



UPPER IOWA
UNIVERSITY

EDUCATION BUILT FOR LIFE

ACADEMIC *Catalog*

2019-2020





UPPER IOWA
— UNIVERSITY —

EDUCATION BUILT FOR LIFE

Upper Iowa University
605 Washington Street
PO Box 1857
Fayette, Iowa 52142-1857
563.425.5200 – 800.553.4150
UIU.EDU

Notice: This Upper Iowa University Catalog contains information regarding fees, curricula, and related policies and procedures. Every effort has been made to make the catalog accurate as of the date of publication. However, Upper Iowa University reserves the right to change policies or revise the information contained in this catalog. All such changes will be effective at the time deemed appropriate by the proper institutional authorities and may apply to enrolled as well as prospective students.

To view the most current version of this catalog, the reader is directed to our website: uiu.edu. In the event of discrepancies related to the information contained in the printed copy and electronic version of this catalog, the information contained in the printed copy will be superseded by the electronic version of this catalog.

***Our* MISSION**

Upper Iowa University provides quality educational opportunities accessible through varied delivery methods to inspire success and empower lives.

***Our* VISION**

Upper Iowa University will be recognized internationally for academic excellence and continual innovation in student-centered learning.

***Our* Core Values**

Integrity, Excellence, Accessibility, Respect, Stewardship

***Our* DIVERSITY**

Upper Iowa University is committed to promoting diversity by embracing, enhancing and celebrating diversity at all levels of the University and the surrounding communities.

Upper Iowa University defines diversity beyond race and disability, embraces one's culture, ethnicity, gender, sexual orientation, nationality, religion and variety of thought.

Upper Iowa University seeks to attract and serve a diverse group of employees and students by developing and communicating a collective and inclusive understanding of diversity and its value.

Upper Iowa University recognizes that diversity is fundamental to the quality and excellence of the faculty, staff, and student body of any institution of higher learning and is an important factor in helping students with their college selection and overall educational experience.

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Fayette 2019-2020 Academic Calendar

Fall Semester

Session 1 (Previously Fall I)

| | |
|-------------------------------|----------------|
| New Students Arrive..... | August 22 |
| New Student Days..... | August 22-25 |
| Classes Begin..... | August 26 |
| Last Day to Add Courses..... | August 28 |
| Labor Day-No Classes..... | September 2 |
| Last Day to Drop Courses..... | September 29 |
| Final Exams..... | October 16 -17 |
| Fall Break..... | October 18 -27 |

Session 2 (Previously Fall II)

| | |
|-------------------------------|--------------------------|
| Classes Begin..... | October 28 |
| Last Day to Add Courses..... | October 30 |
| Thanksgiving Break..... | November 28 – December 1 |
| Last Day to Drop Courses..... | December 1 |
| Final Exams..... | December 18 -19 |

Spring Semester

Session 3 (Previously Spring I)

| | |
|-------------------------------|--------------------|
| Classes Begin..... | January 13 |
| Last Day to Add Courses..... | January 15 |
| Last Day to Drop Courses..... | February 16 |
| Final Exam..... | March 4 - 5 |
| Spring Break..... | March 6 - March 15 |

Session 4 (Previously Spring II)

| | |
|-------------------------------|---------------|
| Classes Begin..... | March 16 |
| Last Day to Add Courses..... | March 18 |
| Easter Break..... | April 10 - 12 |
| Last Day to Drop Courses..... | April 19 |
| Final Exams..... | May 6 - 7 |
| Commencement Ceremony..... | May 9 |

Summer Semester

Session 5 (Previously Summer I)

| | |
|-------------------------------|---------|
| Classes Begin..... | May 18 |
| Last Day to Add Courses..... | May 20 |
| Last Day to Drop Courses..... | June 21 |
| Last Day of Classes..... | July 9 |

Session 6 (Previously Summer II)

| | |
|-------------------------------|-----------|
| Classes Begin..... | July 13 |
| Last Day to Add Courses..... | July 15 |
| Last Day to Drop Courses..... | August 9 |
| Last Day of Classes..... | August 20 |

Upper Iowa University 2019 - 2020

Session Dates for Fayette, Centers, Online, Self-Paced, International

| | Fall Semester | | Spring Semester | | Summer Semester | |
|-----------------------------------|---------------------|---------------------|------------------|------------------|------------------|---|
| Location/Program | Session 1 | Session 2 | Session 3 | Session 4 | Session 5 | Session 6 |
| Fayette | 8/26/19 – 10/17/19 | 10/28/19 – 12/19/19 | 1/13/20 – 3/5/20 | 3/16/20 – 5/7/20 | 5/18/20 – 7/9/20 | 7/13/20 – 8/20/20 (six-week session) |
| Fayette Grade Entry Period | 10/14/19 – 10/21/19 | 12/16/19 – 12/23/19 | 3/2/20 – 3/9/20 | 5/4/20 – 5/11/20 | Varies by course | Varies by course |

Payment is due the Wednesday prior to the start of session.

| | Fall Semester | | Spring Semester | | Summer Semester | |
|--|---------------------|---------------------|--------------------|------------------|-------------------|---|
| Location/Program | Session 1 | Session 2 | Session 3 | Session 4 | Session 5 | Session 6 |
| US Centers/Online Hong Kong Center | 8/26/19 – 10/17/19 | 10/28/19 – 12/19/19 | 1/13/20 – 3/5/20 | 3/16/20 – 5/7/20 | 5/18/20 – 7/9/20 | 7/13/20 – 8/20/20 (six-week session) |
| Nursing* | 8/26/19 – 10/17/19 | 10/28/19 – 12/19/19 | 1/13/20 – 3/5/20 | 3/16/20 – 5/7/20 | 5/18/20 – 7/9/20 | 7/13/20 – 8/20/20 (six-week session) |
| NCR/Nursing/ Online Open & Close Registration | 7/15/19 – 8/22/19 | | 11/18/19 – 1/9/20 | | 3/30/20 – 5/14/20 | |
| SCR Open & Close Registration | 7/15/19 – 8/25/19 | | 11/18/19 – 1/12/20 | | 3/30/20 – 5/17/20 | |
| Online/Centers & Nursing Grade Entry Period | 10/14/19 – 10/21/19 | 12/16/19 – 12/23/19 | 3/2/20 – 3/9/20 | 5/4/20 – 5/11/20 | 7/6/20 – 7/13/20 | 8/17/20 – 8/24/20 |

Payment is due the Wednesday prior to the start of session.

* CEP Programs – Check with an academic advisor

| Location/Program | Session 1 Sept | Session 1 Oct | Session 2 Nov | Session 2 Dec | Session 3 Jan | Session 3 Feb | Session 4 March | Session 4 April | Session 5 May | Session 5 June | Session 6 July | Session 6 Aug |
|---|------------------|-------------------|--------------------|--------------------|--------------------|------------------|------------------|------------------|-------------------|-------------------|-------------------|------------------|
| Self-Paced Degree Program | 9/1/19 – 2/29/20 | 10/1/19 – 3/31/20 | 11/1/19 – 4/30/20 | 12/1/19 – 5/31/20 | 1/1/20 – 6/30/20 | 2/1/20 – 7/31/20 | 3/1/20 – 8/31/20 | 4/1/20 – 9/30/20 | 5/1/20 – 10/31/20 | 6/1/20 – 11/30/20 | 7/1/20 – 12/31/20 | 8/1/20 – 1/31/21 |
| Self-Paced Open & Close Registration | 8/1/19 – 8/28/19 | 9/1/19 – 9/28/19 | 10/1/19 – 10/28/19 | 11/1/19 – 11/28/19 | 12/1/19 – 12/28/19 | 1/1/20 – 1/28/20 | 2/1/20 – 2/28/20 | 3/1/20 – 3/28/20 | 4/1/20 – 4/28/20 | 5/1/20 – 5/28/20 | 6/1/20 – 6/28/20 | 7/1/20 – 7/28/20 |

Payment is due the Wednesday prior to the start of session.

2019-20 Graduation Application/Conferral Dates

| | October | December | March | May | July | August |
|--------------------------|------------------|-------------------|-------------------|--------------------|------------------|------------------|
| Conferral Date | October 20, 2019 | December 22, 2019 | March 8, 2020 | May 10, 2020** | July 12, 2020 | August 23, 2020 |
| Application Dates | 5/1/19 – 6/30/19 | 7/1/19 – 8/31/19 | 9/1/19 – 10/31/19 | 11/1/19 – 12/31/19 | 1/1/20 – 2/29/20 | 3/1/20 – 4/30/20 |

** Commencement Ceremony at Fayette Campus will be held Saturday, May 9, 2020

UPPER IOWA IS...

A University That is Committed To Bringing Higher Education to The Student

Upper Iowa University (UIU) was founded in Fayette, Iowa, in 1857 by Elizabeth Alexander as a co-ed college with a mission of providing access to reasonably priced, quality education. Today Upper Iowa University is one of the largest private universities in Iowa and an independent, non-profit comprehensive university with a liberal arts tradition. Upper Iowa recognizes the need of nontraditional students to earn a four-year degree while continuing to work full time.

Fayette

The traditional, residential campus in Fayette attracts approximately 800 primarily undergraduate students each year, with approximately 1 in 10 students representing various international locations. The campus offers six sessions per year. Some 40 undergraduate majors are offered in Fayette, as well as the master of education and master of business administration degrees.

U.S. Centers

The Centers offer a convenient and unique approach. Six convenient start dates are scheduled throughout the year.

Upper Iowa University centers include Alexandria (LA), Baton Rouge (LA), Blackhawk (Janesville, WI), Cedar Rapids (IA), Des Moines (IA), DeRidder (LA), Elkhorn (WI), Fort Leavenworth (KS), Fort Polk (LA), Fort Riley (KS), Fort Sill (OK), Madison (WI), Mesa (AZ), Milwaukee (WI), New Orleans (LA), Prairie du Chien (WI), Quad Cities (Bettendorf, IA), Rockford (IL), Waterloo (IA), and Wausau (WI). Additional information about each center is located on the website at uiu.edu/locations and on pages 182-183 of this catalog.

Upper Iowa University also has a course location in Fort Hood, Texas.

Online Program

Upper Iowa University currently offers undergraduate and graduate degrees through online learning. Courses are taught by practicing professionals and provide an opportunity for experienced online instructors to bring a variety of real-world business perspectives into the classroom. Current students represent numerous professional fields allowing for diverse networking opportunities. Additional information can be found on page 43 of this catalog.

Self-Paced Degree Program

The Self-Paced Degree Program started in 1973 and was one of the first of its kind in the nation. Students receive personalized attention through one-on-one interactions with instructors while enjoying the flexibility of studying at their own pace. Self-paced courses are offered in both paper and web formats and all courses can be completed at a distance with no on-campus attendance

required. The Self-Paced paper format is structured around written assignments and proctored exams while the Self-Paced web format offers a web-based platform for assignment submission and course completion. Students may enroll in a self-paced course at the beginning of each calendar month during the year.

International Centers

Upper Iowa University has a center overseas in Hong Kong. This location primarily serves local students but the program is also open to students interested in studying abroad. Majors are limited. Additional information can be found on page 44 of this catalog. For a current listing of locations visit uiu.edu/international or email international@uiu.edu.

Accreditation

The University is Accredited by the Higher Learning Commission. It is approved by the Louisiana Higher Education Board, the Wisconsin Educational Approval Board, the Iowa Department of Education (for teacher education in Iowa only), Oklahoma State Regents for Higher Education, and the Arizona Board for Private Postsecondary Education. The programs offered are approved by the states of Illinois (restricted), Iowa, Kansas (restricted), Louisiana, Oklahoma, and Wisconsin for veterans' benefits. Please go to uiu.edu/about/accreditation.html for additional accreditation information.

Upper Iowa University has been approved for exemption from the State of Iowa's registration requirements for postsecondary institutions under revised Iowa Code Section 2618.11, subsection 1, paragraph j.

Upper Iowa University is currently licensed by the Board of Regents of the State of Louisiana. Licenses are renewed by the State Board of Regents every two years. Licensed institutions have met minimal operational standards set forth by the state, but licensure does not constitute accreditation, guarantee the transferability of credit, nor signify that programs are certifiable by any professional agency or organization.

Upper Iowa University has been granted authority to operate and grant degrees in the Fox Valley Region by the Illinois Board of Higher Education.

Upper Iowa University has been approved by the Iowa College Student Aid Commission (ICSAC) to participate in the National Council for State Authorization Reciprocity Agreements (NC-SARA). NC-SARA is a voluntary, regional approach to state oversight of postsecondary distance education. The agreement establishes reciprocity between willing states that accept each others' authorization of accredited institutions to operate in their states to offer distance educational services beyond state boundaries. State membership, as well as institution participation, in NC-SARA is voluntary. As of May 2019, all U.S. states are members of NC-SARA except California. This state has exempted Upper Iowa University distance education programs (determined that state authorization is not required). More information regarding state authorization for distance learning can be found at uiu.edu/about/states.html.

Upper Iowa University has been granted authority to operate and grant degrees in Hong Kong, SAR by the Hong Kong Council for Accreditation of Academic and Vocational Qualifications and is registered with the Hong Kong Education Bureau.

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. They are:

1. The right to inspect and review the student's education records within 45 days of the day the University receives a request to access.

Students should submit to the University Registrar or other appropriate official, written requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student's education records that the student believes is inaccurate or misleading.

Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Upper Iowa University to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
600 Independence Avenue SW
Washington D.C. 20202-4605

At its discretion the institution (UIU) may provide Directory Information in accordance with the provisions of the Act to include: student name, local and home address, University and other E-mail addresses, local and cellular telephone numbers, photographs, dates of enrollment, degrees and awards received, the most recent previous educational agency or institution attended by the student, participation in officially recognized activities and sports, weight and height of members of athletic teams, date and place of birth, major field of study, academic classification and academic advisor's name.

Students may request to have Directory Information withheld by notifying the Registrar in writing by using the Request to Prevent Disclosure of Directory Information form within one week after the first day of class for the Fall semester for the Fayette Campus students and within one week after the first day of the session for center, online, self-paced and international students. Requests to withhold Directory Information are valid for one year. After one year the nondisclosure request expires. Upper Iowa University will honor a request to opt out of disclosure of directory information even after the student is no longer enrolled, unless the student rescinds the opt out request.

Upper Iowa University recognizes that parents have no inherent right to inspect a student's educational record. FERPA rights begin the first day of the first session in which a student validates a registration.

Records may be released under the following circumstances: 1) through the written consent of the student; 2) in compliance with a subpoena; 3) by submission of evidence by the parent that the student is declared as a dependent on the parent's most recent Federal Income Tax Form.

The institution is not required to disclose information from the student's educational record to the parents of a dependent student. The University may, however, exercise its discretion to do so.

The "Request to Prevent Disclosure of Directory Information" form can be accessed from the Registrar's Office. The form must be filed with the Registrar's Office to be valid.

Discrimination, Harassment and Retaliation Policy

Upper Iowa University is committed to providing a program of nondiscrimination and affirmative action. The goal is to provide a nondiscriminatory work environment, a nondiscriminatory living and learning environment and a nondiscriminatory environment for visitors to the campus. Upper Iowa University herein recommits itself to comply with all applicable federal and state laws, regulations, and orders, which pertain to discrimination, harassment and retaliation.

All administrators and personnel providing input into administrative decisions are directed to ensure that all decisions relative to employment, conditions of employment, and access to programs and services will be made without regard to race, color, age, religion, national origin, sexual orientation, gender, marital status, disability, or status as a U.S. Vietnam Era Veteran. Exceptions to this directive may be made in matters involving bona fide occupational qualifications, business necessity, actions designed to eliminate workforce underutilization, and/or where this policy conflicts with federal and state laws, rules, regulations, or orders.

Upper Iowa University does not and will not tolerate unlawful discrimination. Upper Iowa will recruit, hire, train and promote persons without regard to race, color, religion, gender, national origin, age, disability, veteran status, marital status, or sexual orientation. Upper Iowa University will base employment decisions so as to further the principle of equal employment opportunity and diversity.

No otherwise qualified person will be denied access to, or participation in, any program, service, activity, or the use of facilities on the basis of factors previously enumerated. Reasonable accommodation will be made to facilitate the participation of persons with disabilities in all such activities consistent with applicable federal and state laws, orders and policies.

Further, all supervisory personnel will be responsible for maintaining an environment that is free of racial or sexual abuse and harassment. Acts by anyone that adversely affects another person's employment, conditions of employment, academic standing, receipts of services, and/or participation in, or enjoyment of, any other activity, will be regarded as a violation of University policy and thereby subject to appropriate disciplinary action. Retaliation against persons filing complaints, for bringing the violation of this policy forward for review or for assisting in a review, pursuant to a filed complaint or grievance is prohibited.

Questions regarding complaints and/or compliance with nondiscrimination and equal opportunity should be directed to the Director of Human Resources/Title IX Coordinator.

Phone: 563-425-5959.

Email: hr@uiu.edu

Address: PO Box 1857, Fayette, IA 52142

Name and Address Change

It is a student's responsibility to notify the program in writing of a name change. Address changes may be submitted in writing or through myUIU.

Student Right-To-Know

The following information is provided in compliance with the Federal Student Right-To-Know Act of 1990. The Student Right-To-Know Act requires an institution participating in any student financial assistance program under Title IV of the Higher Education Act of 1965 to disclose graduation rates to current and prospective students. The retention rates are calculated from fall to fall, based on the fall's entering class of first-time, full-time degree-seeking freshmen, in accordance with the definitions established by the Student Right-To-Know Act. It reflects the six-year cumulative graduation rate of incoming freshmen and does not include the graduation of students who transferred to other colleges and universities. The cumulative graduation rate does not include students who have transferred into our institution and have graduated. The 4-year average Student Right-To-Know graduation rate is 44 percent (2009-2012 cohorts). The six-year graduation rate calculation for the 2012 cohort is 41 percent.

Use of Human Research Subjects

Students, faculty and staff wishing to conduct research involving human subjects must seek approval in advance. The relevant Human Subjects Application Policy and procedures are available on the UIU website policies page at uiu.edu/about/policies.

Meaningful Assessment of Student Learning

The goal of the Upper Iowa University Assessment Program is to continually review and update student learning outcomes and revise existing curricula to provide students with the required knowledge and skills needed to keep pace with a changing global society, meet the needs of employers and encourage lifelong learning. The Office of Academic Affairs and the Senate Assessment Committee, along with other committees in every department, involve faculty, instructional and professional academic staff, students, and administrators in the development and implementation of assessment measures.

A major focus of the Upper Iowa University Assessment Program is the institution-wide assessment of student learning outcomes. In preparing students for success in baccalaureate programs, the UIU Schools regard the following areas of proficiency to be of primary importance in the education of our students: communication, effective use of information technology, quantitative/scientific reasoning, analysis of the implications of global and national diversity, evaluation of the importance of social responsibility, and appreciation of the role of the humanities for the interpretation of human experience. To assess student learning in these areas, instructors measure student proficiency using common standards applied across the academic disciplines.

In addition to the assessment of institution-wide proficiencies, each academic program within Upper Iowa University assesses discipline-specific proficiencies. When assessing student mastery of these discipline-specific proficiencies, instructors use common standards developed within each program. The results from these assessment activities are used to improve student learning and teaching with the program.

Upper Iowa University practices annual program assessment reporting. Each program submits an annual assessment report to the School Dean and members of the Senate Assessment Committee. The annual program assessment reports provide information on academic program student learning outcomes, an overview of assessment measures and data collected, the analysis of the data and the resulting recommendations, and the improvement plan to be implemented. Throughout the process, Upper Iowa University provides oversight for assessment and evaluation through various programs and committees to ensure many administrators, faculty, and staff have input in the assessment process and the data driven changes recommended. The annual program assessment reports are ultimately submitted to the Provost and then shared through posting on the Academic Affairs site.

In addition to annual program assessment plans and reports, Upper Iowa University undertakes regular in-depth program reviews which occur on a staggered timeline. The annual program assessment reports are included within the program review process along with additional data to provide information on challenges and opportunities, educational effectiveness and curriculum, the students, and the learning environment. These reviews allow for a thorough analysis of each program by the Provost and for meaningful conversations among program members, the Program Chair, the Dean of the School, members of the Senate Assessment Committee and the Provost about the academic program's progress and goals. The Provost, the Provost's direct reports in the Office of Academic Affairs, and members of the Senate Assessment Committee work closely with each academic program and Program Chair to support a culture of data-driven decision making.

The approach to general education assessment at Upper Iowa University represents a departure from traditional strategies focused on teaching and instead focuses on student-centered learning strategies that integrate critical thinking, problem solving and respect for intellectual property in all aspects of the learning experience. As part of this approach, Upper Iowa University seeks to continuously reflect on its vision to be recognized internationally for academic excellence and continual innovation in student-centered learning.

