+Denotes an alternate year course.



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Religion



B.A. Degree — Religion

In addition to the general education requirements, majors in Religion must complete a concentration of 45 or more semester hours including the following:

Religious Traditions and Thought

RELG1200 Introduction to Religion 3 s.h.

RELG1310 Introduction to Old Testament 3 s.h.

RELG1320 Introduction to New Testament 3 s.h.

RELG2320 Introduction to Christian Theology 3 s.h.

RELG2360 Religions of the World **or**

PHIL/RELG3100 World Philosophies & Religions: Great Texts 3 s.h.

RELG4200 Senior Religion Thesis/Project 3 s.h.

Two courses from the following: 6 s.h.

HIST3620 The Roman Empire and Early Medieval World

HIST/RELG3520 History of Christianity Since the Reformation

HIST1310 World Civilizations I

HIST1320 World Civilizations II

RELG/HIST3400 History of Religion in America

HUMN2300 Humanities I: Ways of Seeing

And two courses from the following*: 6 s.h.

PHIL/RELG3440 Process Philosophy and Theology

RELG3500 Contemporary Theology

RELG3490 Christian Feminist Theology

RELG3900 Topics in Religion

Ministry Courses

Health	Two courses from the following, including at least one course from RELG2030, COMM/RELG3470 and RELG3550 6 s.h.
Health and Movement Science	RELG2030 Pastoral Counseling
Health Care Management	MUSC/RELG2310 Music in the Church
History	RELG/RECR2350 Recreational Leadership in the Church
Honors Program	COMM/RELG3470 Preaching
Human Resource Management (Minor)	RELG3550 Ministries of the Church
Humanities	
Information Technology	Restoration Studies**
Interdisciplinary	One course from the following: 3 s.h.
International Business	RELG1280 History of Latter Day Saintism
International Studies	RELG3430 Restoration Scriptures
Leadership (Minor)	RELG3530 Theology of the Community of Christ
Liberal Studies	
Mathematics	Philosophy
Modern Foreign Languages	Two philosophy courses, including PHIL/RELG3450 Philosophy of Religion. 6 s.h.
Music	
Nursing (Undergraduate)	* Students may use RELG3530 Theology of the Community of Christ, for this requirement, but must then take a second course in Restoration scripture or history.
Nursing (RN-BSN/MSN)	**Students may substitute individual studies in other religious heritages.
Nursing (Graduate)	
Peace Studies	Religion Minor
Philosophy	A minor in Religion consists of 18 semester hours or more of courses in Religion, including RELG1200.
Physical Education & Health	
Physics	Church Leadership Minor
Political Science	A minor in Church Leadership requires 21 or more semester hours to include the following: RELG1310, RELG1320, and RELG3550; one course from RELG2320, PHIL/ RELG3440, or RELG3500; two courses from RELG2030, MUSC/RELG2310, RELG/ RECR2350, COMM/RELG3470, or Peace Studies course; and one course from HIST/RELG1280, RELG3430, or RELG3530.
Psychology	<i>Students may graduate with only one of the following courses of study offered in Religion: a Religion major, a Religion minor, or a Church Leadership minor. However, Religion majors may participate in the Church Leadership Program.</i>
Publication Writing & Design	
Recreation	Courses in Religion
Religion (Undergraduate)	RELG1200 Introduction to Religion 3 s.h.
Religion (Graduate)	An inquiry into the fundamental issues involved in an understanding of the place and meaning of religion in human experience. Goal 2b
Science	
Social Science	RELG1280 History of Latter Day Saintism (Also HIST1280) 3 s.h.
Sociology	The background and rise of the movement, the migrations to the Midwest, the disruption at Nauvoo, the development of the Reorganization, and a survey of the conditions, trends, and problems in the contemporary church. Goal 2b, 2c
Spanish	
Speech Communications	

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RELG1300 Seminar in Biblical Studies 1 s.h.

An exploration of the pastoral, theological, and personal implications of biblical studies. Focuses on the contemporary value of the Bible through various exercises which employ both scholarly methods and personal insight and experience. Designed for, but not limited to, students with interests in Christian ministry. Co-requisites: RELG1310, RELG1320, or consent of instructor. Goal 2b

RELG1310 Introduction to Old Testament 3 s.h.

A study of the community of Israel and the literature that it produced. The history, literature, and theology involved is combined into one unified approach. The course aims to discover the meaning of the Old Testament in its time and for our present day. Goal 2b

RELG1320 Introduction to New Testament 3 s.h.

A study of the early Christian community and the literature that it produced. It seeks to enable the student to discern the contemporary relevance of the New Testament faith. History, literature, and theology are unified into one approach. Goal 2b

RELG2000 Individual Study Goal 2b 1-3 s.h.

RELG2030 Introduction to Pastoral Care and Counseling 3 s.h.

An introduction to the theoretical and practical aspects of pastoral care with brief exposure to pastoral counseling. Includes an historical overview of aims and methods as well as a connection of pastoral care to the modern culture. Emphasis will be upon the practice of pastoral care. Goal 2b

RELG2310 Music in the Church (Also HUMN/MUSC2310) 3 s.h.

The historical and present role of music in worship, and methods of improving music ministry in the congregation. Orientation to the philosophy, psychology and practice of church music. Hymnology, ordering worship, and practical aspects such as service playing, choir organization, and leadership. Goal 2b, 3, 10

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

RELG2350 Recreational Leadership in the Church (Also RECR2350) 3 s.h.

Examines the purpose of church recreation and its contribution to Christian mission. The wide spectrum of recreational tools employed in church settings will be surveyed and appraised for their potential utilization in ministry. Goal 2b, 6

RELG2360 Religions of the World 3 s.h.

An introduction to the thought, practice, and history of the major religions of the world. Goal 2b, 7

RELG2400 Science and Religion (also PHIL2400) 3 s.h.

A survey of historical and contemporary relationships between science and religion (mainly in Western culture) from ancient mythology and the pre-Socratic philosophers, through medieval scholasticism, the rise of modern science and theological responses to it, and an examination of selected contemporary perspectives. Students will also examine the

nature of faith and the role of faithfulness in scientific inquiry. Goal 2b, 10

RELG2490 Suffering and Meaning (also HUMN2490) 3 s.h.

The first Noble Truth of Buddhism is that all life involves suffering. Much of human life, religion, and the arts is an effort to create meaningful responses to our suffering. This course will examine some of those responses. Goal 2b, 5, 10

RELG2510 Faith in a Secular Age (also HUMN2510) 3 s.h.

An exploration of the quest for spiritual meaning in the context of a "secular world." The course focuses on contemporary challenges to the faith journey as well as new forms of faith expression in today's theological enterprise. Goal 2b, 10

RELG2700 Internship in Church Leadership 1-6 s.h.

An internship designed to give practical experience in a field setting where ministry is taking place in the Community of Christ or related institution, and where effective church leadership skills are being modeled. The student will play an active role in identifying potential field sponsors. (Graded on a pass/fail basis.) Prerequisite: Instructor's consent.

RELG2900 Topics in Religion Goal 2b 1-3 s.h.

RELG3000 Individual Study 1-3 s.h.

RELG3100 World Philosophies & Religion: Great Texts (Also PHIL3100) 3 s.h.

A reading of great texts in world philosophies and religions; E.g., The Qu'ran (Islam), The Upanishads and The Bhagavad Gita (Hinduism), The Dhammapada (Buddhism), The Analects of Confucius and Tao Te Ching (Confucianism), the Bible, and other works by important religious/philosophical thinkers, old and new. Goal 2b, 5, 7

+ RELG3250 Ethics (Also PHIL3250) 3 s.h.

What makes an action be right or wrong? What is a good life? An examination of classical and contemporary ethical visions and their application to vital issues. Goal 2b, 4ab, 5

+ RELG3400 History of Religion in America (Also HIST3400) 3 s.h.

A survey of significant periods, prevailing motifs, pivotal figures, major thought systems, and primary movements in the American religious heritage. Goal 2b, 2c

RELG3430 Restoration Scriptures 3 s.h.

A study of the Book of Mormon, the Doctrine and Covenants, and Joseph Smith's "New Translation" of the Bible, considered in light of their historical setting, literary qualities, and theology. Goal 2b

RELG3440 Process Philosophy and Theology (Also PHIL3440) 3 s.h.

An examination of a major modern movement in Christian theology which responds to the challenges of science and human sufferings by arguing that God's power is persuasive rather than coercive, and the supporting view of reality as a web of relationships in process. Special attention will be given to the problems of God, freedom, power, creativity and suffering, and the interpretation of process theology in terms of Christian symbols. Goal 2b, 5

+ RELG3450 Philosophy of Religion (Also PHIL3450) 3 s.h.

This course is designed to investigate the nature of religious beliefs by applying the philosophical attitude to the

practice of religion. The investigation will apply the principles of inquiry; clarity in the meaning of words and assumptions; consistency in statements about the subject; respect for all discoverable facts that bear upon the issues under investigation; and impartiality to interpretation of pertinent facts. Goal 2b

RELG3470 Preaching (Also COMM3470) 3 s.h.

A study of the theoretical foundations of preaching and the history of Christian homiletic practice. The principles which characterize good preaching will be identified and examined. Students will have opportunity to present sermons for practice and criticism. An analysis of pulpit literature will be made. Prerequisite: COMM1200 and RELG1310 or RELG1320. Goal 1a, 2b

RELG3490 Christian Feminist Theologies 3 s.h.

An introduction to a variety of feminist liberation theologies informed by the experience of African, African-American, Asian, Asian-American, Euro-American, and Latina women. Attention given to both the content and methodology for doing theology from a liberation perspective. Goal 2b

+ RELG3500 Contemporary Theology 3 s.h.

An exploration of major issues, approaches and problems receiving special attention in theological discussion today. Goal 2b

+ RELG3520 History of Christianity Since the Reformation (Also HIST3520) 3 s.h.

The Christian movement from the Reformation to the present. Special consideration given to the character of the Reformation and the traditions of the Reformation and the impact of modern social, intellectual, and technological trends on the intellectual and institutional life of the church. Goal 2b, 2c

RELG3530 Theology of the Community of Christ 3 s.h.

An examination of major themes and issues in Restoration thought. Particular attention will be paid to the development of theology in the Reorganization. Non-RLDS students will participate in this course by exploring how the basic issues addressed are related to their own religious communities. Goal 2b

RELG3550 Ministries of the Church 3 s.h.

An examination of the nature and purpose of the church as an important institution in society. The study of major functions such as worship, education, outreach, and administration will be included. Goal 2b

RELG3900 Topics in Religion 1-3 s.h.

Study of selected topics of interest in religion, to be announced prior to the semester when the course is offered. May be repeated for credit as topics change. Goal 2b

RELG4000 Individual Study Goal 2b 1-3 s.h.

RELG4200 Senior Religion Thesis/Project 3 s.h.

A capstone thesis or project for Religion majors in which students demonstrate the ability to conduct research in the academic field of religion, to articulate in writing their own, well reasoned position on a significant religious question, to integrate the ideas of other people into their own intellectual and spiritual journey, and, through the thesis preparation and oral presentation, engage with peers, faculty, and written texts in well reasoned dialogue which reflects an ability

to treat other people and ideas with both fairness and thoughtful criticism. Prerequisite: Religion majors. Goal 2b

+Denotes an alternate year course.



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Religion (Graduate)

Master of Arts in Religion

The Master of Arts in Religion provides a strong academic foundation in Bible, Christian history, and theology. These subjects offer essential preparation for Christian ministry or doctoral study in religion.

The Master of Arts in Religion program provides a unique blend of religious theory and practical studies, which can meet the needs of students with a variety of learning objectives. The classes in the program may be offered in different formats, such as a condensed three-week residence session or on-line via the internet. The faculty is composed of scholars and professionals in the field of religion with the academic and applied backgrounds to make the study of religion stimulating and worthwhile.

This program may be completed solely on-line where this is the only means for a student to complete the degree. Students who complete this degree on-line must attend a retreat at the beginning and end of the degree program. With permission from the Dean of the Seminary, exceptions may be made in the case of international students.

Program Admission and Participation Requirements

1. For admission: Bachelors Degree or Equivalent. Students with GPA below 3.00 will need to demonstrate ability to do work at the graduate level.
2. A student must maintain at least a 3.00 GPA and cannot submit more than twelve hours of C for graduation. Students will be required to repeat courses in which C grades were earned above the maximum and must repeat any course in which a D or F has been received.
3. Students must complete the requirements for the degree in no more than three years.
4. The following curriculum (30 s.h.) must be completed:
 - RELG5011 Christian Theology 3 s.h.
 - RELG5020 Hebrew Scriptures I 3 s.h.
 - RELG5030 Hebrew Scriptures II 3 s.h.
 - RELG5040 New Testament I 3 s.h.
 - RELG5050 New Testament II 3 s.h.
 - RELG5090 Survey of the History of Christian Thought 3 s.h.
 - 3 – 4 Electives 9 – 12 s.h.
 - Optional: RELG6010 Integrative Thesis 3 s.h.

Transfer of Credits

Students transferring from other graduate institutions may request the transfer of a maximum of nine hours of credit, provided that the courses transferred have equivalents in the Master of Arts in Religion curriculum and the grades in

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those courses are "B" or above. The request must be accompanied by an official transcript from the institution where the credit was earned.

Master of Arts in Christian Ministries

The Master of Arts in Christian Ministries provides the same academic foundation offered in the Master of Arts in Religion program. The curriculum then devotes considerably more attention to courses needed to develop practical ministerial skills in areas such as pastoral care, worship leadership, and preaching.

The Master of Arts in Christian Ministries uniquely features specialization tracks in peace and justice, spirituality, church leadership, and mission. After completing two core course of their choice, students undertake one supervised practicum designed to offer significant experience in the practice of ministry. Students benefit from the guidance of skilled mentors with considerable ministerial experience.

Program Admission and Participation Requirements

1. For admission: Bachelors Degree or Equivalent. Students with GPA below 3.00 will need to demonstrate ability to work at the graduate level.
2. A student must maintain at least a 3.00 GPA and cannot submit more than twelve hours of C for graduation. Students will be required to repeat courses in which C grades were earned above the maximum and must repeat any course in which a D or F has been received.
3. Students must complete the requirements for the degree within five years.
4. Students must be complete the following curriculum of 66 semester hours:

Area I. Core Courses in Religious Heritage - 21 s.h.

RELG5020 Hebrew Scriptures I
 RELG5030 Hebrew Scriptures II
 RELG5040 New Testament I
 RELG5050 New Testament II
 RELG5060 History of Christian Thought I
 RELG5070 History of Christian Thought II
 RELG5011 Christian Theology

Area II. Core Courses in Cultural Context - 9 s.h.

RELG5400 World Religions
 RELG6240 Contemporary Culture
 RELG5260 Ethics

Area III. Core Courses in Personal and Spiritual Formation - 6 s.h.

RELG5010 Professional Ministerial Issues
 RELG6140 Learning to Teach - Teaching to Learn

Area IV. Core Courses in General Ministry - 12 s.h.

RELG6200 Pastoral Counseling
 RELG6210 Worship
 RELG6220 Preaching
 RELG5080 Mission

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Minors

Area V. Community of Christ Denominational Requirements* - 9 s.h.

RELG5301 Community of Christ History

RELG5310 Community of Christ Scriptures

RELG5320 Community of Christ Theology

Area VI. Specialized Topics for Church Leadership and Ministry** - 9 s.h.

RELG6111 Specialized Ministry: Church Leadership

RELG6112 Specialized Ministry: Mission and Evangelism

RELG6113 Specialized Ministry: Peace and Justice

RELG6114 Specialized Ministry: Spirituality

RELG6115 Specialized Ministry Practicum

* Students of faith traditions other than Community of Christ will complete comparable coursework approved by the dean.

**Students must complete two courses chosen from RELG6111-6114 plus the practicum.

Courses in Religion (Graduate)

RELG5010 Professional Ministerial Issues 3 s.h.

An introduction to church polity, and the role of the professional minister, with focus on issues central to the identity, functioning, leadership style, administrative skills, spiritual growth and maturity, and the ministerial ethics of the professional minister. Attention is given to the holistic self-care of the minister.

RELG5011 Christian Theology 3 s.h.

This course is an initial exploration of the discipline and methods of theology. The foundational topics of Christian theology are covered including the nature and necessity of the theological task and contemporary understandings of the doctrine of God, Jesus Christ, Holy Spirit, humanity, the church, and Christian hope.

RELG5020 Hebrew Scriptures I 3 s.h.

A review of the sacred literature of the Hebrews up to the eighth century B.C.E. centered on its covenantal themes. Attention will be given to techniques of exegesis based on the various methods of biblical criticism.

RELG5030 Hebrew Scriptures II 3 s.h.

A review of the sacred literature of the Hebrews from the eighth century B.C.E. to the close of the canon, centered on its covenantal themes. Attention will be given to techniques of exegesis based on the various methods of biblical criticism.

RELG5040 New Testament I 3 s.h.

A review of the New Testament literature focusing on the gospels and the Acts of the Apostles, centered around its christological themes as they relate to other primary doctrines. Attention will be given to techniques of exegesis based on various methods of biblical criticism.

RELG5050 New Testament II 3 s.h.

A review of the New Testament literature focusing on Paul and the General Epistles, centered around its christological themes as they relate to other primary doctrines. Attention will be given to techniques of exegesis based on various

methods of biblical criticism.

RELG5060 History of Christian Thought I 3 s.h.

This course traces the theological and doctrinal development of the Christian church from the biblical period to the period immediately preceding the Reformation. Attention will be given to the historical context in which this development occurred.

RELG5070 History of Christian Thought II 3 s.h.

This course traces the theological and doctrinal development of the Christian church from the Reformation into the 21st century. Attention will be given to the historical context in which this development occurred..

RELG5080 Mission 3 s.h.

An integrated model of Christian mission is introduced theologically and practically in terms of compassion, evangelism, stewardship, discipleship formation, and peace and justice ministries. Students will use their own contexts to develop a model of congregational mission drawing on biblical, theological, historical, and contemporary strategies.

RELG5090 Survey of the History of Christian Thought 3 s.h.

Traces the theological and doctrinal development of the Christian church from the biblical period to the present. Attention will be given to the historical context in which this development occurred.

RELG5260 Ethics 3 s.h.

An investigation of traditional ethical theories and an inquiry into means, methods, and appeals of ethical consciousness. In addition, some specific contemporary issues are addressed such as ecology, human sexuality, gender, race and ethnicity, economic justice, and militarism as it relates to the culture of violence.

RELG5301 Community of Christ History 3 s.h.

Students will explore the background and development of the Community of Christ from its early 19th century beginnings to the present. Primary, secondary, and material cultural sources will be studied with the purpose of helping students to develop an analytical approach to church history. In this course, there will be three specific foci: the founding of Latter Day Saintism and the diasporic search for a sacred homeland, the evolution of the Reorganized Church of Jesus Christ of Latter Day Saints, and the Community of Christ in the new millennium. Considerable attention will be given to the early church story emerging in the historical context of competing religions in a democratic North American setting, as well as the theological corrections, moderate in nature, by members of the Reorganized Church that led to a major paradigm shift from "church as remnant" to "church in mission." The course will conclude with a discussion of the kaleidoscopic mix of cultures in today's Community of Christ.

RELG5310 Community of Christ Scriptures 3 s.h.

Explorations into the three indigenous scriptural works published and used by the Community of Christ-The Book of Mormon, the Joseph Smith "Translation" of the Bible, and the Book of Doctrine and Covenants. These explorations involve (1) the attempt to establish original texts by analyses of documentary source materials, (2) studies into historical and cultural contexts of specific content, (3) consideration of metaphorical and theological dimensions of these three scriptural works, and (4) the relevance and relationship of these scriptural works to the identity and mission of the Community of Christ in today's world.

RELG5320 Community of Christ Theology 3 s.h.

