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Accreditation

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

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

The nursing programs are accredited by the Commission on Collegiate Nursing Education (CCNE), www.aacn.nche.edu, One Dupont Circle, NW, Suite 530, Washington, DC 20035, (202) 887-6791. The master's and doctoral degrees in nursing have full approval status with the Iowa State Board of Nursing. The baccalaureate degrees in nursing have full approval status with the Iowa State Board of Nursing and Missouri State Board of Nursing.

These academic standards ensure that a degree from Graceland University will be recognized by 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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State Authorization

Federal law requires institutions of higher education to comply with all state requirements for registration, licensure or authorization to deliver online or distance education to students residing in states other than the home state of the institution. Each state has established requirements, including the requirement of some states to post the following notices:

Required State Disclosures:

Minnesota residents: *"Graceland University is registered as a Private Institution with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions."*

Texas residents: *Graceland accepts students from Texas, but is not regulated in Texas under Chapter 132 of the Texas Higher Education Code.*

Washington residents: *"Graceland University is authorized by the Washington Student Achievement Council and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree-Granting Institutions Act. This authorization is subject to periodic review and authorizes Graceland University to offer field placement components for specific degree programs. The Council may be contacted for a list of currently authorized programs. Authorization by the Council does not carry with it an endorsement by the Council of the institution or its programs. Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the Council at P.O. Box 43430, Olympia, WA 98504-3430."*

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Policy on Non-Discrimination

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

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History of Graceland University

Graceland University was founded in Lamoni, Iowa in 1895 by the Reorganized Church of Jesus Christ of Latter Day Saints. Graceland's sponsoring church changed its name to Community of Christ in 2000. Graceland is a nonsectarian institution of higher education open to students of all faiths.

More than a century later, Graceland continues its commitment to providing a solid liberal arts education to a diverse student population. Today, Graceland students represent more than 43 states and 26 countries and can choose from more than 40 academic majors and programs, and 22 varsity sports.

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

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

Graceland granted its first bachelor's degree in nursing in 1969. Our internationally-known School of Nursing (SON) is located on Graceland's Independence, Missouri campus (founded in 1999) where we offer a wide array of degree programs, including master's degrees and a new Doctor of Nursing Practice degree program. The Graceland SON was among the first in the nation, in 1987, to offer nationally-accredited distance education programs – these programs revolutionized how nurses are educated and mentored.

The university's teacher education programs date back to Graceland's early days. Today the Edmund J. Gleazer School of Education provides a diverse offering of innovative undergraduate and graduate degrees, on site and online, on both the Lamoni and Independence campuses, which lead to nationally accredited teacher licensure in the state where the student plans to teach.

The C.H. Sandage School of Business is home to The Sandage Center for the Study of Free Enterprise and Entrepreneurship and our national-champion Enactus team. The School of Business offers exciting degree programs like Sport Management and Agricultural Business.

Many students transfer to Graceland after course work at community colleges. Graceland began offering a number of academic programs in the 1990s at satellite campuses in Centerville, Iowa and Trenton, Missouri.

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

Graceland University continues its commitment to provide a quality liberal arts education that contributes to the growth of the whole student.

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Vision, Mission, Values

Vision

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

Mission

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

Values

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

Learning

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

Wholeness

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

Community

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

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Mission of Graceland University

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

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

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

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

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Goals of the University

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

1. To become knowledgeable in the natural sciences, history/political science and the social/behavioral sciences.
2. To develop an appreciation of the arts and humanities.
3. To develop foundational skills, including skills of quantitative analysis, oral and written communication, ethical consciousness and sound values, and healthful living.

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

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Organization of the Academic Program, Lamoni Campus

College of Liberal Arts and Sciences

Dr. Brian J. White, Dean

Division of Health and Movement Sciences

Bryan Gatzke, Chair

[Athletic Training](#)

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[Health](#)

[Physical Education](#)

[Recreation](#)

Division of Humanities

Isaac Pressnell, Chair

[Communications](#)

[English](#)

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Division of Science and Mathematics

Dr. Daniel V. Pratt, Chair

[Biology](#)

[Chemistry](#)

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Division of Social Science

Dr. Brian C. Smith, Chair

[Criminal Justice](#)

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Division of Visual and Performing Arts

Dr. Adam Groh, Chair

[Art](#)

[Music](#)

[Theatre](#)

The Edmund J. Gleazer School of Education

Dr. Scott Huddleston, Interim Dean

Dr. Sandra Hamar, Associate Dean, Undergraduate Programs

Dr. Deborah Nalani Leialoha; Associate Dean, Graduate Studies

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C.H. Sandage School of Business

Dr. Steven L. Anders, Dean

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[Agricultural Business](#)

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Organization of the Academic Program, Independence Campus

The Edmund J. Gleazer School of Education

Dr. Scott Huddleston, Interim Dean

Dr. Sandra Hamar, Associate Dean, Undergraduate Programs

Dr. Deborah Nalani Leialoha; Associate Dean, Graduate Studies

[Education \(Undergraduate\)](#)

[Education \(Graduate\)](#)

School of Nursing

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

Dr. Jan Rice, Associate Dean, Graduate Programs

Dr. Sharon Little-Stoetzel, Associate Dean, Undergraduate Programs

[Nursing \(Undergraduate\)](#)

[Nursing \(Graduate\)](#)

Community of Christ [Seminary](#)

Dr. Matthew Frizzell, Dean

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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, or Bachelor of Science Honors degrees in 34 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 in Education, or a Master of Education degree.

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

Graceland University Non-residential Programs

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

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

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

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Academic Calendar

Current and Future Sessions:

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Summer 2015 Academic Calendar

May	
Mon. 4	Classes Begin, 16 Week Summer Session (Trimester)
	Classes Begin, 8 Week Summer Subsession A (Trimester)
Sat. 16	Baccalaureate
Sun. 17	Commencement
Mon.-Tues. 18-19	Faculty Spring Conference
June	
Sat. 27	Classes End, 8 Week Summer Subsession A (Trimester)
Mon. 29	Classes Begin, 8 Week Summer Subsession B (Trimester)
August	
Sat. 22	Classes End, 8 Week Summer Subsession B (Trimester)
	Classes End, 16 Week Summer Session (Trimester)

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Fall 2015 Academic Calendar

August	
Wed. Thurs. 19, 20	Faculty Fall Conference
Mon. 31	Classes Begin, 16 Week Fall Session
Mon. 31	Classes Begin, 8 Week Fall subsession A
October	
Fri.–Sun. 16–18	Homecoming
Sat. 24	Classes End, 8 Week Fall Subsession A
Mon. 26	Classes Begin, 8 Week Fall Subsession B
December	
Sat. 19	Nursing Recognition Ceremony – Independence, Missouri
Sat. 19	Commencement – Independence, Missouri
Sat. 19	Classes End, 8 Week Fall Subsession B
Sat. 19	Classes End, 16 Week Session

Spring 2016 Academic Calendar

January	
Mon. 4	Classes Begin, 16 Week Spring Session
Mon. 4	Classes Begin, 8 Week Spring Subsession A
February	
Sat. 27	Classes End, 8 Week Spring Subsession A
Mon. 29	Classes Begin, 8 Week Spring Subsession B
April	
Mon. 4	Faculty Meeting
Sat. 23	Classes End, All Programs
Sat. 30	Baccalaureate – Lamoni, Iowa

Summer 2016 Academic Calendar

May	
Sun. 1	Commencement – Lamoni, Iowa
Mon. 2	Summer Session Begins, All Programs
June	
Sat. 25	Classes End, 8 Week Summer Subsession A
Mon. 27	Classes Begin, 8 Week Summer Subsession B
August	
Sat. 20	Classes End, All Programs

Fall 2016 Academic Announcements*

August	
Wed. Thurs. 17, 18	Faculty Fall Conference
Mon. 29	Classes Begin, 16 Week Fall Session
Mon. 29	Classes Begin, 8 Week Fall subsession A
October	
Fri.–Sun.	Homecoming
Sat. 22	Classes End, 8 Week Fall Subsession A
Mon. 24	Classes Begin, 8 Week Fall Subsession B
December	
Sat. 17	Nursing Recognition Ceremony – Independence, Missouri
Sat. 17	Commencement – Independence, Missouri
Sat. 17	Classes End, 8 Week Fall Subsession B
Sat. 17	Classes End, 16 Week Session

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

Spring 2017 Academic Announcements*

January	
Mon. 2	Classes Begin, 16 Week Spring Session
Mon. 2	Classes Begin, 8 Week Spring Subsession A
February	
Sat. 25	Classes End, 8 Week Spring Subsession A (Trimester)
Mon. 27	Classes Begin, 8 Week Spring Subsession B (Trimester)
April	
Mon. 3	Faculty Meeting
Sat. 22	Classes End, All Programs
Sat. 29	Baccalaureate – Lamoni, Iowa
Sun. 30	Commencement – Lamoni, Iowa

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

Summer 2017 Academic Announcements*

May	
Mon. 1	Summer Session Begins, All Programs
June	
Sat. 24	Classes End, 8 Week Summer Subsession A (Trimester)
Mon. 26	Classes Begin, 8 Week Summer Subsession B (Trimester)
August	
Sat. 19	Classes End, All Programs

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



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Graduate Student Academic Integrity

Honesty and integrity are prerequisites to academic life and professional practice. The standards of academic conduct address meeting established academic criteria and behavioral integrity in performing the academic work of the School. Faculty are required to investigate and report any concerns regarding student violations of academic policy. Faculty concerns are submitted in writing to the appropriate school committee for review and action. The student is informed when a concern has been submitted and may respond in writing to the concern prior to committee review. Academic integrity violations are reviewed and acted upon by the school academic committees at regularly scheduled monthly meetings.

Committee decisions for dismissal may be appealed to the Dean of the School. Refer to the Academic Appeals Policy & Procedure. In the case of all other sanctions, the decision of the school committee is considered final. Failure to comply with committee imposed sanctions may result in immediate dismissal without option for readmission.

Academic Misconduct

Academic misconduct is a breach of honesty or integrity and standards. Examples of academic misconduct include but are not limited to the following:

1. Cheating: giving or receiving unauthorized assistance in any assignment.
2. Plagiarism: the use of ideas, language or work of another without sufficient acknowledgment that the material is not one's own or submission of the work of another, whether altered or unaltered, as one's own. Students are to be guided by the latest edition of the Publication Manual of the American Psychological Association (APA).
3. Manipulation or alteration of another student's or faculty's academic work.
4. Unauthorized use, removal, concealment or defacement of library, skills lab or faculty resources (e.g., books, equipment, files, papers, tests).
5. Submitting the same work or portions of work for more than one class without prior written approval of faculty.
6. Collusion: assisting another student in an act of dishonesty.
7. Lying: conveying any untruth either verbal or written.
8. Disregarding the well-being and needs of individuals or populations in professional practice (e.g., failure to provide safe appropriate care, breach of confidentiality, failure to follow supervisor, faculty instructions).
9. Fraud: the act of deceit or misrepresentation (e.g. misrepresenting self, falsifying an academic document, communicating false information, forging signatures).

Sanctions imposed by school committees for academic misconduct may include, but are

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not limited to:

1. Written notification of the student's act of academic misconduct and potential consequences placed on the student's file.
2. Assigning a zero (no points) for a test, assignment or paper.
3. Assigning a failing course grade.
4. Placing the student on probation.
5. Dismissal from the program.

Plagiarism

Graceland University values the level of integrity and professionalism of our students throughout their education and as they continue on in their professional careers. Therefore, it holds students to a high standard of competence and recognition where plagiarism is involved. Graceland University policy requires the reporting of all incidences of plagiarism to the School Dean & the Vice President for Academic Affairs (VPAA) and outlines the following actions for each occurrence.

1st occurrence:

Written Warning placed in student file.

A grade of "0" to be recorded by course faculty for the offending assignment(s) with no opportunity to remediate that paper or assignment.

The plagiarism tutorial (<http://www.lib.usm.edu/legacy/plag/plagiarismtutorial.php>) is to be repeated and the final score submitted within 1 week of the date on this letter.

2nd occurrence:

A grade of "0" will be recorded by course faculty for the offending assignment(s) with no opportunity to remediate that paper or assignment.

Academic probation for the remainder of the current term and the next. During this time, the student must submit any referenced work to a plagiarism detection program.

Revisions must be made as needed to demonstrate original work and to achieve a non-originality score of 35% or less, before submitting the assignment. Reports will be permanently filed within each eCollege course site by course faculty and/or placed in the student's file.

3rd occurrence:

Assignment of a grade of "F" for the course in which the student is enrolled at the time of the infraction.

Academic probation for the remainder of the program. During this time, the assigned faculty advisor will randomly check submitted assignments for plagiarism.

4th occurrence:

Immediate dismissal from the program without the option for readmission.

Graduate Academic Appeal Policy

A student may appeal either of the following:

1. Failing final course grade
2. Program dismissal.

Students are responsible for meeting the standards of academic performance established for each course in which they are enrolled. The establishment of the criteria for grades and the evaluation of student academic performance are responsibilities of the course faculty. Grade appeal is available only for the review of allegedly capricious grading and not for review of the faculty's evaluation of the student's academic performance.

An appeal is initiated by submitting a typed statement to the Chair of the appropriate graduate committee, no later than seven (7) working days after documentation of the failing final course grade or recommendation for dismissal.

The typed appeal statement submitted by the student must include the following:

1. A statement of the issue;
2. Specific steps that have already been taken to resolve the issue with the course faculty, course coordinator and/or Specialty Track/Program Coordinator.
3. Evidence supporting why the student believes the decision made was inconsistent with existing university policy, school policy, or course policy, was arbitrary, or lacked sufficient evidence.

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Graduate Petition for Exception to Academic Policy

Within the graduate programs, student requests for exceptions to academic policies are reviewed and acted upon by the appropriate committees within the school. Decisions by the school committee are final. Examples of issues appropriate for student petitions for exception to academic policy may include, but are not limited to:

1. Reactivation following a "stop-out" or inactive status of less than one calendar year.
2. Readmission following dismissal or inactive status of longer than one calendar year.
3. Exceptions to graduate program or specialty track requirements due to extraordinary circumstances.
4. Change in, or addition of a specialty track or emphasis.
5. Exceptions to academic policy related to registration – e.g. adding/dropping after deadline, repeat courses, pass/fail, etc.

Students should contact their Program Consultant for assistance with filing a petition for exception to academic policy.

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Advising & Registration

Once accepted into a graduate program, students will be assigned a Program Consultant who will develop a program completion plan. Registration of courses will be completed by the Program Consultant each trimester.

Any changes to the program completion plan must be discussed with the Program Consultant. Students may add a course during the first 13% of the session with the instructor's consent and may withdraw without penalty from a course during the first 60% of the session. Graceland University students may withdraw from a course through the 13% point of the session without a "W". A grade of "W" is recorded in any course from which the student withdraws after 13% and through 60% of the session. After 60% of the session is complete, the student is not allowed to withdraw from the course, and will be awarded the appropriate grade in the course.

Administrative Withdrawal from Online Courses

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

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

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

Withdrawal from the University

Students not returning to Graceland for the next semester or term are required to officially initiate the withdrawal process. Graduate students must formally notify their Program Consultant of the intent to withdraw and initiate the withdrawal process.

When a student is accepted into a graduate program, they are automatically registered for

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courses in the program. In order to avoid additional fees related to dropping registered courses, students must inform their Program Consultant in writing of their intention to withdraw prior to the start date of the term.

Student Stop Out

A student who is registered and pursuing classes at Graceland University may elect to Stop Out for one trimester without being officially withdrawn from the University, unless he/she plans to attend another institution during a trimester (fall, spring, or summer), or he/she is leaving Graceland University for medical reasons. A student who stops out during a trimester is eligible for a stop out through the next trimester. For documented military, official church mission, and foreign aid service reasons, a student may stop out for a period greater than one trimester. Students may convey to their Program Consultant in person, writing, or by telephone that he/she wishes to stop out for a trimester.

Courses for which the student is registered in future terms will remain in the system. The student's financial aid packaging methodology will remain the same. The student will otherwise not be considered withdrawn. The student will be reported to the U.S. Department of Education as Not Enrolled during the term of the Stop Out. A student enrolled in a locked-in tuition program or cohort model may have additional continuous enrollment obligations. An international student will not maintain his/her immigration status if he/she chooses to stop out.

If the student begins the Stop Out during the trimester, the following conditions also apply. Charges will be pro-rated following the standard refund policy which may result in a balance due. Financial Aid Services will calculate the Return of Title IV funds. Graceland loan offices will advise the student of the amount he/she has borrowed and his/her responsibility to repay the loans. Any grace period for a loan will go into effect and could be exhausted before the student returns. Current courses for which the student is enrolled will be recorded as follows: when the Stop Out is effective before the last day to drop classes for the session, classes will be dropped from the student's record; after the last day to drop classes, but before the last day to withdraw from classes, "W" grades will be recorded; and after the last day to withdraw from classes, the appropriate grade will be recorded.



Center for Graduate & Continuing Studies (CGCS)

Non-degree seeking students interested in graduate and/or continuing education courses may inquire with Program Consultants regarding availability of classes. Students may request a Visiting Student Application form. Fees and rates vary depending on program.

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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 below.

Graceland University Policy and Procedure

SUBJECT: Privacy, disclosure and access to student records.

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

POLICY AND PROCEDURE:

Definitions:

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

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

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

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

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

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

Access Of Education Records

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

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

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

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

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

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

Designated Record Custodians

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

Types of Data	Record Custodian
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Admissions Records for students prior to enrollment for all programs administered by the Lamoni campus	Vice President for Enrollment Management
Admissions Records before and following enrollment for all programs administered by the Independence campus	Dean, School of Nursing – Independence Campus
Admissions Records following enrollment for all programs administered by the Lamoni Campus	Vice President for Enrollment Management
Credential and Placement Records	Director of CAP Center
Cumulative Academic Records	Registrar
Discipline Records	Dean of Students
Employment Records for Students	Director of Human Resources
Financial Records for Students	Director of Student Finance Director of Accounting Services
Health Records for Student – Lamoni	Director of Health Services
Health Records for Students in programs administered by Independence	Dean, School of Nursing – Independence
Progress Records, for courses in progress	Course Instructor
Progress Records, for degree in progress	Registrar
Miscellaneous Records	The appropriate official will collect such records, direct the student to their location, or otherwise make them available for inspection and review

Disclosure Of Education Records

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

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

- To Graceland officials who have a legitimate educational interest in the records.

A Graceland official has a legitimate educational interest if the official is:

1. Performing a task that is specified in his or her position description or by a contract agreement.
2. Performing a task related to the student's education.
3. Performing a task related to the discipline of a student.

A Graceland official is:

1. A person employed by the University in an administrative, supervisory, academic or research, support staff or student worker position.

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

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

Correction Of Education Records

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

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

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

1. A written request for a hearing must be submitted by the student to the record custodian who will arrange for a hearing and notify the student in a timely manner of the date, place and time of the hearing.
2. The hearing will be conducted by an unbiased hearing officer who may be an official of the institution. The student will be afforded a full and fair opportunity to present evidence relevant to the issues raised in the original request to amend the student's

education records. The student may be assisted by one or more individuals, including an attorney.