To this end, the faculty has identified a number of tasks students will accomplish as they successfully complete course work on their way through the general education curriculum. In completing the tasks, students will pass through a regimen of coursework designed to provide a consistent educational experience, yet one flexible enough to be contoured to individual interests and needs.

The following tasks are related to particular skills students will have developed in order to manipulate learned materials in defined ways, coherently across the University. The tasks are spread across a variety of disciplines common to liberal arts colleges and universities in the 21st century: Natural Sciences, Arts and Humanities, Mathematics, Information Systems, Behavioral Sciences, Communication, and Cultural Studies. These tasks are not to be construed as goals in and of themselves, and the course in which they are addressed are by no means limited in

their breadth and scope to the accomplishment of the specified tasks. Rather, the completion of the tasks may be regarded as milestones for students to pass as they approach the goal of a bachelor's degree in light of Upper Iowa University's mission as a liberal arts institution.

Students may expect to complete 36 semester hours of General Education coursework as they accomplish the tasks.

Some course requirements may be waived for students who are able to demonstrate prior achievement of course outcomes either by transfer credit or by approved alternate means. Requirements may vary for students enrolled in the Teacher Education Program.

The University faculty determines which specific courses will include the completion and assessment of the various tasks. The School of Arts and Sciences will recommend to the faculty whether a course offered anywhere within the University is suitable for housing the natural science, mathematics, humanities, cultures, social science and communication tasks. The School of Business and Professional Studies will recommend to the faculty whether a course offered anywhere within the University is suitable for housing the computer skills task. In addition, faculty in each of these schools are responsible for review and assessment of artifacts submitted anywhere in the University as evidence of task completion.

Upper Iowa University utilizes assessment tools in a web-based learning management system and is requiring its use for coursework that provides evidence of meeting requirements. University accreditation is important, as academic communities, employers and other constituents recognize it as evidence of quality, which enhances the prestige of the institution and consequently the value of the degree earned. It will be used in general education courses, for portfolio development, and several other university initiatives.

Credit Hours

Learning Time Guidelines

Upper Iowa University follows the standards established by the U.S. Department of Education and Higher Learning Commission by establishing a good faith estimate of learning time associated with each course and its assigned credit hours.

Face-to-Face Courses: Upper Iowa University has determined that the appropriate amount of student engagement per semester credit hour awarded is 15 hours of direct student engagement (or its equivalent*) and 30 hours of student engagement outside of class, for a total of 45 hours of student engagement per semester credit hour. Applying this formula to a 3-credit face-to-face course in Upper Iowa University's 8-week sessions, the amount of face-to-face instructional time is 5 hours per week (with no breaks included) which is equivalent to 6 hours of direct student engagement. This, in addition to the expectation of 11.25 hours of student engagement outside of class per week represents a total of 17.25 hours of student engagement per week for a 3-credit course. Over an 8-week session that would represent between 45-46 hours of student engagement per semester credit hour.

*A 10-minute break per hour of face-to-face instruction may be assumed unless stated otherwise.

Online Courses: Courses offered entirely online have the same learning outcomes and substantive components of standard face-to-face courses. Each course syllabus demonstrates that the course adheres to, and reasonably approximates, the standards established by the U.S. Department of Education and the Higher Learning Commission. Thus, each online course meets the same number of student engagement hours, has the same number and quality of assignments, and meets the same course learning outcomes as similar courses taught in the face-to-face format, although the ratio of direct instructional time to the time students spend outside of class will be different for asynchronous online courses.

Hybrid Courses: Courses may be offered in a hybrid format by moving a portion of the direct face-to-face classroom experience online, thus decreasing the amount of time engaged in face-to-face instruction and replacing it with direct instructional time online. Using a 3-credit course example, instead of meeting for 6 hours per week (or its equivalent), courses may meet for a shorter time, say only 3 hours per week (or its equivalent). The remaining 3 hours (or its equivalent) of direct instructional time would consist of activities and exercises online that would normally occur face to face. Direct instructional time would remain at the equivalent of 6 hours per week, and students would still be expected to spend 11.25 hours engaged outside-of-class per week for a total of 17.25 hours of student engagement per week for a 3-credit course. Over an 8-week session that would represent between 45-46 hours of student engagement per semester credit hour.

Courses with a Lab Component: Courses at Upper Iowa that are valued at 4-credit hours are typically the sum of 3-credits of lecture-based instruction and 1-credit of lab-based work under the direct supervision of a faculty member. Therefore, a student in one of these courses must meet all of the requirements of a typical 3-credit course (listed above) as well as additional engaged time in the laboratory. The total student engagement time of 45 hours remains the same for the laboratory credit, but it is typical in laboratory courses for more of that time to be accounted for in face-to-face instruction. The total engaged time can be calculated entirely as supervised face-to-face work or can be the sum of the number of hours of supervised face-to-face time, plus documented preparatory time outside of the regular contact hours.

Other Credit-Bearing Courses: Upper Iowa University also offers other types of credit-bearing courses such as supervised clinical rounds, visual/performing arts ensembles, studio time, and supervised student teaching/field work (etc.) that do not have a typical face-to-face classroom component. In these cases, students must be engaged for a total of 45-60 hours of student engagement per semester credit hour.

Degrees Offered

Upper Iowa University offers associate, baccalaureate, and master's degree programs.

Associate of Arts with the following Emphases:

- Criminal Justice
- General Business
- Liberal Arts
- Psychology

Bachelor of Arts for the following majors:

- Art
- Birth - Grade 3: Inclusive Settings
- Elementary Education
- English
- Graphic Design
- History
- Instructional Strategist BD/LD/ID
- Liberal Arts
- Reading
- All Social Science
- Sociology

Bachelor of Science for the following majors:

- Accounting
- All Business
- All Science
- Agricultural Business
- Athletic Training
- Biology
- Business Administration
- Chemistry
- Communication Studies
- Conservation Management
- Criminal Justice
- Emergency and Disaster Management
- Environmental Science
- Exercise & Sport Studies
- Financial Management
- Forensic Science
- Human Resources Management
- Human Services
- Health Services Administration
- Industrial Technology
- Information Systems
- Information Technology
- Life Science
- Management
- Marketing
- Mathematics
- Mathematics Education
- Mortuary Science
- Nursing (RN to BSN)
- Physical Education and Health
- Public Administration
- Psychology
- Social Science
- Software Engineering

Students may not have an associate's degree and bachelor's degree conferred with the same conferral date. At least one session and one course must be completed after the associate degree is conferred in order to have both degrees conferred.

A major must include a minimum of 30 separate identifiable credits. In order to obtain a double major, each major must have 30 separate identifiable credits. The same course may not be used in more than one major unless the course is a required course in both majors. If a course is required in one major and an option from a "select one or more of the following" area, the course is used only in the major in which it is required. If double majors fall under two different degrees (BA and BS) the degree will be conferred based on the primary major (first major listed in the student record system).

Center, online, self-paced and international students select a major upon acceptance to the university. Fayette campus students must declare a major by the end of the fourth semester (a stipulation that is consistent with NCAA requirements).

Choosing a minor field of study is optional. Minors are offered in accounting, art, biology, chemistry, communication studies, criminal justice, earth science, English, exercise and sport studies, financial management, general business, graphic design, history, human resources management, information systems, information technology, management, marketing, mathematics, psychology, sociology, software engineering, and Spanish. The same course may not be used in a major and a minor unless the course is a required course (not part of a "select" area) in both the major and the minor.

For a list of master degree programs see page 144.

Course Withdrawal

Students who wish to withdraw from an active course must complete a course withdrawal form prior to the published last date to withdraw. Informing the course instructor is not sufficient. A grade of W will be recorded on the transcript for student-initiated withdrawals. Last date to withdraw is based on the length of the registration period as follows:

8-Week Registration Period: last day of the fifth week of the session

6-Week Registration Period: last day of the fourth week of the session

16-Week Registration Period: last day of the tenth week of the semester

Other Registration Periods: contact the center or the Registrar's Office

Withdrawing from an active course may result in significant student account charges. Financial aid, tuition assistance, and/or veteran benefits may also be impacted. Student should consult with the Business Office, Financial Aid Office, and Military Veteran's Affairs Office to understand the financial impact of this action.

Standards for Academic Standing

A student must meet the following standards to be considered in good academic standing:

Undergraduate Programs

Maintain the minimum cumulative grade point average for the appropriate classification listed below.

- 0 to <30 completed credits* – 1.75 cumulative GPA
- 30 to <60 completed credits* – 1.90 cumulative GPA
- ≥ 60 completed credits* – 2.00 cumulative GPA

Graduate Programs

Maintain a minimum cumulative grade point average of 2.50 with 6 or fewer completed graduate credits.

Maintain a minimum cumulative grade point average of 3.00 with 7 or more completed graduate credits.

*Completed credits include transfer credits toward degree plus Upper Iowa University letter grades of A to D-.

Failure to Meet Requirements for Academic Standing

The standards for academic standing are reviewed at the end of each semester by the Academic Review Committee for undergraduate students and the Graduate Appeals Committee for graduate students. A student who fails to meet the standards for good academic standing will be placed on one of the following statuses:

Academic Warning: A student who fails to meet the minimum standards for good academic standing will be placed on Academic Warning. The purpose of the warning is to make the student aware that continued performance at or below the standards will lead to academic suspension. A student placed on academic warning may not carry overload and may not be eligible for study abroad courses.

Academic Suspension: A student who fails to meet the minimum standards at the end of a semester on academic warning will be placed on Academic Suspension. Students placed on Academic Suspension may appeal the action to the appropriate committee. The appeal must include a personal statement by the student explaining the factors that adversely impacted the student's academic performance, a specific academic improvement plan for achieving the minimum standards for academic good standing, and any supporting documentation.

Academic Probation: A student who successfully appeals his/her academic suspension will be placed on Academic Probation. Students placed on Academic Probation will be reviewed individually at the end of each semester by the Academic Review Committee or the Graduate Appeals Committee. A student placed on academic probation may not carry overload and may not be eligible for study abroad courses. A student will be removed from academic probation when the minimum standards have been met. The length of the probationary period varies by student due to course load and performance.

Academic Dismissal: A student will be dismissed from Upper Iowa University if he/she fails to make improvement toward the minimum standards while on Academic Probation. A student may apply to return to the university after a one-year period has

elapsed by submitting the Personal Information for Returning Students Form and an appeal (academic improvement plan).

Satisfactory Academic Progress Policy

To be eligible for federal, state and institutional financial aid, students must comply with the Upper Iowa University standards for Satisfactory Academic Progress (SAP). All undergraduate and graduate students will be evaluated for SAP at the end of every semester. Evaluations will be made for grade point average (GPA), completions (pace of progression), and total allowable credits (maximum timeframe measurement).

Grade Point Average

An undergraduate student must maintain a cumulative grade point average (GPA) as follows:

Freshman (1 to 29 completed credits) – 1.75 GPA
Sophomore (30-59 completed credits) – 1.90 GPA
Junior and above (60+ completed credits) – 2.00 GPA

A graduate student must maintain a cumulative grade point average (GPA) as follows:

1-6 completed credits – 2.50 GPA
7+ completed credits – 3.00 GPA

Remedial (developmental) courses and prerequisite courses count towards the SAP GPA.

Incompletes, withdrawals, non-attendance, and preparatory (foundation) courses do not count towards the SAP GPA.

Completions (Pace of Progression)

A student must successfully complete a minimum of 66.7% (rounded from 2/3) of all cumulative attempted credits. The formula for computing this quantitative measurement is successfully completed credits divided by attempted credits.

The following count towards the SAP completions measurement: repeat courses, withdrawals, incompletes, remedial (developmental) courses, preparatory (foundation) courses, and prerequisite courses. Audit courses do not count towards this measurement.

Transfer credits toward degree are counted in this calculation.

Total Allowable Credits (maximum timeframe)

Students must complete their degree requirements within 150 percent of the published length of their program (number of credits needed to complete degree requirements). For example, a program requiring 120 credits to graduate will be limited to 180 credits of financial aid eligibility. All coursework is counted including, but not limited to, repeat and incomplete coursework, transfer credits toward degree, and coursework completed for a prior degree or major for which a degree was not conferred.

Any student who has exceeded the maximum timeframe and/or who mathematically cannot finish the program within this period will be considered ineligible for financial aid.

The following count toward the SAP maximum timeframe: courses with assigned grades of "F", withdrawals, incompletes, repeated courses, remedial (developmental) courses, preparatory (foundation) courses, and prerequisite courses.

Failure to Meet Requirements

Satisfactory academic progress is reviewed at the end of each semester. Students who do not meet the requirements outlined above jeopardize their eligibility for financial aid and are placed in one of the following statuses:

Financial Aid Warning: An undergraduate or graduate student who does not meet SAP requirements will be placed on Financial Aid Warning which allows the student to receive financial aid for one additional semester. The student will be evaluated for SAP again at the end of the warning period.

Financial Aid Suspension: An undergraduate or graduate student who fails to meet SAP requirements after Financial Aid Warning is placed on Financial Aid Suspension and is not eligible to receive financial aid without a successful appeal. Should the student not wish to appeal, the student must meet SAP requirements before aid eligibility can be re-established.

Financial Aid Probation: An undergraduate or graduate student who has successfully appealed a Financial Aid Suspension will be placed on Probation for one semester. If the student meets the SAP standards at the end of the Probation semester, the student's SAP status will reset back to passing SAP. If the student does not meet the SAP standards at the end of the probation semester, the student will be placed back into Financial Aid Suspension.

SAP Rules

Transfer Credit: Upper Iowa University will count transfer credits accepted toward a student's educational program as both attempted and successfully completed hours. These credits will be included in completions and maximum timeframe calculations, but excluded from the semester GPA calculations.

Attempted Credits: All credits are part of the calculation, including, but not limited to, repeat and incomplete coursework, transfer credits, and coursework completed for a prior degree or major for which a degree was not conferred, regardless of receiving financial aid.

Incompletes and Withdrawals: Courses with Incomplete (I) or Withdrawal (AW or W) grades at the time of the SAP review count as attempted hours but are not counted as successfully completed hours. The first SAP evaluation will be conducted on the Tuesday following the last day of the semester. Faculty must have all grade changes completed on the second Friday following the last day of the semester. A second SAP evaluation will be completed Monday of the next week for any student with an incomplete grade or non-recorded grade. A student will not receive financial aid for the following semester until all grades are entered and it has been determined that the student is eligible to receive funds.

Repeat Courses: Courses that are repeated will count in attempted hours. Repeated courses that are excluded from the academic record will not count as successfully completed hours or in the GPA calculation.

Drop and Non-Attendance Courses: Courses that are dropped prior to the start of the session and courses with a non-atten-

dance (NA) grade are not counted in attempted or successfully completed hours, except when a student has retained an overpayment.

Remedial (Developmental) Coursework: Students enrolled in a degree granting program may receive financial aid for remedial coursework. However, federal regulations prohibit the receipt of financial aid for more than 30 semester hours of remedial coursework.

Preparatory (Foundation) Courses: Courses that a student is required to take in order to enroll into an eligible degree program are to be considered preparatory courses. The courses are preparatory to the degree, not a part of the degree requirements. Applicants who need to take preparatory coursework at UIU prior to being eligible for final admission into a degree program may be able to receive a limited amount of funding through the Federal Direct Loan program.

SAP Procedures

SAP Determination: The Financial Aid Office evaluates SAP for all students (excluding self-paced students) at the end of each semester of their current academic year to determine financial aid eligibility for the next semester. Self-paced students are evaluated, once all grades have been received, at the regular semester evaluation period following the conclusion of their self-paced enrollment term. Students who have failed to meet federal SAP requirements are ineligible to receive federal, state, or institutional financial aid.

SAP Notification: Students who have failed to meet SAP at the semester evaluation will receive a notification to their UIU email addresses and a letter sent to their preferred mailing addresses displayed in Jenzabar. Academic Advisors will be notified through email.

SAP Appeal: A student with extenuating circumstances may appeal the denial of student financial assistance by submitting a SAP Appeal Form within five (5) business days from the day the Notice of SAP Suspension was sent. The appeal must be made in writing, addressed to the Satisfactory Academic Progress Committee and include the following documentation:

1. Completed Satisfactory Academic Progress (SAP) Appeal Form
2. A letter written and signed by the student describing why the student has failed SAP and what has changed that will allow the students to successfully meet SAP in the future
3. A physician's note if the appeal is based on medical circumstances. In accordance with HIPAA, privacy rules, documentation should never include medical records or copies of prescriptions
4. Additional supporting documents, if appropriate
5. An academic plan

Extenuating circumstances include the death of an immediate family member, major medical issue (i.e. requires hospitalization) experienced by the student or an immediate family member

of the student, domestic violence, involuntary call to active military duty, or a documented learning disability. Late appeals will not be accepted. Only one approved appeal per level of education will be allowed (one for undergraduate and one for graduate level). Additional appeals may be reviewed for special circumstances (i.e. multiple military deployments).

SAP Academic Plan

If a student is unable to feasibly meet all SAP requirements within one semester, an academic plan must be developed with the student's academic advisor. The academic plan will outline grade and course requirements that will allow the student to successfully meet SAP. If necessary, the academic plan may extend beyond the current academic year. If the SAP Academic Plan extends beyond the current academic year, the student must meet the minimum 2.0 GPA each semester going forward at minimum. Should the student fail to meet the semester 2.0 GPA the student would move to SAP Suspension. If SAP failure was based on the maximum timeframe measure, the student must complete all credits required for degree completion by the end of the last semester of the academic plan.

Under an academic plan, a student's progress will be monitored at the end of each semester in order to ensure that the student is progressing according to the requirements of the plan. As long as the student is progressing accordingly, the student will remain eligible for financial aid. If the student is not meeting the requirement of the plan, the student will not be eligible to receive financial aid until all components of SAP have been met.

Reinstatement

Students may reestablish eligibility for financial aid by resolving their qualitative, quantitative or maximum timeframe deficiency. Discontinuing enrollment for a semester or opting to privately pay for coursework without utilizing federal aid will not be, in and of itself, sufficient to allow for reinstatement of financial aid eligibility. Students who are unsuccessful in their SAP appeals may continue their education by utilizing another payment method, such as a payment plan, an alternative loan through a private lender, or by paying out of pocket. The SAP process is run once per semester and student eligibility will be reviewed at that time. A student must have an approved appeal from the Academic Standing committee if they are not meeting the program requirements and meets the criteria listed for cumulative Satisfactory Academic Progress.

The Financial Aid Office will attempt to notify any student currently receiving financial aid who is placed on Financial Aid Suspension. However, failure to receive such notification does not relieve the student of the requirement to read, understand and follow the Satisfactory Academic Progress requirements for financial aid recipients.

Financial Aid

The Financial Aid Office at Upper Iowa University is charged with assisting students in obtaining funds to meet educational costs. Additionally, the Financial Aid Office is charged with assisting students in applying for student aid and fostering financial literacy and debt management. To meet these standards, the Financial Aid Office participates in many Federal, State, and

Institutional aid programs designed to assist students in their educational endeavors.

Upper Iowa University participates in the following Federal aid programs: Pell Grant, Federal Supplemental Educational Opportunity Grant (FSEOG), TEACH Grant, Iraq & Afghanistan Service Grant, Federal Work Study, and Direct Loans. Further, many State funded aid programs are utilized, including the Iowa Tuition Grant program. Due to the numerous opportunities for State, institutional, and privately funded programs, it is impossible to develop a comprehensive list of all possible sources of financial aid. Financial Aid staff members are available to assist students in determining eligibility for unique aid programs.

The Financial Aid Office of Upper Iowa University may be contacted via the following methods:

Physical Address: 605 Washington St
Integrated Enrollment Center
Fayette, IA 52142

Telephone: 800-553-4150
Fax: 563-425-5277
Email: financialaid@uiu.edu

Standard office hours between 8 a.m. to 5 p.m., Monday-Friday, are established for individuals requiring face to face assistance. Personalized meetings may also be requested by contacting our offices.

Financial Aid & Net Partner

The Financial Aid Office utilizes the Net Partner system to communicate with students regarding their financial aid files and to provide students with updates. Net Partner is separate from myUIU system and is specifically used for Financial Aid purposes. Net Partner can be accessed using the student's student ID by navigating uiu.edu/financialaid and selecting the Net Partner link.

Financial Aid award notifications, general information, and requested documents needed by the Financial Aid Office are posted on Net Partner. E-mail notifications are sent to a student's UIU e-mail address when information is needed. Students are responsible for managing their Net Partner document requirements and completing their financial aid files to receive aid.

Students requiring assistance with gaining access to Net Partner, or completing document requirements through Net Partner, should contact the Financial Aid Office for personalized service.

Requirements for Receiving Financial Aid

Students must complete a Free Application for Federal Student Aid (FAFSA) each year to determine eligibility for all Federal aid programs.