This course will explore the main themes, key issues, and seminal thinkers in RLDS/Community of Christ theology. We will approach the topic from two angles: historically and systematically. Our historical exploration will trace how Restoration theology has continually developed in response to the intellectual, social, and cultural challenges of each age. Our systematic exploration will attempt to understand what has been believed, taught, and confessed by the Community of Christ at different points in its history. We will focus considerable attention on (1) the issue of denominational "distinctiveness," (2) the relationship of the RLDS church/Community of Christ to its early Latter Day saint roots and to the wider Christian tradition, (3) how the church's encounter with modernity and postmodernity continues to reshape and redefine its theology, and (4) future directions of Community of Christ theology.

RELG5400 World Religions 3 s.h.

An exploration of the major religions of the world, along with their antecedent primal and ancient religious traditions. Special emphasis will be given to doctrine, polity, sacred literature, history, rituals, spiritual practices and worship, and the ethical and moral belief structures of the world faiths.

RELG5420 Theology of Peace 3 s.h.

A survey of the historical context and current issues of peace and justice. A theological framework is proposed within which the implications of contemporary issues may be explored.

RELG6000 Integrative Project 3-6 s.h.

A project which integrates theory and practice in religious studies. By special arrangement with a faculty member and approval of the director of the MAR program.

RELG6010 Integrative Thesis 3-6 s.h.

A paper which integrates theory and practice in religious studies. By special arrangement with a faculty member and approval of the director of the MAR program.

RELG6020 Directed Studies 1-3 s.h.

This class provides opportunity for self-directed students to design a program of studies meeting their special needs or interests. This will be done with the consultation of a member of the faculty and the approval of the director of the MAR program. May be repeated one time.

RELG6030 Special Topics in Religion 1-3 s.h.

A course based on subjects outside current offerings, such as Leadership of Religious Organizations, Pastoral Counseling, Stewardship Ministries, Evangelism and Mission, and Contemporary Theologies.

RELG6100 Christian Spiritual Formation 3 s.h.

An exploration of what it means to grow spiritually and an examination of the practices, understandings, traditions, and contexts which enable the process of spiritual growth and maturity. Attention is given to the holistic self-care of the minister.

RELG6111 Specialized Ministry: Church Leadership 3 s.h.

Consideration of the fundamentals of church leadership in the 21st Century, exploring topics such as administrative skills, collaborative leadership, core values and ethics, spiritual formation, congregational systems, and

denominational polity.

RELG6112 Specialized Ministry: Mission and Evangelism 3 s.h.

An examination through the lens of the Community of Christ in the 21st century. Different contemporary approaches to mission and evangelism will be reviewed and critiqued, giving the students opportunity to test the viability and practicality of these approaches in their ministry area.

RELG6113 Specialized Ministry: Peace and Justice 3 s.h.

This course seeks to root peace and justice making in Christian discipleship. Students will be expected to draw upon their life experience and studies in other seminary courses to develop a critical prophetic perspective on human systems and institutions. Islam and Anabaptism will be contrasting traditions to help understand pursuing peace in a pluralistic world. Students will work on articulating a personal theology of peace and justice that has personal discipleship dimensions as well as practical congregational expression.

RELG6114 Specialized Ministry: Spirituality 3 s.h.

Through a process of reading, reflection, cinema review, journaling, and writing on selected topics, course participants will develop skills and knowledge for spiritual formation ministries in diverse settings. Students will gain practice in creating and facilitating individual and corporate spiritual enrichment. The course's experiential and academic components will be rooted in story, scripture and sacrament. Connections between spiritual practice in Christianity and other world religions will be examined.

RELG6115 Specialized Ministry Practicum 3 s.h.

An opportunity for students to gain experience in the practice of ministry in their chosen area of specialization. Students will experience ministry in a supervised setting where they will benefit from feedback by a more experienced person in the chosen area of specialized ministry. Students design their practicum in consultation with their faculty advisor. (Graded on a Pass/Fail basis.)

RELG6140 Learning to Teach - Teaching to Learn 3 s.h.

An exploration of the fundamentals of sound Christian religious education, including developmental issues in faith formation, differences in learning styles, and pedagogical methods that promote transformative learning.

RELG6200 Pastoral Care 3 s.h.

An introduction to the theoretical and practical aspects of pastoral care that are required for an effective liberative ministry of nurture, healing, and spiritual growth in the church. Attention will be given to the fundamental theological foundations and of the aims, methods, and resources for pastoral care. A limited practical exposure to the art of counseling will be offered.

RELG6210 Worship 3 s.h.

A study of the church as a worshipping community. Historical and contemporary patterns of worship are examined with attention to planning and conducting the worship experience for congregations of all sizes and within diverse ethnic and intercultural settings.

RELG6220 Preaching 3 s.h.

Participants will learn to develop and deliver scripture-based sermons through instruction in homiletical theory and

practice. Using discussion, lecture, and small group processes, participants will explore fundamental convictions about preaching: preaching as witness, the preaching task, steps in creating a sermon, sermon delivery, the experience of the listener, emotion and imagination in preaching, the vocabulary of faith, spirituality in preaching, and sermon evaluation.

RELG6240 Contemporary Culture 3 s.h.

An examination of the nature and implications of current issues and practices found in major world cultures with emphasis on their impact on Christian ministry, particularly ecumenical and intercultural ministry.



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Science**B.S. Degree — Basic Science Major**

In addition to the general education requirements, students majoring in Basic Science must complete the core requirements and either the Biology-Chemistry emphasis or the Chemistry-Physics emphasis or the Biology-Physics emphasis.

Core Requirements

BIOL1300 Principles of Biology 4 s.h.
 BIOL1430 Principles of Zoology 4 s.h.
 CHEM1430 Principles of Chemistry I 4 s.h.
 CHEM1440 Principles of Chemistry II 4 s.h.
 CPSC1300 Computer Programming I 3 s.h.
 PHYS1410 Elements of Physics I **and**
 PHYS1420 Elements of Physics II **or**
 PHYS2550 Physics I **and**
 PHYS2560 Physics II 8-10 s.h.
 MATH1510 Calculus I 3 s.h.
 MATH1520 Calculus II 3 s.h.

Biology-Chemistry Emphasis

BIOL1440 Principles of Botany 4 s.h.
 BIOL2360 Fundamentals of Microbiology 4 s.h.
 BIOL3310 Principles of Genetics 4 s.h.
 Upper division Biology elective 3 s.h.
 CHEM3300 Analytical Chemistry 5 s.h.
 CHEM3410 Organic Chemistry I 4 s.h.
 CHEM3420 Organic Chemistry II 4 s.h.
 Upper division Chemistry elective 3 s.h.

Chemistry-Physics Emphasis

CHEM3300 Analytical Chemistry 5 s.h.
 CHEM3410 Organic Chemistry I 4 s.h.
 CHEM3420 Organic Chemistry II 4 s.h.
 Upper division Chemistry elective 3 s.h.
 Any two physics courses 2000 level or above 6-8 s.h.
 PHYS3340 Modern Physics 3 s.h.

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Biology-Physics Emphasis

BIOL1440 Principles of Botany 4 s.h.
 BIOL2360 Fundamentals of Microbiology 4 s.h.
 BIOL3310 Principles of Genetics 4 s.h.
 Upper Division Biology Elective 3 s.h.
 CHEM1320 Introduction to Organic and Biochemistry 3 s.h.
 Any two physics courses 2000 level or above 6-8 s.h.
 PHYS3340 Modern Physics 3 s.h.

Teacher Certification in General Science

FOR TEACHING MAJORS WHO WANT A SECONDARY SCIENCE ENDORSEMENT (7-12) IN GENERAL SCIENCE: Students who desire Iowa Teacher Certification with a General Science secondary endorsement must complete 24 s.h. in science to include 12 s.h. in biological sciences, at least 3 s.h. in physics and chemistry, 6 s.h. in physical science (SCIE prefix), and the [Secondary Education Program](#) (with SCIE3360 Methods of Teaching Science and Mathematics as the appropriate methods course).

Courses in Science

SCIE1250 Descriptive Astronomy 3 s.h.

A descriptive presentation of the theory and structure of the universe to include celestial coordinates, laws of orbital motion, evolution of the solar system, comets and meteoroids, stellar and galactic structure. Some use of the observatory is included. Goal 2a

SCIE1310 Fundamentals of Physical Science 3 s.h.

An integrated study of selected principles and concepts of physics, earth science, and chemistry. (Not intended for science majors.) Goal 2a

SCIE2000 Individual Study Goal 2a 1-3 s.h.

SCIE3000 Individual Study Goal 2a 1-3 s.h.

SCIE3030 The Nature of Science 3 s.h.

An overview of the history and philosophy of science and an investigation of contemporary problems, issues, and concepts in the sciences. A study of the interrelatedness of the several fields of science as well as the relation of science to other areas of scholarship. Prerequisite: Any college biological or physical science course. Goal 2a, 10

+ SCIE3100 Earth Science (3-0) 3 s.h.

A study of physical geology, using plate tectonics as the unifying theory. The major components of the Earth's crust (rocks and minerals) and forces that shape the Earth's surface (winds, streams, glaciers, volcanoes, earthquakes, etc.) will be considered. Goal 2a

SCIE3360 Methods of Teaching Science and Mathematics (Also MATH3360) 3 s.h.

A study of the objectives, methods, techniques, materials, and activities related to teaching science and mathematics in the secondary schools. Prerequisite: 20 hours in science or mathematics. Goal 2a, 4c2, 6

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SCIE3900 Advanced Topics in Science 3 s.h.

Designed to cover current areas of advancement in biology, chemistry, and medicine. Topics will be selected from various areas such as biotechnology, bioinformatics, genomics, molecular modeling, drug discovery and drug design, and disease pathology and therapeutic approaches (cancer, inflammatory and bone disorders, and AIDS). The course will consist of lectures, discussions, and journal article reviews/presentations. Prerequisites: BIOL1300 or CHEM1320 or Instructors consent. Goal 2a

SCIE4000 Individual Study Goal 2a 1-3 s.h.



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Social Science

B.A. Degree — Social Science Major

In addition to general education requirements, majors in Social Science must complete a concentration of 57 semester hours or more in four fields of study to be selected from economics, geography, history, political science, psychology, sociology, and social welfare. A minimum of 21 semester hours is needed in one field, 15 semester hours in each of two additional fields, and 6 semester hours in a fourth field. Majors must also complete SOCI/SOSC4450 and SOCI/SOSC4460.

All students who wish to receive a Bachelor of Arts degree in History, International Studies, Social Science, or Sociology in the Social Science Division must successfully complete two semesters of a single foreign language or equivalent as demonstrated by placement examination or status as a native speaker of a language other than English.

Courses in Social Science

SOSC2000 Individual Study 1-3 s.h.

SOSC3000 Individual Study 1-3 s.h.

SOSC3390 Methods of Teaching Social Studies 3 s.h.

Discussions of the general and specific objectives of social studies in the secondary school system, the materials and resources available, techniques in teaching the social studies, types of curricula, and methods of evaluation.

SOSC4000 Individual Study 1-3 s.h.

SOSC4450 Social Research I (Also SOCI4450) 3 s.h.

A survey of the principles and practice of social research, including data analysis, research ethics, and the design and implementation of surveys, experiments, and field studies. Students design their own research projects. Prerequisites: MATH1380 (grade of C or better). Goal 2d, 4c1

SOSC4460 Social Research II (Also SOCI4460) 2 s.h.

Students carry out an empirical research project and write a research paper. Prerequisite: SOCI/ SOSC4450 (grade of C or better). Goal 2d, 4c1

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Sociology

B.A. Degree — Sociology Major

In addition to the general education requirements, majors in Sociology must complete a 20 s.h. in the Sociology core as described below and an emphasis in General Sociology, Criminology, or Human Services.

Sociology Core Courses 20 s.h.

SOCI1300 Introduction to Sociology 3 s.h.

SOCI3330 Racism and Discrimination 3 s.h.

SOCI/PSYC3310 Social Psychology **or**

SOCI3320 Sociology of Everyday Life 3 s.h.

SOCI4340 Criminological Theory **or**

SOCI4350 Sociological Theory 3 s.h.

SOCI/SOSC4450 Social Research I 3 s.h.

SOCI/SOSC4460 Social Research II 2 s.h.

Sociology elective 3 s.h.

All Sociology majors must also take the following support courses:

PSYC1300 Introduction to Psychology 3 s.h.

MATH1380 Introduction to Statistics 3 s.h.

All students who wish to receive a Bachelor of Arts degree in History, International Studies, Social Science, or Sociology in the Social Science Division must successfully complete two semesters of a single foreign language or equivalent as demonstrated by placement examination or status as a native speaker of a language other than English.

A minimum of 19 s.h. of upper division courses in the major must be taken in residence.

General Sociology Emphasis 17 s.h.

SOCI2310 Social Problems 3 s.h.

SOCI4800 Sociology Seminar 2 s.h.

Upper Division Electives in Sociology 12 s.h.

Criminology Emphasis 23 s.h.

POLS3200 State and Local Government 3 s.h.

POLS3430 American Constitutional Law **or**

POLS3500 Criminal Law 3 s.h.

SOCI/POLS2400 Introduction to Criminal Justice 3 s.h.

SOCI2500 Criminology 3 s.h.

Health	SOCI3300 Corrections in America or
Health and Movement Science	SOCI3400 Policing in American Society 3 s.h.
Health Care Management	SOCI3360 Law and Society or
History	POLS3260 American Constitutional History 3 s.h.
Honors Program	SOCI3520 Juvenile Delinquency or
Human Resource Management (Minor)	SOCI3530 Sociology of Deviance 3 s.h.
Humanities	SOCI4810 Sociology Seminar/Criminology 2 s.h.
Information Technology	Human Services Emphasis 29 s.h.
Interdisciplinary	POLS3200 State and Local Government 3 s.h.
International Business	PSYC2250 Developmental Psychology or
International Studies	PSYC3340 Personality 3 s.h.
Leadership (Minor)	PSYC3380 Abnormal Psychology or
Liberal Studies	PSYC3370 Cross Cultural Psychology 3 s.h.
Mathematics	PSYC4430 Theory and Practice of Counseling 3 s.h.
Modern Foreign Languages	SOCI2300 Introduction to Social Welfare and Human Services 3 s.h.
Music	SOCI2310 Social Problems 3 s.h.
Nursing (Undergraduate)	SOCI3430 Methods and Ethics of Social Work Practice 3 s.h.
Nursing (RN-BSN/MSN)	SOCI4720 Sociology Internship in Human Services* 3-6 s.h.
Nursing (Graduate)	SOCI4800 Sociology Seminar 2 s.h.
Peace Studies	Approved Sociology/Psychology upper division elective 3 s.h.
Philosophy	Sociology Minor
Physical Education & Health	A minor in Sociology consists of 18 semester hours or more in Sociology including SOCI1300, SOCI4350, SOCI4450, and SOCI4460. (Psychology majors may substitute PSYC3320 and PSYC4340 for SOCI4450 and SOCI4460.)
Physics	Teacher Certification in Sociology
Political Science	ONLY FOR NON-SOCIOLOGY MAJORS WHO WANT A SECONDARY SOCIOLOGY ENDORSEMENT (7-12). Non-Sociology majors desiring a secondary Sociology endorsement (7-12) in Iowa must complete the Secondary Education Program (with SOSOC3390 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.
Psychology	Courses in Sociology
Publication Writing & Design	SOCI1300 Introduction to Sociology 3 s.h.
Recreation	Introduction to the perspective of sociology, its basic concepts and principles and an overview of the field. Includes study of social classes, sex roles, crime and deviance, socialization, social movements and others. Goal 2d
Religion (Undergraduate)	+ SOCI1350 Cultural Anthropology 3 s.h.
Religion (Graduate)	Survey and analysis of diverse cultural patterns. Goal 2d, 7
Science	SOCI2000 Individual Study Goal 2d 1-3 s.h.
Social Science	+ SOCI2300 Introduction to Social Welfare and Human Services 3 s.h.
Sociology	
Spanish	
Speech Communications	

Theatre
Wellness Program
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An examination of society's commitment to solving social problems in order to improve the welfare of individuals, groups, and communities. The students examine the organized system of social services and social institutions in the United States. Students are exposed to the systems approach used to analyze social problems and social welfare issues. Prerequisites: SOCI1300 and PSYC1300 (grade of C or better). Goal 2d

SOCI2310 Social Problems 3 s.h.

Exploration and analysis of contemporary social problems from a sociological perspective. Includes topics such as poverty, inequality, discrimination, crime, drug abuse, and environmental problems. Prerequisite: SOCI1300 (grade of C or better). Goal 2d

SOCI2320 Courtship, Marriage and Family 3 s.h.

Sociological study of the family institution. Topics include dating, marital roles and interaction patterns, socialization, divorce, and others. Goal 2d

SOCI2400 Introduction to Criminal Justice (Also POLS2400) 3 s.h.

A survey of the structure and process of the criminal justice system, including the study of law enforcement, criminal courts, and correctional agencies. Goal 2c

SOCI2500 Criminology 3 s.h.

Study of the nature, extent and causes of crime, and the analysis of various types of crimes. Prerequisite: SOCI1300 (grade of C or better). Goal 2d

SOCI3000 Individual Study Goal 2d 1-3 s.h.

+ SOCI3210 Conflict Resolution (Also COMM/PEAC3210) 3 s.h.

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

+ SOCI3300 Corrections in America 3 s.h.

Includes the study of theories of punishment and approaches to corrections; the evolution, organization and operation of the correctional system; and corrections issues and policy questions. Prerequisite: SOCI2400 (grade of C or better).

SOCI3310 Social Psychology (Also PSYC3310) 3 s.h.

The study of how people think, feel, and behave in social situations. Attention given to research and application to social perception, interaction, and influence. Prerequisite: SOCI1300 or PSYC1300 (grade of C or better). Goal 2d

+ SOCI3320 Sociology of Everyday Life 3 s.h.

A survey of theories of sociological social psychology and social interaction with special attention given to research on principles of interpersonal relations in social situations, group formation and behavior, and the relationship of the individual to society. Prerequisite: SOCI1300 and PSYC1300 (grade of C or better). Goal 2d

SOCI3330 Racism and Discrimination 3 s.h.

Examines the problems of institutional racism, sexism, ageism, and various other types of discrimination. The student is helped to develop an awareness and understanding of diverse values, life-styles, beliefs, and attitudes of various

racial, cultural, and ethnic minorities. The course also focuses on the social, legal, economic, and political aspects of racial and minority discrimination. (Graceland's course in human relations is approved by the Iowa State Department of Education.) Goal 2d

SOCI3350 Topics in Anthropology 1-3 s.h.

An in-depth study of topics from one or more fields of anthropology. May be repeated for credit as topics vary.

Prerequisite: SOCI1350 (grade of C or better). Goal 2d

+ SOCI3360 Law and Society 3 s.h.

The legal system is studied in terms of the activities in creating, interpreting, and enforcing the rules that make up the system. The primary concern is with the ways in which the legal system both effects and reflects society and its culture and social structure rather than being seen as an isolated set of rules and procedures. Prerequisite: SOCI1300 (grade of C or better). Goal 2d

+ SOCI3400 Policing in American Society 3 s.h.

History, functions, and organization of law enforcement, including study of internal operation, legal restraints, jurisdictional problems, and community relations. Prerequisite: POLS/SOCI2400 (grade of C or better).

+ SOCI3430 Methods and Ethics of Social Work Practice 3 s.h.

An introduction to the knowledge, values, and skills required of the beginning social worker. Special emphasis on methods of intervention to promote change within individuals, families, small groups, and communities. Prerequisite: SOCI2300 (grade of C or better). Goal 2d

+ SOCI3500 Services to Children 3 s.h.