3. The hearing officer will prepare a written decision based solely on the evidence presented at the hearing. The documentation will include a summary of the evidence presented and the reasons for the decision.
4. If the hearing officer decides that the information contested is inaccurate, misleading or in violation of the student's right of privacy, the record will be changed.
5. If the hearing officer decides that the information contested is not inaccurate, misleading or in violation of the student's right of privacy, the record will not be changed. The student will then be notified of his or her right to place a statement in the record commenting on the challenged information and/or a statement setting forth reasons for disagreeing with the decision. The statement will be maintained as part of the student's education records as long as the contested portion is maintained. If Graceland University discloses the contested portion of the record, it must also disclose the statement.

Approved: March 20, 2001

Graduate Satisfactory Academic Progress (SAP)

Purpose: The objective is to establish a SAP standard that is consistent with institutional goals and philosophies and, at the same time, sensitive to needs of students and proper custodianship of public funds.

Policy: Graceland University will apply these standards at the conclusion of each payment period to include Fall, Spring and Summer (Summer/Fall) semesters/trimesters (hereinafter referred to as semester).

All graduate students must maintain a 3.0 grade point average (GPA) in order to be eligible for Title IV aid. A graduate student enrolled in at least 15 semester hours per academic year will be considered full time.

Students in any graduate program may not exceed 150% of the maximum number of credits required to earn a degree in their designated graduate program. If a graduate student reaches the 150% maximum attempted credits to complete a degree their financial aid eligibility will be suspended.

The quantitative measure requires that graduate students maintain a minimal credit requirement of 75% of the attempted coursework. This percentage is determined by dividing the number of hours completed by the total number of hours attempted. Attempted hours are the total number of hours completed plus hours of "I" and "F".

Students enrolled in combined programs (programs with undergraduate and graduate requirements) will abide by the appropriate undergraduate or graduate policy according to their course enrollments for the semester in review.

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 by the financial aid advisors.

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System of Grading

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

A – 4 grade points. Thorough mastery of subject, and disposition and ability to apply it to complex and unfamiliar situations.

B – 3 grade points. Demonstrated competence in subject matter mastery and clearly above-average ability to handle familiar to somewhat complex problems in the field.

C – 2 grade points. Effective learning and the development of the skill necessary to handle the familiar and less complex problems in the field.

D – 1 grade point. Limited ability to see relationships and to make applications except as specifically directed. Lowest passing grade for admission to the next dependent course.

F – No grade points. Course must be repeated for admission to dependent course(s).

P – Pass, C or better.

I – Incomplete, no grade points. Minimum course requirements unfinished for reasons acceptable to the instructor. Incomplete grades must be initiated by the student. An "Incomplete Grade Contract", signed by the student and the instructor, is required before an Incomplete can be recorded. Grade given at the discretion of the instructor at completion of the work.

In-Progress, no grade points.

NR – Not Recorded, no grade points.

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

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.

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Courses Repeated

Courses in which a student has earned a failing grade may be repeated for credit according to school policy. 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.

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.

Graduate Student Incomplete Grade Policy

A written request for a grade of incomplete ("I") is initiated by the student at least two weeks prior to the course end date. Faculty may assign a grade of "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 faculty deems an "I" the most appropriate grade to give. The grade of "I" should not be abused and should be used only in cases where the incomplete is unavoidable and legitimate. Students may be required to provide formal documentation to support an incomplete grade request.

An electronic "Incomplete Grade Contract" that includes the reason for the incomplete, work that must be completed to earn a final course grade and the required completion date is generated when an "I" is submitted as a course grade. The completion date must be no later than the last day of the next scheduled term. For example, an Incomplete Grade Contract for a course in the A session of a 16 week trimester will have a completion date of the last day of the B session in that same 16 week trimester, and a contract for a course scheduled during the Spring trimester will have a completion date of the last day of the Summer trimester. 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 scheduled term. Extensions beyond one scheduled term are not allowed for graduate courses.

An extended access fee is required for the use of the eCollege course site.

Grade Reports

Grades are recorded and accessible throughout the trimester via the Gradebook within each course website. Final grades are submitted to the Registrar by faculty at the end of each term and are available to students via My Graceland.

Transcripts

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

Learn more about Requesting Official Transcripts below.

Requesting Official Transcripts

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

ON-LINE

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

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

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

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

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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."

Graceland University Writing Center

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

Staff are available to help all graduate students. Online students can arrange an online appointment by sending the paper to acland@graceland.edu. The Writing Center will call the student's preferred phone number (or use Skype) and the session will proceed just as if the student and tutor were in the same room.

Flexible scheduling is offered -- evening appointments are possible if needed.

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Contact Francis Acland (acland@graceland.edu), Tracee Knapp (tknapp@graceland.edu), or call 641-784-5077.

Library Services

Dr. Charles F. Grabske, Sr. Library, Independence Campus

The Library staff is known for providing a welcoming atmosphere for oncampus and online students.

Lee A. Williams, MLIS, AHIP, Library Director

leawilli@graceland.edu

Library Hours

Monday – Friday 8:30 am – 5:30 pm

(816) 423-4705 or 4706

Articles can be ordered if they are not owned by the Library. The Library belongs to a network of cooperating medical libraries nationwide to provide inter-library loan services to students and faculty.

Grabske Library offers:

- An automated online card catalog (LIBBIE) to help you gain access to the books, journals and audio visual materials.
- Online databases with full-text articles and journals in print
- Reference assistance
- Document delivery for inter-library loan
- Online video tutorials for distance students
- 562 Health-related journal titles in holdings
- 2000 Electronic health-related journals in databases

Online databases:

- CINAHL with full text
- The Cochrane Library
- Health Source (Nursing Academic)
- Pub Med
- OVID Total Access
- Science Direct College Edition

Other library figures and facts:

- Member of the National Libraries of Medicine and DOCLINE since 2001
- Member of the Health Sciences Library Network of Kansas City
- Have 6 library student computer workstations
- Full-time reference librarian with AHIP credential from the Medical Library Association
- Full-time assistant librarian
- Staff handles over 4000 article and reference requests from students, faculty and staff in any given year
- The Library fills over 1000 article requests from member libraries in a year

Community of Christ Library at the Community of Christ Temple

Seminary students may use the CoC Temple Library resources as well as resources from other seminary and theological schools. Temple library hours are M–F 8–noon; 1:30–4:45 p.m. Database searches can be conducted offsite. Refer to the website for additional information: www.cofchrist.org/library

Graduate Programs: Admission Criteria, Degree Requirements, Majors and Emphases

All graduate programs are offered online.

Master Programs

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- [Master of Science in Nursing](#)
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Nursing (Graduate)

Admission to Nursing (Graduate Programs)

Within the School of Nursing, applications to the MSN, Postgraduate, and DNP Programs are reviewed and acted upon by the Graduate Student Affairs Committee (GSAC). Decisions by the GSAC are final and confidential. Applications for admission to the MSN, Postgraduate, and DNP Programs are evaluated on the basis of scholarship, writing ability, potential for success, professionalism and references. Qualified students are admitted into a specified specialty track within the MSN, Postgraduate Certificate, and DNP Programs on a space available basis. Only complete applications from qualified students will be reviewed and considered by the GSAC. Qualified applicants must meet the following minimum requirements to be considered for admission.

1. Current license to practice as a registered nurse (R.N.) in the United States and its territories.
2. Minimum GPA requirements as outlined below. Applicants with lower than the required GPAs) may be denied or considered on an individual basis for probationary or non-degree status on a space available basis. Students admitted on probationary status must earn a grade of B or better for the first six semester hours for coursework completed after admission to remain in the program. Students admitted on probationary/conditional status are not eligible for financial aid until the requirement for full unconditional admission is met.
 1. RN-MSN: minimum GPA of 3.00 or better for last 60 hours of BSN
 2. MSN: minimum cumulative GPA of 3.0 or better for BSN
 3. Post-Graduate Certificate: minimum cumulative GPA of 3.2 or better for Master's in Nursing degree (MSN, MN)
 4. DNP: minimum cumulative GPA of 3.2 or better for Master's in Nursing or related field
3. Satisfactory background check is required prior to enrollment.
4. Three professional references.
5. Professional Goals statement of 150 words or less.
6. Additional requirements for specific programs as outlined below.

Transfer Credit, Graduate Nursing Programs (MSN, DNP, Post-graduate Certificates)

Candidates may transfer up to a maximum of 10 semester hours of graduate course work completed within the last 5 years at another nationally accredited program with a grade of "B" or above. The Petition for Transfer Credit form is submitted at the time of application to the program. A detailed syllabus is submitted for faculty review upon acceptance of

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admission to a graduate program. Approval of transfer credit is made on a course by course basis. Courses submitted for consideration must be of equivalent semester hours and sufficiently match expected learning outcomes required in the GU-SON program. Decisions regarding transfer of graduate nursing credit are finalized within the first term of enrollment in a graduate nursing program.

Additional Special Conditions: Pharmacotherapeutics courses must be completed within one (1) year prior to admission and Advanced Pathophysiology and Advanced Health Assessment courses must be completed within three (3) years prior to admission to be considered for transfer credit.

Doctor of Nursing Practice (DNP) Degree

The DNP degree is offered in direct response to the October 2004 endorsement of the American Association of Colleges of Nursing (AACN) position statement which recognizes the DNP as the preferred credential for all advanced nursing practice roles. The DNP program fulfills a strong local, regional, and national need for doctoral prepared advanced practice nurses and is designed to be in full compliance with professional standards for the practice doctorate as put forth by the American Association of Colleges of Nursing (AACN).

The Doctor of Nursing Practice degree expands and enhances the focus of nursing practice, using as its foundation the basic baccalaureate nursing program and Master's level preparation in nursing or a related field. The program's goals are directed toward educating experienced nurses functioning in direct or indirect healthcare roles. The post-Master's Organizational Leadership concentration prepares nurses to engage in evidence-based practice, clinical scholarship and leadership roles at the systems and organizational levels to improve health outcomes.

The post-Master's DNP degree consists of 31 semester hours (s.h.) of coursework delivered online within a 16 week trimester schedule includes an online program orientation*, a total of 600 practice hours and field experiences. Students admitted with documentation of fewer than 400 post-BSN supervised practice hours must enroll in NURS8950 Advanced Practice in Organizational Leadership to complete necessary practice hours to meet the 1000 post-BSN practice hour requirement for the DNP degree.

Doctor of Nursing Practice (DNP) Admission Requirements

1. Bachelor of Science (BSN) of nursing degree from an NLNAC or CCNE accredited program.
2. Master's degree in nursing or related field from a nationally accredited program.

Doctor of Nursing Practice (DNP)

Organizational Leadership Concentration

- NURS8010 Introduction to Doctoral Study in Nursing* 0 s.h.
- NURS8100 Professionalism, Ethics and Issues 3 s.h. (includes field experiences)
- NURS8120 Health Systems Policy and Regulation 3 s.h. (includes field experiences)
- NURS8130 Biostatistics 3 s.h.
- NURS8140 Epidemiology 3 s.h.
- NURS8200 Applied Transformational Research 3 s.h.
- NURS8210 Project Management 3 s.h. (includes 100 supervised practice hours)
- NURS8220 Healthcare Informatics 3 s.h. (includes field experiences)
- NURS8260 Organizational Leadership & Collaboration 3 s.h.

NURS8950 Advanced Practice in Organizational Leadership 1–4 s.h. (80–100 practice hours/s.h.)

NURS9700 DNP Practice Improvement Project 1 s.h. (continuous enrollment for completion of DNP Project)

NURS9710 DNP Practice Improvement Project I 3 s.h. (includes 200 supervised practice hours)

NURS9720 DNP Practice Improvement Project II 4 s.h. (includes 300 supervise practice hours)

DNP Graduation Requirements

To qualify for graduation, each degree candidate must have:

1. Completed sufficient credit to meet the total required graduate semester hours within 4 years of enrollment. Students may petition one time for a 1 year extension.
2. Completed at Graceland University: 31 total graduate semester hours with a minimum of 25 at Graceland.
3. Earned a final course grade of B or better in every course.
4. Satisfactorily completed the required DNP Practice Improvement Project.
5. Documentation of a minimum of 1000 post–BSN supervised practice hours.
6. Fulfilled all financial obligations to Graceland University.
7. Filed an application for graduation with the Office of the Registrar at least 6 months prior to the anticipated graduation date.

Master of Science in Nursing

The Master of Science in Nursing (MSN) 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 (FNP) and Nurse Educator (NE). The FNP concentration prepares nurses to perform in the expanded role caring for families and facilitating adaptation in a variety of settings. The student's area of study incorporates a blend of theory and research with an emphasis on guided practice in clinical areas. The NE concentration provides the knowledge base and skills needed to teach adults in a collegiate or health care setting. Areas of concentration (FNP; NE) are noted on the transcript.

The MSN curricula are primarily provided via the internet. Programs are designed to provide working RNs the opportunity to pursue graduate work through the completion of a combination of online cohort courses and faculty and preceptor–guided practicums in the student's local community. All students are required to attend one focus session on Graceland's Independence campus during the course of the program.

Postgraduate Certificate programs are available to nurses who already hold a Master of Science in Nursing degree (MSN; MN). Each specialty track presents a theoretical base specific to the selected area. The theoretical base is accompanied by clinical or practical experience which allows the student to apply the theory to specialized professional practice. All students are required to attend one focus session on Graceland's Independence campus during the course of the program. Students admitted to a Postgraduate Certificate program are not matriculated for a graduate degree. A certificate is awarded upon completion.

RN–MSN Admission Requirements

1. Qualified applicants will be granted provisional offers of admission to the MSN

program pending successful completion of all undergraduate BSN courses with a cumulative GPA of 3.0 or better.

2. See [undergraduate catalog](#) for admission and program requirements for the undergraduate component of this program.

MSN Admission Requirements

1. Baccalaureate degree in nursing (BSN) from an NLNAC or CCNE accredited program. For students with foreign transcripts, a CGFNS evaluation is required with GPA equivalency and TOEFL score.
2. Applicants with 1,000 hours or more of work experience within the past 12 months as a Registered Nurse will be given priority.

Master of Science in Nursing (MSN) Degree

Core Courses (23 s.h. required for all specialty tracks)

- NURS5010 Introduction to MSN and Post-graduate Certificate Programs 0 s.h.
- NURS5100 Pharmacotherapeutics 4 s.h.
- NURS5121 Theory in Nursing 3 s.h.
- NURS5143 Advanced Health Assessment and Diagnostic Reasoning 4 s.h.
- NURS5170 Research Methods and Evidence Based Practice 4 s.h.
- NURS5194 Advanced Practice Competencies Lab 1 s.h.
- NURS5440 Advanced Pathophysiology 4 s.h.
- NURS6930 Application of Research for Best Practices 3 s.h.

MSN Specialty Track: Family Nurse Practitioner (24 s.h.)

- NURS5193 Advanced Practice Nursing in Primary Care 2 s.h.
- NURS5200 Primary Care of Families: Pediatrics 3 s.h.
- NURS6200 Primary Care of Families: Adults 3 s.h.
- NURS6740 Family Nurse Practitioner Practicum: Pediatrics 4 s.h.
- NURS6760 Family Nurse Practitioner Practicum: Adults 4 s.h.
- NURS6800 Roles and Issues for Advanced Practice Nurses 4 s.h.
- NURS6830 Family Nurse Practitioner Practicum: Family 4 s.h.

MSN Specialty Track: Nurse Educator (17 s.h.)

- NURS5650 Teaching Strategies 3 s.h.
- NURS5661 Roles and Issues for Nurse Educators 3 s.h.
- NURS6600 Assessment of Learning in Nursing Education 3 s.h.
- NURS6620 Curriculum Development 4 s.h.
- NURS6720 Nurse Educator Teaching Practicum 2 s.h.
- NURS6810 Nurse Educator Clinical Specialty Practicum 2 s.h.

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. Students may petition one time for a 1 year extension.
2. Completed at Graceland University:
3. 47 total graduate semester hours with a minimum of 37 at Graceland for Family Nurse Practitioner concentration;
4. 40 total graduate semester hours with a minimum of 30 at Graceland for the Nurse Educator concentration.
5. Earned a final course grade of B or better in every course.

6. Satisfactorily completed the required evidence-based practice synthesis project.
7. Fulfilled all financial obligations to Graceland University.
8. Filed an application for graduation with the Office of the Registrar at least 6 months prior to the anticipated graduation date.

Postgraduate Certificate Program

The Postgraduate Certificate program enlarges the focus of nursing, using as its foundation the Master of Science in Nursing (MSN) degree. Students admitted to the Postgraduate certificate program are not matriculated for a graduate degree. A certificate is received upon completion of the coursework and graduates are eligible to sit for national certification/credentialing exams. The Postgraduate certificate program is primarily provided via the internet. It is designed to allow practicing RNs to pursue further graduate work within their home community. Students complete the requirements for certification through a combination of online courses and preceptor guided practicums in the student's community. All students are required to attend a focus session at the Independence campus.

Postgraduate Certificate Admission Requirements

1. Master of Science degree in nursing (MSN) from an NLNAC or CCNE accredited program. For students with foreign transcripts, a CGFNS evaluation is required with GPA equivalency and TOEFL score.
2. A minimum cumulative GPA of 3.2 or higher in MSN program.

Postgraduate Family Nurse Practitioner (FNP) Certificate Program

The FNP concentration prepares nurses to perform in the expanded role, caring for families in a variety of settings. The student's area of study incorporates a blend of theory and research with an emphasis on guided practice in clinical areas. The curriculum builds on the core master's courses with the addition of essential FNP 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.

Postgraduate Family Nurse Practitioner (FNP) Certificate (33 s.h.)

NURS5010 Introduction to MSN and Post-graduate Certificate Programs 0 s.h.
NURS5100 Pharmacotherapeutics 4 s.h.
NURS5143 Advanced Health Assessment and Diagnostic Reasoning 4 s.h.
NURS5193 Advanced Practice Nursing in Primary Care 2 s.h.
NURS5194 Advanced Practice Competencies Lab 1 s.h.
NURS5200 Primary Care of Families: Pediatrics 3 s.h.
NURS5440 Advanced Pathophysiology 4 s.h.
NURS6200 Primary Care of Families: Adults 3 s.h.
NURS6740 Family Nurse Practitioner Practicum: Pediatrics 4 s.h.
NURS6760 Family Nurse Practitioner Practicum: Adult 4 s.h.
NURS6830 Family Nurse Practitioner Practicum: Family 4 s.h.

Postgraduate Nurse Educator (NE) Certificate Program

The Postgraduate Nurse Educator certificate program is a graduate level program designed for persons who already possess a Master's 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 Postgraduate NE program are not matriculated for a graduate degree. A certificate in Nursing Education is awarded upon

completion. The Postgraduate Nurse Educator Certificate Program requires completion of 4 courses for a minimum of 12 hours. All four courses are online. A certificate is received upon completion of the coursework and students are eligible to sit for the National League of Nursing (NLN) Nurse Educator certification exam.

Postgraduate Nurse Educator (NE) Certificate (12 s.h.)

NURS5010 Introduction to MSN and Post-graduate Certificate Programs 0 s.h.