The following criteria must be met for a student to receive financial aid:

1. The student must be admitted to Upper Iowa University (UIU) and be enrolled in a degree program. Undergraduate students who have already received a bachelor's degree are eligible for financial aid if they are enrolled in a second bachelor's degree program or in a teacher licensure

program. Second majors within an already completed bachelor's degree will not be eligible for federal financial aid. Non-degree students are not eligible for financial aid. If a student is enrolled as a non-degree student, and want to receive financial aid, they are to contact their respective academic department or the Registrar's Office to determine their individual degree status.

2. The student must be making satisfactory academic progress (SAP) according to the standards set forth by the UIU Financial Aid Office.
3. The student must report the receipt of any grants, scholarships or loans from all sources outside of federal, state and institutional aid.
4. The student must not have been convicted under federal or state law of the sale or possession of drugs, if the offense occurred during a period of enrollment for which federal student aid (grants, loans, and/or work-study) was received.
5. The student must not be in default on a federal student loan nor owe money on a federal student grant.
6. The student may only receive federal financial aid at one institution at a time.

Declination of Financial Aid Funds

To decline a financial aid award, students may log in to their Net Partner portal, navigate to Accept Awards, and decline partial or full awards. Further, students may contact the Financial Aid Office in writing to decline partial or full awards. Upon declination of funds any upcoming disbursements for the declined award will be cancelled.

Students may contact the Financial Aid Office to receive a reinstatement of previously awarded financial aid funds which had been declined by the student. In some instances, Federal and/or State guidelines on the administration of financial aid funds may prevent a re-awarding of a previously declined award. Such guidelines can be found in the published handbook for financial student aid located at www.ifap.ed.gov. Additionally, Financial Aid staff members are available for consultation regarding all financial aid programs available for students.

VA Educational Benefits

VA students should check with the School Certifying Official (SCO) to determine what programs are approved for VA education benefits. Students utilizing VA education benefits must submit all previous transcripts and training records to be evaluated for prior credit, whether or not prior credit is granted. Upper Iowa University adheres to Section 103 of the Veterans Benefits and Transition Act of 2018.

Students may be in debt to the VA for early withdrawal or dismissal from classes.

Upper Iowa University's Deployment/Readmission Policy for students called to active duty and/or alerted for Deployment is as follows:

When a student is called to active military duty or deployed as a result of military orders, as verified by the appropriate documentation, Upper Iowa University will take one or more of the ac-

tions listed below vis-à-vis the student's academic standing and financial circumstances. The university's course of action for individuals will be determined on a case-by-case basis as decided by the student, the student's respective faculty members/academic advisor and other university administrators as necessary, for example, the vice president or the director of financial aid. This policy also applies to students who are spouses of military members who are called to active duty and/or deployed.

If the academic session is two-thirds complete, the student will be afforded the following options:

- Be permitted to take final exams earlier than scheduled or have the final exams proctored at the student's place of deployment. The student would be awarded the letter grade earned for all completed work. There would be no tuition refund under this option.
- Elect to take a "W" (Withdrawal) for the course with the student's transcript annotated by the Registrar that the student was called to active duty or deployed under military orders. There would be a full refund of tuition and mandatory fees under this option. Title IV funds would be handled as outlined below.
- Be permitted to take an "I" (Incomplete) for the course. Follow the University Incomplete Process with course instructor to complete assignments and requirements within the agreed upon timeframe. There would be no tuition refund under this option. Title IV funds would be handled as outlined in the University Catalog.

If the deployment is during the normal withdrawal period during the session, the student will be afforded the following options:

- Elect to take a "W" (Withdrawal) for the course with the student's transcript annotated by the Registrar that the student was called to active duty or deployed under military orders. There would be a full refund of tuition and mandatory fees under this option. Title IV funds would be handled as outlined below.
- Be permitted to take an "I" (Incomplete) for the course. Follow the University Incomplete Process with course instructor to complete assignments and requirements within the agreed upon timeframe. There would be no tuition refund under this option. Title IV funds would be handled as outlined in the University Catalog.

If a student is called to active duty or deployed prior to the start of the session, the registration will be voided.

Information regarding tuition refunds:

- When a "W" (Withdrawal) is requested, Title IV Federal Funds will be refunded according to the federal refund policy as outlined in the Financial Aid Handbook and tuition assistance will be returned to the tuition assistance provider. Cash payments will be refunded to the student.
- When a student's situation warrants the awarding of a letter grade, no adjustments will be made to the student's tuition funds.

Readmission following Call to Active Duty and/or Deployment

- Upon receipt of notice from students of their intent to return to Upper Iowa University, they will be promptly readmitted with the same academic status they had when last attending or when accepted for admission.
- Additionally, students will retain the catalog rights that were in place at the time of their deployment as long as re-admission is within seven years of the initial admission. If after the seven year window, current catalog requirements will be followed.

Course Numbering System

The course numbers denote the class level for which courses are intended. Courses numbered below 100 are designed to assist students in learning the basic foundations. Courses numbered below 100 count toward full-time status for registration purposes, but do not count toward the 120 semester credits required for Upper Iowa University's bachelor's degree or toward the 60 semester credits required for Upper Iowa University's associate degree. Courses numbered below 100 may not be accepted as transfer credit by other institutions. Course numbering: 000 level Foundations of Learning courses (Pre college level); 100 level courses (Generally intended for Freshmen and Sophomores); 200 level courses (Generally intended for Freshmen and Sophomores); 300 upper level (Generally intended for Juniors and Seniors); 400 upper level (Generally intended for Juniors and Seniors); 500 and above (Reserved for graduate courses).

Leave of Absence

In accordance with #34CFR668.22 Department of Education Regulation, a student may request a Leave of Absence using the criteria below. All requests will be reviewed and either approved or denied by the Provost in consultation with the appropriate stakeholders.

1. Student must submit a written request explaining the circumstances in detail and attach supporting documentation.
2. Included in the request, student must state his/her intention to return to Upper Iowa University and state intention not to enroll at other colleges during the leave of absence.
3. Student must sign and date request.
4. The maximum leave of absence is 180 days in a 12-month period.
5. Student who returns within the 180 days will retain his/her eligibility for admission and eligibility for institutional aid.
6. Student granted a Leave of Absence will receive a "W" grade for all current courses. A withdrawal calculation will be performed for any Title IV student who ceases attendance from the University during the semester. This includes those requesting a leave of absence.
7. Student must complete a Personal Information Update for Returning Students form upon returning to UIU (located on myUIU).

Library Resources

As a student of Upper Iowa University, library resources (online journal databases, e-books, newspaper access, research guides, etc.) are available. If travel to the campus is not feasible, students can access the library through the University's website. For additional information, including hours, policies and service go to uiu.edu/library. To use any of the materials listed on the site, students can log in using their full UIU email address and myUIU password.

If students need assistance locating information or using the library's resources, they can use the Peacock Library Chat on the library's homepage at uiu.edu/support/library/ or contact the library staff at library@uiu.edu or 563-425-5261.

Information Technology

myUIU, uiuLearn & E-mail accounts

Upper Iowa University provides students with a myUIU account which allows the student to view their university information such as grades and business office accounts. An account to the University's Learning Management System (uiuLearn) is provided to students registered in current courses. The University also gives each student an email account by which the University and the student communicate.

IT Help Center

The UIU Information Technology (IT) Help Center is the central point of contact for the UIU Community for technology related incidents, problems and requests. The IT Help Center is located in the lower level of Garbee Hall and is available between 8 a.m. and 7 p.m., Monday through Thursday, and between 8 a.m. and 5 p.m. on Fridays. Students can email the IT Help Center at helpdesk@uiu.edu or visit on the web at uiu.edu/it.

Textbooks

Textbooks may be purchased through the University's official book provider, MBS Direct, or through other sources. Textbook titles and editions will be provided upon request by program staff.

To order, visit <https://bookstore.mbsdirect.net/vbm/uiu.htm> or call 800-325-3252. Students may pay by VISA, MasterCard, Discover, American Express and PayPal, or they can charge their books to their student account if eligible. Orders will be shipped within 24 business hours. Textbooks are delivered via UPS by Ground, Second Day Air or Next Day Air. Students pay the current UPS rate based on the weight of the package and distance the package is being shipped. Textbook buyback is also available.

Students may charge their books using their financial aid through MBS Direct, although students will not be required to purchase their books through MBS Direct. It is a personal choice whether or not to utilize this option.

The criteria that must be met for a student to be able to charge their books to their student account are as follows:

1. The student's total financial aid award amount for the semester (Fayette)/session (Center/Online) must exceed all institutional charges on the student's account (including, but not limited to tuition, fees, campus housing, and meals).
2. The student must have accepted enough of the aid offered to cover their charges, and have the Master Promissory Note (MPN), entrance counseling, and any outstanding requirements completed.
3. The student must be registered.
4. The student may be eligible for up to \$750 per semester for Fayette Campus and \$375 per session for Center/Online.
5. The student who does not have an excess of funds after all institutional charges are covered will not be able to charge their books to their student account.

International Center Program Students: Textbooks may be required for courses and are the responsibility of the student. Textbook titles and editions will be provided by the faculty or upon request at the international center.

Graduation and Beyond Commencement

Diplomas are issued six times each year, and a formal commencement ceremony is held once each year in Fayette, Iowa, in May. UIU encourages students to participate in its formal commencement ceremony even if their graduation date falls earlier in the academic year. If students graduate in July or August, they may participate in the preceding May commencement.

Note: Students at military installations should contact UIU center staff for commencement information regarding both Fayette campus and local graduation ceremonies. Commencement ceremonies are also held in Hong Kong each May. Students find it a meaningful and rewarding experience to participate in either or both of these ceremonies. Students may qualify for participation in the ceremony even when the degree is granted at another point during the year.

Application for Graduation

As a candidate for graduation, regardless of whether the student plans to participate in the commencement ceremony, the student must file an application for graduation. There is an application fee of \$70 (even if a student chooses not to attend commencement). Students planning to participate in the commencement ceremony should complete a participation form on myUIU. Deadlines for submitting applications for graduation are as follows:

| Month Conferred | Application Due |
|-----------------|-------------------|
| October | May/June |
| December | July/August |
| March | September/October |
| May | November/December |
| July | January/February |
| August | March/April |

Applications not received within the two-month application window may be moved to the next conferral month. Students should apply for graduation 16 weeks before the conferral month.

Transcripts from other institutions need to be received within three weeks after the proposed UIU graduation session ends for a student to have that session's conferral date posted to the record. If transcripts are not received, the conferral date will move to the next session provided transcripts are received within three weeks after the appropriate session end date.

Students must complete requirements for graduation in the session for which they apply for graduation. If they are unable to do so, they will be moved to the next graduation date. If requirements are not met by that date, the application will be considered void and the student will submit a new application for graduation. An application fee will be assessed each time an application is submitted.

Graduation Honors

Graduation with honors signifies recognition of a student's achievement in scholastic excellence as the baccalaureate program of study is completed. A student's diploma will bear one of the following inscriptions to recognize this excellence: *Summa Cum Laude*, if the student's grade point average (GPA) is at least 3.9; *Magna Cum Laude*, if the student's GPA is at least 3.7 but less than 3.9; or *Cum Laude*, if the student's GPA is at least 3.5 but less than 3.7. A total of 60 or more graded semester credits must be earned at Upper Iowa University before *Magna Cum Laude* or *Summa Cum Laude* honors may be granted.

If a transfer student has not completed 60 graded credits at Upper Iowa University, the diploma will bear one of the following inscriptions to recognize this excellence: *Cum Laude Meritum* if the student's grade point average (GPA) is at least 3.7 or greater and a minimum of 30 graded credits are earned with Upper Iowa University or *Cum Laude* if the student's GPA is at least 3.50 but less than 3.70 and a minimum of 30 graded credits are earned with Upper Iowa University.

Experiential learning credit does not apply to the 30 graded credits for *Cum Laude* or *Cum Laude Meritum* honors. Grades earned in courses accepted for transfer will not be included in the GPA maintained for purposes of determining graduation honors at Upper Iowa University.

Transcript Requests

Transcripts may be requested at www.getmytranscript.org using any major credit card. A student's card will only be charged after the order has been completed. Students can track orders online on the Transcript Ordering website. A transcript request form may also be printed from the uiu.edu website. Complete the information and fax (563-425-5287), email (transcripts@uiu.edu), or mail (SEC Transcript Processing, PO Box 1857, Fayette, IA 52142) the request form to us. The student's signature is required. Transcripts cannot be issued if there is an unpaid UIU account balance. Transcripts sent to the student will be stamped "Issued to Student".

Transcript Fees

There is an \$8 processing fee per copy for transcripts that are mailed or emailed and a \$10 fee per copy for transcripts that are faxed. There is a \$25 minimum charge for requests for rush/priority processing. All fees are in U.S. dollars.

Career Development

Career Development, located on the Fayette Campus is available to provide students from all programs and at all locations with career-related assistance including, but not limited to: general career guidance, choosing a major, resume/cover letter advice, internship and job search, interview preparation, professional networking and branding, and applying to graduate school. Neither Career Development nor Upper Iowa University guarantees employment.

Career Development information is available at: uiu.edu/careers. For additional information, email careers@uiu.edu or call 563-425-5229.

For Wisconsin students, referrals to prospective employers are not based on direct contact with the employer regarding current job openings. Wis.Admin.Code SPS 409.03(2)

Dual Enrollment

Upper Iowa University offers online courses to eligible high school and home school students. These courses typically meet the general education requirements for post-secondary opportunities. Some benefits of the Upper Iowa University Dual Enrollment program are :

- 1) Flexible online courses to fit into any student's schedule
- 2) Ease the transition into post-secondary education
- 3) Save students and families time and money towards degree completion

For more details on all our offerings, please go to: uiu.edu/academics/dual-enrollment or call 563-425-5200.

Transferability of Credit

Upper Iowa University credit is transferable to other two-year and four-year colleges and universities based on their transfer policies.

Student Handbook

The student handbook contains information regarding student conduct. The student handbook can be viewed at uiu.edu/support/handbooks.html.

Record Retention

Student records are kept a minimum of 6 years after a student leaves. Student transcripts are kept permanently.

Student Complaints

(<https://uiu.edu/support/student-complaint-procedure.html>)

If student complaints are not satisfactorily resolved with Upper Iowa University, the student may contact the following as appropriate:

Wisconsin students

Department of Safety and Professional Services – Educational Approval Program
PO Box 8366
4822 Madison Yards Way
Madison, WI 53705
www.dsps.wi.gov
dspseap@wisconsin.gov
608-266-1996

Arizona students

Arizona State Board for Private Postsecondary Education
1740 W. Adams Suite 3008
Phoenix, AZ 85007
602-542-5709

Texas students

Texas Higher Education Coordinating Board
studentcomplaints@theceb.state.tx.us

Online students

Iowa College Student Aid Commission
<https://www.iowacollegeaid.gov/StudentComplaintForm>

For Wisconsin Students

Cancellation Privilege

A student shall have the right to cancel enrollment for a program until midnight of the third business day after receipt of notice of acceptance. Refunds will be made within 10 business days following receipt of the cancellation notice.

Refunds

A student who withdraws or is dismissed after a period of time identified under s. SPS 408.03(1) has passed, but before completing 60% of the potential units of instruction of the current enrollment period, shall be entitled to a pro rata refund, as calculated below, less any amounts owed by the student for current enrollment period, less a one-time application fee of \$100.

(1) Pro rata refund shall be determined as the number of units remaining after the last unit completed by the student, divided by the total number of units in the enrollment period, rounded downward to the nearest ten percent. Pro rata refund is the resulting percent applied to the total tuition and other required costs paid by the student for the current enrollment period.

Students will receive pro rata refunds within 40 days after dismissal or notification of withdrawal.

For Military Tuition Assistance (TA) Students

8-Week Face-to-Face Course Withdraw Submitted

Before or during week 1 100% return
During week 2 75% return
During weeks 3-4 50% return
During week 5 40% return (60% of course is completed)
During weeks 6-8 0% return

8-Week Online Classes

100% of Tuition Assistance (TA) received will be returned if the student withdraws within the first week of class, but before the first participation in the course. The student's request will be processed as a drop for the purpose of returning TA funds only, not for Financial Aid attendance or recalculating of aid.

75% of TA received of TA received will be returned if the student withdraws after submitting the first assignment and through the end of the second week of classes.

50% of TA received will be returned if the student withdraws after the second week of classes, but before the end of the fourth week of classes.

25% of TA received will be returned if the student withdraws after the fourth week of classes, but before the end of the sixth week of classes. (60% of course is completed)

No TA received will be returned if the student withdraws after the sixth week of classes.

Return of Tuition Assistance

Military TA is awarded to a student under the assumption that the student will attend school for the entire period for which the assistance is awarded. When a student withdraws, the student may no longer be eligible for the full amount of TA funds originally awarded.

To comply with the new Department of Defense policy, Upper Iowa University will return any unearned TA funds on a prorate basis through at least the 60% portion of the period for which the funds were provided. TA funds are earned proportionally during an enrollment period, with unearned funds returned based upon when a student stops attending. These funds are returned to the military Service branch.

In instances when a Service member stops attending due to a military service obligation, the educational institution will work with the affected Service member to identify solutions that will not result in student debt for the returned portion.

FAYETTE CAMPUS UNDERGRADUATE PROGRAM GENERAL INFORMATION

Academic Regulations/Policies

Requirements for Admission

Freshmen: Students who wish to enter Upper Iowa University 1) directly from high school or 2) with less than 24 semester hours of graded transferable college credit or ACE (American Council of Education) credit will be considered for admission based on their completion of high school course requirements and college courses attempted. ACT or SAT testing scores will also be considered for students entering directly from high school.

Transfer: Transfer students with 24 or more semester hours of graded transferable college credit will be considered for admission based on their college credentials from all institutions.

Upper Iowa reserves the right to refuse admission to anyone who does not meet its standards for admission. Acceptance to a center, online, self-paced or international degree program does not guarantee acceptance to Fayette Campus.

Applying for Admission

Submit the following documents **directly to Upper Iowa University, PO Box 1857, Fayette, IA 52142:**

1. A completed application for admission. Apply online at uiu.edu/apply and the application fee will be waived. Students may submit an application for admission at any time but no later than the day prior to the first day of the session in which the student plans to register.
2. Official transcripts from each college and university the student previously attended. Official reports for Advanced Placement may also be submitted. Official transcripts must be sent directly from the granting institution. They must not pass through the student's hands.
3. Official transcript of the student's high school record for those seeking admission as a freshman (see above). This includes students who have completed Advanced Placement or college transfer credit while in high school. This requirement is fulfilled by one of the following:
 - a. An official high school transcript
 - b. Official GED certificate or score report
 - c. Evidence of a passing score on tests recognized by the state such as the High School Equivalency Test (HSET) and the Test Assessing Secondary Completion (TASC)
 - d. For International students only, official transcripts verifying completion of secondary education
4. Official or unofficial transcript of the student's high school record for those seeking admission as a freshman with less than 24 semester hours of graded transferable college credit or ACE (American Council of Education) credit that is earned after graduating from high school (see above). This requirement is fulfilled by one of the following:
 - a. Any item in 3a - 3d above

- b. Official college or university transcript that lists the high school graduation date
 - c. Unofficial high school transcript or copy of high school diploma.
5. For those seeking admission to Fayette Campus as a freshman directly from high school, submit ACT or SAT scores. If English is not a student's native language, submit official proof of English proficiency (see page 20 for details on meeting English proficiency requirements).

Veterans using VA benefits should submit an application for veteran's benefits or change of place of training form.

Each application is reviewed by the Executive Director of Admissions. Primary consideration for admission is based upon academic preparation, academic performance, and test scores with secondary consideration based on extracurricular activities and leadership qualities.

Our presumption is that candidates selected for admission to Upper Iowa University will continue to maintain a level of academic accomplishment equal or superior to their record at the time of application. Additionally, applicants who receive an offer of admission while completing high school must understand that the offer of admission is contingent upon the completion of their high school diploma, or the equivalent. Upper Iowa University reserves the right to rescind offers of admission to candidates whose final academic records are at levels lower than the record on which the admission decision was based. As well, Upper Iowa University reserves the right to rescind an offer of admission to anyone who has falsified, or otherwise misrepresented information related to the admissions process, or for reasons of conduct inappropriate to the ethos of the university.

Each applicant learns of the admission decision within seven days following receipt of the completed application and supporting documents.

In the case where a student has completed all application requirements with the exception of submitting an official transcript(s), Upper Iowa University may provide provisional admittance immediately prior to each session if the student meets the following conditions:

1. Application to UIU has been submitted late, i.e., approximately 10 days prior to the start of a given session.
2. Evidence is provided indicating that the transcript(s) has (have) been requested.
3. Evidence is provided indicating that the student is in good standing with any previously attended college or university from which he/she is transferring.
4. Evidence of a high school diploma or GED is provided.