A study of the physical, intellectual, and emotional needs of children and the social services offered by public and private child welfare agencies which attempt to meet those needs. Special attention is given to learning how to identify children who are neglected or abused, and how to utilize the programs, services, and benefits available to children in need of protection. Goal 2d

+ SOCI3520 Juvenile Delinquency 3 s.h.

An examination of the social dimension of juvenile delinquency, its nature, extent and patterns. Evaluation of theories and causal explanations of delinquency and investigation of delinquent subcultures. Some attention to legal processing and treatment programs for young offenders. Prerequisite: SOCI1300 (grade of C or better). Goal 2d

+ SOCI3530 Sociology of Deviance 3 s.h.

A presentation, evaluation, and integration of sociological theories of deviance. Focus on the social processes producing and maintaining deviance. Consideration is given to a variety of deviant expressions. Prerequisite: SOCI1300 (grade of C or better). Goal 2d

SOCI3900 Advanced Topics in Sociology 1-3 s.h.

Study of topics from one or more fields of sociology, including Collective Behavior, Aging and Society, Social Change, and others. May be repeated for credit as topics vary. Prerequisite: SOCI1300 (grade of C or better). Goal 2d

SOCI4000 Individual Study Goal 2d 1-3 s.h.

SOCI4340 Criminological Theory 3 s.h.

Focus on classical and contemporary criminological theories with secondary emphasis on comparative analysis of schools of thought showing their development, current research, and future trends. Prerequisite: SOCI2500 (grade of C or better) and senior standing. Goal 2d

SOCI4350 Sociological Theory 3 s.h.

A survey of sociological thought with particular emphasis on classical thinkers. These formulations will be used to gain a greater understanding of the theorizing process and of contemporary society. Prerequisite: SOCI1300 (grade of C or better) and senior standing. Goal 2d

SOCI4450 Social Research I (Also SOSC4450) 3 s.h.

A survey of the principles and practice of social research, including data analysis, research ethics, and the design and implementation of surveys, experiments, and field studies. Students design their own research projects. Prerequisite: MATH1380 (grade of C or better). Goal 2d, 4c1

SOCI4460 Social Research II (Also SOSC4460) 2 s.h.

Students carry out an empirical research project and write a research paper. Prerequisite: SOCI/SOSC4450 (grade of C or better). Goal 2d, 4c1

SOCI4700 Sociology Internship 3-6 s.h.

An intensive internship program in selected corporations, agencies, and organizations. Placements will be supervised by the sociology faculty and developed in conjunction with the interests of the student. (Graded on a Pass/Fail basis.) Prerequisites: SOCI1300 (grade of C or better) and a major in Sociology with junior/senior status. Goal 2d

SOCI4710 Sociology Internship/Criminology 3-6 s.h.

An intensive internship program in appropriate departments, agencies, or organizations. Placements directly related to criminal justice, law enforcement, or corrections will be supervised by the sociology faculty and developed in conjunction with the interests of the student. (Graded on a Pass/Fail basis.) Prerequisites: SOCI2400 (grade of C or better) and major in Sociology with junior/senior status. Goal 2d

SOCI4720 Sociology Internship in Human Services 3-6 s.h.

An intensive internship program in appropriate departments, agencies, or organizations. Placements directly related to human services will be supervised by the sociology faculty and developed in conjunction with the interests of the student. (Graded on a Pass/Fail basis.) Prerequisites: SOCI3430 or RELG2030 or PSYC4430 (grade of C or better) and major in Sociology with junior/senior status. Goal 2d

SOCI4800 Sociology Seminar 2 s.h.

Discussion of current and perennial issues in the field of sociology. Emphasis on reflective and critical thought, application of sociology to life and career. Capstone course. Prerequisites: SOCI4450 (grade of C or better) and Sociology major. Goal 2d

SOCI4810 Sociology Seminar/Criminology 2 s.h.

Discussion of current and perennial issues in the field of sociology. Emphasis on reflective and critical thought, application of sociology to life and career. Capstone course. Prerequisites: SOCI/SOSC4450 (grade of C or better)

and Sociology major with emphasis in Criminology. Goal 2d

*NOTE: Internships must be approved by Sociology faculty advisor.

+Denotes an alternate year course.



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B.A. Degree — Spanish Major

Graceland's Spanish major is designed to allow students to know and understand the Spanish culture of both Latin America and Spain. Spanish majors will be able to read, write and speak the language with a high degree of fluency and will be familiar with Hispanic literature and customs. The students will spend at least one semester during their junior or senior year in a Hispanic country in an accredited United States program or approved equivalent. Study programs and/or credits transferred to the college are subject to approval by the Chairperson of the Division of Humanities and the Registrar.

In addition to the general education requirements, Spanish majors must complete 30 semester hours of Spanish study beyond 1420. (Students with a background in Spanish at the time they enter college are required to take the Language Placement Examination. If their score places them into the third-year level, they will be allowed to graduate with a concentration of 24 semester hours.) The major in Spanish must include:

SPAN2380 Advanced Grammar, Conversation and Composition 3 s.h.

SPAN2500 Hispanic Culture 3 s.h.

SPAN3200 Survey of Spanish Peninsular Literature 3 s.h.

SPAN3210 Survey of Latin American Literature 3 s.h.

* SPAN4200 Senior Seminar 2 s.h.

* Senior Presentation (Student enrolls in Individual Study SPAN4000) 1 s.h.

Electives in Hispanic Literature (May include Senior Seminar and, with approval of instructor, Senior presentation) 12 s.h.

Additional electives in Spanish 3-12 s.h.

Freshman year equivalent in a second foreign language.

Study abroad (up to one year, 6 s.h. and up.)

*Students may substitute Comprehensive Examination (0 s.h.) for Senior Seminar and Senior Presentation.

Spanish Minor

A minor in Spanish consists of 20 semester hours or more in Spanish courses of which at least one 3 semester hour course must be on the 3000 level.

Teacher Certification in Spanish

1. FOR SPANISH MAJORS WHO WANT A SECONDARY ENDORSEMENT (7- 12): Students majoring in Spanish who desire Iowa Teacher Certification with a secondary Spanish endorsement must complete the Spanish major requirements above, which includes at least 30 s.h. of Spanish, and the [Secondary Education](#)

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[Program](#) (with MFLG3370 Methods of Teaching a Second Language as the appropriate methods course).
 2. FOR NON-SPANISH MAJORS WHO WANT A SECONDARY SPANISH ENDORSEMENT (7-12): Non-Spanish majors desiring a secondary Spanish endorsement (7-12) in Iowa must complete the [Secondary Education Program](#) (with MFLG3370 Methods of Teaching a Second Language as the appropriate methods course), a major in a secondary teaching field, and the following courses or equivalents:
 SPAN1410 Beginning Spanish I 4 s.h.
 SPAN1420 Beginning Spanish II 4 s.h.
 SPAN2380 Advanced Grammar, Conversation and Composition 3 s.h.
 SPAN2500 Hispanic Culture 3 s.h.
 SPAN3200 Survey of Peninsular Spanish Literature **or**
 SPAN3210 Survey of Latin American Literature 3 s.h.
 SPAN3500 Today's Hispanic Narrative 3 s.h.
 SPAN3900 Topics in Hispanic Studies 3 s.h.
 SPAN2000/3000/4000 Individual Study 1 s.h.

Courses in Spanish

SPAN1410 Beginning Spanish I 4 s.h.

Designed to practice and obtain a fundamental knowledge of the four basic skills of listening/understanding, speaking, reading and writing Spanish. An introduction to the Hispanic culture and people. Goal 2b, 7

SPAN1420 Beginning Spanish II 4 s.h.

A continuation of SPAN1410. Prerequisite: SPAN1410 or equivalent. Goal 2b, 7

SPAN2000 Individual Study Goal 2b, 7 1-3 s.h.

SPAN2380 Advance Grammar, Conversation and Composition 3 s.h.

Review of the grammatical structures introduced in the two previous semesters, with the aim of increasing the fluency and accuracy of oral skills by emphasizing the most difficult structures, and writing skills by writing short compositions. Prerequisite: SPAN1420

SPAN2500 Hispanic Culture 3 s.h.

Study of the culture of Spain and Spanish America, with a focus on the main historical events, traditions, daily life, and Spanish contributions to Western culture. Taught in Spanish. Prerequisite: SPAN2380 or equivalent. Goal 2b, 7

SPAN3000 Individual Study Goal 2b, 7 1-3 s.h.

SPAN3200 Survey of Peninsular Spanish Literature 3 s.h.

Emphasizes the particular characteristics and contributions of Peninsular Spanish literature to Western culture as well as the relationship of Peninsular Spanish literature to the country's social and political history. Taught in Spanish. Prerequisite: SPAN2500. Goal 2b, 7

SPAN3210 Survey of Latin American Literature 3 s.h.

Emphasizes the particular characteristics and contributions of Latin American literature to Western culture. In this

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course, students are encouraged to perceive literature as a product of history and culture. Taught in Spanish.

Prerequisites: SPAN2500. Goal 2b, 7

SPAN3500 Today's Hispanic Narrative 3 s.h.

Study of recent works in the narrative form in Latin American and Spanish Peninsular literature. Skills in literary analysis are developed. Taught in Spanish. Prerequisite: SPAN2380 and SPAN2500. Goal 2b, 7

SPAN3700 Internship in Spanish 1 – 3 s.h.

An internship developed in conjunction with and approved by the appropriate foreign language instructor. This internship will be with professionals who are in career areas relating to the field of Spanish. The internship may be pursued in the United States or abroad. The internship credit will be counted toward the major in the language, but is not required. (Graded on a Pass/Fail basis.) Goal 2b, 7

+ SPAN3900 Topics in Hispanic Studies 3 s.h.

Specific courses dealing with some aspect of Hispanic art, literature, language, or civilization. Course may be repeated for credit with consent of instructor. Taught in Spanish. Prerequisite: SPAN2350 or equivalent. Goal 2b, 4ab, 7

SPAN4000 Senior Presentation Goal 2b, 7 1 s.h.

SPAN4200 Senior Seminar 2 s.h.

Directed studies in Spanish and/or Spanish-American Literature or in problems of advanced structure in the language. Taught in Spanish. Prerequisite: Majors only with senior standing. Goal 2b, 7

Courses Offered Abroad

The courses listed below are available to students abroad and are not offered on the Lamoni campus. All are taught exclusively in Spanish.

SPAN3350 ZZ Advanced Spanish Syntax, Conversation and Composition 3 s.h.

SPAN3430 ZZ Spanish Phonetics 3 s.h.

SPAN3440 ZZ History of the Spanish Language 3 s.h.

SPAN3450 ZZ Spanish Civilization 3 s.h.

SPAN3460 ZZ Latin-American Civilization 3 s.h.

SPAN3470 ZZ Spanish Drama of the Golden Age 3 s.h.

SPAN3930 ZZ Topics in Spanish Literature and Culture 3 s.h.

+Denotes an alternate year course.



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B.A. Degree — Theatre Major

In addition to the general education requirements, Theatre majors must complete 50 or more semester hours of theatre, including the foundation requirements and 6 or more semester hours in a chosen emphasis.

Foundation Requirements

THTR1200 Introduction to Theatre 3 s.h.

THTR1210 Makeup 2 s.h.

THTR1220 Introduction to Acting 3 s.h.

THTR1240 Vocal Presentation Skills 3 s.h.

THTR1310 Introduction to Stagecraft 3 s.h.

THTR2100 Script Analysis and Dramatic Criticism 3 s.h.

THTR2350 Theatre Production Studies (min 3, max 4 s.h.) 0-1 s.h.

THTR3370 Theatre History I 3 s.h.

THTR3380 Theatre History II 3 s.h.

THTR4100 Directing I 3 s.h.

THTR4200 Senior Seminar I 1 s.h.

THTR4210 Senior Seminar II 2 s.h.

THTR4350 Advanced Theatre Production Studies (min 3, max 4 s.h.) 0-1 s.h.

One Dramatic Literature course to be chosen from: 3 s.h.

ENGL/HUMN/THTR2200 Multicultural Theatre

THTR2470 Modern and Contemporary Drama

ENGL/THTR3350 Shakespeare

One Theatre Technology course to be chosen from: 3 s.h.

THTR2810 Theatre Technology: Scenery and Properties

THTR2820 Theatre Technology: Lighting and Sound

THTR2830 Theatre Technology: Costumes History and Construction

One Theatre Design course to be chosen from: 3 s.h.

THTR3810 Theatre Design: Scenery and Properties

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International Studies
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Mathematics
Modern Foreign Languages
Music
Nursing (Undergraduate)
Nursing (RN-BSN/MSN)
Nursing (Graduate)
Peace Studies
Philosophy
Physical Education & Health
Physics
Political Science
Psychology
Publication Writing & Design
Recreation
Religion (Undergraduate)
Religion (Graduate)
Science
Social Science
Sociology
Spanish
Speech Communications

THTR3820 Theatre Design: Lighting and Sound

THTR3830 Theatre Design: Costumes

Courses selected from the foundation requirements may not be used toward the following emphasis:

Performance Emphasis

THTR2220 Voice and Movement for Actors 3 s.h.

THTR3220 Period Styles in Acting 3 s.h.

Directing Emphasis

THTR2230 Stage Management 3 s.h.

THTR3140 Playwriting 3 s.h.

THTR4120 Directing II 3 s.h.

Technology Emphasis

THTR2230 Stage Management 3 s.h.

One additional Theatre Technology course to be chosen from: 3 s.h.

THTR2810 Theatre Technology: Scenery and Properties

THTR2820 Theatre Technology: Lighting and Sound

THTR2830 Theatre Technology: Costumes History and Construction

Design Emphasis

One additional Theatre Technology course to be chosen from: 3 s.h.

THTR2810 Theatre Technology: Scenery and Properties

THTR2820 Theatre Technology: Lighting and Sound

THTR2830 Theatre Technology: Costumes History and Construction

One additional Theatre Design course to be chosen from: 3 s.h.

THTR3810 Theatre Design: Scenery and Properties

THTR3820 Theatre Design: Lighting and Sound

THTR3830 Theatre Design: Costumes

Theatre and Speech Communications Minor

A minor in Theatre and Speech Communication requires 18 semester hours of courses in theatre/speech communication, 6 of which must be upper division. Course work must include one introductory theatre course to be chosen from THTR1200, THTR1220, or THTR1240; one theatre technology course to be chosen from THTR2810, THTR2820, or THTR2830; one dramatic literature course to be chosen from ENGL/HUMN/THTR2200, THTR2470, or ENGL/THTR3350; COMM1200; 6 semester hours of communication electives.

Theatre Minor

A minor in Theatre requires 18 semester hours, 6 of which must be upper division, and participation in two theatrical productions (enroll in THTR2350/4350). Course work must include THTR1200, THTR1310, THTR2350/4350 (min 2, max 8 s.h.); One acting course to be chosen from THTR1220, THTR2220, or THTR3220; one theatre history or dramatic literature course to be chosen from ENGL/HUMN/THTR2200, ENGL/THTR2470, THTR3350, THTR3370 or

THTR3380; one technology or design course to be chosen from THTR2810, THTR2820, THTR2830, THTR3810, THTR3820, THTR3830; and a total of 3 or more hours of elective from Theatre course offerings.

Teacher Certification in Speech Communication/Theatre

1. FOR THEATRE MAJORS WHO WANT A SECONDARY SPEECH COMMUNICATION/THEATRE ENDORSEMENT (7-12): Students majoring in Theatre who desire Iowa Teacher Certification with a secondary endorsement must complete the major requirements above and the [Secondary Education Program](#) (with THTR4390 Methods of Teaching Theatre and Speech as the appropriate methods course), and the following courses:

COMM1200 Speech Communication: An Introduction 3 s.h.

ENGL/COMM2500 Introduction to Mass Media 3 s.h.

PHIL1350 Basic Logic 3 s.h.

2. FOR THE NON-THEATRE MAJORS WHO WANT A SECONDARY SPEECH COMMUNICATION/THEATRE ENDORSEMENT (7-12): Non-Theatre majors desiring a secondary endorsement (7-12) in Iowa must complete the [Secondary Education Program](#) (with THTR4390 Methods of Teaching Theatre and Speech as the appropriate methods course), a major in a secondary teaching field, and the following courses:

COMM1200 Speech Communication: An Introduction **or**

COMM1230 Small Group Discussion 3 s.h.

COMM1240 Introduction to Performance Studies **or**

THTR1240 Vocal Presentation Skills 3 s.h.

COMM/ENGL2500 Introduction to Mass Media 3 s.h.

COMM3140 Theories of Persuasion 3 s.h.

THTR1220 Introduction to Acting 3 s.h.

THTR1310 Introduction to Stagecraft **or**

THTR2230 Stage Management 3 s.h.

THTR2100 Script Analysis and Dramatic Criticism 3 s.h.

THTR4100 Directing I 3 s.h.

Courses in Theatre

THTR1200 Introduction to Theatre 3 s.h.

Designed to develop an appreciation and enjoyment of dramatic art and to foster an understanding of some of the basic principles which underlie theatre practice and theatre technique. Students should develop an appreciation for the work of the artists who help to bring the playwright's pages to life as well as consider their contribution as members of an audience. Goal 2b, 3

THTR1210 Makeup 2 s.h.

Introduction to the techniques of makeup design and its application for the stage. Content includes an overview of facial, muscular and skeletal structures and the affects of light on human skin and theatrical makeup. Goal 2b

THTR1220 Introduction to Acting 3 s.h.

Study and practice of the fundamentals of acting through improvisation and exploratory exercises. Basic principles of stage performance designed to enhance the student's appreciation of the art form are emphasized. Goal 2b, 3

THTR1240 Vocal Presentation Skills 3 s.h.

The study and use of effective physical and vocal presentation methods. Goal 1a, 2b, 3

THTR1310 Introduction to Stagecraft 3 s.h.

Introduction to the elements and practices of theatrical construction and scene design. Concentration on the techniques of theatrical construction, costume construction, lighting technology, stage mechanics, alternative methods of staging and shifting stage scenery, backstage organization, and development through practical experience of essential woodworking and stagecraft skills. Laboratory session required. Goal 2b

THTR2000 Individual Study Goal 2b 1-3 s.h.

+ THTR2100 Script Analysis and Dramatic Criticism (Also HUMN2100) 3 s.h.

An interdisciplinary investigation of theatre and literature. Explores a variety of analytic methods for examining dramatic literature from both performance and design perspectives. Critical theory is used to critique, analyze, and produce plays. Prerequisite: ENGL1410 Modern Rhetoric. Goals 2b, 4b, 10

+THTR2200 Multicultural Theatre (Also ENGL/HUMN2200) 3 s.h.

Survey of literature, artists, and performance including, but not limited to, African-American, Asian-American, Kabuki, Hispanic, Native American, Feminist, and Gay & Lesbian theatre; history of each movement and its contribution to the American Theatre; consideration of historical, sociological, and aesthetic contexts. Examination of sociological issues and challenges faced by minority artists. Prerequisite: ENGL1410 Modern Rhetoric or THTR2100 Script Analysis and Criticism. Goal 2b, 3, 10

+ THTR2220 Voice and Movement for Actors 3 s.h.

Provides increased range of physical and vocal techniques for performers, and study of the major theorists in these areas. Includes training in stage combat and the International Phonetic Alphabet. Prerequisites: THTR1220 Introduction to Acting, THTR1240 Vocal Presentation Skills. Goal 2b

+ THTR2230 Stage Management 3 s.h.

An exploration of contemporary stage management procedures and practices in the theatre industry. Includes practical experience as a stage manager for a Theatre Department approved production. Goal 2b

THTR2350 Theatre Production Studies 0-1 s.h.

Participation in a theatrical production: acting, directing, technical production, design. (Total credits accumulated in this course plus THTR4350 may not exceed eight.) Students approved for credit work in this course by faculty-director must contribute a minimum of 45 clock hours of activity, which shall be exclusive of assignments, and activities pertaining to other courses. Goal 2b

+ THTR2470 Modern and Contemporary Drama (Also ENGL2470) 3 s.h.