NURS5210 Roles Socialization for Nurse Educator 2 s.h.

NURS5650 Teaching Strategies 3 s.h.

NURS6600 Assessment of Learning in Nursing Education 3 s.h.

NURS6620 Curriculum Development 4 s.h.

Postgraduate Certificate Completion Requirements

To qualify for a postgraduate certificate, each candidate must have:

1. Completed sufficient credit to meet the total required graduate semester hours within 6 years of enrollment for the Family Nurse Practitioner concentration or 4 years of enrollment for the Nurse Educator concentration. Students may petition one time for a 1 year extension.
2. Completed at Graceland University: 33 total graduate semester hours with a minimum of 13 at Graceland for Family Nurse Practitioner concentration; 12 total graduate semester hours with a minimum of 8 at Graceland for the Nurse Educator concentration.
3. Earned a final course grade of B or better in every course.
4. Fulfilled all financial obligations to Graceland University.
5. Filed with the Office of the Registrar at least 6 months prior to the anticipated certificate completion date.

Visiting (Non-degree Seeking) Students

Non-degree seeking students, who hold current licenses to practice as Registered Nurses in the U.S.A. and its territories, may be enrolled as visiting students in the following MSN courses on a space available basis. A maximum of two courses taken as a visiting (non-degree seeking) student may be applied toward the MSN degree or certificate requirements.

NURS5100 Pharmacotherapeutics

NURS5121 Theory in Nursing

NURS5143 Advanced Health Assessment and Diagnostic Reasoning

NURS5194 Advanced Practice Competencies Lab

NURS5440 Advanced Pathophysiology

NURS5650 Teaching Strategies

NURS6600 Assessment of Learning in Nursing Education

NURS6620 Curriculum Development

Graduate Student Handbook

Academic policies are summarized in the Graduate Student Handbook (GSH) which can be viewed at <http://www.graceland.edu/GraduateStudentHandbook-Nursing>. This handbook is updated on a regular basis. Refer to the online version for the most current information. Students will be notified when major revisions are posted. Academic policies are available to enrolled students via links posted on the [My Graceland School of Nursing Resources page](#).

Courses in Nursing (DNP)

NURS8010 Introduction to Doctoral Study in Nursing 0 s.h.

Focuses on preparing the SON doctoral student to be successful in an online graduate program of study. Includes mandatory completion of selected tutorials, review of academic policies, pre-clinical HIPAA and Standard Precaution requirements, and participation in pre-scheduled Live Chat sessions. Information related to university resources and services available to support successful progression and completion of the selected program of study is provided. Successful completion within the first term of enrollment is required for progression in the selected program of study. (Graded on a Pass/Fail basis.)

NURS8100 Professionalism, Ethics and Issues 3 s.h.

This course provides a foundation for the development of the Doctor of Nursing Practice role. The content provides a broader interdisciplinary view of historical, theoretical, and political avenues of the Doctorate in Nursing Practice. It also includes health care policy advocates and macrosystems, ethics, and professional development for DNPs today, tomorrow, and into the next generation. In addition, it helps the DNP student with framing their doctoral identity and practice. Includes 12 clock hours of field experiences counted toward the post-BSN supervised practice hour requirement for the DNP degree.

NURS8120 Health Systems Policy and Regulation 3 s.h.

Focuses on the fundamental principles of health policy and the impact of the political process for health care in the United States and around the globe. The course will prepare students to accept multifaceted leadership positions and expand the role of specialty practice nurses in the development, delivery, and monitoring of health care. This course addresses the distinctive intricacies of health care policies that influence care in the U.S. and globally. It is designed to assist the student in developing the skills necessary to critically analyze health care policies and to recognize how they can be influenced by investors or special interest groups. These policies are examined from a governmental and organizational viewpoint. Includes 8 clock hours of field experiences counted toward the post-BSN supervised practice hour requirement for the DNP degree.

NURS8130 Biostatistics 3 s.h.

Focuses on the application of statistical methods and analysis of data used in research for evidence-based practice and clinical decision making.

NURS8140 Epidemiology 3 s.h.

Focuses on epidemiologic concepts and methods for disease prevention, surveillance, detection, and intervention to promote the health of populations. Morbidity and mortality data and steps in the epidemiologic investigation process and epidemiologic research methods are emphasized. Students will learn specific epidemiologic skills such as use of existing datasets, analysis of published epidemiologic studies, and data interpretation. The epidemiology of infectious diseases, environmental health hazards, new and emerging diseases, chronic disease, managerial epidemiology and disaster preparedness is included. Includes 16 hours of field experiences that emphasize epidemiological leadership.

NURS8200 Evaluation of Research for Evidence Based Practice 3 s.h.

Focuses on the application of research methods conducted to generate evidence-based knowledge to improve nursing practice and patient outcomes. Emphasis will be on students' identification of practice problem using steps in evidence-based practice process. Students will develop skills and competencies in database searching, critical appraisal, interpretation of research findings, data analysis, synthesis, and decision

making for application of evidence in clinical practice. The process of critiquing quantitative, qualitative, outcome, and intervention research methods is included. Ethics in healthcare research will be discussed. Finally, students will learn and be prepared to communicate clinical practice scholarship and research findings.

NURS8210 Project Management 3 s.h.

Focuses on the steps and processes for comprehensive and systematic management of an evidence-based scholarly practice project designed to remediate an identified practice phenomenon. The framework will address analysis of a practice setting, identification and description of the phenomenon of interest, the PICO question, systematic review of the literature, and an outline for the project proposal. Emphasis will be placed on the resources and skills needed for successful management of a scholarly practice project. Includes 100 supervised practice hours directly related to project management in an advanced practice setting. Prerequisite: DNP didactic courses. May be taken concurrently with NURS8260 Organizational Leadership and Collaboration and/or NURS8950 Advanced Practice in Organizational Leadership. Prerequisite: NURS8200 Applied Transformational Research.

NURS8220 Healthcare Informatics 3 s.h.

Focuses on information systems technology, its applications within healthcare settings, and the value of technology for managing healthcare data. Some covered content includes information technologies and applications used in healthcare for various purposes including clinical decision support, transferring expert knowledge, and for collecting and managing healthcare data. Current and emerging technologies are introduced, as well as other topics such as policy, ethical and legal issues relevant to health information technology (health IT). The value and impact of health IT implementation is covered, and students learn about technology and outcomes evaluation. They are also introduced to the role of various stakeholders in health IT planning, design, implementation, management and use. Students will acquire the skills necessary to accurately use information systems and technology and to lead the advancement of informatics practice and research.

NURS8260 Organizational Leadership and Collaboration 3 s.h.

Focuses on leadership theories and principles and innovative leadership strategies for the DNP Concepts covered include transformational leadership, measurement of outcomes, data driven decision-making, organizational culture and climate, communication skills, professional accountability, change theory, and the business realities of healthcare leadership. Students will develop and or refine leadership skills as they progress through the course in order to enhance the quality of nursing and healthcare delivery systems.

NURS8950 Advanced Practice in Organizational Leadership 1–4 s.h.

Includes up to 400 advanced practice hours for students enrolled in the DNP program with less than 400 verified post-BSN supervised practice hours. The number and nature of the practice hours will vary from student to student and is mutually agreed upon between the student, faculty advisor and cooperating agencies. Practice hours are documented by the student and approved by the faculty advisor at regular intervals. Practice hour logs are approved by the faculty advisor and filed in the online course site. This course is not a requirement for the degree. One semester hour is equivalent to 80–100 clock hours of practice experience. Course may be repeated as needed. Graded on a Pass/Fail basis.

NURS9700 DNP Practice Improvement Project Continuous Enrollment 1 s.h.

Provides continuous enrollment to complete course requirements for incomplete grades assigned to NURS9710 and NURS9720. Graded on a Pass/Fail basis.

NURS9710 DNP Practice Improvement Project I 3 s.h.

Focuses on facilitating student progress through the proposal development & formal approval processes of an evidence-based quality improvement project designed to remediate an identified practice phenomenon. Project development and design requires demonstration of integration, synthesis and application of advanced practice competencies. Course requirements include 200 supervised practice hours and a formal written project proposal approved by the faculty advisor, practice mentor, practice site and institutional IRB(s). Both direct hours (time spent working on the project in the practice setting) and indirect hours (time spent working on the project outside of the practice setting) are included in this total. The nature of the practice hours will vary depending on the nature of the scholarly project and practice experience and is mutually agreed upon between the student, faculty advisor and cooperating agencies. Practice hours related to project completion are documented by the student and approved by the faculty advisor at regular intervals. Practice hour logs and project deliverables are approved by the faculty advisor and filed in the online course site. Graded on a Pass/Fail basis. Pre-requisites: Documented completion of a minimum of 500 post-BSN supervised practice hours, NURS8130 Biostatistics, NURS8200 Applied Transformational Research, NURS8210 Project Management.

NURS9720 DNP Practice Improvement Project II 4 s.h.

Focuses on facilitating student progress through the implementation, analysis, evaluation and dissemination of an evidence-based quality improvement project designed to remediate an identified practice phenomenon. Project completion requires demonstration of integration, synthesis and application of advanced practice competencies. Course requirements include 300 supervised practice hours and a formal written project report, oral presentation to agency, and dissemination for peer-review. Both direct hours (time spent working on the project in the practice setting) and indirect hours (time spent working on the project outside of the practice setting) are included in this total. The nature of the practice hours will vary depending on the nature of the scholarly project and practice experience and is mutually agreed upon between the student, faculty advisor and cooperating agencies. Practice hours related to project completion are documented by the student and approved by the faculty advisor at regular intervals. Practice hour logs and project deliverables are approved by the faculty advisor and filed in the online course site. Graded on a Pass/Fail basis. Pre-requisites: NURS9710 DNP Practice Improvement Project I.

Courses in Nursing (MSN)

NURS5010 Introduction to MSN and Post-graduate Certificate Programs 0 s.h.

Focuses on preparing the MSN and post-graduate certificate student to be successful in an online graduate program of study. Includes mandatory completion of selected tutorials, review of academic policies, pre-clinical HIPAA and Standard Precaution requirements, and participation in pre-scheduled Live Chat sessions. Information related to university resources and services available to support successful progression and completion of the selected program of study is provided. Successful completion within the first term of enrollment is required for progression in the selected program of study. (Graded on a Pass/Fail basis.)

NURS5100 Pharmacotherapeutics 4 s.h.

Provides the graduate advanced practice nursing student foundational knowledge and application of pharmacotherapeutics to meet the health care needs of clients, from childhood through the older years. Content focuses on the principles of pharmacokinetics and pharmacodynamics, and provides an overview of selected therapeutic drug classes and complementary/alternative treatments, which allows students to evaluate client

situations and determine therapy within the context of the overall treatment plan.

Prerequisite: NURS5440.

NURS5121 Theory of Nursing 3 s.h.

Focuses on the theoretical concepts that are essential to advanced nursing roles and the interactions between theory, research and practice. Grand, mid-range and practice level theories are examined and compared. The influence of theories from other disciplines on the development of nursing theory is appraised. Students will analyze, compare, and evaluate selected nursing theories for their use in nursing education or clinical practice. Concept analysis, synthesis, and theory application are also important components of this course. Prerequisite: NURS5170.

NURS5143 Advanced Health Assessment and Diagnostic Reasoning 4 s.h.

Builds on health assessment skills developed during the professional nurse's basic educational program. The course teaches students how to obtain a comprehensive assessment and use this information to develop and/or evaluate evidence based treatment plans for diverse patients with common acute and chronic health problems. Emphasis is placed on the process of clinical/diagnostic reasoning to enable the student to identify problems and make accurate diagnoses. The use of technology and electronic medical records are important components of this course.

NURS5170 Research Methods and Evidence-based Practice 4 s.h.

This course focuses on methods in generating and evaluating research for nursing practice. Principles and applications of quantitative and qualitative research designs will be explored. Ethical and legal issues in conducting research will be examined. Students will be prepared to assess needs for practice change, critically appraise existing evidence, and develop a plan for implementation and evaluation of the evidence-based practice interventions.

NURS5193 Advanced Practice Nursing in Primary Care 2 s.h.

Provides a foundational knowledge of the multifaceted role of the Advanced Practice Nurse in the primary care setting; addressing selected advanced practice procedures diagnostic test interpretation and analysis of the APN as a member of the multidisciplinary healthcare team.

NURS5194 Advanced Practice Competencies Lab 1 s.h.

Focuses on assessment of selected advanced practice competencies during a mandatory face-face focus session on the Independence Campus. Prerequisite: NURS5143 (Prerequisite must be taken no more than 2 terms in advance of lab course.), Corequisite: NURS5193.

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, NURS5143, NURS5440.

NURS5210 Role Socialization for Nurse Educators 2 s.h.

Focuses on socialization into the role of nurse educator. Emphasis is placed on the qualifications and competencies for the role. Students will use critical thinking skills to examine barriers and opportunities for nurses in the educator role and to propose a plan for transitioning into their new role. Interdisciplinary collaboration and relationship

building are integral parts of this course.

NURS5440 Advanced Pathophysiology 4 s.h.

Provides the graduate nursing student with a well-grounded understanding of the pathophysiologic mechanisms of disease to serve as a foundation for clinical assessment, decision making, and management. Content focuses on etiology, pathogenesis, and clinical presentation of selected altered health states across the lifespan.

NURS5610 Learning Theories 3 s.h.

Focuses on how human learning occurs, factors that influence learning, and improving student learning through use of motivation, technology, and self-regulation. Emphasis is based on the application of theoretical principles, concepts, and research findings that support improved student learning.

NURS5650 Teaching Strategies 3 s.h.

Focuses on how human learning occurs, factors that influence learning, and use of teaching strategies based on learning theories. Emphasis is based on the application of theoretical principles, instructional methods, and research findings that support improved student learning.

NURS5661 Roles and Issues for Nurse Educators 3 s.h.

Focuses on socialization of the nurse into the role of educator and on the academic, legal, ethical, economic and organizational issues that influence the NE role. Emphasis is placed on preparing students for NE core competencies as delineated by the NLN Scope of Practice for Academic Nurse Educators. Interdisciplinary collaboration and transformation of nursing education are integral components of this course.

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.

NURS6000 Individual Study 1–3 s.h.

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, NURS5143, NURS5440.

NURS6600 Assessment of Learning in Nursing Education 3 s.h.

Focuses on academic assessment, measurement, testing, and evaluation in nursing education and preparation of nurse educators for carrying out these activities as part of their role. Learning principles, qualities of effective measurement instruments, construction and use of teacher-made tests, use of standardized tests, test interpretation, and assessment of higher level cognitive skills and learning will be examined. The differences between instructional assessment, curriculum-based measurement, criterion-referenced and norm-referenced testing, clinical performance evaluation, and the social, ethical and legal ramifications of testing are integral components of this course.

NURS6620 Curriculum Development 4 s.h.

Focuses on the principles of curriculum development, implementation and evaluation. Emphasis is placed on curriculum organizing frameworks, goals and outcomes, planning, design, and implementation strategies, evaluation, and revision. Students will construct a mini-curriculum and evaluate curriculum systematic evaluation plans as part of the requirements for this course.

NURS6720 Nurse Educator Teaching Practicum 2 s.h.

Focuses on engagement in practicum activities designed to promote socialization to the role of nurse educator, application of educational theory and evidence-based teaching and assessment practices, facilitation of the cognitive, psychomotor, and affective development of learners in a selected practicum setting; and reflection/evaluation of the teaching, scholarship, and service demands of the nurse educator role.

NURS6740 Family Nurse Practitioner Practicum: Pediatrics 4 s.h.

Focuses on a holistic approach to health care from infancy through adolescence incorporating the principles of well child care, health promotion, and disease prevention including the concepts of growth and development, and screening procedures. Emphasizes advanced pathophysiology, assessment and diagnostic strategies specific to acute and common problems in children. Stresses clinical interventions to enhance, maintain, and restore health in context of family and community environments. Develops skills for collaboration with multidisciplinary teams and effective utilization of community resources. Prerequisite: NURS5200.

NURS6760 Family Nurse Practitioner Practicum: Adult 4 s.h.

Focuses on a holistic approach to health care of the adult throughout the lifespan; incorporating the principles of health promotion, disease prevention and primary and rehabilitative health care concepts which are applied to the management of adults in the context of their family and community environment. Emphasizes advanced pathophysiology, assessment and diagnostic strategies specific to acute, common and complex health problems in adults. Stresses clinical interventions to enhance, maintain, and restore health. Develops skills for collaboration with multidisciplinary teams and effective utilization of community resources. Prerequisite: NURS6200, NURS6740

NURS6800 Roles and Issues for Advanced Practice Nurses 4 s.h.

Focuses on the exploration, development and implementation of advanced roles for nurses. Emphasis will be placed on the standards of practice, requirements for, regulation of, and socialization into advanced nursing roles. Students will use critical thinking skills to examine barriers and opportunities for nurses in advanced roles and propose a plan for transitioning into their new role. Additionally, the course focuses on the organization of health care delivery systems, health care finance, health care policy, ethical and legislative issues affecting health care planning and delivery. Sociopolitical issues will be examined as they impact the formation of policies and the nursing profession as a whole.

NURS6810 Nurse Educator Clinical Specialty Practicum 2 s.h.

Focuses on the synthesis of previously gained knowledge to promote nurse educator development of expertise in a clinical specialty area (medical-surgical nursing, maternal-child nursing, mental health nursing, pediatric nursing, or gerontological nursing). Students will use theory and research findings to draw inferences about care of patients within their identified clinical focus area. The course includes 120 practice hours and is designed to facilitate teaching in the academic setting.

NURS6830 Family Nurse Practitioner Practicum: Family 3-4 s.h.

This practicum is the capstone course of the family nurse practitioner program requiring independent clinical management of acute and chronic illnesses across the life span

highlighting multicultural care. Synthesis of practice management skills pertaining to economics, reimbursement for services and time management will be emphasized.

Prerequisites: All pediatric and adult practicum courses.

NURS6930 Application of Research for Best Practices 3 s.h.

Prepares the advanced practice graduate to improve nursing practice through application of current evidence. The evidence based experience includes: identifying care issue within a practice or community setting, retrieving and critically evaluating research on a selected issue that will lead, if implemented, to improved patient care.

Religion (Graduate)

Master of Arts in Religion

The Master of Arts in Religion (30 graduate semester hours) provides a strong academic foundation in biblical studies, Christian history, and theology. These subjects offer essential preparation for Christian ministry and/or doctoral study in religion.

The Master of Arts in Religion provides a unique blend of religious theory and practical studies that can meet the needs of students with a variety of learning objectives. The classes in the program will be offered either totally online or online with a face-to-face session at the Community of Christ Temple in Independence, Missouri during the fourth week. The faculty is composed of scholars and professionals in the field of religion with the academic and applied backgrounds to make the study of religion stimulating and worthwhile.