A student entering Upper Iowa University under provisional admittance will be cleared for full acceptance upon receipt of the official transcript(s). The official transcript(s) are expected to be received by Upper Iowa University within 14 days of the date on the provisional admittance letter.

Failure to comply with the above conditions may result in the offer of admission being rescinded.

Students offered acceptances submit the following before enrolling:

1. An enrollment deposit of \$250 deposit. (Students register for classes and housing after the University receives the deposit.) The deposit is refundable through May 1 of the application year (December 31 for second-semester applicants).
2. Final transcripts of all high school and college work completed.
3. Room and board contracts and health forms can be found on myUIU.

Residency Policy

As of July 1, 2014, students are required to live in Upper Iowa University residence halls during their first three (3) years of college unless one or more of the following criteria are met:

- Qualifies as a commuter by living in primary residence with a parent or guardian within 30 miles of Fayette for 365 days prior to enrollment;
- Is enrolling in the fifth semester or more of his/her college education after having transferred to UIU from another accredited institution;
- Provides documentation supporting a need for accommodation that is satisfied by residing off campus;
- Is married or has dependent children;
- Is 22 years of age or older.

Admission Guidelines

Freshmen

Each application for admission is considered based on the following factors:

1. Graduation from a secondary school or completion of the General Education Diploma (GED).
2. Grade point average of secondary school work.
3. Rank in secondary school graduating class.
4. Results on standardized tests (ACT or SAT).
5. Extracurricular activities and leadership.

Early admission

With the recommendation of their principal and guidance counselor, high school students may apply for early admission to the University. This permits outstanding students to begin their college program during the summer prior to their senior year or while completing their final high school units. Individuals interested in early admission should contact the Office of Admission.

Honors Program

The UIU Honors program is designed to enrich the academic experience of students through student-centered education in interdisciplinary course work, small classes, and thoughtful discussion. Students' views are respected, innovation is encouraged, and ideas are developed. The Sophomore Seminar, HON 220, prepares students to carry out interdisciplinary research. Topics include information literacy and an introduction to research methods in multiple disciplines. HON 220 results in the creation of a proposal for a research project and the identification of the faculty advisor for HON 399/499. In HON 399, students work on their individual interdisciplinary projects proposed in HON 220. The UIU Honors experience culminates in HON 499 with completion of the student's individual project proposed in HON 220, designed in HON 399, and completed/presented in HON 499 under the mentorship of the faculty advisor identified in HON 220. The graduating seniors present their HON 499 projects at the annual Csomay Honors Graduation Dinner. Students with a composite ACT score of 26 or above and/or a high school GPA of 3.5 or above are eligible to apply online for admittance to the UIU Honors program.

UIU Honors Program Mission

Participants of the UIU Honors Program will have a broad interconnected and ever evolving view of the world. They will be adaptable, self-motivated individuals who constantly challenge their assumptions about the world and their role in it. They will develop the capability to be innovators and leaders in a dynamic global community.

For more information go to:
uiu.edu/academics/honor-program.html.

Required courses (8-10 credits):

| | | |
|---------|---|-----------|
| HON 100 | Honors Freshman Seminar | 3 credits |
| HON 220 | Honors Sophomore Seminar | 3 credits |
| HON 399 | Honors Research (may be repeated 3 times for credit) | 1 credit |
| HON 499 | Honors Senior Symposium | 1 credit |

Three of the following (9 credits):

| | | |
|---------|----------------------------|-----------|
| HON 110 | Honors Arts and Humanities | 3 credits |
| HON 120 | Honors Behavioral Science | 3 credits |
| HON 130 | Honors Natural Science | 3 credits |
| HON 200 | Honors Cultures | 3 credits |

Former students

Former Upper Iowa University students who wish to return will complete a Personal Information Update for Returning Students. This form is located on myUIU. Official transcripts must be submitted from institutions attended since last attending UIU.

A graduate of Upper Iowa University or another institution who desires to enter in order to earn additional undergraduate credits should complete a Personal Information Update for Returning Students form. This form is located on myUIU. Courses completed after a bachelor's degree has been earned will not change the grade point average from the time of graduation.

International students

English Proficiency Requirements: If a student is transferring

from a US institution or has been educated in one of the English proficiency waiver countries, the English proficiency requirement is waived. For a list of English speaking countries, see uiu.edu/international/resources/english_waiver_countries.pdf. Other possibilities for meeting the English language proficiency requirement include:

- Test of English as a Foreign Language (TOEFL) - institution code: 6885
 Internet-based score - 61 or higher
 Paper-based score - 500 or higher
- International English Language Testing System (IELTS)
 Overall band score of 5.0 or higher
 Writing band score of 5.0 or higher
- Michigan English Language Assessment Battery (MELAB)
 69 or higher
- Malaysian University English Test (MUET)
 4.0 or higher
- Cambridge O Level English Language Exam
 D or higher
- International General Certificate of Secondary Education (IGCSE) (English Subject)
 D or higher
- HKCEE English Language (Syllabus B)
 D or higher
- HKALE English Language (AS Level)
 E or higher
- HKDSE
 3 or higher
- ELS® Language Center
 112 or higher
- SAT - Institution code: 6885
 Minimum critical reading sub-score of 430 or higher
- ACT - Institution code: 1360
 Minimum English sub-score of 18 or higher
- Oxford Online Placement Test
 70 or higher
- Pearson Test of English (PTE)
 44 or higher

See more at uiu.edu/international/transfer-college-apply.html.

UIU will also consider the following evidence to meet the requirement of English proficiency:

1. Official transcripts validating completion of secondary education from a U.S. high school or GED equivalent.
2. Official transcripts validating a minimum of two years of instruction at the secondary education level in a country where the official language is English or an English language international school.

3. Official transcripts from a two-year minimum combination of secondary and post-secondary education in a country where the official language is English.
4. Official transcripts showing 24 or more successfully completed college-level semester credits from a regionally accredited college or university within the United States with a cumulative GPA of at least 2.0. Non-degree awarding credits (i.e. IEP, foundations, or deemed equivalent credits) will not be considered to meet this requirement.
5. Successful completion of an Upper Iowa University approved Intensive English Program (IEP)

Upper Iowa University reserves the right to exempt specific groups of learners from providing proof on English Proficiency approved by the Vice President of Student Life and Auxiliary Services.

International Student Admissions

Upper Iowa University is authorized under federal law to enroll nonimmigrant students. For additional information, please contact the Center for International Education at international@uiu.edu. International student applicants must submit the following documents directly to the Center for International Education in order to complete the international student admission process.

- Completed application for admission form
- Official transcripts verifying completion of secondary education
- If applicable, official transcripts from each college and university previously attended. Official transcripts must be in English. Otherwise, the transcripts may need to be translated and evaluated by a certified evaluator at the student's expense. This evaluation must be sent directly to Upper Iowa University.
- If applicable, a certified true copy (CTC) of the certificate verifying credit earned through postsecondary public examination (i.e. A-Level, STPM, etc.)

The following documents are not mandatory for admission but required for issuing any immigration documents. Therefore, we encourage students to include them with their initial application materials:

- An official letter or a bank statement (no more than six months old) from a financial institution that states that the student has adequate resources to meet all required expenses such as the first year's tuition and living expenses. The amount required for adequate resources varies according to the student's individual financial package. Please contact the Center for International Education for more details.
- A copy of a valid passport. Copies of any previous visas, immigration documents (i.e. I-20, DS-2019), and I-94 documents must be presented if the student is currently in the United States.

All international students attending the Fayette Campus are required to enroll in the UIU health insurance plan while enrolled at Upper Iowa University.

Non-Matriculated Student Policy

Students may take classes at Upper Iowa University without being accepted in a degree-seeking program. Their official status is "non-matriculated" – a traditional academic term meaning not enrolled in a degree program. All non-matriculated students will be required to complete an application for admission.

If a non-matriculated student decides to pursue a degree program, he/she will be required to go through the regular admissions process.

Transferring Credits to UIU

Transfer Credit

Transfer students may expect to receive full credit for college-level courses and/or programs completed at institutions of higher education that are regionally accredited or accredited by an agency recognized by the U.S. Department of Education office of Post-secondary Education (USDE-OPE) or by the Council for Higher Education Accreditation (CHEA).

Upper Iowa University will also consider acceptance of course work in transfer from:

- International institutions that are approved/registered by their country's Ministry of Education or other national educational governing body as reviewed and approved by Upper Iowa University.
- International institutions where transcripts for individual students are reviewed and evaluated by an approved foreign credential evaluators service and approved by Upper Iowa University.

Course work completed at institutions that fail to meet any of the aforementioned criteria will not be accepted in transfer to Upper Iowa University.

Course work completed with formal Upper Iowa University Articulation Partnership Advantage institutions will be transferred following articulation guidelines. Course work from other accredited institutions will be transferred to meet particular degree requirements based on full-time faculty recommendations.

Grades earned in courses accepted for transfer will appear on the student's Upper Iowa University transcript, and the credits earned will count toward the total number required for graduation. However, grade points earned at another institution are not transferred and are not figured into the cumulative grade point average (GPA) maintained at Upper Iowa University, but are included in calculating the major/endorsement GPA.

Upper Iowa University may transfer up to 78 lower division college semester credits from accredited institutions. These 78 semester credits may include:

1. No more than nine semester credits from Exercise and Sport Studies (EXSS) activity courses, including transcripted intercollegiate athletics.
2. No credits from courses identified by Upper Iowa University as remedial or developmental level (except for articulated intensive English credits from partner institutions).
3. No more than 30 semester credits from one year occupational diploma programs.

Upper Iowa University may transfer an additional 12 semester credits, identified by the four-year transfer institution as upper division credit, to a transfer maximum of 90 semester credits.

Up to 78 lower division semester credits and 12 upper division semester credits evaluated by the American Council on Education (ACE) and semester credits earned through CLEP, DSST, Excelsior College and ACT-PEP examinations will transfer to Upper Iowa University.

Transfer grades lower than a C- will not be accepted.

Upper Iowa University will accept AA or AS degrees with a liberal arts core as fulfillment of the general education requirements for a baccalaureate program. Upper Iowa University will also accept associate degrees with a major in nursing from registered nurses (must have current license) as fulfillment of its general education requirements for the BSN program. Prerequisites are not waived.

Experiential Learning Credit

Upper Iowa University recognizes that students in higher education come with many experiences and from varied backgrounds. Learning experiences gained through training programs and academies may be reviewed and evaluated for academic credit.

ACE Approved Credit

Many training programs have been approved for credit by the American Council on Education (ACE). Check with an academic advisor to see if completed training has been evaluated by ACE. There is no charge for transcribing ACE recommended credit. Credits earned through ACE do not reduce the minimum required 30 semester credits of course work through Upper Iowa University for graduation. Credits earned through ACE do not apply to the 60 graded credits needed to graduate with *Magna* or *Summa Cum Laude* honors.

Credit by Examination

Students may earn credit through CLEP/DSST/Excelsior College and/or ACT-PEP examinations. There is a minimal testing fee. Credit by examination is transcripted without charge when the student's score is at the level recommended by ACE for credit. These exams are accepted to fulfill requirements in very specific ways. A student is to see an academic advisor before taking any credit-

bearing exams to ascertain the appropriate exam for their respective degree plan.

Credits earned by examination do not reduce the minimum required 30 semester credits of course work through Upper Iowa University for graduation. Credits earned by examination do not apply to the 60 graded credits needed to graduate with *Magna* or *Summa Cum Laude* honors.

Experiential Learning Portfolio Credit

A portfolio process has been developed to determine students' achievements and demonstrated learning outcomes. Students can earn up to 30 semester credits for prior learning experience. Contact an academic advisor for information on the guidelines and procedures.

Experiential learning credit granted by another institution is accepted only if it is a part of a degree earned and transferred to UIU. Similarly, credit granted by UIU for experiential learning may not transfer to other institutions.

Because the documentation process required of a student is extensive, and since the evaluation of this documentation by UIU staff demands considerable time, the student must be accepted for admission and registered for at least one course through Upper Iowa University before applying for experiential learning credit.

Experiential learning portfolio credits do not reduce the minimum required 30 semester credits of course work through Upper Iowa University for a bachelor's degree. Experiential learning credits do not apply to the 60 graded credits needed to graduate with *Magna* or *Summa Cum Laude* honors. Experiential learning credit, awarded as upper division credit, may be used to satisfy the upper division credit requirement for graduation. Education course credits may not be earned through Experiential Learning.

Fees for experiential learning credit granted are assessed at \$60 per semester credit. See an academic advisor for more information. All fees are due within 90 days of assessment, and before credit will be recorded on the student's transcript. An official transcript will be issued only after the student completed a course with Upper Iowa University.

Law Enforcement and Fire Science Credit

Students who have successfully completed law enforcement or fire science training may submit documentation to Upper Iowa University for evaluation. There is a one-time evaluation fee of \$200 paid at the time of submission. The documentation will be evaluated for credit and applied to the UIU transcript. Consult an academic advisor for further information. A maximum of 30 semester credits can be earned through a combination of portfolio and law enforcement/fire science credits.

Credits earned for law enforcement and/or fire science training do not reduce the minimum required 30 semester credits of course work through Upper Iowa University for graduation. Credits earned through law enforcement or fire science do not apply to the 60 graded credits needed to graduate with *Magna* or *Summa Cum Laude* honors.

Military Credit

Credit for military courses, training and occupational specialties/ratings with American Council on Education (ACE) college credit recommendation guidelines will be transcribed at no charge. Training completed may be verified by an official Joint Service Transcript (JST) or Community College of the Air Force (CCAF) transcript, DD295, or copies of certificates; a portfolio is not required. Up to 78 lower division semester credits and an additional 12 upper division semester ACE-evaluated military credits may be transferred for a maximum of 90 semester credits toward the 120 semester credits required for graduation. ACE-recommended military credits do not reduce the minimum required 30 semester credits of coursework through Upper Iowa University for a bachelor's degree or 15 semester credits for an associate's degree. ACE-recommended military credits do not apply to the 60 graded credits needed to graduate with *Magna* or *Summa Cum Laude* honors.

Support for Military Students

Upper Iowa University is a signatory of the Department of Defense Voluntary Education Partnership Memorandum of Understanding (MOU) and adheres to the Principles of Excellence for Education Institutions Serving Service Members, Veterans, Spouses and Other Family Members per Executive Order 13607. The university is also a participating institution in the Yellow Ribbon Program.

Upper Iowa University has been recognized by Military Advanced Education as a Top Military-Friendly University and by Victory Media as a Military Friendly School consecutively since 2008, and is an active participant in the Council of College and Military Educators.

Army, Army National Guard, Army Reserves: Upper Iowa University is a Letter of Instruction (LOI) Member Institution in GoArmyEd. GoArmyEd is the virtual gateway for all eligible Active Duty, National Guard and Army Reserve Soldiers to request Tuition Assistance (TA) online, anytime, anywhere for classroom and distance learning. It allows Soldiers to manage their education records including college classes, testing, on-duty classes and Army Education Counselor support. GoArmyEd is also the virtual gateway for Army Civilians to apply for their Civilian education, training, and leader development events. As a member institution, there are no up-front, out-of-pocket expenses for soldiers when enrolling in Upper Iowa University classes as long as their request for TA has been approved by the Army. Upper Iowa University was selected by the Army to offer associate and bachelor's degrees to Soldiers, their spouses, and adult children worldwide.

Navy: Upper Iowa University is a partner institution in the Navy College Program Distance Learning Partnership (NCPDLP). The Navy College Program (NCP) has developed partnerships with colleges and universities to offer rating relevant degrees via distance learning to Sailors everywhere. Upper Iowa University provides associate and bachelor degree programs relevant to each rating, and makes maximum use of military professional training and experience based on the Joint Service Transcript (JST) transcript to fulfill degree requirements. The program provides opportunities to take courses through distance learning so that Sailors anywhere will be able to pursue a degree. Upper

Iowa University was selected by the Navy to offer associate and bachelor's degrees to Sailors, their spouses, and adult children worldwide.

Coast Guard: Upper Iowa University was selected by the Coast Guard to offer associate and bachelor's degrees to Coast Guard personnel, their spouses, and adult children worldwide.

Air Force: Upper Iowa University recognizes the work completed in the Community College of the Air Force and currently has an articulation agreement based on those courses. As a registered institution in the AU-ABC (Air University Associate-to-Baccalaureate Cooperative), we treat the CCAF transcript just as we would any community college transcript and will apply all appropriate coursework toward a bachelor's degree. The AU-ABC is an initiative between the Air Force and civilian higher education institutions to offer baccalaureate degree opportunities to every Air Force enlisted member. The program directs airmen with associate in applied science degrees to a collection of accredited "military friendly" colleges and universities to consider when completing a four-year degree. Airmen enroll in classes and request tuition assistance in the Air Force's Virtual Education Center.

Marine Corps: As with the other services, Upper Iowa University will evaluate a student's military training as posted on the Joint Service Transcript (JST) and build a personalized college degree plan by consolidating earned credit from military training, college level testing programs, self-paced degree courses and other college courses. Upper Iowa University was selected by the Marine Corps to offer associate and bachelor's degrees to Marines, their spouses, and adult children worldwide.

Military Spouse Program: The MyCAA Scholarship is a workforce development program that provides up to \$4,000 of tuition assistance to eligible military spouses. The scholarship helps military spouses pursue licenses, certificates, certifications or associate degrees necessary to gain employment in high demand, high growth portable career fields and occupations. Spouses may use their MyCAA funds at any academic institution approved for participation in the MyCAA Scholarship.

Undergraduate Tuition and Fees, 2019-2020 Academic Year

FULL-TIME ENROLLMENT

| | |
|---|----------|
| Tuition (12-18 credits) | \$30,810 |
| Student Fee/Non-refundable | \$875 |
| Board charges: | |
| Peacock Basic (Lee Towers/Hofmaster) | \$3,677 |
| Peacock Blue | \$4,696 |
| Peacock Platinum | \$4,845 |
| Commuter Block Plan (40 meals/semester) | \$721 |
| Commuter Block Plan (80 meals/semester) | \$1,287 |
| Room charges: | |
| Garbee Hall – double room | \$3,399 |
| Garbee Hall – single room | \$4,944 |
| Lee Tower – double room | \$4,738 |
| Lee Tower – single room | \$6,694 |
| Hofmaster Apartments – double room | \$4,593 |
| Hofmaster Apartments – single room | \$6,447 |
| South Village 1 – double room | \$4,017 |
| South Village 1 – single room | \$5,767 |
| South Village 1 – single plus | \$6,282 |
| South Village 2/3 – double room | \$4,326 |
| South Village 2/3 – single room | \$5,973 |
| South Village 2/3 – single plus | \$6,488 |

The Peacock Blue and Peacock Platinum plans are also available to residents of Hofmaster Apartments and Lee Tower.

All single room assignments are subject to availability.

The student fee is non-refundable and will not be adjusted when a student withdraws/changes enrollment status.

OTHER CHARGES

| | |
|--|---------|
| Tuition (less than full-time): | |
| Fayette Campus rate per semester hour under 12 credits | \$1,281 |
| Semester overload fee | |
| (per semester credit after total of 18 credits for Fall Semester or after total of 18 credits for Spring Semester) | \$499 |
| Audit fee (per semester credit) | \$95 |
| Summer Internship per semester hour | \$499 |
| Summer Tuition per semester hour | \$499 |
| Endorsement rate per semester hour | \$444 |

Fayette Campus students registered for only online or center courses will be charged the online or center tuition rate. Classes requiring travel are charged an additional fee, based on the trip. Books or instructional materials are generally required with each course. Some courses require additional course fees. Tuition and fees for subsequent years may be subject to change.

OTHER FEES

| | |
|--|-------|
| Application Fee (non-refundable) | \$50 |
| Enrollment Deposit (non-refundable) | \$250 |
| Graduation Application Fee | \$70 |
| Portfolio assessment fee | \$60 |
| (applicable toward semester credit charge if experiential learning credit is awarded, otherwise nonrefundable) | |

| | |
|--|----------|
| Experiential learning (per semester credit) (payable within 90 days of the granting of this credit) | \$60 |
| Transcripts, per copy (A minimum of \$25 will be charged for rush orders.) | |
| By email (2-4 day processing time) | \$8 |
| By mail (2-4 day processing time) | \$8 |
| By fax (2-4 day processing time) | \$10 |
| Tuberculosis Test | \$89 |
| (additional fees may apply) | |
| Parking Permit | \$75 |
| ID Card Replacement | \$20 |
| Residence Hall Early Check-In Fee | \$10/day |
| Residence Hall Key Replacement | \$50 |
| Lee and Hofmaster Residence Hall Key Replacement | \$200 |
| Residence Hall Improper Check-Out | \$25 |
| Fayette Passport Picture Fee | \$7 |
| Late Payment Fee | \$25 |
| Fayette Domestic Orientation Fee | \$75 |
| Fayette International Student Deposit (non-refundable) | \$250 |
| Fayette International Student Orientation Fee (non-refundable) | \$200 |
| NSF Check Fee - Paper | \$25 |
| NSF Check Fee - E-Check | \$25 |

Health insurance is required for all international students attending Fayette Campus. This amount changes from year to year. Check with the Center for International Education for the current rate.