Study of representative modern plays, focusing both on literary merit and the playwright's use of distinctively theatrical elements. Texts will be examined in terms of dramatic structure, style, and genre, and as a reflection of their time and

culture. Emphasis placed on thematic analysis as revealed through plot, character, language, and spectacle.

Prerequisite: ENGL1500 Introduction to Literature or THTR2100 Script Analysis and Dramatic Criticism. Goal 2b, 3

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

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

+ THTR2810 Theatre Technology: Scenery and Properties 3 s.h.

Development of skills in current methodology of theatrical scenery and properties. Lab required. Prerequisite: THTR1310 Introduction to Stagecraft or consent of instructor. Goal 2b

+ THTR2820 Theatre Technology: Lighting and Sound 3 s.h.

Development of skills in current methodology of theatrical lighting and sound. Lab required. Prerequisite: THTR1310 Introduction to Stagecraft or consent of instructor. Goal 2b

+ THTR2830 Theatre Technology: Costume History and Construction 3 s.h.

Development of skills in current methodology of theatrical costumes and history of fashion. Lab required. Prerequisite: THTR1310 Introduction to Stagecraft or consent of instructor. Goal 2b

THTR3000 Individual Study Goal 2b 1–3 s.h.

+ THTR3140 Playwriting (Also ENGL3140) 3 s.h.

A study of the techniques of playwriting with special emphasis on plot and character development, dialogue and the role of spectacle in dramatic writing. Goal 2b

+ THTR3220 Period Styles in Acting 3 s.h.

Emphasis on enlarging and improving the actor's skills through performance of scenes and monologues to meet the wide range of stylistic demands of the theatrical repertory. Includes research into the social, political and artistic influences of the periods studied. Prerequisites: THTR2220 Voice and Movement, THTR3370 Theatre History I. Pre- or Corequisite: THTR3380 Theatre History II. Goal 2b

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

Study of a representative group of Shakespearean plays and sonnets. Primary emphasis is placed on the dramatic and poetic elements in the plays with some study of various aspects of the Renaissance. Goal 2b, 3

+ THTR3370 Theatre History I 3 s.h.

Study of the development of theatre, drama, and stagecraft from their beginnings through the 17th century, with reading of representative plays. Prerequisite: ENGL1410 Modern Rhetoric or THTR2100 Script Analysis and Dramatic Criticism. Goal 2b

+ THTR3380 Theatre History II 3 s.h.

Study of the development of theatre, drama, and stagecraft from the 18th century to the present, with readings of representative plays. Prerequisite: THTR3370 Theatre History I, or ENGL1410 Modern Rhetoric and consent of instructor. Goal 2b

THTR3700 Theatre Internship 1-3 s.h.

An opportunity for advanced students to link theatrical theory and practice by working with established theatre organizations. Students will consult with the instructor in researching and obtaining appropriate internships. May be repeated for credit up to 6 s.h. (Graded on a Pass/Fail basis.) Prerequisite: Theatre major/minor. Goal 2b

+ THTR3810 Theatre Design: Scenery and Properties 3 s.h.

History, theory, and principles of scenography and properties design. Students will analyze, research, and design a series of plays. Prerequisite: THTR2810 Theatre Technology: Scenery and Properties or consent of instructor. Goal 2b

+ THTR3820 Theatre Design: Lighting and Sound 3 s.h.

History, theory, and principles of lighting design and sound design. Students will analyze, research, and design a series of plays. Prerequisite: THTR2820 Theatre Technology: Lighting and Sound or consent of instructor. Goal 2b

+ THTR3830 Theatre Design: Costumes 3 s.h.

Theory and principles of costume design. Students will analyze, research, and design costumes for a series of plays. Prerequisite: THTR2830 Theatre Technology: Costume History and Construction or consent of instructor. Goal 2b

THTR3950 Topics in Theatre 2-3 s.h.

Advanced study of a selected area in theatre: performance, design, technology, history, management, dramaturgy, trends. May be repeated for credit. Goal 2b

THTR4000 Individual Study Goal 2b 1-3 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 of instructor, THTR1220 Introduction to Acting, THTR2100 Script Analysis and Dramatic Criticism. Goal 2b, 6

+ THTR4120 Directing II 3 s.h.

Continuation of THTR4100. Study and application of stage direction, including a historical overview of directing theory and the selection, casting, and mounting of a one-act play. Prerequisite: THTR4100 Directing I. Goal 2b, 6

THTR4200 Senior Seminar I 1 s.h.

Discussion of trends and development of professional awareness of drama and theatre as art. Readings and research into current theatre practice. Observation of professional performance. Preliminary work on the individual project which will be presented as part of Senior Seminar II. Prerequisite: Majors only. Goal 2b

THTR4210 Senior Seminar II 2 s.h. Continuation of THTR4200. Presentation of individual projects structured around the kinds of experience that reveal culminating achievement of four years of work in the major. This project is to be from a specific area of acting, directing, or design. Prerequisite: THTR4200. Goal 2b

THTR4350 Advanced Theatre Production Studies 0-1 s.h.

Participation in a theatrical production: acting, directing, technical production, design. Students approved for credit

work in this course by faculty-director must complete a minimum of 45 clock hours of activity which shall be exclusive of assignments and activities pertaining to other courses. Prerequisite: THTR2350 and junior or senior standing. (Total credits accumulated in this course plus THTR2350 may not exceed 8.) Goal 2b

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

Consideration of the theatre and speech classroom experience on the secondary level. Provides training in methods, unit preparation, media, evaluation, and directing extracurricular activities. Required of prospective theatre and speech teachers. Goal 2b

+Denotes an alternate year course.



Lamoni Campus - 1 University Place, Lamoni, IA 50140 (641) 784-5000

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Wellness Program Management

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Donald P. Brown, (2008), Indian Wells, California

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Nancy Tanner Edwards, Ph.D., (2008), St. Joseph, Missouri

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Helen Pearson Smith, (2008), Stone Mountain, Georgia

Janet Ward Worthington, (2008), Redmond, Washington

(Terms expire at midnight the day before the summer meeting of the year indicated.)

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Executive Council

Steven L. Anders, Ph.D., Acting President and Vice President for Academic Affairs and Dean of Faculty

Kathleen M. Clauson, Ph.D., Executive Assistant to the President for Institutional Research and Accreditation

Kelly W. Everett, B.A., Interim Vice President for Institutional Advancement

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Brian Shantz, M.Ed., Vice President for Enrollment and Business Development

Office of the President

Steven L. Anders, Ph.D., Acting President

Jodi L. Seymour, Administrative Assistant to the President and Assistant Secretary of the Board of Trustees

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Academic Affairs

Steven L. Anders, Ph. D., Vice President for Academic Affairs and Dean of Faculty

Mary Boswell, Administrative Assistant to the Vice President

Francis Acland, M.L.S., Associate Librarian

William L. Armstrong, Ed.D., Dean, School of Education

Judy Badder, M.S., Director, Educational Talent Search

Kathryn A. Ballou, Ph.D., Dean for the School of Nursing

Karen "Susie" Catanzareti, M.S., Director, Upward Bound

Jerome D. DeNuccio, Ph.D., Chair, Division of Humanities

John K. Franklin, M.A., ACE Coordinator

Julia A. Franklin, M.F.A., Chair, Division of Fine Arts

Pat Hoffman, Coordinator, Special Programs

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Andrew Simpson, B.A., Interim Director, Center for the Study of Free Enterprise and Entrepreneurship

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Business and Administrative Services

Jerry Mogg, M.S., Vice President and Treasurer

Paula M. Smith, Administrative Assistant to the Vice President

Sherri J. Brenizer, B.S., Accounting Systems Manager

Lori L. Christensen, Administrative Assistant to Executive Director of Information Services

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Ondrea Dory, PHR, Human Resources Director

Beverly J. Kennedy, Accountant

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Janice K. Tiffany, B.A., Director, Accounting Services

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Enrollment

Brian H. Shantz, M.Ed., Vice President for Enrollment and Dean of Admissions

Stephanie J. Shields, A.A., Administrative Assistant to Vice President for Enrollment and Dean of Admissions

Kevin Brown, B.A., Assistant Director of Admissions

Talia Brown, B.A., Director of Research and Reporting and Admissions Office Manager

Patrick Cote, B.A., Admissions Field Officer

Steve J. Edwards, B.A., Webmaster, Art Director

Marjie Foster, B.A., Advertising and Public Relations Coordinator

Ed Gensler, M.A., Associate Dean and Director of Admissions

Margaret (Mandy) Kolesik, M.A., Executive Director of Marketing

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Nathaniel "Duke" Matya, B.A., Admissions Field Officer

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Global Campus

Lisa Libich, A.A., Administrative Assistant for Global Campus

Paul Binnicker, M.B.A., Director of Operations

Jessica Crossley, B.A., Distance Learning Advisor

Alisa Denney, Faculty Associate Coordinator

Elisabeth Eimer, B.S., Distance Learning Recruiter

Chrisanne Garrett, M.A., Director of Instructional Design

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John Koehler, B.A., Manager, Distance Learning Recruiting

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Brian Shropshire, Instructional Design Specialist

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Nancy White, B.S., Admissions Coordinator

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Institutional Advancement

Kelly W. Everett, B.A., **Interim Vice President for Institutional Advancement and Director of Development**

Pam Combs, Administrative Assistant to the Vice President/Special Events Coordinator

Paul J. Davis, B.A., Associate Director of Development

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Nancy S. Wallace, M.S.W., Director of Alumni Programs

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Institutional Research and Accreditation

Kathleen M. Clauson, Ph.D., Executive Assistant to the President for Institutional Research and Accreditation

Jodi L. Seymour, Administrative Assistant to the President and Institutional Research and Planning Coordinator

School of Education

William L. Armstrong, Ed.D., Dean, School of Education

Sheri Allshouse, Administrative Assistant to the Dean and Secretary for Graduate Programs

Brandy Boswell, A.A., Administrative Assistant to the Director of Field Experiences

Devy Combs, M.Ed., Director of Field Experiences

Nancy E. Halferty, Ph.D., Associate Dean for Undergraduate Studies and Extended Campus Programs

Tom Kotz, M.A., Director of Administrative Services for Graduate Programs

Deborah Leialoha, Ph.D., Director of Academic Services for Graduate Programs

Dennis McElroy, Ph.D., Director of Technology

Jim Robinson, M.S., Associate Dean for Administrative Services (Independence Campus)

Debbie Young, A.A., Information Systems Coordinator/Assistant Director of Technology

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School of Nursing (Independence Campus)

Kathryn A. Ballou, Ph.D., Dean, School of Nursing

Claudia D. Horton, M.S.N., Associate Dean, BSN-RN Program

Pat Trachsel, Ph.D., Dean of Independence Campus, Associate Dean RN-BSN Program

Judith Luffman, B.S., M.M.Ed., Administrative Services Coordinator

Christene Tindall, M.A.R., Chair, Department of Addiction Studies

Seminary (Independence Campus)

Don Compier, Ph.D., Dean of Community of Christ Seminary

Tere Naylor, Administrative Assistant

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Student Life

Thomas L. Powell, M.A., Vice President for Student Life and Dean of Students

Christi Dickerson, Administrative Assistant to Vice President

John Bartholomew, M.S., A.T.C./L., C.S.C.S., Head Athletic Trainer

A. Bradford Carr, B.S., Director, Student Activities

Adam Clark, M.O.L., Associate Director, LEAD

Christina R. Davidson, M.A.R., Campus Minister

Darrin Dickerson, A.A., Executive Chef/General Manager - Food Service

Jared Doty, B.A., Residence Hall Director

Benna L. Easter, B.S.N., Director, Health Services

Catharine Elliott, B.A., Residence Hall Director

Dan E. Hanton, M.S., Director of Athletics

Dana Hoffman, B.S.S., A.T.C., Assistant Athletic Trainer

Jason Hoffman, M.S., A.T.C./L., Assistant Athletic Trainer and Internship Coordinator

Pat Hoffman, Academic Advising Specialist - CAP Center

Celeste Jones, B.A., Academic Advising Specialist - CAP Center

Diana J. Jones, B.A., Director, International Programs

Marian L. Killpack, M.S., Associate Dean of Students, Director of Residence Life

Michele Maguire Beck, M.S., Director, CAP Center

Curt Manchester, B.A., Catering Manager - Food Service

Noel Nafziger, M.A., Assistant Director, LEAD

Chris Pierce, A.A., Chef/Production Manager

Tyler Price, Assistant General Manager - Food Service

Ted Quinn, M.A., Associate Director, LEAD

Charlee Redick, M.S.W., Personal Counseling Specialist - CAP Center

Angie Schwartz, M.A.E., Career Development Specialist - CAP Center

Deborah L. Skinner, B.A., Career Development Specialist - CAP Center

Carman W. Thompson, Campus Minister

Nathan Wood, B.A., Residence Hall Director

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**Graceland College Center for Professional
Development and Lifelong Learning, Inc.**

John A. (Jack) Cave, B.A., Chair

Robert R. Garr, B.A., President

Tonya Bennett, Secretary to the Board of Directors

Administrators/Professionals with Faculty Status 2006-07

Year in parentheses designates date of appointment. Faculty assignments are for the Lamoni Campus unless noted otherwise.

Francis Acland (1991), Division of Humanities

B.A., University of Lancaster, England; M.L.S., Brigham Young University.

Charles Adamson, Artist in Residence (2005), Division of Fine Arts

B.F.A., Central Missouri State University; M.F.A., Minnesota State University.

Steven L. Anders (1978), Division of Business

B.A., Graceland University; M.A., Ph.D., Kansas State University.

William L. Armstrong (1991), School of Education (Lamoni/Trenton)

B.A., Graceland College; M.A., University of West Florida; Ed.D., University of Kansas.

Kathryn A. Ballou (2006), School of Nursing

B.S.N., M.S.N., University of Missouri - Kansas City; Ph.D., University of Kansas.

Michele Maguire Beck (2001), School of Education

B.S., Iowa State University; M.S., Drake University.

Kathleen M. Clauson (2001), Division of Social Science

A.A., Kirkwood Community College; B.A., Coe College; M.A., University of Iowa;

Ph.D., Iowa State University.

Don Compier (2001), Community of Christ Seminary (Independence)

B.A., University of the Pacific; M.A., Park College; Ph.D., Emory University.

David D. DeBarthe (1977), Division of Science and Mathematics

B.S., Iowa State University; M.A.T., Indiana University-Bloomington.

Paul M. Edwards (2000), Independence Campus

B.A., Washburn University; M.A., University of South Dakota;

Ph.D., University of St. Andrews.

Ronald A. Ellis (1994), School of Education

B.A., Graceland College; M.S., University of Wyoming; Ph.D., Iowas State University.

Wayne Ham (2001), Independence Campus

B.A., Graceland College; M.A., Brigham Young University;

M.Div., St. Paul School of Theology; Ph.D., University of Florida.

Dan E. Hanton (1999), Division of Health and Movement Science

B.A., Graceland College; M.S., Indiana University.

Richard G. Harrop (1990), Division of Health and Movement Science

B.A., Graceland College; M.Ed., Miami University of Ohio.

Martha J. Hart, Artist in Residence (1988), Division of Fine Arts

B.A., Olivet College; M.M., Michigan State University.

Jason Hoffman (2002), Division of Health and Movement Science

B.A., Cornell College; M.S., Illinois State University.

Cathie Hosie (1999), School of Education

B.A., Graceland College; M.S., Drake University.

Marian L. Killpack (1999), School of Education

B.A., Graceland College; M.S., Indiana State University.

Sharon M. Kirkpatrick (1980), School of Nursing and Allied Health

B.S.N., California State University; M.N., Ph.D., University of Kansas.

Tom P. Kotz (1989), Division of Health and Movement Science (Lamoni/Trenton)

B.A., Knox College; M.A., University of Northern Iowa.

M. Joyce Lighthill (2004), School of Education

B.A., Graceland College; M.A., University of Missouri - Kansas City.

M. Valora Long (2001), School of Education (Lamoni/Trenton)

B.S., Graceland College; M.S., Ph.D. , University of Iowa.

Mary Ann Manuel (1998), School of Education

B.A., M.Ed., Graceland University.

Chad M. McDole (2004), Division of Health and Movement Science

B.A., Graceland University; M.S., University of Kansas.

Thomas J. Morain (2001), Division of Social Science

B.A., Ph.D., University of Iowa.

Sharon Mesle-Morain (1997), Division of Social Science

B.A., Tufts University; M.S.W., Smith College for Social Work;

M.A., George Washington University.

Dennis D. Piepergerdes (1997), Division of Humanities

B.S., Missouri Western State College; M.A.R., Park College.

Thomas L. Powell (1980), Division of Health and Movement Science

B.A., Graceland College; M.A., University of Colorado-Boulder.

James M. Robinson (2000), School of Education

B.A., Graceland College; M.S., Central Missouri State University.

Brian H. Shantz (1993), School of Education

B.A., M.Ed. Graceland University.

Diane E. Shelton (1985), Division of Humanities

B.A., Graceland College; M.A., Northern Illinois University.

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Faculty 2006-07

Year in parentheses designates date of appointment. Faculty assignments are for the Lamoni Campus unless noted otherwise.

Diane Bartholomew (2001), Assistant Professor/Athletic Training Director

B.S., University of Wisconsin-LaCrosse; M.S., Indiana State University; D.Hs., Nova Southeastern University.

Lois Bartsch (2005), Assistant Professor of Biology

B.S., M.S., Iowa State University; Ph.D., Washington State University.

Paul M. Beck (1992), Professor of Economics (Lamoni/Trenton)

B.A., DePauw University; M.A., University of Missouri-Kansas City;

Ph.D., University of Missouri-Columbia.

Kathleen C. Bosaw (2004), Assistant Professor of Nursing (Independence)

B.S.N., Duquesne University; M.S., University of Kansas.

Francisco Brizuela (2006), Assistant Professor of Education

B.S., Sam Houston State University; M.Ed., Prairie View A&M University; Ed.D., Nova Southeastern University.

Kevin Brunner (1998), Assistant Professor of Information Technology

B.S., Graceland College; M.A., Nova Southeastern University.

Susan Calloway (3/97-7/97, 2001), Assistant Professor of Nursing (Independence)

B.S.N., Graceland College; M.S.N., University of Texas-Austin.

Michael S. Casey (1998), Associate Professor of Humanities

B.A., Southern Connecticut State College; M.Ed., Providence College;

M.M.A.S., Army Command & Staff College; Ph.D., Salve Regina University.

Tanya Coffelt (2006), Visiting Professor of Education

B.S., Iowa State University; M.A., Ed. Specialist, University of Missouri - Kansas City.

W. Michael Compton (2004), Assistant Professor of Music (Band)

B.M., M.A., California State University.

Linda M. DeBarthe (1990), Professor of Accounting and Business Administration

B.A., Graceland College; M.P.A., University of Texas-Austin;

Ph.D., University of Iowa.

Jerome D. DeNuccio (1987), Professor of English

B.S., M.S.T., University of Wisconsin-Stevens Point; M.A.,

Ph.D., University of Minnesota.

David C. Devonis (1997), Associate Professor of Psychology (Lamoni/Trenton)

B.A., Temple University; M.A., Ph.D., University of New Hampshire.

Michelle Dickey-Kotz (2000), Assistant Professor of Education

B.A., M.A., University of Northern Iowa.

Zaldy Doyungan (2005), Assistant Professor of Biology

B.A., Southwestern University-Philippines; M.S., Ph.D., University of the Philippines.

William E. Dudek (1967), Assistant Professor of Physical Education

B.A., Graceland College; M.A., Northeast Missouri State University.

Mary Dugan (2003), Assistant Professor of Nursing (Independence)

B.S.N., Eastern Michigan University; M.S.N., Wayne State University; FNP, University of Missouri-Columbia.