Program Admission

1. Applicant must have earned a Bachelor's degree from a regionally accredited institution with a minimum cumulative GPA of 3.0 on a 4-point scale, or the equivalent from a non-U.S. institution. Students with a GPA below 3.0 will need to demonstrate the ability to do work at the graduate level.
2. Applicant must complete the application from that is available on the seminary [website](#).
3. Applicant must provide official transcripts of all course work.
4. Applicant should request references from three persons who can attest to the applicant's promise for graduate study. References should be submitted directly by recommenders using the [reference form link](#). Recommenders should be persons who have known the applicant for more than 1 year and who have knowledge of the intellectual and ministerial abilities of the applicant.

Graceland University Community of Christ Seminary has a rolling admissions process; students may apply at any time during the year. New MAR cohorts begin in the fall term each year.

Degree Requirements

1. The Master of Arts in Religion (MAR) is a 30 semester-hour graduate degree. Students must satisfactorily complete all 10 courses of the curriculum with a cumulative 3.0 GPA.
2. Students must attend focus sessions in person when a course includes a focus session. Focus sessions are scheduled during the fourth weeks of January and May of each year.

Graduate Catalog

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3. A maximum of nine semester hours with a grade of "C" will apply toward the MAR degree. Students who earn a "C" in more than the maximum allowed number of hours will be required to repeat excess courses in which a "C" was earned. Students must repeat any course in which they earn a grade lower than a "C."
4. Students will normally successfully complete requirements for the MAR degree in two years of part-time study; students are allowed up to four years to complete the program.

M.A.R. Degree – Religion

RELG5011 Christian Theology 3 s.h.

RELG5022 Introduction to the Hebrew Bible 3 s.h.

RELG5040 New Testament I 3 s.h.

RELG5050 New Testament II 3 s.h.

RELG5060 History of Christian Thought I 3 s.h.

RELG5070 History of Christian Thought II 3 s.h.

*RELG5330 Community of Christ I: 1820–1914, History–Scripture–Theology 3 s.h.

*RELG5340 Community of Christ II: 1914–Present, History–Scripture–Theology 3 s.h.

RELG6240 Contemporary Culture and Theologies 3 s.h.

RELG6500 Portfolio 0 s.h.

RELG6900 Advanced Topics in Practical Ministry 1–3 s.h.

*Students from other denominations may substitute approved denomination-specific course work.

Transfer of Credits

Students may request the transfer of a maximum of 9 semester hours of credit for the MAR, provided that the courses transferred approximate courses offered by Community of Christ Seminary, were taken at a regionally accredited institution or its non-US equivalent, and that the student earned at least a "B" in those courses. The request must be accompanied by an official transcript from the institution where the credit was earned.

Courses in Religion (Graduate)

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.

RELG5022 Introduction to the Hebrew Bible 3 s.h.

A review of the sacred literature of ancient Israel, centered on its covenantal themes and Ancient Near Eastern contexts. Prerequisite: RELG5011.

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. Prerequisite: RELG5011.

RELG5050 New Testament II 3 s.h.

A review of the New Testament literature focusing on Paul, the General Epistles, and the

Apocalypse of John, 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. Prerequisite: RELG5040.

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. Prerequisite: RELG5011.

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. Prerequisite: RELG5011.

RELG5330 Community of Christ I: 1820–1914, History–Scripture–Theology 3 s.h.

An interdisciplinary exploration of the history, scripture and theology of the Community of Christ from its early nineteenth-century beginnings until the start of the First World War. Special attention will be given to the Church's origins within the context of revivalism and democratization on the American frontier, its reinterpretation of important classical Christian themes, and the developing identity and theology of the Reorganization up to the death of Joseph Smith III. Prerequisite: RELG5011.

RELG5340 Community of Christ II: 1914–Present, History–Scripture–Theology 3 s.h.

An interdisciplinary exploration of the history, scripture, and theology of the Community of Christ from the First World War to the present. Special attention will be given to how the Community of Christ's identity and theology have continuously developed in response to the encounter with the intellectual, social, and cultural challenges of modernity and postmodernity. Prerequisite: RELG5330.

RELG6115 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 an experienced minister. Students design their practicum in consultation with the practicum director. (Graded on a Pass/Fail basis.)

RELG6240 Contemporary Culture and Theologies 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. Prerequisite: RELG5011.

RELG6500 Portfolio 0 s.h.

A summative project that encourages students to reflect on their experience and the directions it may take them as a disciple or minister. The Seminary Graduate Portfolio consists of a beginning paper, gathering of graduate work, and self-assessment. The student will review her/his portfolio with a committee as a "finale" of her/his graduate work. (Evaluated on a pass/fail basis.)

RELG6900 Advanced Topics in Ministry 1–3 s.h.

An in-depth study of topics selected from various areas of practical ministry such as church leadership, pastoral care, public ministry, spiritual formation, and disciple education. Students should have taken most of their other coursework prior to this course as this course is designed to guide students to integrate their learning into practical ministry application. Course topics will be announced prior to each semester they are

offered. May be repeated for credit provided that the course is a different topic than previously completed by the student. Prerequisite: RELG5011.

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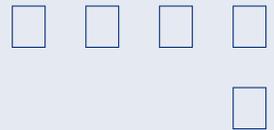
Contact Us



Lamoni Campus | 1 University Place | Lamoni, IA 50140 | 641-784-5000

Independence Campus | 1401 W. Truman Road | Independence, MO 64050-3434 | 816-833-0524

Online Programs | distancelearning@graceland.edu | 800-833-0524



Education (Graduate)

This field-based Master of Education degree with a concentration in Curriculum and Instruction: Collaborative Learning and Teaching, Differentiated Instruction, Literacy Instruction, Management in a Quality Classroom, or Technology Integration 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.

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 or equivalent foreign institution, verified on original transcripts sent by the undergraduate institution directly to Graceland University. Foreign institution transcripts are to be verified and evaluated by World Education Services ICAP (International Credential Advantage Package). WES ICAP service <http://www.wes.org/index.asp>.

IMPORTANT: This program is completed entirely by distance learning and international applicants are not eligible to obtain (or retain) a student visa (I-20 eligibility).

2. Indication of academic success: 3.0 overall GPA in a completed baccalaureate or graduate 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. International applicant's letters must be written in English.

Graduate Catalog

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6. A statement and explanation of professional goals. International applicant's statement and goals must be written in English.
7. Verification of ongoing access to computer technology, including e-mail and Internet.
8. All international applicants must provide official proof of English proficiency before their applications can be considered for admission. This test is waived only for graduates of regionally accredited U.S. universities or universities in English proficiency-exempt countries. Applicants who have completed at least two consecutive years at a college or university in the U.S. or in an English proficiency-exempt country are also exempted from the English proficiency requirements. Graceland University considers the following countries to have English as their native language: Australia, Canada, Commonwealth Caribbean countries (Anguilla, Antigua, the Bahamas, Barbados, Belize, British Virgin Islands, Bermuda, Cayman Islands, Dominica, Grenada, Guyana, Jamaica, Montserrat, St. Kitts and Nevis, St. Lucia, St. Vincent, Trinidad and Tobago, and Turks and Caicos Islands), Ireland, Liberia, New Zealand, United Kingdom (England, Northern Ireland, Scotland, and Wales), and the United States. Applicants must submit the following measures of English proficiency: TOEFL (Test of English as a Foreign Language (www.toefl.org)). The minimum TOEFL score required is 550 (paper-based version) or 79 (internet-based version). The TOEFL score must be received directly from the Educational Testing Service (ETS). Graceland University's institutional code is 6249. TOEFL scores are valid for only two (2) years.
9. Applicants who fail to meet one of the preceding minimum requirements may be granted conditional admission status and enroll in courses totaling 6 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 6 hours, the student status may be changed to full acceptance. Students admitted on probationary/conditional status are not eligible for financial aid until the term for full unconditional admission is met.

MEd Graduation Requirements

To qualify for graduation, candidates must complete the following:

1. Satisfactorily complete 30 hours in a program sequence through Graceland to earn a Master of Education degree. OR Satisfactorily complete at least 24 hours in a program sequence through Graceland to earn a Master of Education degree and be granted up to 6 hours of transfer credits from previously earned graduate work within a five year time period.
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.

Curriculum and Instruction: Collaborative Learning and Teaching

EDUC5100 Strategies for Collaboration 3 s.h.

EDUC5310 Core Proposition I 3 s.h.

EDUC5320 Core Proposition II 3 s.h.

EDUC5330 Core Proposition III 3 s.h.

EDUC5340 Core Proposition IV 3 s.h.

EDUC5350 Core Proposition V 3 s.h.

Graduate-level Education Electives 6 s.h.

EDUC6100 Classroom Inquiry and Action Research 3 s.h.

EDUC6110 Classroom Inquiry and Action Research Practicum 3 s.h.

In concurrence with the American Council on Education (ACE), candidates may be awarded up to six credit hours for completing the NBPTS certification process (3 s.h.) and 3 s.h. for obtaining licensure. After documented verification, these hours will be substituted for

Graduate-level Education Electives 6 s.h.

Differentiated Instruction

EDUC5130 Introduction to Choice Theory: Teaching Students Responsible Behavior 3 s.h.

EDUC5270 Classroom Management: Dealing with Discipline Problems 3 s.h.

EDUC5300 Gaining Parental Support: Building Home-School Relationships 3 s.h.

EDUC5500 Making Learning Meaningful: Every Student Can Succeed 3 s.h.

EDUC5660 Introduction to Differentiation: Applying Learner-Centered Instruction 3 s.h.

EDUC5670 Differentiated Instructional Strategies: Meeting the Diverse Needs of Learners
3 s.h.

EDUC5680 Differentiated Assessment Strategies: Identifying Learners' Strengths and
Needs 3 s.h.

EDUC5690 Teaching in the Inclusive Classroom: Instructional Strategies for All Students 3
s.h.

EDUC6100 Classroom Inquiry and Action Research 3 s.h.

EDUC6110 Classroom Inquiry and Action Research Practicum 3 s.h.

Literacy Instruction

EDUC5100 Strategies for Collaboration 3 s.h.

EDUC5103 Language, Literacy, and Learning 3 s.h.

EDUC5104 Literacy and Instruction 3 s.h.

EDUC5105 Early Literacy Development 3 s.h.

EDUC5106 Critical Perspectives of Children's Literature 3 s.h.

EDUC5107 Strategies for Reading Instruction 3 s.h.

EDUC5108 Literacy Instruction for ESL and Special Needs 3 s.h.

EDUC5109 Diagnostics and Assessment in Literacy 3 s.h.

EDUC6100 Classroom Inquiry and Action Research 3 s.h.

EDUC6110 Classroom Inquiry and Action Research Practicum 3 s.h.

Management in a Quality Classroom

EDUC5130 Introduction to Choice Theory: Teaching Students Responsible Behavior 3 s.h.

EDUC5160 Enhancing Instruction: Teaching in the Quality Classroom 3 s.h.

EDUC5270 Classroom Management: Dealing with Discipline Problems 3 s.h.

EDUC5300 Gaining Parental Support: Building Home-School Relationships 3 s.h.

EDUC5380 Classroom of Choice – Managing the Learning Environment 3 s.h.

EDUC5390 Choice and Responsibility – Managing Student Behavior 3 s.h.

EDUC5660 An Introduction to Differentiation: Applying Learner-Centered Instruction 3
s.h.

EDUC5670 Differentiated Instructional Strategies: meeting the Diverse Needs of Learners
3 s.h.

EDUC6100 Classroom Inquiry and Action Research 3 s.h.

EDUC6110 Classroom Inquiry and Action Research Practicum 3 s.h.

Technology Integration

EDUC5101 Technology Integration: Strategies for Collaboration 3 s.h.

EDUC5311 Technology Integration: Core Proposition I 3 s.h.

EDUC5321 Technology Integration: Core Proposition II 3 s.h.

EDUC5331 Technology Integration: Core Proposition III 3 s.h.

EDUC5341 Technology Integration: Core Proposition IV 3 s.h.

EDUC5351 Technology Integration: Core Proposition V 3 s.h.

EDUC6100 Classroom Inquiry and Action Research 3 s.h.

EDUC6110 Classroom Inquiry and Action Research Practicum 3 s.h.
Graduate Level Electives in Educational Technology 6 s.h.

MEd Degree – Instructional Leadership

This is a field-based Master of Education degree with a concentration in instructional leadership and is designed to promote the professional development of those who instruct in the military, “first responder” communities, trainers in business and other personnel seeking to increase and expand their leadership abilities. A majority of the program learning occurs in small groups with the goal of working collaboratively to improve their professional performance. Upon completion of the program, students will be able to:

- Manage their personal resources (knowledge and understanding, skills, experience, time) to achieve career and personal goals.
- Enhance networking skills to support current and future work.
- Provide leadership in an area of responsibility by demonstrating an understanding of current theories and practice about organizational and personal leadership in a professional setting.
- Assess problems and use decision making strategies to enhance the growth of the organization.
- Design and implement informal and formal leadership development programs and effectively communicate their program’s purpose and value to the organization.
- Develop productive working relationships with colleagues and stakeholders; demonstrate an ability to work with diverse individuals, groups, and organizations.
- Articulate and support ideas in a variety of written and oral formats.
- Demonstrate an understanding of current technology.
- Systematically conduct research to make data driven decisions.

Program Admission and Participation Requirements

Criteria for admission to the Instructional Leadership emphasis:

1. A baccalaureate degree from a regionally accredited college or university or equivalent foreign institution, verified on original transcripts sent by the undergraduate institution directly to Graceland. Foreign institution transcripts are to be verified and evaluated by World Education Services ICAP (International Credential Advantage Package). WES ICAP service <http://www.wes.org/index.asp>.
2. Indication of academic success: 3.0 overall GPA in a completed undergraduate program.
3. Two letters of reference from professional acquaintances addressing personal qualifications and potential for success in graduate education. Applicant's letters must be written in English.
4. A statement and explanation of professional goals. Applicant's statement and goals must be written in English.
5. Verification of ongoing access to computer technology, including e-mail and Internet.
6. All international applicants must provide official proof of English proficiency before their applications can be considered for admission. This test is waived only for graduates of regionally accredited U.S. universities or universities in English proficiency-exempt countries. Applicants who have completed at least two consecutive years at a college or university in the U.S. or in an English proficiency-exempt country are also exempted from the English proficiency requirements. Graceland University considers the following countries to have English as their native language: Australia, Canada, Commonwealth Caribbean countries (Anguilla, Antigua, the Bahamas, Barbados, Belize, British Virgin Islands, Bermuda, Cayman Islands,

Dominica, Grenada, Guyana, Jamaica, Montserrat, St. Kitts and Nevis, St. Lucia, St. Vincent, Trinidad and Tobago, and Turks and Caicos Islands), Ireland, Liberia, New Zealand, United Kingdom (England, Northern Ireland, Scotland, and Wales), and the United States. Applicants must submit the following measures of English proficiency: TOEFL (Test of English as a Foreign Language (www.toefl.org)). The minimum TOEFL score required is 550 (paper-based version) or 79 (internet-based version). The TOEFL score must be received directly from the Educational Testing Service (ETS). Graceland University's institutional code is 6249. TOEFL scores are valid for only two (2) years.

7. Applicants who fail to meet one of the preceding minimum requirements could be granted conditional admission status and enroll in courses totaling 6 credit hours of Graceland graduate study approved by their adviser. If the minimum grade of each of those courses is "B," after the successful completion of 6 hours, the student status may be changed to full acceptance. Students admitted on probationary/conditional status are not eligible for financial aid until the term for full unconditional admission is met.

Graduation Requirements

To qualify for graduation, candidates must complete the following:

1. Satisfactorily complete 30 hours in a program sequence through Graceland to earn a Master of Education degree. OR Satisfactorily complete at least 24 hours in a program sequence through Graceland to earn a Master of Education degree and be granted up to 6 hours of transfer credits from previously earned graduate work.
2. Earn a cumulative grade point average of 3.0 or above. Any course in which a grade of "D" or "F" is earned will not be applied toward graduation.
3. Fulfill all financial obligations to Graceland University for tuition and fees.
4. File an application for graduation with the office of the Graceland Registrar at least six months prior to anticipated graduation date.

Required Coursework – Instructional Leadership

EDUC5370 Leadership Foundations: Teaching and Learning in the Context of Change 3 s.h.

EDUC5510 Fostering Productive Leadership Communication and Relationship Building Skills 3 s.h.

EDUC5520 Developing and Facilitating Effective Professional Development Experiences 3 s.h.

EDUC5530 Assessment and Program Evaluation 3 s.h.

EDUC5540 Conflict Resolution Strategies 3 s.h.

EDUC5550 Technology Tools and Strategies for Leaders 3 s.h.

Graduate-level Education Electives 6 s.h.

EDUC5560 Action Research Capstone Course #1 3 s.h.

EDUC5570 Action Research Practicum Capstone Course #2 3 s.h.

Post-Baccalaureate Certificate Admission Requirements

1. Completion of a teacher education program with a baccalaureate degree from a regionally accredited college or university or equivalent foreign institution, verified on original transcripts sent by the undergraduate institution directly to Graceland University. Foreign institution transcripts are to be verified and evaluated by World Education Services ICAP (International Credential Advantage Package). WES ICAP Service <http://www.wes.org/index.asp>.

IMPORTANT: This program is completed entirely by distance learning and international applicants are not eligible to obtain (or retain) a student visa (I-20 eligibility).

2. Indication of academic success: 3.0 overall GPA in a completed undergraduate program.

3. A copy of a current teaching license.
4. Verification of a full-time teaching position as evidenced by letter from school in which teacher is practicing.
5. A minimum of one year full-time teaching experience.
6. Two letters of reference, evaluating personal qualifications and potential for success in graduate studies by qualified educators. International applicant letters must be written in English.
7. A statement and explanation of professional goals. International applicant statement and goals must be written in English.
8. Verification of ongoing access to computer technology, including e-mail and Internet.
9. Verification of ongoing access to computer technology, including e-mail and Internet.
10. All international applicants must provide official proof of English proficiency before their applications can be considered for admission. This test is waived only for graduates of regionally accredited U.S. universities or universities in English proficiency-exempt countries. Applicants who have completed at least two consecutive years at a college or university in the U.S. or in an English proficiency-exempt country are also exempted from the English proficiency requirements. Graceland University considers the following countries to have English as their native language: Australia, Canada, Commonwealth Caribbean countries (Anguilla, Antigua, the Bahamas, Barbados, Belize, British Virgin Islands, Bermuda, Cayman Islands, Dominica, Grenada, Guyana, Jamaica, Montserrat, St. Kitts and Nevis, St. Lucia, St. Vincent, Trinidad and Tobago, and Turks and Caicos Islands), Ireland, Liberia, New Zealand, United Kingdom (England, Northern Ireland, Scotland, and Wales), and the United States. Applicants must submit the following measures of English proficiency: TOEFL (Test of English as a Foreign Language (www.toefl.org)). The minimum TOEFL score required is 550 (paper-based version) or 79 (internet-based version). The TOEFL score must be received directly from the Educational Testing Service (ETS). Graceland University's institutional code is 6249. TOEFL scores are valid for only two (2) years.
11. Applicants who fail to meet one of the preceding minimum requirements could be granted conditional admission status and enroll in courses totaling 6 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 6 hours, the student status may be changed to full acceptance. Students admitted on probationary/conditional status are not eligible for financial aid until the term for full unconditional admission is met.