Payment of Tuition and Fees

Terms of Payment

In accordance with University policy, all semester charges, including tuition, room and board, and additional and special fees, are due and payable the Wednesday before the start of semester. Payment plans must be in place by Wednesday before the start of the semester if charges and student fee are not paid in full. Default of payment may result in the student's enrollment being delayed or denied; satisfactory arrangements must be made before reinstatement.

Awarded financial aid eligibility is applied to the student's account each semester upon verification of attendance. Diplomas, certificates, or transcripts will not be released until all financial obligations are met.

Payment Plans

The convenience of paying school expenses on a monthly basis is an attractive option for many. Upper Iowa University is excited to provide an opportunity for students to pay educational expenses by setting up an interest-free monthly payment plan that is available to all students. Payment plans allow students to distribute the costs of education over a period of time rather than paying large lump sums all at once. Payments are due by the scheduled due dates as specified on the payment plan. Payments not received by the scheduled due dates will be subject to a \$25 late fee for each overdue payment. Payment plans must be in place by the Wednesday before the start of the session. For payment plans established after the first official due date of the payment plan, a student may still participate by including all back payments with their first payment. Students interested in

learning more about the payment plans or setting up a payment plan, should contact the Business Office by calling 800-553-4150 or email businessoffice@uiu.edu.

Delayed Payment Option

This option is only allowed for students who are receiving tuition reimbursement from their employer. Payment in full is due and payable by the 45th day after course completion. The amount of tuition and fees not covered by employer reimbursement is due and payable by the Wednesday before the start of the session. There will be a \$25 late fee incurred for any payment not received by the due date. Students who do not make timely payments may not be allowed to utilize the deferred payment option in future sessions, at the discretion of Upper Iowa University. For any payment that has not been paid by the due date, UIU has the option of canceling current enrollment, holding transcripts and diplomas, or blocking student’s ability to register for future classes.

Withdrawal Policy

It is the responsibility of the student who is no longer attending classes to withdraw from the University. A student who withdraws from classes in Session 1 of a semester will also be withdrawn from Session 2. Any subsequent enrollment requires the student complete a Personal Information Update Form for Returning Students. This form is located on myUIU.

Students should contact the Student Life Office to complete the withdrawal process.

Fayette Undergraduate Refund Policy

If a student decides to withdraw from the University before the end of a semester or session, the student’s charges, financial aid, tuition assistance, and/or veteran benefits could be affected. All students should consult with the Business Office and Financial Aid Office to understand the financial impact of withdrawing prior to initiating the withdrawal process.

Tuition, room, and board adjustments are independent from academic and financial aid deadlines. The student’s last date of attendance is the official withdraw date that will be used when calculating a refund.

If a student withdraws from Upper Iowa University, institutional charges for tuition will be refunded based on the following refund table. Student fees are non-refundable and will not be adjusted when a student withdraws or changes enrollment status. If a student withdraws from the Semester during Session 1, they would be refunded the per credit rate amount for their total Session 2 credits, plus the refund percentage of Session 1, if applicable. If a full-time student drops a course within the first two weeks of the session and it affects their enrollment status, their tuition charges will be adjusted as outlined in the following chart. After week two, there will be no adjustments for students who drop a course and it affects their enrollment status.

| Fall Semester 2019 | | Session 1 Aug 26 - Oct 17 | Session 2 Oct 28 - Dec 19 |
|----------------------|--------|------------------------------|-------------------------------|
| Charge | Refund | Last Date of Attendance | Last Date of Attendance |
| 10% | 90% | Aug 26 - Aug 28 | Oct 28 - Oct 30 |
| 25% | 75% | Aug 29 - Sep 1 | Oct 31 - Nov 3 |
| 50% | 50% | Sep 2 - Sep 8 | Nov 4 - Nov 10 |
| 100% | 0% | After Sep 8 | After Nov 10 |
| Spring Semester 2020 | | Session 3 Jan 13 - Mar 5 | Session 4 Mar 16 - May 7 |
| Charge | Refund | Last Date of Attendance | Last Date of Attendance |
| 10% | 90% | Jan 13 - Jan 15 | Mar 16 - Mar 18 |
| 25% | 75% | Jan 16 - Jan 19 | Mar 19 - Mar 22 |
| 50% | 50% | Jan 20 - Jan 26 | Mar 23 - Mar 29 |
| 100% | 0% | After Jan 26 | After Mar 29 |
| Summer Semester 2020 | | Session 5 May 18 - July 9 | Session 6 July 13 - Aug 20 |
| Charge | Refund | Last Date of Attendance | Last Date of Attendance |
| 10% | 90% | May 18 - May 20 | July 13 - July 15 |
| 25% | 75% | May 21 - May 24 | July 16 - July 19 |
| 50% | 50% | May 25 - May 31 | July 20 - July 26 |
| 100% | 0% | After May 31 | After July 26 |

| Fall Semester 2019 | First Session | Second Session |
|--|---------------|----------------|
| Last day to cancel registration and receive 100% tuition & fee adjustment. | Aug 25 | Oct 27 |
| Last day a student may reduce their number of credits below full time and have tuition adjusted based on remaining credits | Sept 8 | Nov 10 |
| Spring Semester 2020 | First Session | Second Session |
| Last day to cancel registration and receive 100% tuition & fee adjustment. | Jan 12 | March 15 |
| Last day a student may reduce their number of credits below full time and have tuition adjusted based on remaining credits | Jan 26 | March 29 |

Adjustments

Tuition will not be adjusted for students who add and drop a course(s) and remain at the full-time status 12-18 credits. Examples:

- Within the first 2 weeks, a student who registered for 16 credits and drops two 3 credit courses will have the account

adjusted based on the per credit rate of each credit under 12. (2 credits).

- Within the first 2 weeks, a student who registered for 16 credits and drops one 3 credit course, will have no adjustments made to the account as full-time status is maintained.

If a student drops a Session 1 course within the first two weeks and falls below full-time, the account will be adjusted accordingly. If the student then adds a course in Session 2 to become full-time, the adjustment will be reversed to bring the charge back to the full-time rate of \$15,405/semester.

Fayette students taking online classes will receive an online waiver for the online tuition. The course(s) will be included in Fayette tuition costs. Students pay the Fayette rate for online courses.

Overload Charges

- A student who drops a course and is no longer in overload, will be refunded the full overload fee charged.

Classification of Students

A student will be classified in the following way at the beginning of each semester in each academic year.

A. Official Status

1. Regular: A student whose record and current standing indicate systematic pursuit of study toward a degree.
2. Non-Matriculated: A student not admitted as a candidate for a degree.
3. Auditor: A student who registers on a noncredit basis for one or more courses. An auditor may not change registration to complete the course for credit.

B. Class Status

1. Freshman: A student who has earned fewer than 30 semester credits.
2. Sophomore: A student who has earned 30 to 59 semester credits.
3. Junior: A student who has earned 60 to 89 semester credits.
4. Senior: A student who has earned 90 semester credits or more.

C. Registration Status

1. Full-time: A student registered for 12 or more credits in a semester.
2. Three-quarter-time: A student registered for 9-11 credits in a semester.
3. Half-time: A student registered for 6-8 credits in a semester.
4. Less than half-time: A student registered for 5 or less credits in a semester.

Course Loads

Students registering for more than 18 credits total for Fall Semester Sessions 1 and 2, or students registering for more than 18 credits total for Spring Semester Sessions 1 and 2 will be charged an overload fee. See page 24 for fee.

Students in the Csomay Honors Program will not be charged an overload fee.

Registration

Near the end of each semester, registration for the following semester is conducted. To ensure that degree program requirements are being met in a timely manner, students will need to consult with their advisor regularly and select courses carefully. New students will register on specially designed Orientation, Advisement and Registration (OAR) Days, which are held during the summer or at the beginning of the semester in which they first enroll. It is an expectation that all first-time, full-time students or students transferring fewer than 30 hours of college credit take the First-Year Seminar course series during their first year of enrollment.

Repeat Policy

Undergraduate and graduate students may repeat a course to earn a higher grade: only the highest grade earned will be used in calculating the grade point average. Grades of "A" may not be repeated. Undergraduate and graduate students will not be permitted to repeat a course more than twice, except as permitted by this policy.

Students who need to repeat a course a second time must obtain the approval of the Dean/School Designee of their program home school and be registered with assistance. Students may request to repeat a course a third time for extenuating circumstances to the Dean of the School in which the course resides.

Exceptions are made for courses designated to be taken multiple times such as general education requirements, research credits, special projects, special topics, social work training certificate courses, first aid/CPR and internships.

A student's academic eligibility to repeat a course does not ensure that the credits associated with the repeated course will count toward his or her financial aid eligibility. Students receiving federal financial aid should remember that failed coursework is calculated in the overall Satisfactory Academic Progress (SAP) review, and a student is required to meet SAP standards to remain eligible for financial aid. For financial purposes, a student may receive federal financial aid (Title IV funds) for a repeated course only once if the course was previously passed (credit has been received).

Changes in Registration

A student may add courses during the first three days of the eight-week session and may drop courses at any time during the first five weeks of an eight-week session or 10 weeks of a 16-week session. To find out the last date to either add or drop a course, check the current academic calendar since the dates vary among the sessions.

Class Attendance

An Upper Iowa University student is expected to attend class regularly and promptly in order to do satisfactory work. Students are responsible for all assignments, papers and examinations, even when ill or when representing the University officially off campus.

Individual class attendance requirements are set forth by individual professors, however, the instructor must be able to provide the last date of attendance. These expectations may be more stringent in some classes than in others.

When students must be absent from class because of certified illnesses or emergencies, or because they are representing the University in an approved activity, they are expected to arrange for the completion of make-up tests or homework with the individual faculty member(s). These arrangements are to be made prior to the incurred absence, except, of course, in emergency situations.

A withdrawal calculation will be performed for any Title IV student who ceases attendance from the University during the semester. This includes those requesting a leave of absence.

Note: Financial aid funds will not be released until attendance for the semester has been verified.

Period of Nonattendance

Title IV funds provide the dollars for federal financial aid. Many regulations dictate the dissemination of these student funds. In an effort to stay in compliance with these regulations, please be aware of the following:

Non-Enrollment

Students who attend in any session and make the decision not to enroll in either of the following two sessions (excluding summer sessions) are required to complete the withdrawal process in the Office of Academic Success. A Personal Information Update for Returning Students form is required prior to their next registration. This form is located on myUIU.

Non-Attendance

Upon completion of the first week of every session instructors will report to the Registrar the names of students who are enrolled in their course(s) but have never attended. For all intents and purposes these students will be considered as having been dropped from their courses and an “NA” (Never Attended) grade will be recorded on their transcripts.

In cases where this action reduces a student’s enrollment status to less than full-time, the student’s financial aid, medical insurance coverage, athletic eligibility, and other matters premised upon full-time enrollment status, will be affected.

Students reported to the Registrar as “NA” for all courses during the first session in any given semester will receive the NA grade for the entire semester and will be considered withdrawn from the University.

Administrative Withdrawal

When a student’s consecutive absences exceed by one the number of class meetings per week, or on the third consecutive absence in the case of classes which meet once each week, and in the absence of extreme circumstances, the instructor **will**:

1. Fill out the Instructor Recommended Drop Form.
2. Forward the form to the Registrar’s Office for processing.

The student will be advised of the withdrawal and will receive a grade of **AW** (administrative withdrawal).

Financial aid may be changed if enrollment status changes. Contact the Registrar’s Office for information concerning the appeal process for **AW** grades.

Drops and Administrative Withdrawals

Students who are administratively withdrawn (AW) or voluntarily drop all of their classes in a particular session will be considered in a nonattendance status and will be withdrawn from the University. Appropriate grades of AW or W will be entered for all uncompleted courses that the student is registered in for the semester. Students will be required to complete the withdrawal process. A Personal Information Update for Returning Students form is required prior to their next registration. This form is located on myUIU.

Remember: Consistent enrollment and attendance in classes is extremely important for the administration of Title IV funds; interruptions of enrollment and attendance can and will impact financial aid.

Pass/Fail Registration

Upper Iowa University believes that the college experience should be one of experiment and inquiry into diverse fields of study. In order to encourage such inquiry, Upper Iowa allows a student in good academic standing to complete up to 12 semester credits in free elective courses on a pass/fail basis. Only at the time of registration, students are allowed to designate that a course is being taken on a pass/fail basis. Pass grades awarded in courses completed on that basis are not figured into the cumulative grade point average. Failed courses will be figured into the cumulative grade point average.

Grading System

Upper Iowa University uses a standard grading system:

| Grades | Quality Points |
|--------|----------------|
| A | 4.00 |
| A- | 3.67 |
| B+ | 3.33 |
| B | 3.00 |
| B- | 2.67 |
| C+ | 2.33 |
| C | 2.00 |
| C- | 1.67 |
| D+ | 1.33 |
| D | 1.00 |
| D- | 0.67 |
| F | 0.00 |

Individual instructors have the academic freedom to implement +/- grades in their courses at their discretion. The instructor's course syllabus will outline the grading scale being used.

The GPA is determined by dividing the number of quality points earned at Upper Iowa University by the total number of graded semester credits earned at Upper Iowa University. Grades transferred from other institutions are not included in the overall GPA. The GPA earned for a major will include grades transferred into the student's major. The GPA at the time of posting a bachelor's degree is constant. Courses completed after a bachelor's degree has been earned will not change the GPA from that point on.

Education Abroad courses that are registered with a TBS placeholder registration in a UIU semester will count toward total hours attempted and GPA hours and will count in the GPA calculation. These registrations will be applied to calculations for Satisfactory Academic Standing (SAS), Satisfactory Academic Progress (SAP), Dean's List, and honors for graduation.

A grade of I is a temporary grade assigned by the faculty member that will be changed to a letter grade of A-F by the end of the following session (center or online courses) or semester (Fayette Campus courses). An "I" may be posted to a self-paced course for as long as four months (see time limit information on page 42).

The following grades are NOT used in computing the grade point average: A grade of P is assigned for credit granted for experiential learning, special training programs, credit by examination or for other types of nontraditional learning experiences. A grade of P is also assigned for satisfactory performance in an elective course taken on a pass/fail basis. The grade W is used to denote a student-initiated drop of a course after the allowed add period of an eight-week session and before the last day to drop courses. Courses dropped after the last day to drop courses will be assigned the grade of F. (This grade will be calculated in the GPA.) An official grade is the grade posted to myUIU at the end of the grading period. It is the student's responsibility to check myUIU grades for accuracy.

Grade Appeal Process

The grade for any given course is based on the achievement or success of the student as defined by the individual instructor. This may be a quantitative score or a qualitative and subjective decision. The grade received for a course is final unless the instructor makes a formal grade change.

If, under unusual circumstances, a student wishes to appeal a grade and have it changed, the student must follow these procedures within one session after the grade was earned:

1. The student will notify the instructor in writing that he or she will appeal the grade received for a specific course.
2. The student will submit a written grade appeal with supporting documentation to the Dean of the school in which the course resides.
3. The Dean of the school will obtain information from the instructor and may meet with the student or additional personnel as needed.
4. The Dean of the school will render a decision in writing to the student and faculty within 60 days of receiving the grade appeal.
5. The Dean of the school will submit a grade change to the Registrar if the grade is changed.

Academic Renewal without Course Repetition Policy

Inasmuch as past performance does not always accurately reflect a student's academic ability, Upper Iowa University has established a policy of academic renewal without course repetition.

A student who returns to Upper Iowa University to pursue an undergraduate degree after an extended absence may request permission to remove one or more of their complete academic sessions from future GPA considerations, subject to the following circumstances and conditions:

1. The student must not have enrolled at Upper Iowa University for five or more consecutive years.
2. The student must not have graduated from Upper Iowa University.
3. The student must have demonstrated academic ability by earning a GPA of 2.00 or higher upon completion of 12 semester credits after returning to Upper Iowa University.

If academic renewal is granted, the following conditions will apply:

1. All courses and credits that were taken during the chosen session or sessions will be removed from consideration for GPA calculations.
2. Semester credits earned will count toward graduation and major requirements.
3. Renewal may be applied only to academic sessions completed prior to the student's extended absence from Upper Iowa University.
4. All courses and grades for the chosen sessions will remain on the student's academic transcript, thereby ensuring a true and complete academic history.
5. The statement Academic Renewal Declared on (date) will appear on the transcript after each session affected by the renewal.
6. Academic renewal may be used only one time in a student's academic career at Upper Iowa University.
7. Once academic renewal has been declared, it is final and irreversible.

After discussing the desire to pursue academic renewal with an academic advisor, the student should submit a written request for academic renewal to the Office of the Registrar.

Transcript Evaluations

Fayette Campus students must declare a major by the end of their fourth semester (a stipulation that is consistent with NCAA requirements). The Registrar's Office will complete an evaluation of the student's previous transcripts, giving up-to-date infor-

mation on the progress the student is making toward completing the desired program of study. If a student changes a proposed program, they are to submit a change of major form (located on myUIU).

Student Conduct

The policies on Student Conduct can be found in the Student Handbook at uiu.edu/support/handbooks.html.

Academic Misconduct

Cheating, academic dishonesty, and plagiarism constitute a violation of the offender's own integrity, as well as the integrity of the entire University; they will not be tolerated. Violators will receive sanctions based on the level of academic misconduct.

Cheating includes, but is not limited to:

1. The use of unauthorized books, notes or other sources in the giving or securing of help in an examination or other course assignments.
2. The copying of other students' work or allowing others to copy your work. The submission of work that is not your own or allowing others to submit your work as theirs.
3. The submission of the same work for two or more classes without the approval of the instructors involved.

Academic dishonesty includes, but is not limited to:

1. Sharing academic materials knowing they will be used inappropriately.
2. Accessing another person's work without permission.
3. Providing false or incomplete information on an academic document.
4. Changing student records without approval.
5. Obtaining and using texts or other materials intended for instructor use only.

Plagiarism includes, but is not limited to:

1. The presentation of another's published or unpublished work as one's own.
2. Taking words or ideas of another and either copying them or paraphrasing them without proper citation of the source.
3. Using images, charts, graphs, statistics or tables without proper citation.

Levels of Academic Misconduct and Sanctions

The faculty member teaching the course has the primary responsibility for resolving allegations of academic dishonesty, though egregious violations will be resolved by the School administration, the Academic Misconduct Board, or some combination thereof. The final decision on the level of a violation rests with the Academic Misconduct Board. Options for resolving an alleged case of academic dishonesty range from dismissing the allegation with no negative sanction to being expelled from the university. A negative sanction is defined as an action taken by

the faculty member that affects the student's grade for the assignment or his or her cumulative grade for the course. Anytime academic misconduct is detected, the procedures outlined will be followed. The incident will be maintained in a searchable database maintained by the Office of Academic Affairs.

Additional information regarding sanctions is located in Policy 107 at uiu.edu/about/policies.

Dean's List

Each semester those students who are enrolled as full-time students and who have achieved at least a 3.50 GPA in at least 12 letter-graded semester credits for the semester will have their names placed on the Dean's List. Students with "I" grades in this semester will not be placed on the list. ("I" grades in field experiences, student teaching, internships, or Math seminar are exempt.) Students will be notified of this honor and sent a certificate by the respective Dean. An announcement will be sent to the students' local newspapers, unless the information is requested to be withheld.

CENTER/ONLINE/SELF-PACED/INTERNATIONAL UNDERGRADUATE PROGRAM GENERAL INFORMATION

Requirements for Admission

Freshmen: Students who wish to enter Upper Iowa University 1) directly from high school or 2) with less than 24 semester hours of graded transferable college credit or ACE (American Council of Education) credit will be considered for admission based on their completion of high school course requirements and college courses attempted.

Transfer: Transfer students with 24 or more semester hours of graded transferable college credit will be considered for admission based on their college credentials from all institutions.

Upper Iowa reserves the right to refuse admission to anyone who does not meet its standards for admission. Acceptance to a campus, online, self-paced or international degree program does not guarantee acceptance to Fayette Campus.