Alan R. Dykens (2003), Assistant Professor of Health and Physical Education

B.S., Graceland College; M.S.E., Arkansas State University; Ed.D., University of Missouri-Columbia.

Ava Eagles (2003), Senior Instructor of Nursing (Independence)

B.A., B.S.N., Graceland College; M.S., Indiana University; M.S.N., Graceland College.

Priscilla Eppinger (2002), Assistant Professor of Religion

B.A., Agnes Scott College; M.Div., Andover Newton Theological School;

Ph.D., Northwestern University and Garrett-Evangelical Theological Seminary.

Michael Eraas (2003), Assistant Professor of Math

B.S., M.S., Northern Illinois University.

Jack Ergo (2001), Associate Professor of Music

B.M., M.M., Peabody Institute of Johns Hopkins University.

Billie D. Evans (1999), Assistant Professor of Communications

B.A., McMurry College; M.S.Ed., Drake University.

Tammy E. Everett (1999), Assistant Professor of Education (Lamoni/Trenton)

B.S., University of Missouri-St. Louis; M.S., National Louis University; Ph.D., University of Iowa.

Robert W. Farnham (2000), Assistant Professor of Computer Science

B.A., Graceland College; B.S., M.S., University of Missouri-Rolla.

Rebecca M. Foster (2004), Assistant Professor of Theatre

B.A., Brigham Young University; M.F.A., University of Oregon.

Terri Foster (2005), Assistant Professor of Biology

B.S., University of Kansas; Pharm.D., University of Kansas.

Julia A. Franklin (2001), Assistant Professor of Art
B.F.A., Midwestern State University; M.F.A., Texas Christian University.

Kerry D. Gale (2000), Assistant Professor of Business
B.S., M.B.A., Brigham Young University.

Andrea Garner (2006), Assistant Professor of Nursing (Independence)
B.S., Webster University; M.S.N., University of Phoenix.

Steven A. Glazer (1996), Associate Professor of History
B.A., Union College; M.A., Ph.D., Georgetown University.

Nancy E. Halferty (1997), Associate Professor of Education (Lamoni/Trenton)
B.A., University of Missouri-Kansas City; M.A., Northeast Missouri State University; Ed.D., Nova Southeastern University.

Sandy Hamar (2005), Assistant Professor of Education
B.A., Graceland College; M.Ed., University of Missouri-St. Louis.

Robert Hamel (2005), Assistant Professor of Theatre
B.A., Cornell College; M.Div., Trinity Lutheran Seminary; M.A., M.F.A., University of Iowa.

Gerald E. Hampton (1960), Professor of Physical Education
B.S., William Jewell College; M.S., Northwest Missouri State University; Ed.D., Columbia University Teachers College.

Vickie Kimball Harris (2006), Assistant Professor of Nursing (Independence)
B.S., Missouri Western State College; M.S., University of Missouri - Kansas City.

Thomas J. Hart (1986), Professor of Music
B.A., Olivet College; M.M., D.M.A., Michigan State University.

John Harvie (2006), Assistant Professor of Business
B.A., Judson College; M.B.A., University of Wisconsin.

Kathleen Hislop (2006), Assistant Professor of Nursing (Independence)
B.S., University of Maryland at Baltimore; M.S.N., Medical University of South Carolina.

Claudia D. Horton (1994), Associate Professor of Nursing (Independence)
B.S.N., Graceland College; M.S.N., University of Missouri.

Jenny R. Irwin (2006), Assistant Professor of Nursing (Independence)
B.S.N., Saint Luke's College of Nursing; M.S.N., University of Missouri - Kansas City.

Marian B. Jamison (1999), Professor of Nursing (Independence)
B.S., M.N., Ph.D., University of Kansas.

Enrique Jimenez (2003), Associate Professor of Spanish

B.A., M.A., University of California-Davis; Ph.D., University of California-Santa Barbara.

Janean Johnson (2006), Clinical Instructor of Nursing (Independence)

B.S., Graceland University.

James S. Jones (2002), Professor of Computer Science

B.S., University of Missouri-Rolla; M.A., DePaul University; Ph.D., University of Iowa.

Ivan Joseph (2003), Assistant Professor of Health and Physical Education

B.A., Graceland College; M.A., Drake University

William E. Juhnke (1974), Professor of History

B.A., Bethel College; Ph.D., University of Kansas.

Cristina S. Karmas (1999), Assistant Professor of English

B.A., University of Nevada; M.A., Ph.D., Ohio State University.

Deborah Kepple-Mamros (2005), Assistant Professor of History

B.A., Washington & Jefferson College; M.A., Royal Holloway, University of London.

Shelly Leialoha-Hartsack (2004), Assistant Professor of Education

B.S., Northwest Missouri State University; M.Ed., Graceland University.

Deborah Nalani Leiloha (2001), Assistant Professor of Education (Independence)

B.S., Southern Illinois University; M.A.T., Webster University; Ph.D., University of Missouri-Kansas City.

Richard K. Lindgren (2002), Associate Professor of Business

B.B.A., M.B.A., University of Michigan; M.A.T., Xavier University.

Sharon Little-Stoetzel (1998), Assistant Professor of Nursing (Independence)

B.S.N., Truman State University; M.S.N., University of Missouri-Columbia.

Susan L. Maroldo (1987), Assistant Professor of Communications

B.A., M.A., University of Maryland.

Jeffrey R. McDade (2003), Associate Professor of Sociology

B.S., M.A., M.S., Ph.D., Kansas State University.

Stewart L. McDole (1982), Professor of Health, Physical Education and Recreation

B.A., Graceland College; M.S., Re.D., Indiana University-Bloomington

Dennis McElroy (2000), Assistant Professor of Education

B.A., M.S., Ph.D., Iowa State University.

Judy McGhee (2001), Assistant Professor of Education (Lamoni/Trenton)

B.S., Friends University; M.S.Ed., Northwest Missouri State University.

Mike McKinne (2002), Assistant Professor of Education (Independence)

B.A., University of Oklahoma; M.I.H.E., Rockhurst University.

Bradley D. Mercer (2003), Assistant Professor of Chemistry

B.S., Graceland College; Ph.D., Texas Christian University.

Barbara Hiles Mesle (1987), Professor of English

B.A., Graceland College; M.A., University of Chicago;

Ph.D., University of Kansas.

C. Robert Mesle (1980), Professor of Philosophy

B.A., Graceland College; M.A., University of Chicago Divinity School;

Ph.D., Northwestern University and Garrett-Evangelical Theological Seminary.

Kitty B. Miller (2004), Assistant Professor of Art

B.A., Meridith College; M.F.A., Florida State University.

Cindy Motley (2003), Assistant Professor of Nursing (Independence)

B.S., Graceland College.

Stephen K. Murdock (1984), Professor of Mathematics

B.A., Graceland College; M.A., Northwest Missouri State University;

Ph.D., University of Iowa.

William H. Norman (1984), Professor of Sociology

B.A., M.A., University of Northern Iowa; Ph.D., University of Iowa.

James E. O'Connor (2003), Associate Professor of Education

B.S., Bowling Green State University; M.S.Ed., University of Akron;

Ph.D., University of Northern Colorado.

Phyllis N. O'Daniels (1987), Associate Professor of Education/Physical Education

B.A., Graceland College; M.S., H.S.D., Indiana University.

David C. Pickering (2004), Assistant Professor of Music Theory/Organ

B.M., Brigham Young University; M.M., D.M.A., University of Kansas.

Max Pitt (1999), Assistant Professor of Business

B.S., Graceland College; M.B.A., University of Texas.

Jennifer L. Poulton (2001), Assistant Professor of Biology (Lamoni/Trenton)

B.A., Wittenberg University; Ph.D., Pennsylvania State University.

Robert A. Poulton (2003), Instructor of Economics

B.A., Wittenberg University.

Daniel V. Pratt (1999), Assistant Professor of Chemistry

B.S., Graceland College; Ph.D., University of Washington.

Susan Pratt (2003), Visiting Professor of Information Technology

B.S., Saint Mary College

William D. Russell (1966), Professor of Political Science and History

B.A., Graceland College; M.Div., St. Paul School of Theology;

J.D., University of Iowa.

Charles Schmidt (2000), Assistant Professor of Music

B.A., M.M., University of Missouri-Kansas City; D.M.A., Michigan University.

Megan Sherwood (2002), Assistant Professor of Education (Lamoni/Trenton)

M.S., Ed.S., Northwest Missouri State University.

Brian C. Smith (1999), Associate Professor of Psychology

B.A., Rice University; J.D., University of Texas-Austin; Ph.D., University of Minnesota.

Ronald K. Smith (1978), Professor of Mathematics

B.A., Graceland College; M.S., Ph.D., Iowa State University.

John Stanko (2005), Assistant Professor of Art

B.F.A., University of Nebraska; M.F.A., Virginia Commonwealth University.

Robert F. Stephens, II (2000), Assistant Professor of Art

B.A., B.F.A., Southern Methodist University; M.F.A., Ohio State University.

Thelma Sword (2002), Assistant Professor of Nursing (Independence)

B.S.N., Graceland College; M.S.N., Drake University.

Edward Thomas (2003), Assistant Professor of Physical Education

B.A., M.A., University of Iowa; Ed.D., Northern Illinois University.

Lisa Thomas (2004), Assistant Professor of Education

B.S., M.S., Ph.D., Mississippi State University.

Christene Tindall (2000), Assistant Professor of Addiction Studies (Independence)

B.S., M.A.R., Park University; M.S., Capella University.

Patricia K. Trachsel (1992), Professor of Nursing (Independence)

B.S.N., Mid-America Nazarene College; M.S.N., University of Kansas; Ph.D., Walden University.

Robert Vaughn (2005), Assistant Professor of Physics

B.A., M.A., Kansas State University; Ph.D., University of Nevada.

Barbara P. Voshall (1999), Assistant Professor of Nursing (Independence)

B.S., Graceland College; M.N., University of Kansas/Lawrence.

Brian J. White (2004), Assistant Professor of English

B.A., Graceland College; M.S., Utah State University; Ph.D., University of North Dakota.

Jeana Wilcox (2003), Assistant Professor of Nursing (Independence)

B.A., University of Missouri-Kansas City; B.S., Central Missouri State University;

M.S., University of Kansas.

Maggie Xiaoguang Yu (2006), Visiting Professor of Computer Science

B.S., Northeast Normal University - China; M.S., Southern Illinois University.

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Faculty Emeriti

Catherine M. Anthony (1971-1991)/Nursing

B.S.N., University of Kansas; M.S.N., The Catholic University of America.

Shirley M. Atkinson (1978-1997)/Nursing

B.S.N., University of Denver; M.S.N., University of Texas-El Paso.

Roy J. Benson (1944-1979)/Music

B.M.Ed., M.M., Drake University; D.M.Ed., Chicago Musical College.

Alma R. Blair (1955-1994)/History

B.A., M.A., University of Iowa.

Gerald L. Bolingbroke (1970-2004)/Physics

B.S., M.S., Idaho State University; Ph.D., University of Utah.

Howard J. Booth (1969-2000)/Religion

B.A., Graceland College; M.A., University of Missouri-Kansas City; Ph.D., University of Iowa.

Raymonde A. Bulger (1980-1992)/French

B.S., University of North Dakota; M.A., D.M.L., Middlebury College.

Richard I. Clothier (1960-77;1980-2000)/Music

B.A., Pittsburg State University; M.A., University of Iowa;

Ed.D., University of Northern Colorado.

John A. Edwards (1959-1989)/Biology

B.S., University of Maryland; M.B.S., University of Colorado.

Paul M. Edwards (1960-1982)/Religion

B.A., Washburn University; M.A., University of South Dakota; Ph.D., University of St. Andrews.

MaryBeth C. Evans (1952-1988)/Education

B.S., Northwest Missouri State University; M.A., University of Iowa;

Ed.D., Wayne State University.

Tom S. Freeman (1960-1997)/Psychology and Education

B.S.Ed., Northwest Missouri State University; M.S., Colorado State University; Ed.D., University of Northern Colorado.

Arthur L. Gardner (1973-1996)/History

B.A., M.A., Ph.D., University of Hawaii.

Charlotte D. Gould (1945-1979)/English

B.S., Columbia University Teachers College; M.S.Ed., Northern Illinois University.

Bruce M. Graybill (1961-1994)/Chemistry

B.S., Iowa State University; Ph.D., Florida State University.

Nicholas L. Hartwig (1965;1967-2000)/Biology

B.S., M.S., University of Washington; Ph.D., University of Iowa.

William E. Heath (1994-2003)/Business Administration

B.A., Bellevue College; M.A., Webster University; Ph.D., Colorado State University.

Clayton G. Henry (1966-1982)/Physical Education and Mathematics

B.A., M.A., University of Iowa.

Franklin S. Hough (1965-1988)/Economics

B.S., Ph.D., University of Missouri.

Oliver C. Houston (1956-2004)/Music

B.A., University of Kansas City; M.M., University of Michigan; Ed.D., University of Colorado.

Winston E. Inslee (1955-1985)/Theatre and Speech

B.A., M.A., University of Washington.

Ned L. Jacobson (1941; 1946-1975)/Mathematics

B.S., M.S., University of Iowa.

Mary Jean Jeanae (1975-2004)/Education

B.A., Graceland College; M.Ed., University of Missouri-Columbia;

Ed.D., University of Northern Colorado.

Robert L. Johnson (1965-1991)/Education

B.S., M.S., Central Missouri State University; Ph.D., University of Oregon.

Aarona B. Kohlman (1964-1978)/English

B.A., Graceland College; M.S., Iowa State University.

Betty W. Mortimore (1965-1988)/Biology

B.A., Graceland College; M.A., Drake University; Ph.D., University of Illinois.

Brenda S. Parkes (1978-1998)/Nursing

B.S.N., M.P.H., University of Michigan; Ph.D., University of Texas-Austin.

Bob N. Ramsey 1960; 1968-2003)/Chemistry

B.S., M.S., Pittsburg State University.

Velma N. Ruch (1946-1986)/English

B.A., University of Iowa; M.A., University of Michigan; Ph.D., University of Wisconsin.

Jerry C. Runkle (1942-1978)/Economics

B.S., Iowa State Teachers Colleges; M.A., University of Iowa.

Gaylord E. Shaw (1988-2004)/Biology

B.A., Graceland College; M.S., Ph.D., University of Illinois.

Mildred Camp Smith (1969-1986)/Nursing

B.S., Washington University; M.S., University of Colorado.

M. Iola Tordoff (1968-1982)/Nursing

B.S., M.S., Western Reserve University.

Glen E. Trullinger (1971-1990)/Business Education

B.A., Graceland College; M.S.Ed., Northwest Missouri State University;

Ed.S., Central Missouri State University.

Jon B. Wallace (1970-2004)/English

B.A., San Francisco State University; M.A., University of Wisconsin; Ph.D., University of Iowa.

Betty L. Welch (1959-1985)/Physical Education

B.S., University of Kansas; M.S., University of Colorado.

Darlene V. Wight (1961-1987)/Speech and English

B.A., M.A., University of Kansas.

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Graceland University - Non-Formal Education

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Non-Formal Education

In addition to its regular, for credit, educational programs Graceland University offers a variety of non-formal educational opportunities. These may or may not carry Continuing Education Unit credit. Specific non-formal programs are often designed to fit client objectives, needs and time frames. Such programs are offered under the auspices of Centers.

Center for Christian Leadership

Through this center the university seeks to serve the need for expanded theological education, a deepening of faith, and competence in worldwide ministry. Activities include an annual Congregational Leaders Workshop and a Theology Colloquy.

Center for Health Education

The Center seeks to foster health education at the undergraduate level. That includes the nursing program, pre-professional programs and community health services.

Center for Professional Development and Life-Long Learning, Inc.

Two extremely successful entities comprise this Center: SkillPath Seminars and The Center for the Study of Free Enterprise and Entrepreneurship.

SkillPath Seminars

In 1995, Graceland acquired Skillpath Seminars, Inc. magazine's 32nd fastest-growing privately held company in America. Currently, Skillpath develops and presents more than 12,000 one and two-day public seminars annually, over a wide variety of business management, personal growth and development, and technical skill topics (also under the name, CompuMaster) throughout the U.S., Canada, and several other countries. Seminars also are offered on-site to companies and organizations who want the benefits of this training tailored for their own unique interests and needs. The division also publishes and markets business and personal growth "how-to" books, audio programs, video training, and computer-based learning products. The Graceland-Skillpath partnership makes possible a long-sought objective: the potential for many to experience the joy and benefits obtained through lifelong learning and professional development.

Center for the Study of Free Enterprise and Entrepreneurship

By establishing this Center, Graceland University seeks to perpetuate the spirit of free enterprise in students, faculty, and the community. The study of America's entrepreneurial tradition enhances and strengthens our economy by encouraging innovation and by familiarizing young people with a knowledge of the principles and history of free enterprise. That body of economic values, purposes, concepts, processes and structures which constitutes the American system has allowed our society to deploy its resources, both physical and human, to achieve an outstanding quality of life for most Americans. Although it is not perfect, our economic system is inextricably interwoven with the

individual freedoms that Americans cherish. Of primary importance is the belief that enduring political and economic freedom rests on the expectation of society for ethical and compassionate behavior. The successful entrepreneur should understand the importance of behavior, and return value to the system that has provided for his/her success.

The Center is pursuing several major goals:

One—Administer the annual Entrepreneurial Roundtable. This spring event gathers business practitioners, faculty, and students to the Lamoni campus to learn, question, network, and be inspired by each other. Through a combination of active participation and exposure to nationally-recognized entrepreneurs, participants will eliminate some of their self-imposed limitations.

Two—Support and encourage the Graceland Chapter of Students in Free Enterprise (SIFE). This is a national organization with chapters in approximately 1/3 of all U.S. colleges and universities. Its mission is to provide college students the best opportunity to make a difference and to develop leadership, teamwork and communication skills through learning, practicing and teaching the principles of free enterprise. The 1999 Graceland team was a Regional Exposition Champion.

Three—Sponsor courses in the area of entrepreneurship and free enterprise. When possible, successful entrepreneurs are designated as adjunct faculty and employed to bring another perspective to the classroom. Included in this area is the creation and maintenance of the successful outreach graduate course in Free Market Economics.

Four—Produce the semi-annual newsletter, The Entrepreneurial Spirit. This publication is sent to over 2,500 alumni, friends of the university, and businesses in southern Iowa and northern Missouri. The newsletter contains helpful advice on web sites, book recommendations, pertinent news, and original articles from outstanding authors.

Five—Market and administer the Student Agency Program. This is a rare opportunity for college students to start and run their own businesses while being enrolled as fulltime students. The university acts as an "angel" investor, and grants successful applicants the necessary start-up capital and a majority of the profits. Students must submit a detailed business plan and resume to be considered.

Center for Student Development

The Center seeks to integrate the student's life while at the university into a total learning experience. The Center sponsors the leadership program (L.E.A.D.), counseling, tutoring, an honors program, Chance and co-curricular programs.



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Special Programs

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Pre-engineering

Graceland maintains a program of advising and information sharing for pre-engineering students. Students are encouraged to major in [Chemistry](#) or [Mathematics](#) while attending Graceland University. For additional information about the engineering program at Iowa State University, see www.eng.iastate.edu. For additional information about the engineering program at the University of Iowa, see www.engineering.uiowa.edu/records. For additional information about the engineering program at the University of Missouri at Rolla see www.umar.edu.

Premedical and Predental Program

Graceland maintains a program of advising and information sharing for premedical and predental students. While many schools will accept students with other undergraduate majors, the emphasis in the sciences in both the entrance requirements and the required Medical College Admission Test (MCAT) suggests that a student major in [Biology](#) and/or [Chemistry](#). For additional information about medical school see the American Association of Medical Colleges at www.aamc.org. For additional information about dental school see the American Dental Education Association at www.adea.org.