Post-Baccalaureate Differentiated Instruction Certificate

Students desiring a post-baccalaureate certificate in Differentiated Instruction must complete 15 semester hours of coursework as prescribed below:

EDUC5660 Introduction to Differentiation: Applying Learner-Centered Instruction 3 s.h.

EDUC5670 Differentiated Instructional Strategies: Meeting the Diverse Needs of Learners 3 s.h.

EDUC5680 Differentiated Assessment Strategies: Identifying Learners' Strengths and Needs 3 s.h.

EDUC5690 Teaching in the Inclusive Classroom: Instructional Strategies for All Students 3 s.h.

EDUC5700 Differentiation and Literacy 3 s.h.

Post Baccalaureate Management in a Quality Classroom Certificate

Students desiring a post-baccalaureate certificate in Management in a Quality Classroom must complete 15 semester hours of coursework as prescribed below:

EDUC5260 Responsibility, Respect, and Relationships: Creating Emotionally Safe Classrooms 3 s.h.

- EDUC5270 Classroom Management: Dealing with Discipline Problems 3 s.h.
- EDUC5300 Gaining Parental Support: Building Home–School Relationships 3 s.h.
- EDUC5380 Classroom of Choice – Managing the Learning Environment 3 s.h.
- EDUC5390 Choice and Responsibility – Managing Student Behavior 3 s.h.

Post Baccalaureate Literacy Instruction Certificate

Students desiring a post–baccalaureate certificate in Literacy Instruction must complete 15 semester hours of coursework as prescribed below:

- EDUC5103 Language, Literacy, and Learning 3 s.h.
- EDUC5104 Literacy and Instruction 3 s.h.
- EDUC5105 Early Literacy Development 3 s.h.
- EDUC5106 Critical Perspectives of Children's Literature 3 s.h.
- EDUC5107 Strategies for Reading Instruction 3 s.h.

Courses in Education (Graduate)

EDUC5100 Strategies for Collaboration 3 s.h.

Explores and connects to past, present and future teaching and learning experiences within the initial course investigation of the National Board for Professional Teaching Standards (NBPTS) framework. Foundational skills in systematic inquiry, collaboration, and reflection are developed and practiced through course activities.

EDUC5101 Technology Integration: Strategies for Collaboration 3 s.h.

Explores and connects to past, present and future teaching and learning experiences within the initial course investigation of the National Board for Professional Teaching Standards (NBPTS) framework. Foundational skills in systematic inquiry, collaboration, and reflection are developed and practiced through the creation of a personal technology plan.

EDUC5103 Language, Literacy, and Learning 3 s.h.

Examines language development and functions as related to emergent literacy, social contexts, Standard English, and linguistic diversity. Considers a variety of approaches to language study, explores language use both in and out of school, and implications for teaching.

EDUC5104 Literacy and Instruction 3 s.h.

Critical reading developments and conceptions of writing and writing research is addressed. Review of major shifts and trends in writing instruction and the key people who have influenced the field of writing instruction at the elementary school level.

Prerequisite: EDUC5103

EDUC5105 Early Literacy Development 3 s.h.

Investigates key issues of early literacy practices and teachers' roles regarding reflective, instructional decisions based on an evolving view and understanding of the literacy process. Various philosophies and theories of reading, writing, and language acquisition will be examined. Prerequisite: EDUC5103

EDUC5106 Critical Perspectives of Children's Literature 3 s.h.

Review of children's literature through the lens of literary theory and research in children's literature to include critical evaluation and selection skills. Addresses reading and writing methods and strategies linked to the utilization of children's literature in the classroom.

Prerequisite: EDUC5103

EDUC5107 Strategies for Reading Instruction 3 s.h.

The diagnosis of reading abilities and disabilities of individual pupils; development of programs for small groups and individuals at different levels of readiness; and evaluation of progress in reading ability based on both psychological and emotional adjustment will be examined. Theories of reader response in relation to the reading process and implications for instruction will be explored.

EDUC5108 Literacy Instruction for ESL and Special Needs 3 s.h.

Introduces and provides analysis of main issues and theories in second language acquisition. Highlights research and theory related to people who struggle with reading, writing and other literacy tasks. Course topics include reading performance on high stakes achievement measures; aptitude/achievement discrepancy; second language status, and other special needs.

EDUC5109 Diagnostics and Assessment in Literacy 3 s.h.

Review of cognitive and affective assessments in reading and writing will be investigated. Strategies for using data to adapt instruction for learners with reading difficulties will be developed and applied. Identification of best practices for literacy evaluation will be focused.

EDUC5110 Differentiating Instruction through Technology 3 s.h.

Use of various hardware and software in designing instruction for diverse learners.

EDUC5120 Best Practice with Technology 3 s.h.

Analysis of the National Board for Professional Teaching Standards propositions for application to technology integration in the classroom.

EDUC5130 Introduction to Choice Theory: Teaching Students Responsible Behavior 3 s.h.

Designed to give teachers the theory and skills to teach students how to take responsibility for their own behavior in school. Based on the work of Dr. William Glasser, this course leads participants through a series of learning activities designed to instruct them how to teach their students the concepts of Control Theory and to plan and implement a program of Responsibility Training in their classrooms.

EDUC5140 Creating a Professional Portfolio: Program Capstone Project 3 s.h.

Designed to provide participants an opportunity to reflect on their learning and professional growth with the construction of a culminating professional portfolio. The portfolio process will document and deepen students' knowledge of reflective practice and heighten their understanding of the competencies they have gained as a result of their participation in the master's program. In the process of creating their portfolios, participants will learn how to effectively describe, analyze, and reflect upon their experience in applying new knowledge in their teaching situations. The resulting professional portfolio will serve as a showcase for accomplishments in the M.Ed. program of studies.

EDUC5150 Motivation and Learning: Co-Operation and the Quality Classroom 3 s.h.

Designed to give teachers the theory and skills to create lesson plans that meet the basic psychological needs of students and gain their cooperation in the learning process. Based on the works of Drs. William Glasser, David Johnson and Roger Johnson, this course leads participants through a series of learning activities designed to instruct them in the concepts of Control Theory and Cooperative Learning and how these concepts can be combined in a program of instruction and behavior management.

EDUC5160 Enhancing Instruction: Teaching in the Quality Classroom 3 s.h.

Designed to give teachers the theory and skills to create lesson plans that meet the basic psychological needs of students, gain their cooperation in the learning process, and promote quality work. Based on the work of Dr. William Glasser, this course leads participants through a series of learning activities designed to instruct them in the concepts of Control Theory and Quality Schools and how these concepts can be combined in a program of instruction and behavior management that results in quality student work.

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.

EDUC5201 Diversity 3 s.h.

Addresses understanding of human diversity through the study of individual differences in learning. Participants will examine their own personal beliefs, stereotypes and prejudices through reflective inquiry and will develop strategies to enhance equitable learning environments for all persons in a school or workplace.

EDUC5202 Creativity 3 s.h.

Explores the development of teacher creativity through the integration of the basic functions of thinking, feeling, sensing, and intuiting. Participants will foster personal creative abilities through experimental activities within the creative domains and engage in learning experiences to identify ways to make connections with K-12 students.

EDUC5203 Curriculum Design – TCIN Virtual Schools 3 s.h.

Introduces systems theory and systematic course design. Students will design a course for online presentation, including targeted standards, assessment instruments, and a plan for field testing and revision.

EDUC5204 Online Teaching and Learning – TCIN Virtual Schools 3 s.h.

Introduces the principles of online teaching and learning. Students will learn strategies for presenting information, enhancing discussion, providing effective feedback, and revising their facilitation techniques according to recent literature in online teaching and learning.

EDUC5205 Taking Heart 3 s.h.

Explores systematic reflection of being a leader in all settings. Engagement in self-renewal learning experiences to enhance critical thinking and decision making skills. Develop productive work relationships with colleagues and other stakeholders.

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.

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.

Focuses on knowledge, skills, and dispositions to improve understanding of how P–12 students learn and develop. Identification of individual student differences and equitable treatment is demonstrated through critical analysis and evaluation of curriculum and instruction development and application to classroom practice.

EDUC5311 Technology Integration: Core Proposition I 3 s.h.

Teachers demonstrate commitment to students and their learning. They create learning experiences in technology–enhanced environments to positively impact student learning.

EDUC5320 Core Proposition II 3 s.h.

Develops an understanding of how subject matter knowledge is created, organized and linked to other disciplines. Explores effective teaching strategies to convey subject matter to P–12 students in classroom practice and is demonstrated through critical analysis and evaluation of curriculum and instruction.

EDUC5321 Technology Integration: Core Proposition II 3 s.h.

Teachers expand the knowledge base for the subjects they teach and critique how to teach those subjects to students. Teachers explore the technology utilized in their particular content area. They develop appreciation for how knowledge in their subject is created, organized, and linked to other disciplines.

EDUC5330 Core Proposition III 3 s.h.

Focuses on improving professional skills to manage and monitor P–12 student learning. The impact of effective classroom management and assessment practices are critically examined through application experiences in the classroom.

EDUC5331 Technology Integration: Core Proposition III 3 s.h.

Teachers develop professional skills utilizing available technology to assist in managing and monitoring student learning.

EDUC5340 Core Proposition IV 3 s.h.

Examines and promotes the use of systematic self–reflection and action research as a means to critically analyze classroom practice. Draws upon educational research and is conveyed through dialogue and the use of descriptive, analytical and reflective writing.

EDUC5341 Technology Integration: Core Proposition IV 3 s.h.

Teachers think systematically about their practice and learn from experience. They utilize available technology to analyze and interpret data. Teachers use reflective practice to engage in action research.

EDUC5350 Core Proposition V 3 s.h.

Addresses school effectiveness through collaborative partnerships with educational stakeholders. Engages in teacher research to develop strategies and plans to create and maintain positive relationships with parents, community, and other school professionals.

EDUC5351 Technology Integration: Core Proposition V 3 s.h.

Teachers develop skills to be members of learning communities. They contribute to school effectiveness by utilizing technology to assist in collaborating and establishing positive interpersonal relationships with other professionals.

EDUC5360 Teaching and Learning in the Brain-Compatible Classroom 3 s.h.

Group investigations and individual research of the human brain, and the acquisition of brain literacy. Explorations include: The role of emotion in learning, how memory works, brain physiology, meaning making, learning environments, optimal learning times and implications for curriculum, assessment, and school organization will be explored.

EDUC5370 Leadership Foundations: Teaching and Learning in the Context of Change 3 s.h.

Exploration of leadership studies through examination of adult learning theories, past and current models of leadership, and assessment of participants' own leadership styles provides a foundation for future studies. Introduces the process of graduate-level scholarship and provides understanding of the processes and policies of graduate studies at Graceland University.

EDUC5380 Classroom of Choice – Managing the Learning Environment 3 s.h.

Develops and fosters understanding of classroom management based on applying Choice Theory and Quality Schools concepts and practices. Participants will create, implement, and evaluate curriculum and instruction that effectively incorporates non-coercive behavioral strategies and promotes intrinsic motivation.

EDUC5390 Choice and Responsibility – Managing Student Behavior 3 s.h.

Provides strategies that foster student self-regulation and instruction in using step-by-step techniques for managing intensive student behavior. Participants will effectively incorporate these strategies through description and analysis of and reflection on their interactions with students, development of student behavioral plans, and documentation of student performance outcomes.

EDUC5400 Special Education Strategies for Collaboration 3 s.h.

Explores and connects to past, present and future teaching and learning experiences within the initial course investigation of the National Board for Professional Teaching Standards (NBPTS) framework. Foundational skills in systematic inquiry, collaboration, and reflection are developed and practiced through course activities.

EDUC5410 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.

EDUC5423 Special Education Methods 3 s.h.

Provides the classroom teacher with numerous curricular and instructional methodologies which facilitate knowledge and promotes the development of cognitive, academic, social, language and functional life skills for identified students. Develop and apply remedial methods, instructional techniques, and appropriate use of assistive technology as it relates to individual learning levels.

EDUC5430 Managing Student Learning and Behavior 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.

Examines and promotes the use of systematic self-reflection and action research as a means to critically analyze classroom practice. Draws upon educational research and is conveyed through dialogue and the use of descriptive, analytical and reflective writing.

EDUC5441 Autism Spectrum Disorders 3 s.h.

Examine characteristics of children and youth with autism spectrum disorders, associated issues and effective practices.

EDUC5451 Developing and Facilitating Effective Special Education Professional Development Experiences 3 s.h.

Research a variety of "best practices" from educational teaching and learning theories to apply knowledge and skills to develop effective curriculum, and facilitation of professional development and/or training experiences. Practice in identifying appropriate community resources, increasing parental involvement and collaborative partnerships with stakeholders.

EDUC5460 Educational Assessment 3 s.h.

This course will provide candidates with opportunities to administer, score, and interpret diagnostic tests used in the development of instructional planning. Identification of student strengths and needs will be assessed through multiple methods of assessment. Candidates will plan and implement both individual and group instruction with objectives based on assessment outcome. Candidates will explore legal provisions, regulations and guidelines as they apply to both formal and informal testing. Terminology and knowledge of specialized strategy exploration will also be included as it relates to various disabilities.

EDUC5470 Remedial Math Methods 3 s.h.

The candidate will research and implement best practices in the remediation of math instruction for individuals with disabilities. Strategies will include age-appropriate and ability level instruction to include appropriate use of technology. Candidates using multiple methods will plan both individual and group instruction that monitors student progress through assessment and shows student engagement.

EDUC5480 Transitional Planning 3 s.h. (For 5-12 only.)

Collaborative groups will explore and implement career and vocational program planning for secondary students with mild/moderate disabilities. Effective planning will include the student, community services, networks and organizations, and other community resources such as parents and various professionals, that will lead to increased student learning with career goals and objectives to support their transition to post-school settings.

EDUC5500 Making Learning Meaningful: Every Student Can Succeed 3 s.h.

Teachers focus on the practical application of Dr. William Glasser's theories regarding competency-based education, authentic assessment, and real-world teaching strategies that help to ensure the success of every student. Teachers develop and apply instructional

strategies that foster student self-management, cooperative learning, problem solving and the production of quality school work.

EDUC5510 Fostering Productive Leadership Communication and Relationship Building Skills 3 s.h.

Examines the roles that leaders play as partners in shaping, and being shaped by, the organizational cultures they seek to influence. Learners investigate the implications for leading and building effective community at various levels of application. Skill development in verbal and non-verbal communication strategies as well as exploration into the development of collaborative working partnerships will be topics of study.

EDUC5520 Developing and Facilitating Effective Professional Development Experiences 3 s.h.

Research of a variety of "best practices" from educational teaching and learning theories is the focus of this course. Learners will apply knowledge and skills through the development of effective curriculum design and facilitation of professional development and/or training experiences. Practice in identifying appropriate resources; marketing, designing effective workshop and/or training materials and using assessment tools for evaluation purposes will be explored.

EDUC5530 Assessment and Program Evaluation 3 s.h.

Preparing leaders to design and conduct program evaluation and critically assess input from multiple stakeholders and other sources of data is investigated. Assessment of learning outcomes, assessment techniques, and assessment of effective management, program evaluation and evaluation of staff development are topics of exploration. Provides learners with the expertise necessary to effectively, ethically, and efficiently conduct evaluations and to present and communicate assessment and evaluation results to diverse stakeholder groups.

EDUC5540 Conflict Resolution Strategies 3 s.h.

Successful leaders respond well in conflict situations and are able to assist in the resolution of conflict among others. Learners are introduced to several theoretical frames for studying and explaining the conflict process that may emerge in organizational settings. Exploration of theories, methods, skills and practices associated with successfully engaging in the dynamics of conflict interactions will be the focus of this course.

EDUC5550 Technology Tools and Strategies for Leaders 3 s.h.

Leadership and management decision making skills for the application and advancement of technology in the workplace are explored. Course topics include: delivery using multimedia, matching technologies to outcomes, cost and funding of technology, and trends in instructional technology. Risks and threats with the wide availability of media (the internet, iPods, cell phones, and others) to security and ethical behavior are assessed and evaluated.

EDUC5560 Action Research Capstone Course #1 3 s.h.

Learners begin to clarify and explore lines of inquiry based upon leadership concerns in their own settings. Action research methods are studied. A research proposal is developed for implementation in EDUC5570. Prerequisite: All courses in emphasis.

EDUC5570 Action Research Practicum Capstone Course #2 3 s.h.

Learners engage in action research related to their leadership practice. Research study designed in EDUC5560 is implemented and results are presented to a group of their peers. Prerequisite: EDUC5560.

EDUC5580 History of Physical Training 3 s.h.

Historical background of Western physical training from Greek to modern times. Both civilian and military events, personalities and cultural trends that shaped physical training models will be studied.

EDUC5590 Seminar in Modern Physical Readiness Training Models 3 s.h.

A study of modern physical readiness training methods, materials and motivators. Students will evaluate and propose solutions to immediate issues concerning military and first responder physical readiness training. Areas in which problems may exist include curriculum construction, unit policies, liability, and administrative/leadership.

EDUC5660 Introduction to Differentiation: Applying Learner-Centered Instruction 3 s.h.

Provides an introduction to the philosophy of differentiation. Examines how classrooms can effectively support differentiating instruction and assessment to address the complex challenges of meeting the diverse learning needs of all students. Other issues include fairness and grading, developing study and academic skills, and challenging all students at appropriate levels.

EDUC5670 Differentiated Instructional Strategies: Meeting the Diverse Needs of Learners 3 s.h.

Designed to provide the knowledge and skills to apply differentiated instruction strategies for meeting the needs of an increasingly diverse student population within the context of today's challenging standards-based curriculum. Real-life video demonstrations will illustrate how to adapt curriculum content, processes, and products to match students' readiness, interests, and learning profiles. Other topics include: recognizing and teaching to different kinds of intelligences, understanding and accommodate various learning styles, implementing tiered assignments, utilizing authentic assessment techniques and designing dynamic and engaging lessons and units.

EDUC5680 Differentiated Assessment Strategies: Identifying Learners' Strengths and Needs 3 s.h.

Collect information through ongoing assessment that will help plan instruction more effectively. Provide tools, surveys, checklists, and guidelines to accurately assess students' progress and plan for continued success. Learn how to: Identify learning styles and preferences, Use authentic and performance-based assessment, Learn techniques for ongoing, concurrent assessment, Discover the value of teaching students to self-evaluate, Improve student comprehension and retention, Obtain feedback to make your differentiated instruction more effective. Prerequisite: EDUC5670.

EDUC5690 Teaching in the Inclusive Classroom: Instructional Strategies for All Students 3 s.h.

Learn practical strategies to maximize learning for all students, including those with special needs. Learn inclusive teaching techniques first hand with video visits to classrooms where teachers are successfully educating both general and special education students. Activities will teach you how to design and implement curriculum modifications and adaptations based on the strengths and needs of your students. Learn how to: Utilize differentiated instruction to benefit both general and special education students, Select, implement, and evaluate lesson modifications to accommodate the needs of students with physical, emotional, or intellectual disabilities, Offer choices to help students develop self-management skills and apply assessment strategies appropriate to your students individual abilities. Prerequisite: EDUC5680.

EDUC5700 Differentiation and Literacy 3 s.h.