Applying for Admission

Submit the following documents **directly to Upper Iowa University, PO Box 1857, Fayette, IA 52142:**

1. A completed application for admission. Apply online at www.uiu.edu/apply and the application fee will be waived. Students may submit an application for admission at any time but no later than the day prior to the first day of the session in which the student plans to register.
2. Official transcripts from each college and university previously attended. Official reports for Advanced Placement may also be submitted. Official transcripts must be sent directly from the granting institution. They must not pass through the student's hands.
3. Official transcript of the student's high school record for those seeking admission as a freshman (see above). This includes students who have completed Advanced Placement or college transfer credit while in high school. This requirement is fulfilled by one of the following:
 - a. An official high school transcript
 - b. Official GED certificate or score report
 - c. Evidence of a passing score on tests recognized by the state such as the High School Equivalency Test (HSET) and the Test Assessing Secondary Completion (TASC)
 - d. For International students only, official transcripts verifying completion of secondary education
4. Official or unofficial transcript of the student's high school record for those seeking admission as a freshman with less than 24 semester hours of graded transferable college credit or ACE (American Council of Education) credit that is earned after graduating from high school (see above). This requirement is fulfilled by one of the following:
 - a. Any item in 3a - 3d above
 - b. Official college or university transcript that lists the high school graduation date
 - c. Unofficial high school transcript or copy of high school diploma
5. Veterans – an application for veterans' benefits or change of place of training form and a copy of the DD214.

6. Active duty military and reservists – an official copy of DD295, CCAF, or JST transcript. Optional – Not required for official admission. Required for posting of credit.
7. Teachers seeking additional endorsements - copy of current teaching license (for Iowa only).
8. To be considered for admission, international students and non-English speaking students must validate they have met Upper Iowa University’s proficiency in English requirement in one of the ways listed in the following column. The student will be notified in writing of the approval or denial of admission. If a student does not complete the admission process and enroll within that year, materials may be required to be resubmitted.

Until a student submits all required admissions documentation, they are considered a non-degree seeking student. A non-degree seeking student is not eligible for financial aid, is limited to no more than 30 credits at UIU, and may not have a degree conferred.

Students are allowed up to 30 credit hours to complete their admission file as long as Terms of Payment are met.

Experiential Learning documentation should be submitted only after an initial evaluation is completed, upon registering for at least one course through UIU, and after discussion of an individual degree plan with an academic advisor.

International Student Admission

International Students - International Centers

Refer to page 44 for admission information.

International Students – U.S. Center Programs/Distance Education

Upper Iowa University is authorized under federal law to enroll international students at certain locations. For additional information contact the Center for International Education. International student applicants must submit the following documents directly to the U.S. center or Distance Education Office in order to complete the international student admission process. Enrollment in self-paced or online courses does not qualify foreign students for a student visa because these programs can be completed from anywhere in the world. Furthermore, international students in the U.S. are prohibited by federal immigration regulations from enrolling full-time in online courses. For immigration-related inquiries, contact the Center for International Education.

1. A completed Application for Admission and application fee. Apply online at uiu.edu/apply to waive the application fee.
2. Official transcripts from each college and university previously attended. Official transcripts may require evaluation by a certified evaluator at the student’s expense. This evaluation must be sent directly to Upper Iowa University. Contact an academic advisor to discuss the type of most useful evaluation.
3. Certified True Copy (CTC) of the certificate verifying credit earned through postsecondary public examination (i.e. A-Level, STPM, etc.).

4. A CTC of the credential verifying completion of secondary education if the student has earned college credit, or an official secondary education transcript if the student has not previously earned college credit.
5. To be considered for admission, international students and non-English speaking students must validate they have met Upper Iowa University’s proficiency in English requirement in one of the ways listed below. The student will be notified in writing of the approval or denial of admission. If the student does not complete the admission process and enroll within that year, the student may be required to resubmit materials.

Non-Matriculated Student Policy

Students may take classes at Upper Iowa University without being accepted in a degree-seeking program. Their official status is “non-matriculated” -- a traditional academic term meaning not enrolled in a degree program. All non-matriculated students will be required to complete an application for admission.

If a non-matriculated student decides to pursue a degree program, he/she will be required to go through the regular admissions process.

English Proficiency Requirements

To be considered for admission, international students are required to provide evidence of a sufficient level of English proficiency. Validation of Upper Iowa University’s English proficiency requirement is met in one of the following ways:

| Test | Undergraduate | Graduate |
|--|---------------|----------|
| TOEFL www.ets.org (institution code: 6885) | | |
| Paper-based | 500 | 550 |
| Internet-based | 61 | 79 |
| IELTS www.ielts.org | 5.0 | 6.0 |
| Required Writing score | 5.0 | 6.0 |
| MELAB www.isa.umich.edu/eli/testing/melab Michigan English Language Assessment Battery | 69 | 77 |
| MUET www.mpm.edu.my/bi/main.php Malaysian University English Test | 4.0 | 5.0 |
| Cambridge O Level English Language Exam | | D |
| International General Certificate of Secondary Education (IGCSE) (English Subject) | | D |
| ELS Language Center www.els.edu | 112 | N/A |
| SAT http://sat.collegeboard.com (institution code:6885) (Minimum critical reading sub-score) | 430 | N/A |
| ACT http://act.org (institution code: 1360) (Minimum English sub-score) | 18 | N/A |
| HKCEE English Language (Syllabus B) | | D |

HKALE English Language (AS Level) E

HKDSE 3

UIU will also consider the following evidence to meet the requirement of English proficiency:

- Official transcripts validating completion of secondary education from a U.S. high school or GED equivalent.
- Official transcripts validating a minimum of two years of instruction at the secondary education level in a country where the official language is English (contact the Center for International Education or visit its website for a list of recognized countries) or an English language international school.
- Official transcripts from a two-year minimum combination of secondary and post-secondary education in a country where the official language is English.
- Official transcripts showing 24 or more successfully completed college-level semester credits* from a regionally accredited college or university where the official language is English and English is the language of instruction. Cumulative GPA of at least 2.0 is required.
- Successful completion of an Upper Iowa University approved Intensive English Program (IEP)

*Non-degree awarding credits (i.e. intensive English, Foundations, or deemed equivalent credits) will not be considered to meet this requirement.

Upper Iowa University reserves the right to exempt specific groups of learners from providing proof on English Proficiency approved by the Vice President of Student Life and Auxiliary Services.

Transferring Credits to UIU Transfer Credit

Transfer students may expect to receive full credit for college-level courses and/or programs completed at institutions of higher education that are regionally accredited or accredited by an agency recognized by the U.S. Department of Education office of Post-secondary Education (USDE-OPE) or by the Council for Higher Education Accreditation (CHEA).

Upper Iowa University will also consider acceptance of course work in transfer from:

- International institutions that are approved/registered by their country's Ministry of Education or other national educational governing body as reviewed and approved by Upper Iowa University.
- International institutions where transcripts for individual students are reviewed and evaluated by an approved foreign credential evaluators service and approved by Upper Iowa University.

Course work completed at institutions that fail to meet any of the aforementioned criteria will not be accepted in transfer to Upper Iowa University.

Course work completed with formal Upper Iowa University Articulation Partnership Advantage institutions will be transferred following articulation guidelines. Course work from other accredited institutions will be transferred to meet particular degree requirements based on full-time faculty recommendations.

Grades earned in courses accepted for transfer will appear on the student's Upper Iowa University transcript, and the credits earned will count toward the total number required for graduation. However, grade points earned at another institution are not transferred and are not figured into a student's cumulative grade point average (GPA) maintained at Upper Iowa University, but are included in calculating the major/endorsement GPA.

Upper Iowa University may transfer up to 78 lower division college semester credits from accredited institutions.

These 78 semester credits may include:

1. No more than nine semester credits from Exercise and Sport Studies (EXSS) activity courses, including transcripted intercollegiate athletics.
2. No credits from courses identified by Upper Iowa University as remedial or developmental level (except for articulated intensive English credits from partner institutions).
3. No more than 30 semester credits from one year occupational diploma programs.

Upper Iowa University may transfer an additional 12 semester credits, identified by the four-year transfer institution as upper division credit, to a transfer maximum of 90 semester credits.

Up to 78 lower division semester credits and 12 upper division semester credits evaluated by the American Council on Education (ACE) and semester credits earned through CLEP, DSST, Excelsior College and ACT-PEP examinations will transfer to Upper Iowa University.

Transfer grades lower than a C- will not be accepted.

Upper Iowa University will accept AA or AS degrees with a liberal arts core as fulfillment of the general education requirements for a baccalaureate program. Upper Iowa University will also accept associate degrees with a major in nursing from registered nurses (must have current license) as fulfillment of its general education requirements for the BSN program. Prerequisites are not waived.

Experiential Learning Credit

Upper Iowa University recognizes that students in higher education come with many experiences and from varied backgrounds. Learning experiences gained through training programs and academies may be reviewed and evaluated for academic credit.

ACE Approved Credit

Many training programs have been approved for credit by the American Council on Education (ACE). Check with an academic advisor to see if completed training has been evaluated by ACE. There is no charge for transcribing ACE recommended credit. Credits earned through ACE do not reduce the minimum required 30 semester credits of course work through Upper Iowa University for graduation. Credits earned through ACE do not apply to the 60 graded credits needed to graduate with *Magna* or *Summa Cum Laude* honors.

Credit by Examination

Students may earn credit through CLEP/DSST/Excelsior College and/or ACT-PEP examinations. There is a minimal testing fee. Credit by examination is transcribed without charge when the student's score is at the level recommended by ACE for credit. These exams are accepted to fulfill requirements in very specific ways. See an academic advisor before taking any credit-bearing exams to ascertain the appropriate exam for a degree plan.

Credits earned by examination do not reduce the minimum required 30 semester credits of course work through Upper Iowa University for graduation. Credits earned by examination do not apply to the 60 graded credits needed to graduate with *Magna* or *Summa Cum Laude* honors.

Experiential Learning Portfolio Credit

A portfolio process has been developed to determine students' achievements and demonstrated learning outcomes. Students can earn up to 30 semester credits for prior learning experience. Contact an academic advisor for information on the guidelines and procedures.

Experiential learning credit granted by another institution is accepted only if it is a part of a degree earned and transferred to UIU. Similarly, credit granted by UIU for experiential learning may not transfer to other institutions.

Because the documentation process required of a student is extensive, and since the evaluation of this documentation by UIU staff demands considerable time, the student must be accepted for admission and registered for at least one course through Upper Iowa University before applying for experiential learning credit.

Experiential learning portfolio credits do not reduce the minimum required 30 semester credits of course work through Upper Iowa University for a bachelor's degree. Experiential learning credits do not apply to the 60 graded credits needed to graduate with *Magna* or *Summa Cum Laude* honors. Experiential learning credit, awarded as upper division credit, may be used to satisfy the upper division credit requirement for graduation. Education course credits may not be earned through Experiential Learning.

Fees for experiential learning credit granted are assessed at \$60 per semester credit. See an academic advisor for more information. All fees are due within 90 days of assessment, and before credit will be recorded on a transcript. An official transcript will be issued only after a course has been completed with Upper Iowa University.

Law Enforcement and Fire Science Credit

Students who have successfully completed law enforcement or fire science training may submit documentation to Upper Iowa University for evaluation. There is a one-time evaluation fee of \$200 paid at the time of submission. The documentation will be evaluated for credit and applied to the UIU transcript. Consult an academic advisor for further information. A maximum of 30 semester credits can be earned through a combination of portfolio and law enforcement/fire science credits.

Credits earned for law enforcement and/or fire science training do not reduce the minimum required 30 semester credits of course work through Upper Iowa University for graduation. Credits earned through law enforcement or fire science do not apply to the 60 graded credits needed to graduate with *Magna* or *Summa Cum Laude* honors.

Military Credit

Credit for military courses, training and occupational specialties/ratings with American Council on Education (ACE) college credit recommendation guidelines will be transcribed at no charge. Training completed may be verified by an official Joint Service Transcript (JST) or Community College of the Air Force (CCAF) transcript, DD295, or copies of certificates; a portfolio is not required. Up to 78 lower division semester credits and an additional 12 upper division semester ACE-evaluated military credits may be transferred for a maximum of 90 semester credits toward the 120 semester credits required for graduation. ACE-recommended military credits do not reduce the minimum required 30 semester credits of coursework through Upper Iowa University for a bachelor's degree or 15 semester credits for an associate's degree. ACE-recommended military credits do not apply to the 60 graded credits needed to graduate with *Magna* or *Summa Cum Laude* honors.

Support for Military Students

Upper Iowa University is a signatory of the Department of Defense Voluntary Education Partnership Memorandum of Understanding (MOU) and adheres to the Principles of Excellence for Education Institutions Serving Service Members, Veterans, Spouses and Other Family Members per Executive Order 13607. The university is also a participating institution in the Yellow Ribbon Program.

Upper Iowa University has been recognized by Military Advanced Education as a Top Military-Friendly University and by Victory Media as a Military Friendly School consecutively since 2008, and is an active participant in the Council of College and Military Educators.

Army, Army National Guard, Army Reserves: Upper Iowa University is a Letter of Instruction (LOI) Member Institution in GoArmyEd. GoArmyEd is the virtual gateway for all eligible Active Duty, National Guard and Army Reserve Soldiers to request Tuition Assistance (TA) online, anytime, anywhere for classroom and distance learning. It allows Soldiers to manage their education records including college classes, testing, on-duty classes and Army Education Counselor support. GoArmyEd is also the virtual gateway for Army Civilians to apply for their Civilian education,

training, and leader development events. As a member institution, there are no up-front, out-of-pocket expenses for soldiers when enrolling in Upper Iowa University classes as long as their request for TA has been approved by the Army. Upper Iowa University was selected by the Army to offer associate and bachelor's degrees to Soldiers, their spouses, and adult children worldwide.

Navy: Upper Iowa University is a partner institution in the Navy College Program Distance Learning Partnership (NCPDLP). The Navy College Program (NCP) has developed partnerships with colleges and universities to offer relevant degrees via distance learning to Sailors everywhere. Upper Iowa University provides associate and bachelor degree programs relevant to each rating, and makes maximum use of military professional training and experience based on the Joint Service Transcript (JST) transcript to fulfill degree requirements. The program provides opportunities to take courses through distance learning so that Sailors anywhere will be able to pursue a degree. Upper Iowa University was selected by the Navy to offer associate and bachelor's degrees to Sailors, their spouses, and adult children worldwide.

Coast Guard: Upper Iowa University was selected by the Coast Guard to offer associate and bachelor's degrees to Coast Guard personnel, their spouses, and adult children worldwide.

Air Force: Upper Iowa University recognizes the work completed in the Community College of the Air Force and currently has an articulation agreement based on those courses. As a registered institution in the AU-ABC (Air University Associate-to-Baccalaureate Cooperative), we treat the CCAF transcript just as we would any community college transcript and will apply all appropriate coursework toward a bachelor's degree. The AU-ABC is an initiative between the Air Force and civilian higher education institutions to offer baccalaureate degree opportunities to every Air Force enlisted member. The program directs airmen with associate in applied science degrees to a collection of accredited "military friendly" colleges and universities to consider when completing a four-year degree. Airmen enroll in classes and request tuition assistance in the Air Force's Virtual Education Center.

Marine Corps: As with the other services, Upper Iowa University will evaluate a student's military training as posted on the Joint Service Transcript (JST) and build a personalized college degree plan by consolidating earned credit from military training, college level testing programs, self-paced degree courses and other college courses. Upper Iowa University was selected by the Marine Corps to offer associate and bachelor's degrees to Marines, their spouses, and adult children worldwide.

Military Spouse Program: The MyCAA Scholarship is a workforce development program that provides up to \$4,000 of tuition assistance to eligible military spouses. The scholarship helps military spouses pursue licenses, certificates, certifications or associate degrees necessary to gain employment in high demand, high growth portable career fields and occupations. Spouses may use their MyCAA funds at any academic institution approved for participation in the MyCAA Scholarship.

Undergraduate Program – 2019-2020 Tuition and Fees

| | |
|--|--------------------------|
| Tuition per undergraduate semester credit for U.S. WI/IL/AZ on-site courses | \$471 |
| Tuition per undergraduate semester credit for U.S. IA on-site courses | \$471 |
| Tuition per undergraduate semester credit for U.S. Alexandria on-site courses | \$303 |
| Tuition per undergraduate semester credit for U.S. Baton Rouge on-site courses | \$303 |
| Tuition per undergraduate semester credit for U.S. DeRidder on-site courses | \$303 |
| Tuition per undergraduate semester credit for U.S. Online Program courses | \$471 |
| Tuition per undergraduate semester credit for Self-Paced Degree Program courses | \$330 |
| Application fee for the U.S. Center, Self-Paced Degree, and U.S. Online Programs (nonrefundable) waived for applications completed online | \$50 |
| Application fee for the International Center Programs (nonrefundable) | Varies by Center |
| Audit fee, per semester credit not available in the U.S. Online Program or International Programs | \$95 |
| Technology use fee, per semester credit enrolled | Varies by Center/Program |
| Experiential Learning Portfolio assessment fee (nonrefundable), applicable toward semester credit charge if credit for experiential learning is awarded | \$60 |
| Experiential learning credit, per semester credit, payable within 90 days of the granting of this credit (nonrefundable) | \$60 |
| Extra-institutional Evaluation (per evaluation) for Law Enforcement, Fire Science, Cosmetology, Massage Therapy, Emergency and Disaster Management, Health Services Administration, and Corporate Training | \$200 |
| Internship liability insurance, one time fee for PSY 403 only | \$20 |
| Transcripting credit as recommended by ACE guidelines, including PEP, DSST and CLEP | No Charge |
| DSST administrative fee (plus the cost of exam) | \$20 |
| Transcripts, per copy (A minimum of \$25 will be charged for rush orders.) | |
| By mail or email (2-4 day processing time) | \$8 |
| Transcripts, per copy by fax | \$10 |
| Certificate Claim fee payable at time of application for certificate | \$30 |
| Graduation fee (Domestic), payable at time of application for graduation | \$70 |
| Graduation fee for International Centers vary. | |
| Self-Paced Degree Program administrative withdrawal fee | \$99 |
| Self-Paced Degree extension fee | \$99 |
| Overseas Postage for Self-Paced Courses Fee | \$40 |

Books or instructional materials are generally required with each course. Some courses may require additional fees. Book and supply costs are estimated at \$100-\$200 per undergraduate course.

For additional information, see uiu.edu/future/annual-costs.html.

International Center Students contact the center for tuition rates.

A student's diploma or transcript will not be released until all financial obligations are satisfied in full.

*Students at military installations should contact their center director for tuition rates.

Students receiving financial aid will be required to pay, at the time of registration (all programs) or by the Wednesday before the start of the semester (Center and Online Programs), any difference between total expenses and the aid.

Student refunds will be processed the 25th business day of each semester if a student has completed all requirements for registration, financial aid, and attendance validation per the course catalog.

Payment of Tuition and Fees

Terms of Payment

In accordance with University policy, all semester charges are due and payable the Wednesday before start of semester/session. Payment plans must be in place by Wednesday before the start of the semester if charges and fees won't be paid in full. Default of payment may result in the student's enrollment being delayed or denied; satisfactory arrangements must be made before reinstatement.

Awarded financial aid eligibility is applied to the student's account each semester upon verification of attendance. Diplomas, certificates, or transcripts will not be released until all financial obligations are met.

Delayed Payment Option

This option is only allowed for students who are receiving tuition reimbursement from their employer. Payment in the amount of the employer reimbursement is due and payable by the 45th day after course completion. The amount of tuition and fees not covered by employer reimbursement is due and payable by the Wednesday before the start of the session. There will be a \$25 late fee incurred for any payment not received by the due date. Students who do not make timely payments may not be allowed to utilize the deferred payment option in future sessions, at the discretion of Upper Iowa University. For any payment that has not been paid by the due date, UIU has the option of canceling current enrollment, holding transcripts and diplomas, or blocking student's ability to register for future classes.

Payment Plans

The convenience of paying school expenses on a monthly basis is an attractive option for many. Upper Iowa University is excited to provide an opportunity for students to pay educational expenses by setting up an interest-free monthly payment plan that is available to all students. Payment plans allow students to distribute the costs of education over a period of time rather than paying large lump sums all at once. Payments are due by

the scheduled due dates as specified on the payment plan. Payments not received by the scheduled due dates will be subject to a \$25 late fee for each overdue payment. Payment plans must be in place by the Wednesday before the start of the session. For payment plans established after the first official due date of the payment plan, a student may still participate by including all back payments with their first payment. Students interested in learning more about the payment plans or setting up a payment plan, should contact the Business Office by calling 800-553-4150 or email businessoffice@uiu.edu.

Classification of Students

Official Status

1. Regular: A student whose record and current standing indicate systematic pursuit of study toward a degree.
2. Non-Matriculated: A student not admitted as a degree candidate.
3. Auditor: A student who registers on a noncredit basis for one or more courses. An auditor may not change registration to complete the course for credit.

Registration Status

1. Full-time: A student registered for 12 or more credits in a semester.
2. Three-quarter-time: A student registered for 9-11 credits in a semester.
3. Half-time: A student registered for 6-8 credits in a semester.
4. Less than half-time: A student registered for 5 or less credits in a semester.

Status can only be obtained through Center and/or Online Program enrollment. Self-Paced Degree Program enrollment is always considered half-time or less for 3-12 credits.