Prelaw

Students interested in pursuing a legal education are encouraged to attend Graceland. The major law schools in the United States require a bachelor's degree for admission. No particular major is expected as preparation for law studies; rather, a broad liberal arts education is recommended. The Prelaw Handbook of the Association of American Law Schools (Washington, D.C., 1980) suggests that prelaw students should develop "comprehension and expression in words; critical understanding of the human institutions and values with which the law deals; and creative power in thinking".



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Graceland University - Student Financial Aid

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Student Financial Aid

For qualified students who are able to attend the university only through some form of financial aid, Graceland provides a program of student employment, loans and grants. All such aid is based upon financial need, academic achievement, and/or meritorious performance and is granted for a given academic year. Financial aid is viewed only as supplementary to the effort of the family with whom rests the primary responsibility for financing a college education.

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. Also, a FAFSA must be filed every year.) The fastest, easiest, most accurate way to file the FAFSA is online at www.fafsa.ed.gov. Students may complete a paper FAFSA if they prefer. Financial assistance is awarded without regard to race, color, sex, religion, sexual orientation, or politics.

NOTE: Information about the various types of financial aid is subject to change when federal regulations change. Also, please see the explanation of [Graceland's Refund Policy](#) for charges and for return of federal, state and institutional aid.

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Evaluating Financial Need

Students applying for federal and state financial aid must file a Free Application for Federal Student Aid (FAFSA) to determine financial need. Indicate on the FAFSA that you want the results of this analysis sent to Graceland University, code #001866.

When documents are received, all related factors in combination with this analysis are considered in granting aid and an award letter is sent to the student. If the student believes the award is unfair or unreasonable or believes a mistake has been made, he/she may appeal by contacting the Director of Financial Aid Services. If the student is still unsatisfied, she/he may appeal to the Vice President for Enrollment who will review the case in consultation with the Financial Aid Committee.

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Procedure in Applying for Financial Aid

The Free Application for Federal Student Aid (FAFSA) should be submitted as soon as possible after January 1. Awards will be made beginning approximately March 1.

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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 www.fafsa.ed.gov or submit a hard copy. 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.

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Institutional Scholarships and Grants

Graceland University administers a program of academic scholarships and grants. Grants are awarded to full-time students on the Lamoni and Independence Campuses in the areas of athletics, the performing arts, Community of Christ Leadership, and congregational matches. Academic scholarships, when applicable, are awarded for an academic year and renewed annually.

Financial need is not a qualification for these awards, but the award is considered as a resource toward meeting a need when need is evident. All students receiving Room Grants are required to live in university housing. International students receiving Intercultural Grants are required to live in university housing.

Academic awards for students enrolling at Graceland University who have fewer than 12 semester hours of college level coursework attempted will be determined by academic preparation guidelines including the cumulative high school GPA, rank in class, and the ACT or SAT test scores.

An Academic Scholarship is available to **international students** who qualify based on their college cumulative GPA after final grades from the Spring semester are recorded, and is awarded for the upcoming academic year provided the student has not exceeded the maximum institutional award. No international student qualifies for an Academic Scholarship until they have a college GPA. The Academic Scholarship is to be awarded in addition to the student's Intercultural Grant based on the grid below:

3.00 to 3.499	\$1,000
3.50 to 3.799	\$1,500
3.80 to 4.00	\$2,000

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Study Abroad

Students who wish to participate in a study abroad program may, if eligible, receive federal financial aid. Students who are required to study abroad as part of their degree program may, if eligible, receive the Graceland academic scholarship and the Honors Scholarship. No other Graceland grants or scholarships will be awarded during the study abroad period. To receive Federal Financial Aid, students must (1) file a Free Application for Federal Student Aid (FAFSA), (2) submit estimated costs to Financial Aid Services for the 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.

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Types of Financial Aid

Student Employment: Part-time employment of five but no more than twenty hours per week on the university campus is available for many students. Priority is given to those who have financial need. Employment in university departments includes office assistants, library assistants, catering assistants, custodians, receptionists, music accompanists, photographers, lifeguards, audio-visual equipment operators, and other similar positions. Earnings are paid on the twenty-sixth day of each month. The pay period is from the twenty-first of one month to the twentieth of the next month. Graceland participates in the Federal Work-Study Program authorized by the Higher Education Act of 1965 as amended.

Students wishing to work who do not have financial need may apply and will be approved for employment according to

the needs of the institution.

Federal Perkins Loans: Loans are provided to students who show exceptional financial need, have filed a FAFSA and are making satisfactory academic progress. The loan funds are “reasonably available” to all students who meet the federal eligibility requirements. Loans are available to freshman and sophomore level students up to \$2500 and to junior and senior level students and graduate students up to \$1000. The repayment period is up to ten years at an interest rate of five percent per annum, and begins nine months after the student ceases to be enrolled at least half-time as a regular student. Payments are to be made monthly, but may be deferred during periods when the borrower is pursuing at least a half-time course of study at an institution of higher education, and during other periods described in the regulations. Additional benefits of partial or complete loan cancellation are available to those who enter certain areas of service, relative to the regulations in effect at the time the promissory note is signed. Examples are full-time teaching service with the handicapped or special education students, Head Start, or in designated low-income school districts published in a federal directory; law enforcement; nursing (loans issued after 7/23/92 only), and other specified areas.

Canadian Student Loan Plan: Students from Canada may be eligible for a Canadian government loan through a bank participating in the Canada Student Loan Plan. Additional information about this plan, as well as the addresses for the proper provincial offices for the government loan plan, can be obtained from Financial Aid Services. In addition to this program, there is the Graceland-Canadian Loan Plan, which is available to Canadian students.

Federal Supplemental Educational Opportunity Grant (SEOG): To be eligible for a Federal Supplemental Educational Opportunity Grant, the student must be eligible for the Federal Pell Grant, maintain satisfactory academic progress and be enrolled full-time. The grant does not have to be repaid. Awards range in amounts up to \$1,500 per year.

Students can receive the SEOG until they earn a bachelor’s degree if they continue to meet the eligibility requirements and funds are available. However, the amount of the grant may change each year according to the family financial situation, availability of funds and changes in awarding guidelines.

Federal Pell Grant: This is a federal program that, when fully funded, provides up to \$4,050 for 2006-07. Application is made by completing the Free Application for Federal Student Aid (FAFSA) and submitting it to the Department of Education address. The federal government determines the student’s eligibility for this award. The student must maintain satisfactory academic progress.

William D. Ford Direct (Subsidized and Unsubsidized) Student Loan Program: This federal Direct Loan program enables a student to borrow directly from the federal government. While eligibility for the subsidized Direct Loan requires proof of financial need, financial need is not a consideration for the unsubsidized Direct Loan. The student must file a Free Application for Federal Student Aid (FAFSA) annually to determine eligibility for participation in this program, and be enrolled at least half-time. The variable interest rate is capped at 8.25%. The interest rate is determined on July 1st for the succeeding academic year. Borrowers of a Direct Loan are charged a 3% loan fee at the time of disbursement of the loan proceeds. These loans may be used singly or in combination so that any eligible

enrolled student may borrow up to an annual loan limit of:

Year 1	\$2,625.00
Year 2	\$3,500.00
Year 3-5	\$5,500.00

Maximum available for an undergraduate degree is \$23,000.00

Federal Direct Subsidized Loan only: No payments are due from the student and the government pays all interest until six months after the student leaves school or drops below half-time enrollment status.

Federal Direct Unsubsidized Loan only: Repayment on the principal amount of the loan does not begin until six months after the student leaves school or drops below half-time status, BUT the student is responsible for the interest from the date of the last disbursement of the loan. The student may pay the interest monthly or quarterly, or may defer interest payments during school or the six-month grace period. Arrangements for payment are made by the student with the Department of Education. For independent students and dependent students whose parents cannot obtain a Federal Direct Plus Loan or for whom Financial Aid Services has made a professional judgment decision, the student may have additional unsubsidized loan eligibility up to:

Year 1-2	\$4,000.00
Year 3-5	\$5,000.00
Maximum available is:	\$23,000.00

Federal Direct PLUS Loan: This loan enables parents to borrow for a dependent student. A parent may borrow up to the entire cost of each dependent child's education (minus other financial aid awarded) at a variable interest rate not to exceed 9%. The PLUS loan requires an origination fee of 4%. A credit check based on federal regulations is required. Repayment, unless deferred, begins 60 days after disbursement of the loan proceeds. Depending upon the amount borrowed, parents may have up to 10 years to repay.

Iowa Tuition Grant: Students who are residents of Iowa are eligible to apply for the Iowa Tuition Grant. The FAFSA must be mailed in time to reach the appropriate processing agency on or before the July 1 deadline (Filing the FAFSA constitutes applying for the Iowa Tuition Grant).

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2006-2007 Academic Scholarship Program

High School and Transfer Students

Scholarships for incoming freshmen are based on high school GPA and composite ACT or combined SAT I scores and class rank. For new high school graduates who have earned 12 or more semester hours of postsecondary credit, the academic scholarship will be based on the higher of the high school or the postsecondary cumulative GPA. For transfer students who have attempted 12 or more semester hours, scholarships are based on college GPA. The following are the scholarship ranges awarded:

Incoming High School Students

ACT	Less than 27	27-36
SAT	Less than 1210	1210-1600
GPA	Academic Grant Amount	
4.00+	\$6,000	\$7,000
3.75 - 3.99	\$5,000	\$6,000
3.50 - 3.74	\$4,000	\$5,000
3.25 - 3.49	\$3,000	\$4,000
3.00 - 3.24	\$2,000	\$3,000
2.75 - 2.99	\$1,000	\$2,000
2.50 - 2.74	\$ 500	\$1,000
0.00 - 2.49	\$ --0--	\$ --0--

Transfer Students

GPA	Grant Amount
4.00+	\$7,000
3.75 - 3.99	\$6,000
3.50 - 3.74	\$5,000
3.25 - 3.49	\$4,000
3.00 - 3.24	\$3,000
2.75 - 2.99	\$2,000
2.50 - 2.74	\$1,000
0.00 - 2.49	\$ --0--

The above Academic Scholarships are for incoming students only.

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Financial Aid - Global Campus

Graceland offers undergraduate and graduate degree programs through a variety of delivery methods including off-campus classroom, on-line and correspondence, and sometimes a blended model of two or more methods. Graceland University's Global Campus is the expansion of our programs on-line and at remote locations. All of these degree programs are eligible for financial aid, either Title IV federal student aid or private loans. Graceland University has chosen to establish a reasonable tuition rate rather than offer institutional aid for Global Campus degree programs.

To apply for Title IV federal student aid, students must file a Free Application for Federal Student Aid (FAFSA) as described in the Student Financial Aid section of this catalog.

To establish eligibility for private loans, students apply directly to the lender of choice. The financial aid advisor for Graceland University's Global Campus can assist with this process.

The following is a list of Graceland University's degree programs offered under the umbrella of Global Campus and the financial aid for which eligible students may apply.

UNDERGRADUATE - Classroom

Division of Off-Campus Studies

AIB College of Business, Bachelor of Arts, Business Administration major (Des Moines, IA):

- Title IV federal student aid, including Pell, SEOG, William D. Ford Direct Student Loans and Perkins Loans
- Iowa Tuition Grant

Indian Hills Community College, Bachelor of Arts, Elementary Education major (Centerville, IA):

- Title IV federal student aid, including Pell, SEOG, William D. Ford Direct Student Loans and Perkins Loans
- Iowa Tuition Grant

North Central Missouri College, Bachelor of Arts, Elementary Education major (Trenton, MO)

- Title IV federal student aid, including Pell, SEOG, William D. Ford Direct Student Loans and Perkins Loans

School of Education

Bachelor of Arts, Elementary Education major – Independence Campus:

- Title IV federal student aid, including Pell, SEOG, William D. Ford Direct Student Loans and Perkins Loans

UNDERGRADUATE - Distance Education (On-line)

Nursing, Bachelor of Science in Nursing

Cohort on-line

- Private loans

Nursing, Bachelor of Arts, Health Care Administration major

Correspondence

- Title IV federal student aid, including Pell, SEOG, William D. Ford Direct Student Loans and Perkins Loans

GRADUATE - Classroom

School of Education

Master of Education – Independence Campus

- William D. Ford Direct Student Loans and Perkins Loans

Master of Education – Cedar Rapids, IA

- William D. Ford Direct Student Loans and Perkins Loans

GRADUATE - Distance Education (On-line)

School of Education

Master of Education – On-Line (Collaborative Learning & Teaching/Technology Integration)

- William D. Ford Direct Student Loans and Perkins Loans

Master of Education – On-Line QEP (Quality Schools/Quality Teaching Strategies)

- William D. Ford Direct Student Loans and Perkins Loans

Nursing, Master of Science in Nursing

MSN: Health Care Administration (On-line); Family Nurse Practitioner (On-line); Clinical Nurse Specialist/Nurse Educator (On-line)

- Private loans

MSN: Family Nurse Practitioner/Clinical Nurse Specialist (On-line)

- Federal Nurse Traineeship Grant
(Apply directly to Dean, School of Nursing and Allied Health)
- Private loans

Seminary

Master of Arts in Religion (MAR)

- Private loans

Master of Arts in Christian Ministries (MACM)

- Private loans

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Graceland University - Student Rights & Social Regulations

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Student Rights & Social Regulations

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Social Regulations

As a Christian institution, Graceland University seeks to foster relationships that reflect mutual concern, dignity, and individual worth. Consistent with its religious heritage and commitment to a healthful life-style, Graceland values and promotes:

- An alcohol-free environment.
- A tobacco-free environment.
- An environment free of substance abuse.
- An environment free of harassment and exploitation in sexual relationships.

Our social regulations reflect these values. All members of the Graceland community are expected to abide by all federal, state, and local laws. All members of the Graceland community will refrain from:

1. Acts that humiliate, harass, and/or abuse;
2. Theft or damage of property;
3. Disruptive behavior (including but not limited to actions resulting from the influence of alcohol and other drugs);
4. Substance abuse, including illegal manufacture, distribution, possession, or use of a controlled substance;
5. Sexual behavior, which is offensive or fails to respect others' rights.

In addition, all members of the Graceland community, while on campus or in attendance at University sponsored activities, will refrain from:

6. Use or possession of firearms, ammunition, fireworks, explosives, incendiary devices, weapons, dangerous substances, drug paraphernalia and/or materials prohibited by law;
7. Possession of or use of alcoholic beverages or their containers;
8. Use, or evidence of use, of tobacco in any form;
9. Illegal gambling;
10. Premarital or extramarital intercourse.

We believe that violation of these regulations impinges directly on the rights of others. Cases are referred to either the Vice President for Student Life or the Associate Dean of Students for appropriate disciplinary action and/or referral to the Residence Life Council or the Council on Student Welfare.

Lack of mention of any regulation with regard to objectionable actions does not imply approval, and may result in disciplinary action.

Students are expected to comply with the directives of university personnel in performance of their duties. Failure to do so may result in disciplinary sanctions.

The **Residence Life Council** (RLC) is a committee consisting of the CHP President, Assistants to the Hall Directors and Hall Directors. RLC handles many of the disciplinary problems that occur in the residence halls when clear and concise guilt is established. If there is evidence of use and/or possession of illegal drugs and/or the student is a repeat offender, the case is referred to the Council on Student Welfare.

The **Council on Student Welfare** (CSW) is a committee appointed by the President to serve in an advisory and judicial capacity in matters relating to student welfare. To it is delegated the responsibility for maintaining proper standards of student conduct at Graceland University. The Council on Student Welfare expects to accomplish two goals:

- To protect the university from those influences which are not consistent with the spirit, purposes, and/or procedures of the university, and
- To assist student(s) appearing before the Council in understanding the values and behavioral expectation of the university and the subsequent consequences for violation of these expectations.

Copies of the university procedure regarding the Council on Student Welfare are available upon request from the Student Life Office.

Students enrolled in Graceland University classes on sites other than Lamoni and Independence will abide by the rules and regulations of the host institution.

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Harassment Policy

Sexual and other harassment of student, faculty, or staff is not tolerated at Graceland University. Sexual and other harassment diminishes the university in achieving its mission through its insidious and detrimental impact on individual students, faculty, staff and the university community as a whole. All harassment stifles the realization of the victim's full potential as a student, faculty or staff member. Harassment is especially serious when it threatens relations between faculty and student or supervisor and subordinate by unfairly exploiting the power differential between the parties in the relationship. Likewise, Graceland University does not tolerate harassment between people of equal university status.

Procedures relating to this policy are available upon request from the Dean of Student's office or available on the Graceland University website.

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Photo and Videotape Policy

Graceland University takes photographs and videotapes of students throughout the year. These images often include students in classrooms, residence halls, microlabs, at athletic events and other campus activities. Graceland reserves the right to use these photographs and videotapes as part of its publicity and marketing efforts. Students who enroll at Graceland University do so with the understanding that these photographs might include them and might be used in university publications, newspapers and other media, and for publicity purposes.

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Grievance Procedure for Students

Graceland University will generally handle complaints or concerns of students through the grievance procedure. This procedure is designed to handle situations expediently. Graceland University will handle complaints or concerns with sensitivity, confidentiality, and with respect to the Graceland community. A copy of the grievance procedure is available in the Dean of Students office.

- I. **PROCEDURE** Any member of the Graceland student body who has a complaint or concern may initiate the following informal and formal actions for complaint resolution. All complaints will be handled promptly and treated with as much discretion as practicable. Access of information provided by the complainant will be available only to those persons on a reasonable need-to-know basis.
 - A. **Informal Procedure.** The purpose of the informal procedure is to provide an opportunity to mediate a mutually acceptable resolution between the parties. A complainant is encouraged to use the informal procedure prior to a formal complaint process.
 1. A complainant may initiate an informal procedure for resolution by contacting the Dean of Students, Associate Dean of Students, or designee of the Dean of Students for counseling and assistance.
 2. In an informal procedure, the university official will counsel the complainant concerning options and, at the complainant's request, may help the complainant mediate the complaint informally.
 3. If the complainant chooses to proceed with an informal complaint, the university official will inform the accused person(s) of the nature of the complaint, identity of the complainant and the actions available. If the complainant chooses not to proceed with an informal or formal complaint, no written record of the complaint will be kept.
 4. An informal mediation process must be resolved within seven days. Mediation results are final. The process of complaint, response, and mediation will not normally exceed ten calendar days.
 5. A written summary of the informal mediation proceedings will be made and retained by the university official.
 - B. **Formal Procedure.**
 1. If a complaint cannot be resolved informally or if the complainant chooses to take the complaint through the formal procedure, the complainant may elect to initiate the formal complaint procedure.
 2. A formal complaint must be made, in writing, to the Dean of Students or designee of the Dean of Students. The written complaint must include the following information: name, address and

- telephone number of the complainant; nature of the complaint; date(s) and location of the occurrence; evidence on which the complaint is based and redress sought by the complainant.
3. The Dean of Students or Associate Dean (or other person designated by the Dean) will normally begin an investigation of the complaint 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.

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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.

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Graceland University - Student Life

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Student Life

Graceland's student life program joins the academic sector in an effort to educate the whole person. As a partner in the educational enterprise, student life enhances and supports the academic mission. In addition, Graceland's student life program encourages personal development. A unique housing system offered through Residence Life partners with student government to provide broad based student participation.

Numerous clubs and organizations provide students opportunities for involvement that enhance learning and contribute to building a supportive community. The Graceland community helps students learn to work together, make and keep friends, care about the welfare of others, balance freedom and responsibility, and appreciate human differences.



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Residence Life

The university believes that a significant portion of a student's learning experience can be achieved through association with other students in residence hall living. On the Lamoni campus, residence hall living is required of all full-time freshman and sophomore students. Exceptions to this policy are students living with their parents or legal guardians, married students, and students 21 years of age and over. All international students who receive intercultural grants will be required to live on campus. Students living off campus are responsible for their own arrangements.