This course provides a research-based overview of differentiated instruction and its

application to literacy. Participants will explore instructional strategies designed to address K–12 students' individual strengths, interests and readiness in reading and writing. Assessment approaches that support differentiated instructional practices will be addressed. Prerequisite: EDUC5660.

EDUC5710 Special Education Practicum K–8 Mild/Moderate 3 s.h.

A three-week practicum in a K–8 mild/moderate special education setting. This laboratory experience will allow student teachers to apply, analyze, synthesize, and evaluate theoretical and practical principles of teaching and learning which have been formulated during previous course work and experiences. It will also be a time when practicum candidates formulate other principles of teaching and learning on the basis of their own classroom experiences.

EDUC5720 Special Education Practicum 5–12 Mild/Moderate 3 s.h.

A three-week practicum in a 5–12 mild/moderate special education setting. This laboratory experience will allow student teachers to apply, analyze, synthesize, and evaluate theoretical and practical principles of teaching and learning which have been formulated during previous course work and experiences. It will also be a time when practicum candidates formulate other principles of teaching and learning on the basis of their own classroom experiences.

EDUC5730 Science Education Internship I 3 s.h.

Five week summer internship at the Des Moines' Science Center of Iowa. Participate in orientation sessions and provide daily supervision of children ages 4 through 14 in a classroom setting. Develop and facilitate age-appropriate, activity based, science curriculum for skills-based learning on a variety of science themes and concepts. Create assessment tools and coordinate field trips and guest speakers.

EDUC5740 Science Education Internship II 3 s.h.

Five week summer internship at the Des Moines' Science Center. Instruct seminar sessions and provide daily supervision of children ages 4 through 14 in a classroom setting. Facilitate instruction of developed age-appropriate, activity-based, science curriculum for skills-based learning on a variety of science themes and concepts. Administer assessment tools, collect, analyze, and report student performance data.

EDUC5900 Topics in Education 1–3 s.h.

Content may vary and will be announced at the time of offering. May be repeated for credit when topics vary.

EDUC6100 Classroom Inquiry and Action Research 3 s.h.

Focuses on action research methodology and provides preparation to engage in a research study that addresses P–12 students' learning. Emphasis is placed on the development of a research question, review of literature, methods and procedures and appropriate APA usage. Understanding of the inquiry process is demonstrated through submission of the Capstone Action Research proposal and accompanying approval documents. Prerequisites: All courses listed in emphasis.

EDUC6110 Classroom Inquiry and Action Research Practicum 3 s.h.

Focuses on the implementation and completion of the approved action research study designed in EDUC6100. Dissemination of research results and conclusions are presented and critical analysis of the research process is peer-reviewed. Prerequisite: EDUC6100.

Courses in Continuing Education (Graduate)

CEED5100 The Battle for America's Children 3 s.h.

This course explores a broad range of social, psychological, technological, and cultural factors that have contributed to increased violence in schools today. The course presents the unique challenges facing students, teachers, and parents today and presents diverse strategies for promoting safer learning environments. Teachers will develop proactive strategies for a safer classroom.

CEED5110 Teaching of Moral Education through Stories of the Holocaust 3 s.h.

This course examines the power of stories in communicating the history of the Jewish Holocaust and the ability of story to help learners of different ages and backgrounds grapple with the lessons of the Holocaust history. The course will examine stories representing diverse genre, including documentary film, fictionalized film, personal memoir, short story, and poetry. Students will identify and develop teaching strategies for teaching the Holocaust.

CEED5120 The Social Lives of Children Today 3 s.h.

This course views the importance of children's social lives, the tendency of children to torment their peers, the redemptive power of friendship, and the personal effect teachers have on the classroom environment. Participants study the importance of secure attachments of first friendships, the necessity of best friends, and the power of group involvement. Participants develop and integrate social and emotional strategies through lesson plans using informal (teachable moments) and formal discussions, journaling and role playing techniques.

CEED5130 Intelligence Reframed 3 s.h.

The need to differentiate instruction is based upon three core principles: no two people see the world the same way, no two people learn exactly the same way, and education works best when there is recognition of the first two principles. The course examines a number of definitions of what it means to be an intelligent person and how to translate that information to specific classroom instructional and management strategies. Through increased awareness of the complexities associated with intelligence and knowing, students will be able to articulate, address and use various learning strategies in the classroom.

CEED5140 Power of Mindful Learning 3 s.h.

This course examines the concept of "mindfulness" as articulated in the research of Dr. Ellen Langer. The course explores the educational implications of mindfulness and the limiting power of "mindlessness." Participants will examine Langer's pervasive myths and will assess the extent to which specific mindsets can undermine the teaching and learning process. Participants develop specific teaching strategies that can help students not only learn, but embrace the value of both thinking and learning.

CEED5150 Boys in Today's Culture 3 s.h.

This course examines the potential impact of contemporary culture on the emotional development of boys. The course will facilitate student exploration of the societal factors that can lead some boys to lives of isolation, shame, and anger. The course also will explore strategies for incorporating into the daily curriculum what boys need to become emotionally whole men.

CEED5160 Emotional Intelligence 3 s.h.

This course explores the nature of emotional intelligence and its related competencies such as adaptability, persuasiveness, initiative, and empathy. Participants look at research related to how the human brain works not only from the cognitive aspect, but also from an affective emotional intelligence perspective. Students explain educational implications

and develop teaching strategies to enhance emotional intelligence in children.

CEED5170 Connecting Students with Their World through the Arts 3 s.h.

This course examines new brain research that demonstrates that not only are the arts enjoyable, but that participation in them can and will improve brain development and enhance skills in subjects such as reading and math. Participants will examine the relevant research and apply it to classroom usage as modeled in this hands-on course. The course will assist educators in developing instruction around what students should know and be able to do by the end of each grade level in art, dance, music, and theatre. The course introduces students to area resources such as authors, visual artists, musicians, and actors. Teachers in the course will return to their classrooms with an array of classroom activities that will enhance the curriculum.

CEED5180 The Power of Ideas 3 s.h.

The definition of an educated person has moved from the memorization of facts and simple surface knowledge to effectively solving problems and generating new ideas. The course examines a number of contemporary individuals whose ideas have made major contributions to the lives of many individuals through medicine, education, technology, art, etc. Participants will explore the importance of modeling and nurturing "risk" taking. The course examines specific topical issues such as current economic problems, global warming, medical research, and global collaboration and problem solving.

CEED5190 Teaching of Moral and Ethical Development through Stories of the Civil Rights Period 3 s.h.

The Civil Rights Movement dramatically altered the nation's culturally entrenched footholds and anchors dictating the treatment of minorities. Through stories, participants examine the lives of many people and the events that helped transform the United States from a society of exclusion to one of greater inclusion. Participants will explore how issues brought to the attention of not only America, but the entire world, can and will help young people point their compass in a positive direction in their own moral, emotional, and ethical development.

CEED5200 Five Kinds of Minds for the 21st Century 3 s.h.

Teachers examine and evaluate Howard Gardner's five kinds of minds: the disciplined mind; the synthesizing mind; the creating mind; the respectful mind; and the ethical mind. Strategies to develop each of the five minds in order to prepare teachers and students for the opportunities and challenges they are likely to face in the future will be a focus.

CEED5210 The Power of the Story in the Learning Process 3 s.h.

Focuses on the examination of the ways in which stories create meaning and understanding for learners. Teachers will demonstrate of mind mechanics (including assumptions, expectations, inference, pattern matching, and prior knowledge) to promote long term memory.

CEED5220 The New "Soft" Leadership Skills 3 s.h.

Teacher and student leadership roles are explored through identification and analysis of the social norms, values and practices that currently shape the educational system. Explores how teacher-leaders can more effectively facilitate student learning and help create and promote social change.

CEED5230 Active Brain-Based Learning 3 s.h.

The brain-based teaching research of Eric Jensen and Robert Marzano is explored. Strategies to develop the use of multiple and concrete experiences that contribute to

meaningful student learning are developed. Specific field trips in the Kansas City area serve as a resource for the development of integrated units of study and thematic teaching methods for all grade levels.

CEED5240 Beyond Reading and Writing 3 s.h.

Explores teaching and learning as critical components to individual and collective survival and quality of life. Factors that impede change and diminish the capacity to teach and learn will be investigated.

CEED5250 Habits of Mind 3 s.h.

Focuses on the essential habits of mind which are broad, enduring and essential lifespan learning for adults as well as K-12 students. Strategies to foster thoughtfulness, compassion and cooperation as a means to better face teaching and learning challenges will be explored.

CEED5260 Awakening Genius 3 s.h.

Explores definitions and qualities of intellectual genius. Participants will investigate the notion that aspects of genius resides in all individuals. Strategies to create a classroom climate in which all types of intelligences are recognized and promoted to enhance learning will be explored.

CEED5270 Addressing Bullying/Harassment Issues: Developing Respectful Schools 3 s.h.

Examines bullying and other forms of harassment and the social, emotional, and physical impact it has on P-12 students. Development of strategies and interventions that decrease bias and prejudice in school settings will be explored. Refines teachers' core beliefs related to human rights for all children by exploring bias/prejudice issues, legal perspectives, and school violence.

CEED5280 Teachers as Leaders 3 s.h.

Draws upon leadership research to identify, examine, and analyze P-12 teacher roles in schools. Addresses the exploration of social norms, values, and practices that shape the educational system and identifies strengths and barriers that impacts teacher leadership efficacy. Addresses the correlation between effective teacher leadership and student learning and provides strategies to maximize school performance.

CEED5300 Mentoring I 3 s.h.

Teachers improve teaching practices while focusing on mentoring and coaching skills, reflection, research-based instructional strategies, and communication. Course work will be completed through participation in the Professional Development Schools program. Teachers will mentor/supervise pre-service candidates in year-long internships. Intern feedback, reflections and participation in mentor activities will be documented and used as sources of evaluation.

CEED5320 Mentoring II 3 s.h.

Building upon the knowledge and skills developed in the Mentoring I course, teacher mentors will supervise pre-service candidates in a year-long internship and assume leadership roles to new teacher mentors. Coursework will include an examination of the Professional Development School standards. Mentors will conduct a self-study through collection and analysis of data to assess progress in meeting standard benchmarks. Recommendations for future changes will be documented. Prerequisite: CEED5300 Mentoring I.

CEED5330 Schools in an Age of Globalization 3 s.h.

Explores recent American educational reforms related to globalization and technology.

Participants will review myths, fears and the evolution of accountability and will demonstrate understanding of technology knowledge and skills needed to be successful in the 21st century.

CEED5340 Social Intelligence – A Key for Success 3 s.h.

Introduces key concepts from social neuroscience research. Participants will learn application strategies to enhance K–12 students' competence to optimally comprehend their environment and socially interact with others successfully.

CEED5350 Teaching with Poverty in Mind 3 s.h.

Explores the effects of poverty and its impact on children's emotional and social well-being. Topics of study will include acute and chronic stressors, cognitive delays and health and safety issues. Participants will gain an understanding of research-based strategies for working successfully with children living in poverty.

CEED5360 Essential Characteristics for Successful Learning 3 s.h.

Explores ways in which educators can prepare P–12 students to be successful learners. Topics explored include the changing perspective of intelligence, indicators of achievement, and critical habits of mind that should be fostered to ensure P–12 students to maximize their learning.

CEED5370 Pre-Adolescent/Adolescent Females in Today's Schools 3 s.h.

The role of pre-adolescent/adolescent females in today's schools and society, with emphasis on the developmental transitions from elementary to middle school, and middle school to high school, is examined. Issues related to young females and their self-esteem, self-respect, and self-awareness is explored.

CEED5380 Leadership for Today's Schools and Classrooms 3 s.h.

Focuses on the premise that successful leadership is primal and works through human emotions. Educators investigate research in the field of emotion and its impact on leaders' understandings of their own emotions to learn effective strategies to manage others. A variety of leadership styles, in relation to emotion and the influence they have on the intangible factors in the workplace, such as morale, motivation, and commitment is explored.

CEED5390 The Un-schooled Mind: How Children Think and How Schools Should Teach 3 s.h.

Educators examine the sensory motor and symbolic knowledge development of pre-school children and the body of research that suggests that schooling has little impact on young children's intuitive and common sense understandings of their worlds. Scholastic and intuitive learning is compared and contrasted. The structure of schools and its impact on achievement development is investigated.

CEED5400 Successful Strategies for Creating a Literacy-rich Classroom Environment 3 s.h.

Provides strategies to produce a literacy-rich environment designed to encourage and support speaking, listening, reading and writing for P–12 students. Intentional selection and organization of materials to facilitate language and literacy opportunities in a variety of authentic ways is addressed. Explores print and digital resources incorporated into the classroom design and instruction.

CEED5410 No Bullies Allowed: How to Deal with Classroom and Cyber Bullying 3 s.h.

Investigates research to define the scope of bullying and provides explanation of causes and effects to children. Prevention strategies and tools needed to assist educators to address bullying in the classroom will be explored. Age-appropriate resources to assist in

providing solutions, raising awareness and developing resistance will be developed.

CEED5420 Teaching Outside the Box: How to Motivate and Inspire Students 3 s.h.

Examines best practices to motivate and inspire students to learn. Various strategies and approaches to inspire students will be explored through theories of motivation and current research. Educators will analyze factors affecting student motivation, how to create a sense of community, increase engagement, while fostering student autonomy.

CEED5430 Learning and Gender: How Boys and Girls Learn 3 s.h.

Learning differences between boys and girls and subsequent academic and social-emotional outcomes within P-12 classrooms will be investigated. Exploration of specific strategies that close gender achievement gaps will be facilitated through the study of current trends, theory and brain research. Educators will consider how culture, nature and nurture influence boys and girls within educational settings.

CEED5440 Teaching Through the Lens of Poverty 3 s.h.

Examines poverty as a risk factor for student learning and includes the challenges educators face in meeting academic and social-emotional needs of P-12 learners. Exploration of effective practices, issues, and trends regarding poverty and student learners will be explored through current literature and various resources.

CEED5450 Creating a Flipped Classroom 3 s.h.

Introduces the components of a comprehensive flipped classroom and compares the educational learning community of "The Flipped Classroom" model to the traditional learning model through an examination of educational literature. Highlights introspective analysis of the home and school component and engages educators in analyzing benefits and obstacles of both models of curriculum delivery and design.

CEED5800 Classroom Management 3 s.h.

This course focuses on training teachers to organize their classrooms to maximize the amount of time students are actively engaged in learning. The foundation of the course uses classroom management strategies developed by the Wongs and supported by research. The coursework is on their book, *The First Days of School*. Students will go through online instruction, in depth reflection, and will demonstrate mastery of the course material by designing a personal Classroom Management Action Plan (CMAP), which will be easily implemented in their classroom.



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(Terms expire at midnight the day before the summer meeting of the year indicated.)

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Claudia Horton, PhD, Dean, School of Nursing

Cathie L. Hosie, MEd, Director, Student Support Services and Academic Skills Center

Scott Huddleston, EdD, Interim Dean, Edmund J. Gleazer School of Education

Susan Knotts, MSE, Director, Chance Program and Student Disabilities Services

Deborah Nalani Leiloha, PhD, Associate Dean of Graduate Studies, Edmund J. Gleazer
School of Education

M. Joyce Lighthill, MA, Registrar

Sharon Little-Stoetzel, PhD, Associate Dean of Undergraduate Programs, School of Nursing

Daniel V. Pratt, PhD, Chair, Division of Science and Math

Isaac Pressnell, MFA, Chair, Division of Humanities

Janet Rice, PhD, Associate Dean, School of Nursing

Brian C. Smith, PhD, Chair, Division of Social Science

Brian J. White, PhD, Dean, College of Liberal Arts and Sciences

Pam Worlund, BA, Administrative Assistant to the Vice President for Academic Affairs and
Dean of Faculty

Constance Wright, MA, Director of Instructional Design

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Business Services

Paul Davis, MA, Vice President for Business Services

Jim Collins, MSM, Director of Information Technology Services

Ondrea Dory, BA, Director of Human Resources

Ronald A. Ellis, PhD, Director of Instructional Technology

Jim McKinney, BS, Director of Facility Services

Paula M. Smith, Associate Treasurer

Katie Still, BA, Director of Accounting Services

Janice K. Tiffany, JD, Director of Business Services

Carrie Wade, MLIS, Director of Frederick Madison Smith Library

Lee A. Williams, MLIS, AHIP, Director of the Charles F. Grabske Library

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Independence Campus

Paul Binnicker, MBA, Director, Center for Graduate and Continuing Studies

Alison Choate, MOL, Assistant Registrar

Matt Curtis, Information Technology Specialist

Stephanie Hunt, AS, Financial Aid Advisor

Lisa Libich, MS, Director of Retention Operations

Drew Schaefer, MBA, Director of Marketing

Lee Williams, MLIS, Director of the Charles F. Grabske Library

Constance Wright, MA, Director of Instructional Design

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Institutional Advancement

Kelly W. Everett, BA, Vice President for Institutional Advancement

Pam Combs, Associate Director of Development

Paul J. Davis, BA, Senior Director of Development/Alumni Programs Director

Rick Isham, MBA, Senior Director of Development

Tom Morain, PhD, Director of Government Relations

Stuart Sherman, MS, Senior Director of Development

Peggy J. Sturdevant, BA, Director of Annual Fund/Stewardship

Amber Shelton, Donor Relations

Wade Wallace, BA, Director of Development

Institutional Effectiveness

Kathleen M. Clauson Bash, PhD, Vice President for Institutional Effectiveness

Gary L. Heisserer, PhD, Director of Assessment

Stephanie Shields, BA, Administrative and Research Assistant

Jim Uhlenkamp, EdD, Director of Institutional Research

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Graduate Faculty 2015–16

Year in parentheses designates date of appointment.