Class Status

1. Freshman: A student who has earned fewer than 30 semester credits.
2. Sophomore: A student who has earned 30 to 59 semester credits.
3. Junior: A student who has earned 60 to 89 semester credits.
4. Senior: A student who has earned 90 semester credits or more.

Course Loads

As a full-time student with average to above average grades, a student will normally enroll for six semester credits per eight-week session, which is equivalent to a full-time load. Students desiring to enroll in more than eight semester credits per session through Center, Online, and/or Self-Paced Degree Programs must:

1. Meet the minimum GPA requirement. A cumulative minimum GPA of 3.0 is required to enroll in nine semester credits, and a 3.5 is required to enroll in 12 semester credits per session.

2. Have been a full-time student with Upper Iowa University during a previous session; and,
3. Have the permission of the program/center director or academic advisor.

Students will not be allowed to register for more than 12 semester credits a session in any UIU program.

Grading System

Upper Iowa University uses a standard grading system:

| Grades | Quality Points |
|--------|----------------|
| A | 4.00 |
| A- | 3.67 |
| B+ | 3.33 |
| B | 3.00 |
| B- | 2.67 |
| C+ | 2.33 |
| C | 2.00 |
| C- | 1.67 |
| D+ | 1.33 |
| D | 1.00 |
| D- | 0.67 |
| F | 0.00 |

Individual instructors have the academic freedom to implement +/- grades in their courses at their discretion. The instructor's course syllabus will outline the grading scale being used.

The GPA is determined by dividing the number of quality points earned at Upper Iowa University by the total number of graded semester credits earned at Upper Iowa University. Grades transferred from other institutions are not included in the overall GPA. The GPA earned for the student's major will include grades transferred into the major. The GPA at the time of posting a bachelor's degree is constant. Courses completed after a bachelor's degree has been earned will not change the GPA from that point on.

Nursing CEP registrations that are part of a consortium agreement and Education Abroad courses that are registered with a TBS placeholder registration in a UIU semester will count toward total hours attempted and GPA hours and will count in the GPA calculation. These registrations will be applied to calculations for Satisfactory Academic Standing (SAS), Satisfactory Academic Progress (SAP), Dean's List, and honors for graduation.

The following grades are not used in computing the grade point average:

I - Incomplete

A temporary grade assigned by the faculty member that will be changed to a letter grade of A-F by the end of the following session (center or online courses) or semester (Fayette Campus courses). An "I" may be posted to a self-paced course for as long as six months (see time limit information on page 42).

P-Passing

A grade of **P** is assigned for credit granted for experiential learning, special training programs, credit by examination or for other types of nontraditional learning experiences. A grade of **P** is also assigned for satisfactory performance in an elective course taken on a pass/fail basis. Students must request pass/fail grading in writing to their academic advisor or program/center director before the beginning of the session. A maximum of 12 credits may be earned at Upper Iowa University on a pass/fail basis as general electives.

W-Withdrawal

For Center or Online Program students the grade **W** is used to denote courses dropped that are student-initiated between the first and fifth week of an eight-week session will be issued a letter grade (A-F) based on work completed in relation to total course requirements. See the course withdrawal schedule on page 11.

For Self-Paced Degree Program enrollments: if a student wishes to withdraw prior to the last day of the enrollment period, complete a withdrawal form found on myUIU or contact an academic advisor for assistance. A student-initiated withdrawal can occur at any time within the six-month enrollment period and a grade of **W** is applied.

AU-Audit

The grade **AU** is given when a student enrolls in a course without receiving college credit.

AW-Administrative Withdrawal

The grade **AW** is assigned to courses in which the student has been administratively withdrawn.

NA-Non-attendance

The grade of **NA** is assigned when a registered student fails to attend the first week (or comparable time frame) of class and fails to withdraw prior to the start of the course. Excessive **NA** grades may result in disciplinary actions.

An official grade is the grade posted to myUIU at the end of the grading period. It is the student's responsibility to check myUIU grades for accuracy. Students may request an evaluation of their progress toward their respective major program of study and degree completion at any time from an academic advisor.

Grade Appeal Process

The grade for any given course is based on the achievement or success of the student as defined by the individual instructor. This may be a quantitative score or a qualitative and subjective decision. The grade received for a course is final unless the instructor makes a formal grade change.

If, under unusual circumstances, a student wishes to appeal a grade and have it changed, the student must follow these procedures within one session after the grade was earned:

1. The student will notify the instructor in writing that he or she will appeal the grade received for a specific course.

2. The student will submit a written grade appeal with supporting documentation to the Dean of the school in which the course resides.
3. The Dean of the school will obtain information from the instructor and may meet with the student or additional personnel as needed.
4. The Dean of the school will render a decision in writing to the student and faculty within 60 days of receiving the grade appeal.
5. The Dean of the school will submit a grade change to the Registrar if the grade is changed.

Repeat Policy

Undergraduate and graduate students may repeat a course to earn a higher grade: only the highest grade earned will be used in calculating the grade point average. Grades of "A" may not be repeated. Undergraduate and graduate students will not be permitted to repeat a course more than twice, except as permitted by this policy.

Students who need to repeat a course a second time must obtain the approval of the Dean/School Designee of their program home school and be registered with assistance. Students may request to repeat a course a third time for extenuating circumstances to the Dean of the School in which the course resides.

Exceptions are made for courses designated to be taken multiple times, general education requirements, research credits, special projects, special topics, social work training certificate courses, first aid/CPR and internships.

A student's academic eligibility to repeat a course does not ensure that the credits associated with the repeated course will count toward his or her financial aid eligibility. Students receiving federal financial aid should remember that failed coursework is calculated in the overall Satisfactory Academic Progress (SAP) review, and a student is required to meet SAP standards to remain eligible for financial aid. For financial purposes, a student may receive federal financial aid (Title IV funds) for a repeated course only once if the course was previously passed (credit has been received).

Academic Renewal without Course Repetition Policy

Inasmuch as past performance does not always accurately reflect a student's academic ability, Upper Iowa University has established a policy of academic renewal without course repetition.

A student who returns to Upper Iowa University to pursue an undergraduate degree after an extended absence may request permission to remove one or more of his or her complete academic sessions from future GPA considerations, subject to the following circumstances and conditions:

1. The student must have completed at least one academic session with Upper Iowa University and must not have enrolled at Upper Iowa University for five or more consecutive years.

2. The student must not have graduated from Upper Iowa University.
3. The student must have demonstrated academic ability by earning a GPA of 2.00 or higher upon completion of 12 credit hours at Upper Iowa University after returning to Upper Iowa University.

If academic renewal is granted, the following conditions will apply:

1. All courses and credits that were taken at Upper Iowa University during the chosen session or sessions will be removed from consideration for GPA calculations.
2. Credit hours earned will count toward graduation and major requirements.
3. Renewal may be applied only to academic sessions completed prior to the student's extended absence from Upper Iowa University.
4. All courses and grades for the chosen sessions will remain on the student's academic transcript, thereby ensuring a true and complete academic history.
5. The statement "Academic Renewal Declared on (date)" will appear on the transcript after each session affected by the renewal.
6. Academic renewal may be used only one time in a student's academic career at Upper Iowa University.
7. Once academic renewal has been declared, it is final and irreversible.

After discussing the desire to pursue academic renewal with an academic advisor, the student should submit a written request for academic renewal to the Registrar's Office.

Dean's List

Each semester those students who are enrolled as full-time students and who have achieved at least a 3.50 GPA in at least 12 letter-graded semester credits for the semester will have their names placed on the Dean's List. Students with "I" grades in this semester will not be placed on the list. ("I" grades in field experiences, student teaching, internships, or Math seminar are exempt.)

A student will be notified of this honor and sent a certificate by the respective Dean. An announcement will be sent to the student's local newspaper(s), unless the information is requested to be withheld.

Student Conduct

The policies on Student Conduct can be found in the Student Handbook, which can be found at: uiu.edu/support/handbooks.html.

Academic Misconduct

Cheating, academic dishonesty, and plagiarism constitute a violation of the offender's own integrity, as well as the integrity of the entire University; they will not be tolerated. Violators will receive sanctions based on the level of academic misconduct.

Cheating includes, but is not limited to:

1. The use of unauthorized books, notes or other sources in the giving or securing of help in an examination or other course assignments.
2. The copying of other students' work or allowing others to copy your work. The submission of work that is not your own or allowing others to submit your work as theirs.
3. The submission of the same work for two or more classes without the approval of the instructors involved.

Academic dishonesty includes, but is not limited to:

1. Sharing academic materials knowing they will be used inappropriately.
2. Accessing another person's work without permission.
3. Providing false or incomplete information on an academic document.
4. Changing student records without approval.
5. Obtaining and using texts or other materials intended for instructor use only.

Plagiarism includes, but is not limited to:

1. The presentation of another's published or unpublished work as one's own.
2. Taking words or ideas of another and either copying them or paraphrasing them without proper citation of the source.
3. Using images, charts, graphs, statistics or tables without proper citation.

Levels of Academic Misconduct and Sanctions

The faculty member teaching the course has the primary responsibility for resolving allegations of academic dishonesty, though egregious violations will be resolved by the School administration, the Academic Misconduct Board, or some combination thereof. The final decision on the level of a violation rests with the Academic Misconduct Board. Options for resolving an alleged case of academic dishonesty range from dismissing the allegation with no negative sanction to being expelled from the university. A negative sanction is defined as an action taken by the faculty member that affects the student's grade for the assignment or his or her cumulative grade for the course. Anytime academic misconduct is detected, the procedures outlined should be followed. The incident will be maintained in a searchable database maintained by the Office of Academic Affairs.

Additional information regarding sanctions is located in Policy 107 at uiu.edu/about/policies

U.S. Center Program Information

Programs, Majors and Courses

The programs, majors and courses available at each center are accessible on the UIU web page at uiu.edu under the location and distance education section or by contacting the center.

Center Program Registration

- New students must register at the center.
- Currently enrolled students must register through myUIU.

Registration begins approximately six weeks before the start of each semester. Students are strongly encouraged to register early. Classroom capacity may limit the size of classes. If enrollments dictate and there is lead time to make the necessary arrangements, a second section of a course may be added. Without adequate lead time, courses may close when enrollment reaches classroom capacity.

All Upper Iowa University students register through myUIU, Upper Iowa University's online portal. Access to myUIU is on the University website at uiu.edu. Step-by-step instructions for course registration are listed on the student tab and also found under the student handouts portlet. All students are issued a username and password through their center/program after their first Upper Iowa University registration.

Tuition and any course-related fees are due at the time of registration or on Wednesday before the start of the semester. Active-duty Army, US Army Reserve, and Army National Guard personnel must register through the GoArmyEd portal. For all other military personnel receiving tuition assistance, registration must be completed in accordance with the specific military service requirements. Proof of TA must be provided at time of registration. Students should contact their respective Center Program office or the Integrated Enrollment Center for more details.

Session Dates and Program Information

Center specific session dates, programs and majors offered are available at each center or on the UIU web page at uiu.edu under the locations and online/self-paced section.

Auditing Center Program Courses

By advance permission of the program/center director or academic advisor, students may enroll for courses on an audit basis. As an auditor, a student will not be required to take examinations and will earn no college credit. A special tuition fee of \$95 per semester credit is charged (see page 34). Note: Financial aid is not available for auditors.

Changes in Center Program Registration

Note the following policies for changing a registration:

1. A student may not add a course after the registration period has ended.
2. If a student wishes to withdraw from a course, a Course Withdrawal form (located on myUIU) must be completed prior to the end of the fifth week of an eight-week session.

See page 11 for other session lengths. Failure to attend class does not constitute withdrawal. Students who register for a course and fail to attend will be assigned a grade of NA unless a withdrawal form is completed prior to the first day of the course.

3. Courses registered as audit cannot be converted to credit-bearing courses after the last date to add. Courses registered as credit-bearing cannot be converted to audit after the last date to add.

Center Program Refund Policy and Course Withdrawal

If a student decides to withdraw from the University before the end of a semester or session, the student’s charges, financial aid, tuition assistance, and/or veteran benefits could be affected. All students should consult with the Business Office and Financial Aid Office to understand the financial impact of withdrawing prior to initiating the withdrawal process.

Tuition adjustments are independent from academic and financial aid deadlines. Tuition will be adjusted based on the percentages listed in the refund table below for the weeks completed in the eight-week enrollment period. If the course meets on an alternative schedule, consult the center for the refund schedule. The student’s last date of attendance is the official withdrawal date that will be used when calculating a refund.

For students from Wisconsin, Maryland, Georgia, Oregon, or Arizona centers, state laws apply. Wisconsin students and Military Tuition Assistance (TA) students refer to page 18.

| Fall Semester 2019 | | Session 1 Aug 26 - Oct 17 | Session 2 Oct 28 - Dec 19 |
|----------------------|--------|------------------------------|-------------------------------|
| Charge | Refund | Last Date of Attendance | Last Date of Attendance |
| 25% | 75% | Aug 26 - Sep 1 | Oct 28 - Nov 3 |
| 50% | 50% | Sep 2 - Sep 8 | Nov 4 - Nov 10 |
| 100% | 0% | After Sep 8 | After Nov 10 |
| Spring Semester 2019 | | Session 3 Jan 13 - Mar 5 | Session 4 Mar 16 - May 7 |
| Charge | Refund | Last Date of Attendance | Last Date of Attendance |
| 25% | 75% | Jan 13 - Jan 19 | Mar 16 - Mar 22 |
| 50% | 50% | Jan 20 - Jan 26 | Mar 23 - Mar 29 |
| 100% | 0% | After Jan 26 | After Mar 29 |
| Summer Semester 2019 | | Session 5 May 18 - July 9 | Session 6 July 13 - Aug 20 |
| Charge | Refund | Last Date of Attendance | Last Date of Attendance |
| 25% | 75% | May 18 - May 24 | July 13 - July 19 |
| 50% | 50% | May 25 - May 31 | July 20 - July 26 |
| 100% | 0% | After May 31 | After July 26 |

Upper Iowa University is required to use a pro rata schedule to determine the amount of Title IV aid the student has earned at

the time of withdrawal. If financial aid funds have been released to the student because of a credit balance on the student’s account at Upper Iowa University, the student may be required to repay some or all of the amount released to the student. This policy is subject to federal regulations. Contact the Financial Aid Office for details.

Withdrawing from a course in progress may result in significant student account charges. A withdrawal calculation will be performed for any Title IV student who ceases attendance from the University during the semester. This includes those requesting a leave of absence. Consult with a center advisor before withdrawing. For more information on financial aid implications, go to uiu.edu/financialaid.

Validation of Enrollment

Registration for each course must be validated by attending at least one of the first three class sessions. For classes meeting twice per week, a student must attend the first, second or third session. For classes meeting once per week, a student must attend either the first week or the second week. Failure to validate enrollment when courses begin will result in a grade of NA (never attended) and removal from the course.

Administrative Withdrawal

During weeks one through six of an 8-week session or weeks one through five of a 6-week session, if your consecutive absences exceed the number of class meetings per week (three absences for classes meeting twice per week or two absences for classes meeting once per week), a grade of AW will be recorded and you will be removed from the class. If your class utilizes uiuLearn for course requirements, participation in the online classroom constitutes class attendance.

Administrative withdrawal will affect financial aid funding. If financial aid funds have been released to the student because of a credit balance on the student’s account at Upper Iowa University, then the student may be required to repay some or all of the amount released to the student. This policy is subject to federal regulations. Contact the Financial Aid Office for details.

Additional Learning Options

A feature of our flexible, dynamic academic program is the opportunity for individualized study, with prior approval by the program/center director, for Directed Study, Special Project, and Internship courses.

1. Special Project: Students and their instructor design a course in an area they are especially interested in exploring.
2. Internship: Students may take a course that offers hands-on experiences in a career setting directly related to their major area of interest. Contact a center director or academic advisor for more information.

Note: Internships are not available to Online and Self-Paced Degree students in New Mexico.

3. Directed Study: A Directed Study course is an individualized delivery of an existing course found in the catalog and is only offered in exceptional circumstances. Course

outcomes and objectives for the DS course are the same as if the course were being taken in a non-individualized delivery mode. Contact a center director or academic advisor for more information.

Class Cancellations

If classes must be cancelled on a given evening it will be displayed on the uiu.edu homepage and the local radio/television stations will be notified no later than 3 p.m. When classes will be held as usual, no announcement will be made. Students commuting from a long distance are urged not to take unnecessary risks at times when road conditions are hazardous. If a student must be absent for this reason, inform the instructor and center staff.

Class Attendance

As an Upper Iowa University student, students are expected to attend class regularly and promptly in order to do satisfactory work. While attendance will not be used in grade determination, class participation requirements are set forth by individual instructors. These expectations may be more stringent in some classes than others. When students must be absent from class because of illness or emergency, they are expected to arrange for the completion of make-up tests or homework with the individual faculty member(s). These arrangements are to be made prior to the incurred absence, except in emergency situations.

Distance Education

Online and Self-Paced Degree Programs

Upper Iowa University offers two distance learning programs. The programs are designed to provide affordable, accessible education to students worldwide.

Programs, Majors and Courses Offered Through Distance Education

The programs, majors and courses available through the distance learning programs are available on the UIU website at uiu.edu/online or by contacting the University.

Upper Iowa University
Distance Education
PO Box 1857
Fayette, IA 52142-1857
Direct phone: 563-425-5200
Toll free phone: 800-553-4150
Fax: 563-425-5287
Email: distance@uiu.edu
Website: uiu.edu/online

Self-Paced Degree Program Information

The UIU Self-Paced Degree Program started in 1973 and was one of the first of its kind in the nation. Self-paced courses offer a challenging and rewarding opportunity to earn credit for college courses without attending an organized class. Students may study at their own pace and at the time and place of their choosing. Self-paced programs have proven highly beneficial

for those who desire to continue their educational goals for the completion of a degree or to meet requirements for certification or to fulfill lifelong learning.

Self-paced courses involve individual teaching of a student by an instructor on a one-to-one basis. Interaction and feedback between self-paced course faculty and students takes the form of written assignments, testing, evaluations, guidance, and assistance via such media as print/written word, telephone, fax, e-mail, and other electronic technologies. Computer access and/or a proctored exam will be required as determined by the self-paced instructor. A student must be self-motivated and self-disciplined to successfully complete a self-paced course.

Enrollment

Flexibility and Convenience

A student may enroll in a self-paced course at the beginning of each calendar month during the year. Coursework is completed entirely at a distance — no on-campus attendance required. A student may be admitted to the program at any time during the year. It is recommended that a student enroll in one or two courses initially. The student may work with an admissions counselor to enroll in a course prior to formal admission. For international students in the U.S., no more than one, three credit hour self-paced course per semester can be used to meet the minimum full-time enrollment requirement in accordance with federal immigration regulations.

Self-Paced Degree Program Registration

1. **Course Registration:** All Upper Iowa University students register through myUIU, Upper Iowa University's web portal. Access to myUIU is on the University website at uiu.edu. Step-by-step instructions for course registration are listed on the Academics tab and also can be found under the Student Help portlet. Note: Students who are unable to use myUIU may contact their academic advisor for assistance.
2. **Payment:** Tuition and any course-related fees are due prior to start of class.
3. **Financial Aid:** Federal Financial Aid may be available for students enrolled in the Self-Paced Degree Program.
4. **Military Tuition Assistance (TA):** Active-duty Army, Army Reserves, and Army National Guard personnel must register through the GoArmyEd portal. Select the Upper Iowa University appropriate instruction mode for the Self-Paced format of choice. The "DL - Self-Paced" option will list the courses offered through the Self-Paced Web format. The "DL - Correspondence" option will list the courses offered through the Self-Paced Paper format.

All other military personnel using military tuition assistance (MTA) will have their education officer approve the class and submit the completed TA form to their academic advisor. All military tuition assistance forms must be received before the first day of the session. Students who need assistance applying for Military Tuition Assistance, are asked to contact the respective education office.

5. Auditing Self-Paced Degree Program Courses: By advance permission of an academic advisor, a student may enroll for courses on an audit basis. As an auditor, a student will not be required to take examinations and will earn no college credit. A special tuition fee of \$95 per semester credit is charged (see page 34). Note: Financial aid is not available for auditors.

Self-Paced Degree Program Refund Policy and Course Withdrawal

If a student decides to withdraw from a course before the end of an enrollment period, the student’s charges, financial aid, tuition assistance, and/or veteran benefits could be affected. All students should consult with the Business Office and Financial Aid Office to understand the financial impact of withdrawing prior to initiating the withdrawal process.