All seven single-gender residence halls are located near the Floyd M. McDowell Commons. Nine apartments are available for married students. All residence hall students are required to sign a housing contract with the university before occupying the room. Signed housing contracts are valid for the academic year unless cancelled under the terms of the contract. University-owned residence halls are closed during the official breaks of the university.

The basic unit of student life is known as a "house". The house system is a unique program of the university based on the principle of inclusion that recognizes the importance of each student attending the university and celebrates the individuality of each person. All full-time students (whether living on or off campus) are assigned to a house upon acceptance to the university. Members of the house elect five students to hold key leadership positions. Under their direction, social, religious, and academic support activities are planned for the house members.

[Housing requests](#) can be completed online after acceptance to the university. Roommate requests are considered when the request is received from both parties and space is available.

Residence hall students are required to purchase a full board plan in the Floyd McDowell Commons. Flex Points are available to students who reside off campus.

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Campus Ministries

The Campus Ministries team at Graceland believes that each and every person is on a spiritual journey with God. No two of us is in exactly the same place on that journey, nor have we come to this community by an identical route. Still, we believe the divine Presence is aware of each one of us and travels with us each step of the way. At Graceland, there is amazing joy to be found in sharing that journey with people from many lands and a wide variety of faith traditions or experience.



Graceland's sponsoring church is the **Community of Christ**, and many students come from that faith tradition. While the majority of students on Campus are of Christian background representing a wide variety of denominations, our community also includes Hindus, Buddhists, Muslims, and others. **All are important and valued members of our on-campus family of faith.**

Campus Ministries offers a variety of religious experience on campus to support students and others on their spiritual

quest. For students who wish to attend worship off campus in their own tradition, assistance is provided to locate a house of worship that will be familiar and meet their needs. Several styles of Christian worship are provided on-campus each week at various times to meet the needs of students, faculty and staff.

The Campus Ministers' offices are located in the Memorial Student Center (MSC) and are virtually always open to students who wish to chat. In addition, each residence house has a chaplain whose job it is to be available to students who need further or immediate peer support.

The success of Campus Ministries is directly dependent on the involvement of the many students who seek to develop and express their faith through a wide variety of leadership roles and ministry activities. Fellowship, Peace and Justice, Worship, and Small Group Ministry are just a few of the areas in which students can choose to be involved. We believe that the gifts of each person are important and want to find opportunities for those to be expressed in Campus Ministries activities. If you are interested in being involved or knowing more, please contact the Campus Ministers or your House Chaplain at your earliest convenience.

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Graceland Student Government (Lamoni Campus)

All students enrolled at Graceland are members of the Graceland Student Government (GSG). Student government is involved in all campus areas which affect students. The GSG is organized to express their views on issues of institutional policy and on matters of general interest to the student body. The branches of student government and their corresponding bodies include:

- Executive — composed of Graceland Student Government President, Executive Advisory Committee (EAC), and Council of House Presidents (CHP)
- Legislative — Student Senate
- Academic — Student Academic Council (SAC)
- Social — Campus Organization for Social Activities (COSA) and Intramural Athletics (IM)
- Judicial — Council on Student Welfare (CSW)

Each body has specific functions and responsibilities.

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The Career, Academic, and Personal Counseling (CAP) Center

The CAP Center is located in the north wing of Patroness Hall. Its purpose is to help students understand themselves and realize their career, academic and personal goals by integrating three services:

CAREER PLANNING — Career Development Specialists guide students through the process of self-assessment, choosing a major, and exploring possible career fields. They help students locate resources for securing internships and summer jobs. A career resource library and a computerized career



guidance program are available at the CAP Center. Students may enroll in a career exploration experience during the winter term. Two career planning courses are offered each semester as well as resumé and interviewing workshops for job seekers. Graceland has their own resume and job posting site to aid students in the job search.

ACADEMIC ADVISING — Academic Advising Specialists help all new students with the academic planning process as well as to explore life and career goals. Advisers share information about campus resources, educational options including choice of major, and academic policies and procedures. Students begin to work with their Academic Advisers during New Student Orientation prior to the beginning of classes.

PERSONAL COUNSELING — Personal Counseling staff helps all students with problems such as depression, anxiety, and other behavioral concerns that interfere with their academic and social life on campus through individual, group or couples counseling, crisis intervention, or brief problem-solving sessions. Through the counseling process, students may explore their interpersonal relationships and their college experience. Personal Counseling staff is also available to talk with students or groups on personal development topics such as assertiveness, eating disorders, date rape, and conflict resolution. The personal counselor(s) may refer students to other professional services when necessary.

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Student Publications

The **Tower** is a weekly newspaper published by the students which attempts to keep the university community in touch with Graceland happenings, and student and faculty opinions. The **Acacia** is the yearbook of the university, and is also published by students. Both of these publications are under the supervision of sponsors.

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Music Groups

Graceland's organized musical groups are the [orchestra](#), [band](#), [jazz band](#), [concert choir](#), [chapel choir](#), [chamber singers](#), and [other choral and instrumental ensembles](#). Some ensembles perform both on and off campus.

Choral and instrumental chamber music ensembles are organized and scheduled individually according to available instrumentation and voices.

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Recreational Facilities

The Eugene E. and Julia Travis Closson Physical Education Center includes an indoor junior Olympic-size pool; indoor track; weight room; and racquetball, basketball, tennis and volleyball courts. Outdoor facilities include two small lakes, an 18-hole disc golf course, the Hal McKain Tennis Courts, and the Bruce Jenner Sports Complex with the Ackerley 200M outdoor track, the Rasmussen soccer field, and the football field. By special arrangement, Graceland students are welcome to join the Lamoni Golf and Country Club.

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Frederick Madison Smith Library

The Frederick Madison Smith Library offers a selection of print and nonprint materials for the use of students, faculty, and members of the community. The library's collection includes 120,131 book volumes, 456 periodical and newspaper subscriptions, 73,000 government documents, 2,103 records, cassettes and CD's, 1,264 videotapes, and a selection of over 200 sound filmstrips, multimedia kits, and videodiscs. The VTLS library automation system provides an integrated, on-line public access catalog, circulation, closed reserve, serials control and acquisitions system. A network of computer workstations in the library provides access to a variety of electronic databases and journal indexes, to the automated card catalog, and to the Internet network. Many of these databases and indexes, as well as the library catalog, are available to off-campus users over the Internet.

Because of the agreements with other libraries, it is possible for students and faculty to acquire materials the library does not own. These interlibrary loan services are extended to patrons through the statewide SILO and the international OCLC computer networks.

Since 1927, the university has been officially designated as a government depository library. This service provides a very useful collection of government-printed materials covering a wide range of subject areas.

The library also houses a special collection of books, documents, pictures, manuscripts, oral history tapes, and administrative records dealing with the history of the sponsoring church, the community of Lamon, and Graceland University. The collection, housed in the DuRose Rare Books Room, is available to Graceland students, faculty, and other scholars and interested persons.

The library serves the university's academic program by obtaining audiovisual materials through a nationwide interlibrary loan consortium. A wide variety of audiovisual equipment and materials is provided for faculty and student use, both in the classroom and in the library. Also, different locations in the library are provided as video viewing rooms and audio listening stations.

In an effort to aid students in their research, the library provides class and individual instruction in the use of library and Internet resources. An Information Desk is staffed to assist users with their reference needs. The library is also the center for the Department of Instructional Technology and campus' microcomputer labs.

Students have the opportunity for group study in the student lounge, which includes the newly added coffee bar, located in the lower level of the library. Quiet study areas are provided on the campus and upper level. The library staff works closely with the students to maintain an atmosphere that is both comfortable and informal, and at the same time conducive to study and research.

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The Dr. Charles F. Grabske, Sr. Library and Learning Resource Center - Independence Campus

The Grabske Library is located at the Independence Campus. Its holdings focus on medicine, nursing, science, allied health subject areas, and education; it includes professional journals, monographs, a vertical file and a variety of audiovisual materials. The current holdings include 2,879 book volumes, 321 current periodical subscriptions, and 282

audiovisual items. A list of journal holdings for this library is available on site.

Interlibrary loan, particularly for professional journals and print media, is available to Graceland students and faculty. The Grabske Library's catalog is part of the Graceland University Libraries' VTLIS online library system. Several electronic databases and journal indexes, as well as the library's catalog, are available to users over the Internet and also at the computer workstations provided in the library.

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The Center for the Study of the Korean War - Independence Campus

The Center for the Study of the Korean War, located in the Dr. Charles F. Grabske, Sr. Library in Independence, is an archive designed to collect, preserve, and make available materials dealing with the Korean War. The collection is open Monday through Friday and by appointment on weekends.

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Creative Media Center

The Creative Media Center (CMC), located in the lower level of Zimmermann Hall, is a center for the design and production of printed materials as well as electronic media and videography used by the university community. Services include graphics, web design, publication design, photography and printing.

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Information Technology Services

Graceland's Information Technology Services department provides information services to Graceland University in many different forms. Those provided directly to all students include:

- Network logon for access to university systems
- Student email account
- Network storage of personal files
- Network storage of class files
- Personal web page space (by request)
- Access to WebCT for classes
- Access to Unix for programming classes
- Access to campus computer labs (Macintosh and Windows) and lab printing services
- Access to public machines located in the Memorial Student Center and the F.M. Smith Library

In addition, students staying in residence halls receive the following information services:

- Telephone (shared with roommate if you have one)
- Personal voice mailbox
- Cable TV connection
- Data network connection for personal computers, which includes access to the Internet.

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Instructional Technology Services

Instructional Technology Services provides the following services for students:

- Software questions answered on individual or group basis (workshops can be arranged) via the STA+program.
- Audio/Visual support for hooking up presentation equipment for class presentations.
- Audio/Visual equipment to loan for class projects (Data Projectors, VHS and digital camcorders, digital still cameras, VHS and DVD players, tape recorders, Portable PA System, etc.)
- Audio/Visual work including video and sound taping, editing, producing and copying.
- Price List for AV Work available on website: <http://sta.graceland.edu>
- For questions please email sta@graceland.edu or call #5400 or #5496.

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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.

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Student Health

Graceland's Health Service is staffed by a full-time registered nurse and a secretary. Student Health Services works closely with the medical clinics located in Lamoni. Payment of fees for physician care is expected at the time of service. All records are confidential.

Students attending classes on the Lamoni campus must have a completed health form on file at Student Health Services. In addition, students living in the university's residence halls are required to have written documentation of two measles vaccinations, Rubeola or MMR, given no less than one month apart after the first birthday. Exemption from the measles vaccinations will be permitted to those for whom immunization is contradicted and verified by a doctor. Students from countries with a high risk of tuberculosis will be tested for TB. The university maintains an outpatient Health Service Center where students may be seen for all illnesses and injuries.

Special arrangements are made for students to purchase low-cost injury and sickness insurance. International students (including Canadian students) are required to purchase this policy. The insurance provides for twelve months' coverage and protects insured students while traveling in vacation periods.

Students in the Nursing major are required to have another physical examination prior to entrance into the clinical nursing courses. At this time the student must show evidence that they have current immunizations for polio, tetanus, diphtheria, measles, mumps, rubella, and Hepatitis B. A Titer must be documented to prove immunity to varicella. A

two-step TB skin test is also required. A chest X-ray is required only if the TB skin test is positive.

Effective upon enrollment in nursing courses and every year thereafter, all nursing students are required to provide proof of hospitalization insurance.

Nominal charges are assessed by Health Service for physical examinations, X-rays, and diagnostic tests.

Excluded from the provisions of this service are: (1) services by other than Health Service personnel or in locations other than those mentioned in the paragraph above; (2) medications; (3) dental treatment; (4) surgery; (5) immunizations; and (6) doctor fees.

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Student Handbook

A [student handbook](#) is available online. This handbook includes social regulations, campus policies, academic calendar, and general information.

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Student Persistence

48% of new high school graduates who entered Graceland University in Fall 1999 graduated by 2005. 73% of the transfer students who entered Graceland in Fall 1999 completed the baccalaureate degree at Graceland by 2005.

2005-2006 Cumulative Summary of Enrollment

Undergraduate	
Lamoni	1,277
Independence	72
College of Professional Studies	432
Distance Learning	937
Total Undergraduate	2,718
Graduate	
Lamoni	0
Independence	25
Distance Learning	809
Total Graduate	1,064
Total University Enrollment	3,782

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Cumulative Geographical Distribution of Undergraduate Students for 2005-2006

(Lamoni and Independence Campuses - Fall and Spring Semesters)

40 States are represented. 42 Countries are represented.

UNITED STATES	COUNTRIES
----------------------	------------------

Alabama	2	Argentina	1
Alaska	2	Bolivia	3
Arkansas	4	Bosnia & Herzegovina	5
Arizona	12	Brazil	1
California	57	Bulgaria	4
Colorado	15	Canada	91
Florida	26	China	2
Georgia	2	Commonwealth of Dominica	1
Hawaii	21	Croatia	1
Idaho	4	England	1
Illinois	52	Ethiopia	1
Indiana	3	France	1
Iowa	308	French Polynesia	1
Kansas	48	Georgia	1
Kentucky	1	Germany	2
Louisiana	1	Honduras	1
Maine	2	Hong Kong	4
Maryland	5	India	2
Massachusetts	5	Iran	1
Michigan	29	Japan	9
Minnesota	10	Kazakhstan	1
Missouri	324	Kenya	1
Montana	1	Kosovo	13
Nebraska	9	Kyrgystan	1
Nevada	2	Mexico	8
New Jersey	2	Mozambique	1
New York	2	Nepal	13
North Carolina	5	Netherlands	1
Ohio	8	New Caledonia	1
Oklahoma	22	Nigeria	1
Oregon	19	Portugal	1

Pennsylvania	5	Russia	1
South Dakota	1	Scotland	1
Tennessee	8	South Africa	1
Texas	64	South Korea	2
Utah	5	Spain	1
Virginia	2	Tahiti	1
Washington	21	Taiwan	1
Wisconsin	4	Ukraine	2
Wyoming	2	United States	1,115
		Uzbekistan	1
		Venezuela	7
		Yugoslavia	1
TOTAL UNITED STATES	1,115	TOTAL COUNTRIES	1,309

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Graceland University - Tuition, Expenses and Financial Requirements

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2006 - 2007 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 2007 – 2008.

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Application Fee

A nonrefundable application fee is required for the processing of transcripts and the determination of admissibility. Re-entry, degree-seeking students who have allowed a major semester (or the equivalent of a major semester) to elapse since last enrollment must pay a reactivation fee.

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Institutional Deposit

An institutional deposit of \$200.00 is required for all full-time students on the Lamoni Campus and all full-time students in the Nursing Program on the Independence Campus. This deposit must be paid prior to receiving a room assignment or registering for classes. The deposit is refundable until June 1 for new or re-entry students entering fall semester, and November 1 for new or re-entry students entering spring semester. For enrolled students, the deposit is refundable (net of any outstanding charges) after termination of enrollment at Graceland University. Failure to initiate the withdrawal process or to complete the checkout process at the time of withdrawal from the university, either mid session or at the close of the session or academic year, can result in the forfeiture of the institutional deposit. Costs arising from damage to university property, supplies or equipment, as well as fines or other charges placed on the student account will be deducted from the deposit. In the event that the deposit is forfeited, it will not be available to help pay these costs.

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Tuition and Auditing

Undergraduate students on the Lamoni Campus and all students in the Nursing Program on the Independence Campus are charged full-time tuition if enrolled in 10 – 18 semester hours. The part-time hourly fee is charged to students enrolled in less than 10 semester hours and to full-time undergraduate students for each hour registered over 18. Students who exceed the 18 semester hour limit by virtue of having applied lessons as part of their schedule are allowed to take the lessons without additional per hour tuition fees. Added tuition is waived for students officially admitted to the Honors Program who are taking over 18 semester hours in a given semester.

An audit fee of one-half the per semester hour part-time rate is charged for audited courses when the total of semester hours for audit and credit is less than 10. There is no audit fee charged for auditing courses if the total of semester hours of courses for credit and audit is 10 or more, including hours over 18.

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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.

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Board (Lamoni Campus)

Lamoni Campus residence hall students are required to purchase full board meal plans. Full meal plans or flex point meal purchases are available to students residing off campus. There are no refunds for missed meals. Food services will be closed during the official breaks of the university. Special dietary needs may be discussed with the Director of Food Services.

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Additional Costs

The cost of books and supplies varies by program. Approximately \$1000.00 per year is needed for purchase of books and supplies for undergraduate on-campus programs.

Special lesson and/or course fees exist for Music Lessons, Music Instrument Rental, Piano and Keyboard Courses, Studio Art Courses, Student Teaching, and some Physical Education courses such as Aquatics Theory, Bowling, First Aid, Hockey, Life Guard Training and Scuba Diving.

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Graceland University - 2006-2007 General Fees (applicable to all programs unless otherwise specified)

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2006-2007 General Fees (applicable to all programs unless otherwise specified)

Application Fee (nonrefundable)	\$	50.00	
Audit Fee		50% of the Program's Regular Tuition	
(Not applicable to students enrolled in 10 or more semester hours, including hours over 18.)			
General Education Online Courses (Global Campus)			
Tuition	\$	285.00	semester hour
(General Education courses offered in other formats are assessed tuition rates according to their program.)			
(Traditional campus program students may include these hours as part of their full-time 10-18 hours.)			
Technology Fee (nonrefundable)		75.00	course
Exam Guard Fee (nonrefundable)		5.00	6 month course
(Assessed to approved transitional 6 month courses in addition to the Technology Fee per course.)			
Extension Fee for Incomplete Course (nonrefundable)	\$	100.00	
Experiential Learning Credit Fee	\$	50.00	semester hour
Graduation Fee	\$	50.00	
(Assessed when application for graduation is submitted.)			
ID Card Replacement Fee	\$	15.00	
Late Change of Registration Fee (nonrefundable)	\$	50.00	
(Late changes are only allowed with approval.)			
Late Financial Clearance Fee	\$	100.00	
(Applied on the first day of the session.)			
Payment Plan Processing Fees (nonrefundable)			
Two Month Plan	\$	15.00	
Three or more Month Plan		35.00	
Placement Fees			
Credentials - Teaching	\$	30.00	
Internship/Career Exploration		10.00	
Proficiency Examination Fee	\$	50.00	semester hour
Program Resequencing Fee - Global Campus	\$	100.00	
Reactivation Fee (nonrefundable)	\$	50.00	
(Applied if students have had a major semester elapse since their last enrollment.)			
Recording Fees			
CEU Credit Recording Fee (Global Campus)	\$	15.00	
(Seminars and workshops may have additional costs.)			
College Level Examination Program (CLEP)	\$	20.00	semester hour
Excelsior (Non-Nursing)		20.00	semester hour
Internship Recording Fees			
Blank Zoo	\$	125.00	student
Botanical Center		125.00	student
Des Moines Science Center		125.00	student
Kirtland Temple		60.00	student
Living History Farms		60.00	student
Nauvoo		60.00	student
Returned Check Service Charge	\$	25.00	check
Transcript Fee	\$	10.00	each transcript
Transcript Faxing Fee	\$	3.00	each transcript
Unofficial transcripts are available to students online (through MyInfo) free of charge.			
Visiting Student Fee (Global Campus)	\$	20.00	course
W-2 Form Replacement Fee	\$	10.00	
Workshop for Semester Hour Credit - Global Campus	\$	60.00	semester hour

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Total for Full-time Tuition, 2 Person Room, Board, and Student Activity Fee	\$	22,700.00	year
		11,350.00	semester
Full-time Tuition	\$	16,850.00	year
		8,425.00	semester
Part-time Tuition (<10 & >18 sem. hrs)	\$	530.00	semester hour
Rooms (nonrefundable after the first week of school)			
2 Person Room	\$	2,200.00	year
		1,100.00	semester
Semi-Private Room	\$	2,500.00	year
		1,250.00	semester
Private Room	\$	2,800.00	year
		1,400.00	semester
Tower Apartment Rental	\$	100.00	deposit
	\$	300.00	month
		2,700.00	year
		1,500.00	Fall (5 months)
		1,200.00	Spring (4 months)
Board	\$	3,450.00	year
		1,725.00	semester
Student Activity Fee	\$	200.00	year
(applicable to full-time students only)		100.00	semester
Fees			
C-BASE Testing Fee (Education Majors)	\$	50.00	
Chance Program	\$	1,350.00	semester
(Two semesters are required)			
Deposit	\$	200.00	
English Course Fees			
ENGL3530 Digital Filmmaking	\$	125.00	
ENGL3540 Screenwriting		30.00	
ePortfolio Fee (Education Majors)	\$	65.00	year
Flex Points Meal Purchase	\$	40.00	50 Flex Points
Music Instrument Rental Fee	\$	10.00	semester
Music Lesson Fees			
1 semester hour	\$	325.00	
2 semester hours		360.00	
3 semester hours		390.00	
4 semester hours		425.00	
Physical Education Course Fees			
PHED2240 Aquatics Theory	\$	10.00	
PHED0150 Bowling		45.00	
HLTH2100, HLTH2110 First Aid		10.00	
PHED0040 Hockey		10.00	
PHED0610 Life Guard Training		10.00	
PHED0360 Scuba Diving		130.00	
Piano/Keyboard Class Lab Fees			
MUSC1710 Keyboard Skills I	\$	25.00	
MUSC1720 Keyboard Skills II		25.00	
MUSC1740 Piano Class		25.00	
MUSC2120 Piano Class for Proficiency		25.00	
Retired Citizen Administration Fee	\$	50.00	semester

Tuition waived for one course per semester.