Community of Christ Seminary – Faculty

Anthony Chvala-Smith (2002), Community of Christ Seminary Faculty
BA, Central Michigan University; MDiv, Princeton Theological Seminary; PhD, Marquette University

Don Compier (2002), Dean
BA, University of the Pacific; MAR, Park College; PhD, Emory University

Priscilla Eppinger (2002), Associate Professor of Religion
BA, Agnes Scott College; MDiv, Andover Newton Theological School;
PhD, Northwestern University and Garrett–Evangelical Theological Seminary

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Community of Christ Seminary – Faculty Associates

Matt Frizzell (2011), Faculty Associate
BA, Graceland University; MTS, Saint Paul School of Theology; PhD, Chicago Theological Seminary

Dale Luffman (2001), Faculty Associate
BA, Mt. Angel College; MEd, Lewis & Clark College; MA, Princeton Theological Seminary;
DMin, Pittsburgh Theological Seminary

Brad Martell (2010), Faculty Associate
BA, Graceland College; M Environmental Edu., Lesley University; PhDc, Antioch University New England

Mark Scherer (2002), Faculty Associate
BA, Graceland College; MA, PhD, University of Missouri–Kansas City

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Gleazer School of Education – Faculty

Tammy E. Everett (1999), Dean
BS, University of Missouri–St. Louis; MS, National Louis University; PhD, University of Iowa

Deborah Nalani Leialoha (2001), Professor of Education
BS, Southern Illinois University; MAT, Webster University; PhD, University of Missouri–Kansas City

Shelly Leialoha–Hartsack (2004), Associate Professor of Education
BS, Northwest Missouri State University; MEd, Graceland University; PhD, Walden University

Sherry Leialoha–Waipa (2007), Associate Professor of Education
BS, Bellevue University; MEd, Graceland University; PhD, Walden University

Lisa Thomas (2004), Associate Professor of Education
BS, MS, PhD, Mississippi State University

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Gleazer School of Education – Faculty Associates

Michele Dickey–Kotz (2000), Faculty Associate
BA, MA, University of Northern Iowa; EdD, University of Missouri–Columbia

Itasha Douglas (2007), Faculty Associate
BA, University of Maryland; MA, West Chester University; PhD, Immaculata University

Allison Dudley (2014), Faculty Associate
BSE, MA, Truman State University; EdD, University of Missouri–Columbia

Kevin Graziano (2004), Faculty Associate
BA, University of Connecticut; MS, Central Connecticut University; EdD, University of San Francisco

Sandra Griswold (2005), Faculty Associate
BM, Boston University; MM, University of Massachusetts at Amherst; PhD, Capella University

Nancy E. Halferty (1997), Faculty Associate
BA, University of Missouri–Kansas City; MA, Northeast Missouri State University; EdD, Nova Southeastern University

Scott Huddleston (2014), Faculty Associate
BS, MS, EdS, University of Central Missouri; EdD, University of Missouri–Columbia

Mary Jean Jeanae (2000), Faculty Associate
BA, Graceland University; MEd, University of Missouri–Columbia; EdD, University of Northern Colorado

Leigh Mobley (2010), Faculty Associate
BA, University of Mississippi; MS, University of Mississippi; PhD, Mississippi State

Michael Mott (2014), Faculty Associate
BA, State University of New York; MS, Bank Street College of Education; PhD, Mississippi State University

Randy Parker (2008), Faculty Associate
BA, MA, Western Michigan University; MS, University of Nebraska; EdD, Western Michigan University

Russ Pieken (2009), Faculty Associate
MS, University of Nebraska at Omaha; Ed Spec, Northwest Missouri State University

Thomas Scheira (2005), Faculty Associate
BA, EdM, PhD, State University of New York – Buffalo

Otto Strasburg (2006), Faculty Associate
BS, University of Wisconsin at Stevens Point; MA, MEd, University of West Florida; EdD, University of Southern Mississippi

Kathleen Tate (2005), Faculty Associate
BA, MEd, University of Texas at Austin; PhD, Florida State University

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School of Nursing – Faculty

(Doctoral faculty are noted with an asterisk.)

*Ava Chase (2003), Clinical Professor
BA, BSN, Graceland College; MS, Indiana University; MSN, Graceland College; DNP, Case Western Reserve University

*Carolyn J. Green (2006), Professor of Nursing
BSN, MN, PhD, University of Kansas.

*Claudia D. Horton (1994), Dean, Professor of Nursing
BSN, Graceland College; MSN, University of Missouri; PhD, University of Missouri–Kansas
City

Kathleen Lenz (2011), Clinical Instructor of Nursing
ADN, Central Methodist College; BSN, MSN, University of Missouri–Columbia

Sharon Little–Stoetzel (2012), Associate Professor of Nursing
BS, Truman State University; MSN, University of Missouri–Columbia; PhD, University of
Phoenix

Meghan E. Macy (2011), Clinical Instructor of Nursing
BSN, Rockhurst University–Research College of Nursing; MSN, University of Missouri–
Kansas City

Kathleen Mammen (2006), Assistant Clinical Professor of Nursing
BSN, University of Maryland at Baltimore; MSN, Medical University of South Carolina

*Jan Rice (2007), Associate Dean for Graduate Programs, Professor of Nursing
BSN, Avila College; MSN, University of Missouri–Kansas City; PhD, University of Kansas

*Wilaiporn Rojjanasrirat (2009), Associate Professor of Nursing
BSN, Sappasittiprasong Nursing College; MA, University of Kansas, Lawrence; PhD,
University of Kansas

*Maneewan Seay (2015), Assistant Professor of Nursing
BSN, Bangkok College of Nursing; MSN, University of Alabama–Birmingham; PhD,
University of Iowa

*Larry Simmons (2013), Assistant Professor of Nursing
BSN, MSN, PhD, University of Missouri–Kansas City

Ginger Vaughn (2014), Clinical Instructor
BSN, MSN–FNP, University of Kansas

*Susan K. Vogelsmeier (2007), Associate Clinical Professor
BSN, MSN–FNP, Graceland University; DNP, University of Alabama–Birmingham

*Dustin Williams (2014), Assistant Clinical Instructor
BSN, MSN–FNP, DNP, Graceland University

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School of Nursing – Faculty Associates

Patricia Allen (2015), Faculty Associate
BSN, MSN–FNP, Graceland University

Judy Beyer (2012), Faculty Associate
BSNE, Wilkes College; MS–nsg, Boston University; PhD, University of Texas–Austin

Lisa Bourne (2010), Faculty Associate

BSN, MSN, University of New Mexico; Post-MSN FNP, Graceland University

*Nancy Crigger (2011), Faculty Associate

BSN, University of Kansas; MS, Texas Woman's University; MA, PhD, University of Florida;
FNP, University of Central Florida

Leigh Erion (2014), Faculty Associate

BSN, MSN-FNP, Graceland University

Angela Gaba (2014), Faculty Associate

BSN, University of Texas; MSN-FNP, University of Central Missouri

Irvilene Gardner (2014), Faculty Associate

BSN, Avila College; MSN, University of Missouri-Kansas City

Jean Gordon (2006), Faculty Associate

BSN, University of Miami; MSN, Kaplan University, DBA, Nova Southeastern

Susan Kasal-Chrisman (2000), Faculty Associate

BSN, MSN, St. Louis University; PhD, University of Kansas

Joyce Lasseter (2015), Faculty Associate

BSN, Mid-America Nazarene University; MSN, University of Kansas; PhD, University of
Kansas

Anjanette (Angie) Davis Long (2015), Faculty Associate

BSN, MSN-NE, Graceland University

Kathleen Mallett (2015), Faculty Associate

BSN, Missouri Western State College; MSN-FNP, University of Missouri-Kansas City

Penny Marshall-Chura (2012), Faculty Associate

BS, Washburn University; MN, PhD, University of Kansas

Lori Mathis (2014), Faculty Associate

BSN, MSN, DNP, Graceland University

Sonia McClinton (2015), Faculty Associate

BSN, University of Southern Mississippi; MSN Mississippi University for Women; DNP,
University of Southern Mississippi

Lori Parke (2007), Faculty Associate

BSN, Lycoming College; MSN-FNP, Graceland University

Mark Priola (2011), Faculty Associate

BSN, MSN-FNP, Graceland University

Jan Russell (2015), Faculty Associate

BSN, Lycoming College; MSN-FNP, Graceland University

Patricia Russell (2012), Faculty Associate

BSN, Mercy College of Health Science; MSN-FNP, Graceland University

Lisa Sitler (2012), Faculty Associate

BSN, MSN, Maryville University; PhDc, University of Missouri–St. Louis

*Peggy Van Dyke (2011), Faculty Associate

BSN, Truman State University; MSN, University of Missouri–Columbia; DNP, University of Alabama–Birmingham

Bob Wade (2015), Faculty Associate

BSN, Spalding University; MSN, Bellarmine University; PhD, Capella University

Nicole, Webb (2015), Faculty Associate

MSN–FNP, University of South Alabama; DNP, University of Alabama–Birmingham

Diane Weinreich (2013), Faculty Associate

BSN, University of Central Missouri; MSN–FNP, Graceland University

Laurel Welty (2011), Faculty Associate

BSN, MSN–FNP, Graceland University

Grace Williard (2014), Faculty Associate

BSN, Medical College of Georgia; MSN, Texas Women's University; PhD, University of Texas–Austin

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Faculty Emeriti

Catherine M. Anthony (1971–1991)/Nursing

BSN, University of Kansas; MSN, The Catholic University of America

William L. Armstrong (1991–2010)/Education

BA, Graceland College; MA, University of West Florida; EdD, University of Kansas

Shirley M. Atkinson (1978–1997)/Nursing

BSN, University of Denver; MSN, University of Texas–El Paso

Alma R. Blair (1955–1994)/History

BA, MA, University of Iowa

Howard J. Booth (1969–2000)/Religion

BA, Graceland College; MA, University of Missouri–Kansas City; PhD, University of Iowa

Raymonde A. Bulger (1980–1992)/French

BS, University of North Dakota; MA, DML, Middlebury College

Richard I. Clothier (1960–77;1980–2000)/Music

BA, Pittsburg State University; MA, University of Iowa; EdD, University of Northern Colorado

Jerome D. DeNuccio (1987–2012)/English

BS, MST, University of Wisconsin–Stevens Point; MA, PhD, University of Minnesota

John A. Edwards (1959–1989)/Biology

BS, University of Maryland; MBS, University of Colorado

Paul M. Edwards (1960–1982)/Religion

BA, Washburn University; MA, University of South Dakota; PhD, University of St. Andrews

MaryBeth C. Evans (1952–1988)/Education

BS, Northwest Missouri State University; MA, University of Iowa;
EdD, Wayne State University

Tom S. Freeman (1960–1997)/Psychology and Education

BSEd, Northwest Missouri State University; MS, Colorado State University; EdD, University
of Northern Colorado

Arthur L. Gardner (1973–1996)/History

BA, MA, PhD, University of Hawaii

Bruce M. Graybill (1961–1994)/Chemistry

BS, Iowa State University; PhD, Florida State University

Gerald E. Hampton (1960–2010)/Physical Education

BS, William Jewell College; MS, Northwest Missouri State University; EdD, Columbia
University Teachers College

Thomas J. Hart (1986–2010)/Music

BA, Olivet College; MM, DMA, Michigan State University

Nicholas L. Hartwig (1965; 1967–2000)/Biology

BS, MS, University of Washington; PhD, University of Iowa

William E. Heath (1994–2003)/Business Administration

BA, Bellevue College; MA, Webster University; PhD, Colorado State University

Clayton G. Henry (1966–1982)/Physical Education and Mathematics

BA, MA, University of Iowa

Winston E. Inslee (1955–1985)/Theatre and Speech

BA, MA, University of Washington

Mary Jean Jeanae (1975–2004)/Education

BA, Graceland College; MEd, University of Missouri–Columbia; EdD, University of Northern
Colorado

Robert L. Johnson (1965–1991)/Education

BS, MS, Central Missouri State University; PhD, University of Oregon

James S. Jones (1983, 2002–2014)/Computer Science

BS, University of Missouri–Rolla; MA, DePaul University; PhD, University of Iowa

William E. Juhnke (1974–2009)/History

BA, Bethel College; PhD, University of Kansas

Sharon M. Kirkpatrick (1980–2010)/Nursing

BSN, California State University; MN, PhD, University of Kansas

Richard K. Lindgren (1980–1985, 2002–2008)/Business

BBA, MBA, University of Michigan; MAT, Xavier University

Betty W. Mortimore (1965–1988)/Biology

BA, Graceland College; MA, Drake University; PhD, University of Illinois

Stephen K. Murdock (1984–2012)/Mathematics

BA, Graceland College; MA, Northwest Missouri State University; PhD, University of Iowa

William H. Norman (1984–2010)/Sociology

BA, MA, University of Northern Iowa; PhD, University of Iowa

Phyllis N. O'Daniels (1987–2010)/Education/Physical Education

BA, Graceland College; MS, HSD, Indiana University

Brenda S. Parkes (1978–1998)/Nursing

BSN, MPH, University of Michigan; PhD, University of Texas–Austin

Bob N. Ramsey 1960; 1968–2003)/Chemistry

BS, MS, Pittsburg State University

Velma N. Ruch (1946–1986)/English

BA, University of Iowa; MA, University of Michigan; PhD, University of Wisconsin

William D. Russell (1966–2007)/Political Science and History

BA, Graceland College; MDiv, St. Paul School of Theology;

JD, University of Iowa

Mildred Camp Smith (1969–1986)/Nursing

BS, Washington University; MS, University of Colorado

Patricia K. Trachsel (1992–2012)/Nursing

BSN, Mid–America Nazarene College; MSN, University of Kansas; PhD, Walden University

Glen E. Trullinger (1971–1990)/Business Education

BA, Graceland College; MEd, Northwest Missouri State University;

EdS, Central Missouri State University

Betty L. Welch (1959–1985)/Physical Education

BS, University of Kansas; MS, University of Colorado

Darlene V. Wight (1961–1987)/Speech and English

BA, MA, University of Kansas

Student Financial Aid

In order to receive federal or state financial aid, students must file a Free Application for Federal Student Aid (FAFSA) each year and be making [satisfactory academic progress](#) as defined in this Catalog. (A FAFSA is required for each applicant. When more than one student from the same family plans to attend college, a FAFSA must be filed yearly for each student. To file the FAFSA, go online at <http://www.fafsa.ed.gov/>. Financial assistance is awarded without regard to race, color, sex, religion, sexual orientation, or politics.

NOTE: Information about the various types of financial aid is subject to change when federal regulations change. 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.

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Procedure in Applying for Financial Aid

The Free Application for Federal Student Aid (FAFSA) should be submitted at least 3 weeks after electronically filing taxes. All Financial Aid processes must be completed 2 weeks prior to the start date of the classes. Any student who has not completed their Financial Aid processes before the 2 week deadline will need to secure their classes with an alternate payment method until Financial Aid is completed.

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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 <http://www.fafsa.ed.gov/>. Renewal of most types of financial aid is based upon continuing financial need and academic achievement.

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Types of Financial Aid

Federal Perkins Loans: Under section 461(b)(1) of the Higher Education Act of 1965, as amended (the HEA), the authority for schools to make a Federal Perkins Loan ended on September 30, 2014. Graceland University will continue Perkins Loans for returning students only. 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. 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.

TEACH Grant: The Teacher Education Assistance for College and Higher Education (TEACH) Grant Program provides grants of up to \$4,000 per year to students who agree to teach a high need field in a public or private elementary or secondary school that serves students from low-income families. As a recipient of a TEACH Grant, you must teach for at least four academic years within eight calendar years of completing the program of study for which you received a TEACH Grant. **IMPORTANT:** If you fail to complete this service obligation, all amounts of TEACH Grants that you received will be converted to a Federal Direct Unsubsidized Stafford Loan. You must then repay this loan to the U.S. Department of Education. You will be charged interest from the date the grant(s) was disbursed. Note: TEACH Grant recipients will be given a 6-month grace period prior to entering repayment if a TEACH Grant is converted to a Direct Unsubsidized Loan. Application is made by completing the Free Application for Federal Student Aid (FAFSA) and signing the TEACH Grant Agreement to Serve and completing the counseling. The student must meet certain academic achievement requirements (generally, scoring above the 75th percentile on a college admissions test or maintaining a cumulative GPA of at least 3.25). The student must maintain satisfactory academic progress.

William D. Ford Direct (Unsubsidized) Student Loan Program: Borrowing is subject to annual and aggregate loan limits. Borrowers begin repaying loans six months after ceasing at least half-time enrollment in postsecondary education, unless borrower

qualifies for deferment. Cancellation of loans is available for employment in certain designated fields, under certain conditions. This is a loan from the federal government. While eligibility for the subsidized Direct Loan requires proof of financial need, financial need is not a consideration for the unsubsidized Direct Loan. The student must file a Free Application for Federal Student Aid (FAFSA) annually to determine eligibility for participation in this program, and be enrolled at least half-time. The fixed interest rate is 6.8% for unsubsidized loans, first disbursed between July 1, 2012 and June 30, 2012. The interest rate is determined on July 1st for the succeeding academic year. Borrowers of a Direct Loan are charged a 1% loan origination fee, which will be subtracted from the loan proceeds at disbursement. Graduate and professional students may borrow up to \$20,500 per year, if the student's cost of attendance allows,

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.

William D. Ford Federal Direct Graduate PLUS Loan (for graduate students): The Federal Direct Grad PLUS Loan is available to graduate students who file a FAFSA. Graduate students may borrow up to the cost of attendance minus other financial assistance received. Graduate students are encouraged to utilize their Federal Direct Stafford Loan eligibility prior to borrowing Federal Direct Grad PLUS Loans. The interest rate is fixed at 7.9% with interest accrual beginning at disbursement. Repayment of principal and interest begins after the six month grace period. The U.S. Department of Education charges a 4.0% loan origination fee which will be subtracted from the loan proceeds at disbursement. Depending upon the amount borrowed, parents may have up to 10 years to repay.

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Financial Aid – Graduate, Distance and Online Programs

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. All of these degree programs are eligible for financial aid, either Title IV federal student aid or private loans. Graceland University has chosen to establish a reasonable tuition rate rather than offer institutional aid for these degree programs.

To apply for Title IV federal student aid, students must file a Free Application for Federal Student Aid (FAFSA) as described in the Student Financial Aid section of this catalog.

To establish eligibility for private loans, students apply directly to the lender of choice. Graceland's Financial Aid Advisors can assist with this process.

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Student Rights

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Harassment, Discrimination, and Sexual Misconduct Policy

Graceland affirms the importance of community. The University’s commitment to the principle of mutual interdependence reflects a view of the worth and dignity of all persons. Graceland seeks to foster an environment of learning and work that encourages open, supportive, nonthreatening relationships among students, faculty, administration and staff.

Since harassment, discrimination and sexual misconduct may damage the possibility of a desirable environment, such behavior will not be tolerated at Graceland. All Graceland University employees and students are personally responsible for their own actions and behaviors. This policy shall apply to all employees and students as well as guests and visitors.

This policy applies to all complaints occurring on campus or at any university-sponsored activity, regardless of location. This policy may also apply to complaints that occur off campus and/or during semester breaks or between semesters, if the Complainant(s) and/or Respondent(s) are either employees or students and the conduct is likely to have an impact on campus life and/or activities, or if the conduct poses a threat of danger to an employee or student.

As part of our commitment to providing a working and learning environment free from harassment, discrimination, and sexual misconduct, this policy shall be widely disseminated to the university community through orientations, websites, handbooks, and other appropriate channels of communication. In addition, the university shall provide periodic awareness training for employees, students, as well as investigatory training for Title IX response team members. Prevention education and awareness campaigns will be offered to students throughout the year.

The complete policy including procedures and resources relating to this policy is available [here](#).

Photo and Videotape Policy

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Graceland University takes photographs and video of students throughout the year. These images often include students in classrooms, residence halls, microlabs, at athletic events and other university activities. Graceland reserves the right to use these photos and videos in the promotion of the university, and students who enroll at Graceland University do so with the understanding that photos and video of them may be used in university publications, newspapers, web, social media and other areas for promotional purposes. Names of students may also be released to the press regarding student involvement in academic and extracurricular activities.

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.

Grievance Procedure for Students**

Graceland University will generally handle complaints or concerns of students through the grievance procedure. This procedure is designed to handle situations expediently. Academic issues will be handled under the supervision of the Vice President for Academic Affairs, student-related ones by the Vice President for Student Life, athletics-related ones by the Athletic director, etc. Graceland University will handle complaints or concerns with sensitivity, confidentiality, and with respect to the Graceland community.

PROCEDURE Any member of the Graceland student body who has a complaint or concern may initiate the following informal and formal actions. Access of information provided by the complainant will be available only to those persons on a reasonable need-to-know basis.

Informal Procedure. The purpose of the informal procedure is to provide an opportunity to mediate a mutually acceptable resolution between the parties. A complainant is encouraged to use the informal procedure prior to a formal complaint process.

1. A complainant may initiate an informal procedure for resolution by contacting the Dean of Students or designee of the Dean of Students (Lamoni) for counseling and assistance or the respective School Dean (Independence) or designee. In the case of academic matters, the designee will be the chair of the division or dean of the school.
2. In an informal procedure, the university official will counsel the complainant concerning options and, at the complainant's request, may help the complainant mediate the complaint informally.
3. If the complainant chooses to proceed with an informal complaint, the university official will inform the accused person(s) of the nature of the complaint, identity of the complainant and the actions available. If the complainant chooses not to proceed with an informal or formal complaint, no written record of the complaint will be kept.
4. An informal mediation process must be addressed within seven days. If mediation is successful, the results of that process are final. Unsuccessful resolution moves the matter to the formal procedure level of mediation. The process of complaint, response, and mediation will not normally exceed ten calendar days.
5. A written summary of the informal mediation proceedings will be made and retained by the university official, at the level where the matter is resolved. A copy of the summary will also be sent to the appropriate vice president, where it will be filed in his/her office.

Formal Procedure.

1. If a complaint cannot be resolved informally or if the complainant chooses to take the complaint through the formal procedure, the complainant may elect to initiate the formal complaint procedure.
2. A formal complaint must be made, in writing, to the Dean of Students or designee of the Dean of Students (Lamoni), or respective School Dean (Independence) or designee. The written complaint must include the following information: name, address and telephone number of the complainant; date(s) and location of the occurrence; evidence on which the complaint is based and redress sought by the complainant. In the case of academic matters, the designee will be the chair of the division or dean of the school.
3. The Dean of Students or designee of the Dean of Students (Lamoni), or respective School Dean (Independence) or designee will normally begin an investigation. An investigation of the complaint will normally begin within seven days of receipt of the written complaint.
4. The investigation will provide an opportunity for both the complainant and the accused person(s) to submit facts and to identify witnesses to be interviewed. The investigator shall be authorized to interview witnesses identified by any party. Upon completion of the investigation, the investigator will provide a written report of the formal investigation which details the findings and any recommended actions. If the facts are so disputed that the investigator cannot make fact findings, the investigator shall issue a finding of probable cause to institute further proceedings.
5. If the report recommends action against a faculty member that could lead to severe sanctions, including possible dismissal, the investigator shall recommend that the Dean of Faculty initiate the process leading to official hearings in accordance with the principles and procedures specified in the faculty handbook.
6. If the report recommends action against a person who is not a faculty member, the investigator shall recommend that the designated university official initiate official hearings and appropriate procedures as detailed in the Student Handbook or Personnel Handbook.
7. If no probable cause is shown from the investigation, the complainant may appeal, in writing, to the President of the university within 72 hours of the no probable cause finding. The complainant will be notified from the President's Office in writing of his/her decision, which is final.

**Issues dealing with harassment, including sexual harassment, will be handled in accordance with the University [Harassment Policy](#). Issues involving student final grades are not subject to this grievance policy. Refer to the "[Student Appeal of Final Grade](#)" policy and procedure.

Grievance procedures for governing states:

Texas Student Complaints Policy

Personal students who live in the state of Texas may lodge complaints with the Texas Higher Education Coordinating Board using the following web address:

<http://www.thecb.state.tx.us/index.cfm?objectid=C9BD55D4-C5A3-4BC6-9A0DF17F467F4AE9>. This website provides all the forms, processes, and procedures for Texas students.

The Texas state rules governing student complaints are described and set forth in Title 19 of the Texas Administrative Code, sections 1.110-1.120. These may be found at the following web address: [http://texreg.sos.state.tx.us/public/readtac\\$ext.ViewTAC?tac_view=5&ti=19&pt=1&ch=1&sch=E&rl=Y](http://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=5&ti=19&pt=1&ch=1&sch=E&rl=Y).

The policy and procedures for filing a complaint at Graceland University maybe found at:

Student Rights

<http://www.graceland.edu/grad-catalog/student-rights.cfm#GRIEV>.

The contact information for initiating a grievance procedure for students in Texas is provided below:

School of Education Dean Dr. Scott Huddleston huddlest@graceland.edu 641-784-5226 or 816-423-4744

School of Nursing Dean Dr. Claudia Horton horton@graceland.edu 816-423-4620



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Application Fee

A *nonrefundable application fee is required for the processing of transcripts and the determination of admissibility. Re-entry, degree-seeking students who have allowed a major semester (or the equivalent of a major semester) to elapse since last enrollment must pay a reactivation fee.

*Missouri Program students have a three business day right of rescission. Not applicable to the Lamoni Campus traditional Program.

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How do I pay my bill?

(All payments are due in U.S. funds.)

[Pay Online](#)

Pay online using credit card or debit card.

Mail your payment to:

Graceland University, Student Financial Services, 1 University Place, Lamoni, IA 50140

Contact Student Financial Services to pay by phone:

1-866-786-2792 option 2

Or e-mail Student Financial Services at myfinancials@graceland.edu

Fax Number: 641-784-5242

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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 \$40.00 for plans 3 months or longer. 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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Credit Balance

Balance of funds in excess of charges created by financial aid will be paid directly to the student (with the exception of Parent Plus Loans which will be payable to the parent). These funds are available to the student for use in paying non-Graceland costs such as books, off-campus housing, personal expenses and transportation.

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Withdrawal from the University

Graceland University students not returning to Graceland for the next term, including GRADUATES and students who leave during a term, are required to initiate the withdrawal process. Lamoni Campus students must formally notify the Student Life Office of their intent to withdraw. Independence Campus students, Off-Campus Program students or Global Campus students must formally notify their Site Coordinator or Program Consultant of their intent to withdraw. Non-attendance does not constitute withdrawal notification. The notification date is used to determine financial aid award adjustments and calculate refunds for mid-semester withdrawals as per the Refund Policy. When Official Notification is not provided by the student, the date the university determines the student needs to be withdrawn is used as the notification date.

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Refunds and Return of Financial Aid for University Withdrawals

Graceland University's Refund Policy follows the Federal Return of Title IV Aid Refund Policy to determine return of financial aid and to calculate refunds for withdrawals. Calculations use the notification date to pro-rate aid as well as tuition and refundable charges through the 60 percent point in the semester, based on calendar days from the first day of the semester through the last scheduled day of the semester, including weekends and mid-semester breaks of less than five days. After the 60 percent point in the semester, financial aid will not be reduced for any withdrawal, nor will any refund will be granted. This policy applies to all university withdrawals whether student initiated or administrative withdrawals.

Financial aid awarded (if any) will be returned to the federal, state and Graceland programs on a pro rata basis through the 60 percent point in the semester. Outside scholarship or non-federal loan assistance will not be returned unless specifically requested by the provider.

Eligible charges due or paid will be refunded on a pro rata basis through the 60 percent point in the semester. Some fees are non-refundable and therefore not pro-rated. Additionally, some programs may assess an Administrative Withdrawal Fee. If a student living on campus withdraws from housing (but not from school) anytime after the first week of the semester, the semester charge for housing remains assessed in full. Board charges will be pro-rated. Refunds are processed within 45 days of withdrawal. Students should note that withdrawal may or may not result in an actual refund of money to the student. Circumstances may occur in which the student still owes money to the University even after appropriate withdrawal credit.

Contact Student Financial Services with specific questions.

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Course Withdrawals

Graceland University students may withdraw from a course through the 13 percent point of the semester without a "WD" grade. A grade of "WD" is recorded in any course when the student withdraws after the 13 percent point and through the 60 percent point of the semester. After 60 percent of the semester is complete, the student is not allowed to withdraw from the course, and will be awarded the appropriate grade in the course. Please refer to the Class Attendance Policy regarding Course Withdrawal by Instructor and Administrative Withdrawals.

Course withdrawals must be initiated by students. Non-attendance does not constitute withdrawal notification. Notification dates are used to calculate withdrawal credit and financial aid award adjustments for mid-semester withdrawals as per the Refund Policy. When Official Notification is not provided by the student, the date the university determines the student needs to be withdrawn is used as the notification date.

Contact your Program Consultant, Site Coordinator or the Registrar's Office with specific questions.

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Refunds and Return of Financial Aid for Course Withdrawals

Financial aid awards will be re-evaluated as appropriate for course withdrawals or changes in enrollment status. Refunds for course withdrawals will follow the pro rata schedule used for university withdrawals as per the Refund Policy. Exceptions to the pro rata schedule for course withdrawal are:

1. For programs assessing hourly tuition rates, withdrawals from courses only one sub-session in length will calculate refunds through the 60 percent point in the sub-session using the notification date and the date range of the sub-session.
2. For programs assessing full-time tuition rates, course withdrawals through the 20 percent point of the semester reducing enrollment from full-time to part-time will result in a refund of the full-time tuition charge and a reassessment of tuition at the part-time hourly rate. Full-time students withdrawing from courses in these programs after the 20 percent point do not qualify for refunds.

Financial Arrangements

Contact Student Financial Services with specific questions.

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General Fees

2015–16

(applicable to all programs unless otherwise specified)

Acacia Yearbook	\$	50.00	
Application Fee (Missouri program students have a three business day right of rescission.) (Not applicable to the Lamoni Campus traditional program)	\$	50.00	
Audit Fee (Course Audit is not offered in all programs; there is no audit fee or additional tuition charge for Lamoni Campus or Independence Campus Nursing Program full-time students auditing courses when the total of semester hours of courses for credit and audit is 10 or more, including hours over 18)		50% Program's Regular Tuition	
Excess Check Overnight Mailing Fee (nonrefundable)	\$	35.00	
Experiential Learning Credit Fee (nonrefundable)	\$	75.00	semester hour
Extension Fee for Incomplete Course (nonrefundable)	\$	100.00	
Online Access Extension Fee (Online access beyond course dates)	\$	110.00	
Graduation Fee (Due with application for graduation) (nonrefundable)	\$	75.00	
ID Card Replacement Fee (nonrefundable)	\$	15.00	
International Travel SOS Emergency Assistance Fee (nonrefundable) (Travel outside the U.S., including students in independent studies or internships, unless already a component of an existing charge)	\$	100.00	
Late Change of Registration Fee (Requires official approval) (nonrefundable)	\$	50.00	
Late Financial Clearance Fee (nonrefundable)	\$	200.00	
Payment Plan Processing Fees (nonrefundable)	\$	40.00	plans > 2 months
Proficiency Examination Fee (nonrefundable)	\$	75.00	semester hour
Online Access for Proficiency Exam (nonrefundable)	\$	110.00	per

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General Fees

			online exam
Program Re-Sequencing Fee (applicable as determined by program) (nonrefundable)	\$	100.00	
Reactivation Fee (Missouri program students have a three business day right of rescission.) (Applied if students have had a major semester elapse since their last enrollment.) (nonrefundable)	\$	50.00	
Recording Fee (nonrefundable)			
CEU Credit Recording Fee for Seminars and Workshops (May have additional costs.)	\$	20.00	event
College Level Examination Program (CLEP)	\$	20.00	semester hour
Excelsior College Exam (Non-Nursing)	\$	20.00	semester hour
Internship Recording Fees			
Blank Park Zoo	\$	125.00	student
Des Moines Botanical Center	\$	125.00	student
Joseph Smith Historical Center	\$	60.00	student
Kirtland Temple Historic Center	\$	60.00	student
Living History Farms	\$	60.00	student
Science Center of Iowa	\$	125.00	student
Returned Check Service Charge (nonrefundable)	\$	30.00	check
Student Health Insurance for International Students (nonrefundable) (Students under age 26)			
Fall Semester	\$	603.85	semester
Spring Semester	\$	845.39	semester
(Contact Health Services for coverage information and rates for dependents and for students age 26 and over)			
Transcript Fee (nonrefundable)			
Official	\$	10.00	each transcript
Unofficial		Available free online through My Graceland	
Faxing Fee	\$	3.00	each transcript
Overnight Mailing Fee	\$	35.00	
University Technology Fee			
Lamoni Campus (an additional \$35 is included in the activity fee)	\$	15.00	fall / spring

General Fees

Independence Campus (an additional \$35 is included in the activity fee)	\$	15.00	fall / spring
All other students	\$	10.00	session
Visiting Student Fee (Global Campus) (Missouri program students have a three business day right of rescission) (nonrefundable)	\$	50.00	course

School of Education Graduate Programs

2015 – 2016 Tuition and Fees

Master of Education

Classroom Programs

(Emphasis: Curriculum and Instruction: Collaborative Learning and Teaching)

Tuition (Locked in Rates)			
Independence or Lamoni	\$	395.00	semester hour
(Independence site is also assessed a non-refundable \$70.00 per year campus fee.)			
Group tuition rates:			
Group of 3 receives 5% tuition reduction			
Group of 5 receives 7% tuition reduction			
Group of 10 receives 10% tuition reduction			
Fees			
Education Technology Fee (non-refundable)	\$	80.00	program
Late Registration Fee	\$	100.00	
Re-sequencing Fee	\$	100.00	occurrence

Online Programs

Master of Education – Online Program

(Emphases: Special Education / Literacy/Technology Integration / Instructional Leadership)

Tuition (Locked in Rates)	\$	450.00	semester hour
Group tuition rates:			
Group of 3 receives 5% tuition reduction			
Group of 5 receives 7% tuition reduction			

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Group of 10 receives 10% tuition reduction			
Book Fee	\$	75.00	course
Education Technology Fee (nonrefundable)	\$	80.00	program
Late Registration Fee	\$	100.00	
Re-sequencing Fee	\$	100.00	occurrence

Master of Education – Online QEP Program

(Emphases: Differentiated Instruction / Management in a Quality Classroom/Curriculum and Instruction in a Quality Classroom)

Tuition (Locked in Rates)	\$	450.00	semester hour
Group tuition rates:			
Group of 3 receives 5% tuition reduction			
Group of 5 receives 7% tuition reduction			
Group of 10 receives 10% tuition reduction			
Glasser Institute Training Course	\$	80.00	semester hour
Education Technology Fee (non-refundable)	\$	80.00	program
Late Registration Fee	\$	100.00	
Materials Royalty Fee	\$	75.00	course
QEP Transfer Credit Fees (non-refundable)	\$	100.00	course
Re-sequencing Fee	\$	100.00	occurrence

Graduate Level Continuing Education

Classroom Management with Harry and Rosemary Wong – Online

Tuition	\$	275.00	course
Educational Resource Fee	\$	125.00	course

Individual Intelligence Testing Course – Classroom

Tuition	\$	340.00	semester hour
Visiting Student Fee (non-refundable)	\$	50.00	course

Professional Development School (PDS) Mentoring Course – Classroom

Tuition	\$	80.00	semester hour
Visiting Student Fee (non-refundable)	\$	50.00	course

Courses with Russ Pieken Educational Services Courses – Online and Classroom

Online Course	\$	425.00	course
Classroom Course	\$	405.00	course

Science Safety for Educators – Online

Tuition	\$	500.00	course
Visiting Student Fee (non-refundable)	\$	50.00	course

For more information regarding additional fees, please see [General Fees](#).

School of Nursing – Graduate Tuition and Fees

Distance Learning D.N.P. Program

2015 – 2016 Tuition and Fees

Tuition	\$	825.00	semester hour
Fees			
Late Registration Fee	\$	100.00	
Re-sequencing Fee	\$	100.00	course
Research Fee (NURS9700, NURS9710, NURS9720)	\$	50.00	semester hour

For more information regarding additional fees, please see [General Fees](#).

Distance Learning M.S.N. Program

2015 – 2016 Tuition and Fees

Tuition			
Family Nurse Practitioner program and FNP post masters certificate	\$	720.00	semester hour
Nurse Educator Program and NE post masters certificate	\$	550.00	semester hour
Fees			
Core Course Fee – Scholarly Project	\$	150.00	course
Focus Session Campus Fee (non-refundable)	\$	150.00	
Lab Course Fee – Advanced Practice Competencies Lab	\$	250.00	course
Late Registration Fee	\$	100.00	
Practicum Fees			

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Family Nurse Practitioner – Pediatrics/ Adults/ Family	\$	200.00	semester hour
Nurse Educator	\$	150.00	semester hour
Re-sequencing Fee	\$	100.00	occurrence
Research Fee			
Theory in Nursing	\$	100.00	course
AHA & Diagnostic Reasoning	\$	100.00	course
Research Methods and Evidence Based Practice	\$	150.00	course
Application of Research for Best Practice	\$	100.00	course

For more information regarding additional fees, please see [General Fees](#).

Distance Learning R.N.–M.S.N. Program

2015 – 2016 Tuition and Fees

Undergraduate Level Courses

Tuition	\$	495.00	semester hour
Fees			
Late Registration Fee	\$	100.00	occurrence
Recording Fees (non-refundable)			
CLEP Exam	\$	20.00	semester hour
Dantes Exam	\$	20.00	semester hour
Excelsior Exam	\$	20.00	semester hour
Junior Level Nursing Course (Escrow)	\$	25.00	semester hour
Re-sequencing Fee	\$	100.00	occurrence
Research Fee – Intro to Evidence Based Nursing	\$	50.00	course
Technology Fee	\$	110.00	course

Graduate Level Courses

Tuition			
Family Nurse Practitioner program and FNP post masters certificate	\$	720.00	semester hour
Nurse Educator program and NE post masters certificate	\$	550.00	semester hour

Fees			
Core Course Fee – Scholarly Project	\$	150.00	course
Focus Session Campus Fee (non-refundable)	\$	150.00	
Lab Course Fee – Advanced Practice Competencies Lab	\$	250.00	course
Late Registration Fee	\$	100.00	
Practicum Fees			
Family Nurse Practitioner – Pediatrics/ Adults / Family	\$	200.00	semester hour
Nurse Educator	\$	150.00	semester hour
Re-sequencing Fee	\$	100.00	occurrence
Research Fee			
Theory in Nursing	\$	100.00	course
AHA & Diagnostic Reasoning	\$	100.00	course
Research Methods and Evidence Based Practice	\$	150.00	course
Application of Research for Best Practice	\$	100.00	course

For more information regarding additional fees, please see [General Fees](#).

Seminary

2015 – 2016 Tuition and Fees

Master of Arts in Religion

Tuition	\$	240.00	semester hour
Continuing Education Unit (CEU) Charge	\$	240.00	course
Non-Degree Seeking Administration Fee (Missouri Program students have a 3 business day right of rescission.)	\$	30.00	course
Portfolio Fee (Thesis/Project Binding)	\$	40.00	
Re-sequencing Fee	\$	100.00	occurrence
Technology Fee (Online Courses)	\$	110.00	course
Online Access Extension Fee (Online Access beyond Course Dates)	\$	110.00	

For more information regarding additional fees, please see [General Fees](#).

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