Studio Art Course Fees	\$	10.00
ARTS1210 2-D Design, ARTS1220 3-D Design		
ARTS1230, ARTS1240, ARTS2200 Drawing		
ARTS2250, ARTS3500, ARTS3510, ARTS4370 Painting		
ARTS2270, ARTS3270 Ceramics		
ARTS2320, ARTS3600 Photography		
ARTS3350 Printmaking		
ARTS3460, ARTS3470, ARTS3480, ARTS3490 Sculpture		
ARTS3300, ARTS4350 Art for Elementary/Secondary School		
ARTS1710, ARTS3610, ARTS3620, ARTS3630, ARTS3640,		
ARTS4440 Visual Communications		
ARTS4500 Advanced Studio Practices		
Student Teaching Fee	\$	130.00
Additional costs may result if Student Teaching outside a 90 mile radius of either the Lamoni or Independence campus.		
Vehicle Registration Fee	\$	15.00 On Campus 15.00 Commuter

Lamoni Campus - Discounts

Graceland Graduate Tuition Discount	50% Discount
Applicable to traditional undergraduate Lamoni and Independence courses only.	
Honors Program Tuition Waiver	100% Waiver over 18 hours
Added tuition is waived for students officially admitted to the Honors Program and taking over 18 semester hours in a given semester.	
Music Lesson Tuition Waiver	100% Waiver over 18 hours
Music majors, minors, and Lamoni campus full-time students.	
Retired Citizen Waiver	100% Waiver
Tuition waived for one course per semester and requires a \$50.00 Administration Fee.	

Lamoni Campus - Winter Term

Tuition	\$	500.00	semester hour
(Winter Term tuition applies to students who are not enrolled as full-time status for fall or spring semester. Students that are full-time status for fall or spring semester may take a Winter Term with no additional charge for tuition.)			
Room			
2 Person Room	\$	60.00	week
Private Room		80.00	week
Board	\$	18.50	day
Non-Student Winter Term Fee	\$	100.00	
Applicable to non-students taking Winter terms outside the U.S. Additional charges related to the trip will also apply.			

Lamoni Campus - Summer Session

Tuition			
Lamoni Campus	\$	285.00	semester hour
Room			
Walker Hall & Units			
2 Person Room	\$	75.00	week
Private Room		100.00	week
Tess Morgan, Gunsolley & Graybill Halls			
2 Person Room	\$	60.00	week
Private Room		80.00	week
Board	\$	18.50	day
Residence Hall Summer Charges for International Students Remaining on campus throughout the Summer			
2 Person Room & Flex Points Meal Purchase	\$	775.00	
Private Room & Flex Points Meal Purchase		1,175.00	
For more information regarding additional fees, please see General Fees .			

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2006 - 2007 Tuition and Fees AIB/Centerville/Trenton Programs

Tuition	\$	245.00	semester hour
Fees			
C-BASE Testing Fee (Education Majors)	\$	50.00	
ePortfolio Fee (nonrefundable) <small>(applicable to Education Majors)</small>	\$	65.00	year
Liberal Studies/General Studies Evaluation Fee	\$	50.00	
Student Teaching Fee	\$	130.00	

Additional costs may result if Student Teaching outside a 90 mile radius of either the Lamoni or Independence campus.

For more information regarding additional fees, please see [General Fees](#).

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2006 - 2007 Tuition and Fees Accelerated College Education Program (ACE)

Tuition

Online Standard Option	\$	250.00 course
In-School Option (High school supplies instructor & book)	\$	25.00 semester hour

For more information regarding additional fees, please see [General Fees](#).



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2006 - 2007 Tuition and Fees

School of Education

Bachelor of Education Program - Independence Campus

2006 - 2007 Tuition and Fees

Tuition	\$	245.00	semester hour
C-BASE Testing Fee	\$	50.00	
Campus Fee (nonrefundable)	\$	30.00	year
ePortfolio Fee (nonrefundable)	\$	65.00	year
Student Teaching Fee	\$	130.00	

Additional costs may result if Student Teaching outside a 90 mile radius of either the Lamoni or Independence campus.

For more information regarding additional fees, please see [General Fees](#).

Master of Education - Face to Face Programs

2006 - 2007 Tuition and Fees

Tuition	\$	245.00	semester hour
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(Independence site is also assessed a \$30.00 per year campus fee.)

For more information regarding additional fees, please see [General Fees](#).

Master of Education - Online Programs

2006 - 2007 Tuition and Fees

Master of Education - Online
(Collaborative Learning & Teaching/Technology Integration)

Tuition	\$	310.00	semester hour
Administrative Withdrawal Fee (nonrefundable)	\$	100.00	course
Materials Fee (nonrefundable)	\$	75.00	course

Master of Education - Online QEP
(Quality Schools/ Quality Teaching Strategies)

Tuition	\$	310.00	semester hour
Administrative Withdrawal Fee (nonrefundable)	\$	100.00	course
Materials Royalty Fee (nonrefundable)	\$	75.00	course
QEP Transfer Credit Fees	\$	100.00	3 semester hours

For more information regarding additional fees, please see [General Fees](#).

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2006-2007 Tuition and Fees

School of Nursing

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Traditional Nursing BSN-RN Program

2006 - 2007 Tuition and Fees

Tuition

Full-time Tuition	\$	8,425.00 semester
Part-time Tuition (<10 & >18 semester hours)	\$	530.00 semester hour

Junior Year

Summer 2006

Tuition - 7 hours @ \$530/semester hour	\$	3,710.00
Campus Fee	\$	30.00
Lab Fee	\$	25.00
Syllabus Fee	\$	10.00
Test Fee	\$	135.00

Fall 2006

Full-time (10 - 18 semester hours)	\$	8,425.00
Activity Fee	\$	75.00
Lab Fee	\$	100.00
Liability Insurance	\$	50.00
Syllabus Fee	\$	70.00
Test Fee	\$	145.00

Spring 2007

Full-time (10 - 18 semester hours)	\$	8,425.00
Activity Fee	\$	75.00

Senior Year

Fall 2006

Full-time (10 - 18 semester hours)	\$	8,425.00
Activity Fee	\$	75.00
Campus Fee	\$	30.00
Liability Insurance	\$	50.00
Syllabus Fee	\$	70.00
Test Fee	\$	115.00

Spring 2007

Full-time (10 - 18 semester hours)	\$	8,425.00
Activity Fee	\$	75.00

Senior Year - Accelerated Program

Summer 2006

Tuition - 8 Hours @ \$530/semester hour	\$	4,240.00
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Fall 2006

Full-time (10 - 18 semester hours)	\$	8,425.00
Activity Fee	\$	75.00
Campus Fee	\$	30.00
Liability Insurance	\$	50.00
Syllabus Fee	\$	70.00
Test Fee	\$	115.00

Winter 2007

Tuition - 2 Hours @ \$530/semester hour	\$	1,060.00
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Winter Term

Tuition	\$	530.00 semester hour
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Non-student Winter Term Fee	\$	100.00
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Applied to Winter Terms outside the U.S. Additional charges related to the trip may also apply.

Summer Session

Tuition	\$	530.00 semester hour
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NURSING WAIVER - Fees for required summer nursing courses will be waived for students as follows: Graceland University full-time attendees for two years prior to enrollment receive waiver of all required summer nursing course tuition. Graceland University full-time attendees for two semesters prior to enrollment receive waiver of three semester hours of required summer nursing course tuition.

Fees

Campus Fee (nonrefundable)	\$	30.00 year
Juniors pay with Summer charges. Seniors pay with Fall charges.		
Deposit	\$	200.00
Nursing Lab Fee (nonrefundable)	\$	125.00 year
Junior year only. Summer semester \$25 - Fall semester \$100		
Nursing Liability Insurance (nonrefundable)	\$	50.00 year
This fee is to be paid with Fall semester charges.		
Nursing Syllabus Fee (nonrefundable)	\$	80.00 Junior year
	\$	70.00 Senior year
This fee is assessed as follows: \$10.00 Summer semester prior to Junior year; \$70.00 Fall semester Junior year; \$70.00 Fall semester Senior year.		
Nursing Test Fee (nonrefundable)	\$	280.00 Junior year
		115.00 Senior year

This fee is assessed as follows: \$135.00 Summer semester prior to Junior year; \$145.00 Fall semester Junior year; \$115.00 Fall semester Senior year including Senior year Accelerated Program.

Retired Citizen Administration Fee	\$	50.00 semester
Tuition waived for one course per semester.		
Student Activity Fee	\$	150.00 year
	\$	75.00 semester

Tuition Waivers and Discounts

Graceland Graduate Tuition Discount	50% Discount
Applicable to traditional undergraduate Lamoni and Independence courses only.	
Honors Student Tuition Waiver	100% Waiver over 18 hours
Added tuition is waived for students officially admitted to the Honors Program and taking over 18 semester hours in a given semester.	
Retired Citizen Tuition Waiver	100% Waiver
Tuition waived for one course per semester and requires a \$50 Administration Fee.	
For more information regarding additional fees, please see General Fees .	

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**Distance Learning BSN & BA-HCA Programs
2005 - 2006 Tuition and Fees**

Tuition		
Tuition	\$	355.00 semester hour
Fees		
Administrative Withdrawal Fee (nonrefundable)	\$	100.00 course
BA-HCA Evaluation Fee	\$	40.00
BA-HCA One-Time Additional Evaluation	\$	12.00
Clinical Fee	\$	110.00 semester hour
Focus Session Fees		
Campus Fee (nonrefundable)	\$	50.00 5 days
		25.00 2-3 days
Transportation Fee (nonrefundable)	\$	70.00
Recording Fees		
BA-HCA RN Experiential	\$	25.00 semester hour
CLEP	\$	20.00 semester hour
DANTES	\$	20.00 semester hour
Excelsior	\$	20.00 semester hour
Junior Level Nursing Course (Escrow)	\$	20.00 semester hour
Senior Level Nursing Course	\$	20.00 semester hour
Re-evaluation of Program of Study Fee	\$	50.00
For more information regarding additional fees, please see General Fees .		

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**Distance Learning MSN Program
2006 - 2007 Tuition and Fees**

Tuition		
Tuition	\$	445.00 semester hour
Fees		
Administrative Withdrawal Fee (nonrefundable)	\$	100.00 course
Focus Session Fees		
Campus Fee (nonrefundable)	\$	50.00 5 days
	\$	25.00 2-3 days
Transportation Fee (nonrefundable)	\$	70.00
Practicum Fee		
In Continental USA	\$	500.00 course
Outside Continental USA	\$	1,000.00 course
For more information regarding additional fees, please see General Fees .		

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**Distance Learning Addiction Studies Program
2006 - 2007 Tuition and Fees**

Tuition		
Tuition	\$	245.00 semester hour
Fees		
CEU Fee (Continuing Education Unit) (for Focus Session and ICN Courses)	\$	120.00 unit CEU credit
Clinical Fee (Per Practicum)	\$	180.00 course
Focus Session Fees		
Campus Fee	\$	50.00 5 days
	\$	25.00 2-3 days
Transportation Fee (nonrefundable)	\$	70.00
Liability Insurance (nonrefundable)	\$	40.00 practicum course

For more information regarding additional fees, please see **General Fees**.

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**Fitness Leadership Program
2006 - 2007 Tuition and Fees**

Tuition		
Tuition	\$	220.00 semester hour
Fees		
Equipment Fee (nonrefundable)		Varies by each Face to Face Course
Technology Fee (nonrefundable)	\$	75.00 Online Course

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Graceland University - 2006-2007 Seminary Program

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2006 - 2007 Seminary - Tuition and Fees

Master of Arts in Religion

Master of Arts in Christian Ministries

Tuition

Fees

Continuing Education Unit (CEU)

(\$200.00 maximum per course.)

Technology Fee

(nonrefundable after 5 days)

Thesis Binding Fee

For more information regarding additional fees, please see **General Fees**.

\$ 200.00 semester hour

\$ 50.00 CEU Credit

\$ 110.00 Online Course

\$ 15.00

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Graceland University - Financial Arrangements

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Financial Arrangements



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2006-2007 General Fees
(applicable to all programs unless otherwise specified)

2006-2007 Traditional Lamoni Program

2006-2007

AIB/Centerville/Trenton Programs

2006-2007 Accelerated College Education Program (ACE)

2006-2007 School of Education Programs

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Financial Arrangements

Fees and charges are considered late if not paid on or before the program start date of each term. Financial Clearance (payment of the balance due or approved payment plan arrangements) must be completed by the program start date of each term. Failure to be financially cleared by the program start date may result in the assessment of a \$100.00 Late Financial Clearance Fee. Continued failure to become financially cleared or to maintain payment arrangements may result in registration suspension; registration cancellation; withdrawal from the university; and withholding of a transcript, grade, or degree.

How do I pay my bill?

(All payments are due in U.S. funds.)

Pay Online

Pay online using credit card, debit card or checking account.

Mail your payment to:

Graceland University, Student Accounts, 1 University Place, Lamoni, IA 50140

Pay in person at InfoCentral:

Located on Lamoni Campus in Patroness Hall

Contact Student Accounts to pay by phone:

On campus dial extension 3134 or toll free 1-866-786-2792

Student Account Advisors

Option 1 - Mari Chandler

Option 2 – Reta Ury

Option 3 – Debbie Lundy

Or e-mail Student Accounts at studentaccounts@graceland.edu

Fax Number 641-784-5411

Payment Plans

Graceland University is pleased to offer a payment plan allowing a monthly payment schedule. Plans are interest free and are assessed a non-refundable processing fee of \$15.00 (2 month plans) or \$35.00 (3 months or longer plans). Students or parents interested in a payment plan should contact the office of Student Accounts.

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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.

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Excess Policy

Balance of funds in excess of charges created by financial aid will be paid directly to the student (with the exception of Parent Plus Loans which will be payable to the parent). These funds are available to the student for use in paying non-Graceland costs such as books, off-campus housing, personal expenses and transportation. The student must have their signature on file with Student Accounts if he/she desires to keep a credit balance on their account.

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Withdrawal from the University (mid session or end of session)

Graceland University students not returning to Graceland for the next term, including GRADUATES, are required to complete the withdrawal process. Lamoni Campus students withdrawing or not returning to Graceland must formally

notify Student Life of the intent to withdraw and thereby initiate the withdrawal process in the Student Life office. Independence Campus students, Off-Campus Program students or Global Campus students must formally notify their site coordinator or program counselor of the intent to withdraw and thereby initiate the withdrawal process.

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Refund Policy

Refunds and Return of Financial Aid for University Withdrawals

Graceland's Refund Policy exists for calculating the refund of institutional charges as well as institutional assistance or federal assistance. The Refund Schedule pro-rates tuition and refundable charges through the 60% point in the session based on calendar days from the first day of the session through the last scheduled day of the session, including weekends and mid-semester breaks of less than five days.

Students who withdraw from the University through the 60% point in the session will receive a pro-rated refund of eligible charges due or paid, according to the Refund Schedule. Some programs may assess an Administrative Withdrawal Fee. Some fees are non-refundable and therefore not pro-rated.

A student who does not go through the official withdrawal process will be deemed to have attended through the mid-point in the session, unless the last date of attendance can be otherwise documented.

Financial aid awarded (if any) will be returned to the federal, state and Graceland programs based on the same percentage as the Refund Schedule. Outside scholarship or non-federal loan assistance will remain on the student account unless the provider specifically requests a refund should the student withdraw.

After the 60% point in the session, no refund will be granted nor will financial aid be reduced for any withdrawal.

If a Lamoni campus student withdraws from housing, but not from school, anytime after the first week of the semester, the semester charge for housing remains assessed in full. Room Grants will be prorated to cover the amount of time the student spent living in the residence hall. Board charges will be recalculated using the daily rate, and adjusted accordingly.

Contact Financial Aid Services or Student Accounts regarding the Refund Schedule or with specific questions.

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Course Withdrawals or Changes in Enrollment Status

Graceland University students may withdraw from a course through the twenty percent point of the session without a "W." A grade of "W" is recorded in any course when the student withdraws after the twenty percent point and through the sixty percent point of the session. After sixty percent of the session is complete, the student is not allowed to withdraw from the course, and will be awarded the appropriate grade in the course. Contact your Program Counselor, Site Coordinator or the Registrar's Office with specific questions.

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Refunds and Return of Financial Aid for Course Withdrawals or Changes in Enrollment Status

Students may make changes in their registration through the last date to add a course or drop a course without a "W" (add/drop date). Charges and financial aid for the term will be based on the total registered hours at the end of the add/drop period. If the number of enrolled hours has changed, the student's aid will be adjusted to reflect the enrollment status on that date. Non-refundable fees associated with dropped courses during the add/drop period will not be waived.

Should the number of hours change after the add/drop date, no adjustment in financial aid or charges will be made for that term with two exceptions. If the student withdraws from the university or if the student withdraws from a course or courses after the add/drop date resulting in zero enrolled hours, prorated refund of charges and return of Title IV funds will be done based on the percentage of time the student has been enrolled in the term through the 60% point in the term.

Contact Financial Aid Services or Student Accounts with specific questions.

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Refund 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, refund of the institutional deposit balance, net of any outstanding charges, will be mailed to the student's home address as soon as processing can be completed at the end of the semester or term.

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Graceland University - Graceland Graduate Tuition Discount

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Graceland Graduate Tuition Discount

Students who have earned an A.A., B.A., B.S., or B.S.N. degree from any Graceland program at least three years previously, who wish to enroll in a regularly scheduled undergraduate Lamoni on-campus or Independence on-campus Nursing course subject to the on-campus hourly tuition rate, will receive a tuition discount equal to one-half the tuition charge.

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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 or Independence on-campus undergraduate course per session. An Administration Fee is assessed and should accompany the completed application for Admission/Retired Citizen Tuition Waiver Form (available at the Registrar's Office or at InfoCentral). The scheduling of the chosen course will be based upon the number of tuition paying students. Course fees will not be waived. Additional courses may be taken by paying full tuition and fees.

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