Tuition adjustments are independent from academic and financial aid deadlines. Upon receiving a request for withdrawal, using the number of lessons submitted as compared to the total due, a refund of tuition is made according to the following guideline.

| | |
|--|------|
| On or before the first day of the enrollment period* | 100% |
| After the first lesson through 10% of the enrollment period | 90% |
| After the first 10% through the first 25% of the enrollment period | 50% |
| After the first 25% of the enrollment period | 0% |

*Enrollment is measured by the number of assignments to be submitted during a six-month period of time, as determined by the University, during which semester credits are earned toward graduation. The refund/repayments shall be calculated using the percentages noted above as determined using the number of assignments completed and the number of assignments yet to be submitted.

For example, if a student submitted 2 of 17 assignments, they completed 11.76% of the class assignments. The student would be refunded 50% of the tuition cost.

For students from Wisconsin, Maryland, Georgia, Oregon, or Arizona, state laws apply.

Students who withdraw from a course prior to submitting the first assignment, or who are administratively withdrawn for non-submission of assignments, will be charged an administrative fee of \$99.

Course withdrawal may impact financial aid eligibility. A financial aid counselor is available to discuss this decision.

Upper Iowa University is required to use a pro rata schedule to determine the amount of Title IV aid the student has earned at the time of withdrawal. If financial aid funds have been released to the student because of a credit balance on the student’s account at Upper Iowa University, the student may be required to repay some or all of the amount released to the student. This policy is subject to federal regulations. Contact the Financial Aid Office for details.

Withdrawing from a course in progress may result in significant student account charges. Consult with the Business Office before withdrawing. For more information on financial aid implications, go to uiu.edu/financialaid.

Self-Paced Degree Program Administrative Withdrawal

A grade of AW (administrative withdrawal) is recorded for any course from which a student is administratively withdrawn. At least one complete assignment/unit must be received and verified by the instructor within the first 60 days of the enrollment period or the student will be administratively withdrawn from the course. Students who are administratively withdrawn for non-submission of assignments, will be charged an administrative fee of \$99.

Non-Attendance (NA): Never attended grades are not applicable to the Self-Paced Degree Program.

Self-Paced Degree Program Delivery Options

Self-Paced Degree courses are offered in paper and web formats. All course requirements may be completed entirely at a distance with no on-campus attendance.

Web-based Format Option

After enrollments are processed each month, learners will receive a link for accessing the web-based course materials, including textbook information, and detailed instructions for completing the course. As a student moves through the course, each assignment will be submitted electronically using uiuLearn (Desire2Learn Brightspace), UIU’s learning management system. The use of uiuLearn requires access to the Internet and a web browser. Access will be given to the classroom the first day of the course.

Technical Requirements for Web-Based Format Option

It is UIU’s goal to make the student’s learning experience the best it can be. One way to achieve this goal is to ensure that certain essential tools are available when the student accesses their web-based course. Information related to technical requirements for the Upper Iowa University learning management system, uiuLearn, can be found under the browser information section on the uiuLearn homepage at uiuLearn.uiu.edu. The system automatically checks the user’s browser to determine its compatibility. A message will appear if compatibility is not met. In the event issues arise, support information is also located at uiuLearn.uiu.edu.

Learning Management System for Web-Based Format Option

Upper Iowa University utilizes the Desire2Learn Brightspace learning management system (LMS). UIU has branded the LMS with the name uiuLearn. All students who enroll in web-based classes are expected to complete the student orientation tutorial and have appropriate knowledge to use the system effectively. The system is supported by a 24/7 helpdesk available at helpdesk@d2l.com or 877-325-7778. Failure to post correctly and

submit assignments/exams as required does not provide the basis for appeals of tuition and/or resubmission.

Paper-Based Format Option

A student will receive a print or PDF version of the course syllabus approximately two days prior to the beginning of the session. The course guide will include textbook information and detailed instructions for completing the course. The guide provides structured lessons that contain an introduction, assigned readings, and written assignments. Course guides for the paper-based option will be sent by U.S. mail or to the student's University email address.

Individual Guidance and Instruction

Success in a Self-Paced Degree Program is largely determined by self-discipline, motivation, and amount of time devoted to study. A student should carefully consider commitment to work, home, family, social, and community activities in deciding how much time is available for study.

Another key to success is the individual guidance and instruction received. Each lesson will be evaluated by the course instructor and returned with comments regarding the individual assignment. Comments and questions may also be submitted with assignments.

Academic Advising

Questions about applying course credit toward degrees or majors at UIU should be directed to the program/location academic advisor. If a student is taking courses to transfer to another institution, the student is responsible for acceptance of credit at the institution in which the student is enrolled. If a student wishes to transfer credit to another school from UIU, the student should make specific arrangements with that institution prior to enrolling in any course.

The Honor System

It is expected that students submit their own work. The written answers to all lessons, tests or examinations submitted by each student for grading and/or credit in a Self-Paced Degree course must be his/her own work. While a student may wish to study and discuss with others, work submitted must be that of the individual student. If it is shown a student plagiarized another's work, or if any cheating is confirmed, the student will, at the instructor's discretion, receive an "F" for the work and/or course. If this occurs, there will be no refund. See Academic Misconduct Policy on page 37.

Lesson Submission

As a general rule, allow one to three weeks for assignments/units to be graded and returned. This can vary depending on the method of submission. After the lesson has been returned, review it carefully and make any inquiry about the lesson immediately. Delays in return of assignments and examination results may be expected around scheduled holidays and breaks.

No more than three assignments/units may be submitted in a one-week period. Courses may have their own guidelines — read the syllabus carefully. The minimum time allowed to com-

plete a course is two weeks per credit hour; a three-credit course cannot be completed in less than six weeks.

If a student must complete a course in a short time, the student should make sure the instructor is aware of this and is available to correct lessons. The student is responsible for completing assignments and exams early enough to ensure the grade is available when needed. The final exam must be completed and received by the Self-Paced Program Office at least two weeks before the grade is needed. This is especially important if the student plans to graduate.

Examinations

The course materials a student receives at the beginning of the course will explain what exams are required, when to request the exams and what material will be covered. For the web-based format option, exams will be taken through the learning management system. For the paper-based option, a student will need to make arrangements to complete examinations under the supervision of a qualified proctor (someone to administer the exam).

For the paper-based option requiring a proctor, a student must bring a photo I.D. to the exam.

Approved exam proctors are:

- school principals
- superintendents
- guidance counselors
- full-time school or public librarians
- testing centers at an accredited community college/college/university
- embassy officials
- military education officers or test control officers
- company education directors, directors of training and development or human resource directors (student must be employed by the company).
- professional testing center
- UIU Center staff

Teachers, employers, relatives, close friends, and other UIU students cannot serve as proctors. Exams will not be sent to residential locations.

Communications Concerning Studies

Upper Iowa University
Self-Paced Degree Program
PO Box 1857
Fayette, IA 52142-1857

Direct phone: 563-425-5200
Toll free phone: 800-553-4150
Fax: 563-425-5287
Email: selfpaced@uiu.edu

Time Limits

Students are allowed six months from the date of their enrollment to complete a self-paced course. A student should begin work on the course immediately upon enrollment and begin submitting lessons for grading and evaluation on a regular basis. If no course work has been received by the instructor within the first 60 days, the student will be administratively withdrawn from the course. A steady work flow will ensure successful completion of the course in the least amount of time.

After the original six-month enrollment period has passed, the student no longer has the option to withdraw from a course. The student must finish the course or will be issued a final grade based on the work submitted as compared to the total required.

Incomplete

Students will be allowed to request one four-month extension and receive an 'I' (incomplete grade) at the end of their original six month enrollment period if:

- A minimum of one assignment has been received for grading per guidelines AND
- All course units and exams are not completed and submitted OR
- A course withdrawal has not been initiated.

Note: The fee for a self-paced extension is \$99 per course. The request for an extension must be submitted no earlier than one month before the end of the course and no later than a week before the end of the course.

Incomplete grade details

- When the extension is granted and an incomplete grade is issued, the student will receive a four-month enrollment period to complete the course.
- Students do not have the option to withdraw from a course after the initial six-month enrollment period.
- An 'I' grade posted to the student's official record will be replaced with a final letter grade; however, the incomplete will remain on the official transcript as a notation.
- If the course is not completed by the end of the incomplete period, the instructor will assign a final grade (A-F) based on work completed in relation to the total course requirements.
- If credit is not earned by the end of the extension period, students can reenroll and repeat the entire course for credit.

Note: Students are not reported as enrolled during the incomplete period and are not eligible for student loan deferment.

Online Program Information

Online Program Registration Who May Enroll in UIU Online courses?

- Individuals interested in flexible course schedules, nontraditional instruction and personal and professional enrichment.
- New, returning and currently enrolled UIU students.
- High school students in good academic standing.

Online courses are available for enrollment in any of the six sessions offered each year.

Admission to UIU is not required to enroll in online courses. Enrollment in an online course(s) does not constitute admission to UIU.

Registration Process

New students must register with their admissions counselor. All returning Upper Iowa University students register through myUIU, Upper Iowa University's online portal. Access to myUIU is on the University website at <https://my.uiu.edu/ics>. Step-by-step instructions for course registration are listed on the Academics tab under the Student Help portlet. All students are issued an username and password during the admissions process.

Tuition and any course-related fees are due at the time of registration or by the Wednesday prior to the start of the class. Payment may be made through the myUIU portal in a secure environment.

Registration begins approximately six weeks before the start of each session. Students are strongly encouraged to register early as capacity is limited in all classes.

Session start dates are published on page 5. No registrations will be accepted after the published last day to register for the session.

Auditing a course is not an available option in the Online Program.

Military Tuition Assistance: Active-duty Army, Army National Guard, and Army Reserve personnel must register through the GoArmyEd portal. All other military personnel using military tuition assistance (MTA) will have their education officer approve the class and submit the completed TA form to an academic advisor. All military tuition assistance forms must be received before the first day of the session. Forms may be scanned and emailed to the student's advisor. Students who need assistance applying for Military Tuition Assistance, should contact their respective education office.

Employee Tuition Assistance: If a student is receiving tuition assistance, a voucher approved by Upper Iowa University must accompany any portion of the payment for which the student is responsible. Contact an academic advisor for more details.

Online Delivery and Schedule

The goal of Upper Iowa University is to offer its curriculum on a schedule that allows students to take courses and continue their careers. The schedule is available online at uiu.edu/online/schedule.html.

Online Program Changes in Registration (Drop Procedures)

A student may drop a class at any time during the registration period and up to midnight on the last day prior to the first day of the session.

Changes in Enrollment

Online Refund Policy and Course Withdrawal

If a student decides to withdraw from the University before the end of a semester or session, the student’s charges, financial aid, tuition assistance, and/or veteran benefits could be affected. All students should consult with the Business Office and Financial Aid Office to understand the financial impact of withdrawing prior to initiating the withdrawal process.

Tuition adjustments are independent from academic and financial aid deadlines. Tuition will be adjusted based on the percentages listed in the table below for the weeks completed in the eight-week enrollment period. The student’s last date of attendance is the official withdrawal date that will be used when calculating a refund.

For students from Wisconsin, Maryland, Georgia, Oregon, or Arizona centers, state laws apply. Wisconsin students and Military Tuition Assistance (TA) students refer to page 18.

| Fall Semester 2019 | | Session 1 Aug 26 - Oct 17 | Session 2 Oct 28 - Dec 19 |
|----------------------|--------|------------------------------|-------------------------------|
| Charge | Refund | Last Date of Attendance | Last Date of Attendance |
| 25% | 75% | Aug 26 - Sep 1 | Oct 28 - Nov 3 |
| 50% | 50% | Sep 2 - Sep 8 | Nov 4 - Nov 10 |
| 100% | 0% | After Sep 8 | After Nov 10 |
| Spring Semester 2019 | | Session 3 Jan 13 - Mar 5 | Session 4 Mar 16 - May 7 |
| Charge | Refund | Last Date of Attendance | Last Date of Attendance |
| 25% | 75% | Jan 13 - Jan 19 | Mar 16 - Mar 22 |
| 50% | 50% | Jan 20 - Jan 26 | Mar 23 - Mar 29 |
| 100% | 0% | After Jan 26 | After Mar 29 |
| Summer Semester 2019 | | Session 5 May 18 - July 9 | Session 6 July 13 - Aug 20 |
| Charge | Refund | Last Date of Attendance | Last Date of Attendance |
| 25% | 75% | May 18 - May 24 | July 13 - July 19 |
| 50% | 50% | May 25 - May 31 | July 20 - July 26 |
| 100% | 0% | After May 31 | After July 26 |

Upper Iowa University is required to use a pro rata schedule to determine the amount of Title IV aid the student has earned at the time of withdrawal. If financial aid funds have been released to the student because of a credit balance on the student’s account at Upper Iowa University, the student may be required to repay some or all of the amount released to the student. This policy is subject to

federal regulations. Contact the Financial Aid Office for details.

Withdrawing from a course in progress may result in significant student account charges. Consult an academic advisor before withdrawing. For more information on financial aid implications, go to www.uui.edu/financialaid.

Validation of Enrollment/Non-Attendance

Enrollment for each online course must be validated by attending class (posting one or more times to any area of the online classroom) during the first seven days of the session. Failure to validate enrollment will result in a grade of NA (never attended) and removal from the course. An NA will be recorded on the student's transcript and financial aid funding may be affected.

Withdrawal

If a student wishes to withdraw from an active course, the student must complete a course withdrawal form available through myUIU and submit the form to coursewithdrawals@uui.edu prior to the published last day to drop a class, which is the last day of the fifth week of an eight-week session or last day of the fourth week in a six-week session. A grade of **W** will be recorded on the transcript. Informing the course faculty member is not sufficient notice for a drop or withdrawal. A withdrawal calculation will be performed for any Title IV student who ceases attendance from the University during the semester. This includes those requesting a leave of absence.

Administrative Withdrawal

During weeks one through six of an eight-week session, students who have not yet posted (attended by discussion post, reply to a post, quiz completion, or dropbox submission) for 14 consecutive days will be administratively withdrawn from the course. A grade of **AW** will be recorded in the student’s permanent record. Students who post in week 5 or after will not be administratively withdrawn.

During weeks one through five of a six week session, students who have not yet posted (attended) for 14 consecutive days will be administratively withdrawn from the course. A grade of **AW** will be recorded in the student’s permanent record. Students who post in week 4 or after will not be administratively withdrawn.

Administrative withdrawal will affect financial aid funding. If financial aid funds have been released to the student because of a credit balance on the student’s account at Upper Iowa University, then the student may be required to repay some or all of the amount released to the student. This policy is subject to federal regulations. Contact the Financial Aid Office for details.

Online Program Guidelines

Course Attendance and Participation

The Online Program course week begins on Monday and ends the following Sunday. Students will be given access to their classroom the first day of the course.

A student is expected to actively participate and contribute to the learning experience in the course at least four of each seven day academic week. Participation means providing substantive

comments, questions and contributions that advance the learning process for the student and other learners in the course.

Attainment of the minimum expected participation is representative of an average learner. Participation in excess of the minimum is expected of superior learners. For grading purposes, the faculty member will determine the number and quality of postings for participation. If the student actively participates in the course, the student should not have an attendance issue.

If a student does not meet the minimum attendance requirement (attended by discussion post, reply to a post, quiz completion, or dropbox submission) for 14 consecutive days, the student will receive an AW for the course which may affect financial aid funds for payment of the course. Financial aid and tuition adjustments will be calculated based on the day the student last posted to the online classroom. Merely logging into the online classroom website is not considered a posting for attendance or participation purposes.

Collaborative Learning

Online courses may incorporate one or more collaborative learning assignments that utilize “virtual teaming.” In collaborative assignments, a group of students works on and submits an assignment as a team. In general all members of the group will earn the same grade on the assignment. If the faculty member determines that one or more group members did not do a fair share of the assignment, those students may receive a lower grade. Some faculty members assign the members of groups while others allow students to self-select their group. A faculty member’s policy on this will be included in the course syllabus or online classroom.

Technical Requirements

It is UIU’s goal to make the student’s learning experience the best it can be. One way to achieve this goal is to ensure that certain essential tools are available when the student accesses their web-based course. Information related to technical requirements for the Upper Iowa University learning management system, uiuLearn, can be found under the browser information section on the uiuLearn homepage at uiulearn.uiu.edu. The system automatically checks the user’s browser to determine its compatibility. A message will appear if compatibility is not met. In the event issues arise, support information is also located at uiulearn.uiu.edu.

Learning Management System

The UIU Online Program utilizes Desire2Learn Brightspace learning management system (LMS). UIU has branded the LMS with the name uiuLearn. All students who enroll in online classes are expected to complete the student orientation tutorial and have appropriate knowledge to use the system effectively. The system is supported by a 24/7 helpdesk available at helpdesk@d2l.com or 877-325-7778. Failure to post correctly and submit assignments/exams as required does not provide the basis for appeals of tuition and/or resubmission.

International Center Information

The following information is for undergraduate students who are studying at one of Upper Iowa University’s international centers. Applicants to international programs must submit the following documents in order to complete the international student admission process:

1. The student's completed Application for Admission form and application fee (fees vary by location).
2. Official transcripts from each college and university previously attended.
3. Certified True Copy (CTC) of the certificate verifying credit earned through postsecondary public examination (i.e. A-Level, STPM, etc). If applicable.
4. Proof of English language proficiency requirements (see page 31).

International Center Registration

New students must register with their admissions advisor. All returning Upper Iowa University students register through myUIU, Upper Iowa University’s online portal. Access to myUIU is on the University website at <https://my.uiu.edu/ics>. Step-by-step instructions for course registration are listed on the student tab and also found under the student handouts portlet. All students are issued an username and password during the admissions process.

Tuition and Fees

Tuition and any course-related fees are due at the time of registration or by the first day of class. Payments must be made at the international center locations. Please contact the International Center for tuition rates. Registration begins approximately six weeks before the start of each session. Students are strongly encouraged to register early as capacity is limited in all classes.

International Center Course Delivery and Schedule

Course delivery and schedule vary by center. Check with the UIU center staff to determine the course schedule, center-specific session/semester dates, degree programs, and majors offered at each center. For UIU Hong Kong email info@uiu.edu.hk.

International Center Refund Policy, and Course Withdrawal

If a student decides to withdraw from the University before the end of a semester or session, the student’s charges, financial aid, tuition assistance, and/or veteran benefits could be affected. Tuition adjustments are independent from academic deadlines

Tuition will be adjusted based on the percentages listed below for the weeks completed in the eight-week enrollment period. If the course meets on an alternative schedule, consult the center for refund schedule. Withdrawing from a course in progress may result in significant student account charges. Consult with the Business Office before withdrawing.

Refund Percentage

Withdrawal before the first class meeting 100%
Withdrawal during week one 75%

Withdrawal during week two 50%
 Withdrawal after week two 0%

Validation of Enrollment

Registration for each course must be validated by attending at least one of the first three class sessions. A class session equals 2.25 hours or 2.75 hours for education courses. For classes meeting twice per week, a student must attend the first, second or third session. For classes meeting once per week, a student must attend either the first week or the second week. Failure to validate enrollment when courses begin will result in a grade of NA (never attended) and removal from the course.

Administrative Withdrawal

During weeks one through six of an eight-week session if a student's consecutive absences exceed the number of class meetings per week, three absences for classes meeting twice per week or two absences for classes meeting once per week, the center director will initiate the administrative withdrawal procedure and the staff will contact the student. In the absence of extenuating circumstances, a grade of AW will be recorded and the student will be removed from the class. A student enrolled in the Senior Project who does not submit the rough draft of the project to the instructor by the end of week five will be withdrawn from the course and a grade of AW will be recorded.

Please contact the center advisor for specific guidelines regarding administrative withdrawal during a six week session.

Transcript Requests

Transcripts may be requested at www.gemytranscript.org using any major credit card. A student's card will only be charged after an order has been completed. A student can track an order online on the Transcript Ordering website. Students may also print a transcript request form from the uiu.edu website. Complete the information and fax (563-425-5287), email (transcripts@uiu.edu), or mail (SEC Transcript Processing, PO Box 1857, Fayette, IA 52142) the request form to us. The student's signature is required. Transcripts cannot be issued if there is an unpaid UIU account balance. Transcripts sent to a student will be stamped "Issued to Student".

Class Cancellations

If classes must be cancelled on a given evening it will be displayed on the uiu.edu/international homepage. When classes will be held as usual, no announcement will be made.

Class Attendance

Upper Iowa University students are expected to attend class regularly and promptly in order to do satisfactory work. While attendance will not be used in grade determination, class participation requirements are set forth by individual instructors. These expectations may be more stringent in some classes than others. When a student must be absent from class because of illness or emergency, the student is expected to arrange for the completion of make-up tests or homework with the individual faculty member(s). These

arrangements are to be made prior to the incurred absence, except in emergency situations.

Interacting with University Personnel

Students enrolling in a program at Upper Iowa University assume the responsibility of conducting themselves in a manner compatible with the University's function as an educational institution. Obstruction or disruption of teaching, research, administration, disciplinary procedures or other University activities, or of other authorized activities on University premises will not be tolerated.

Transferring to Fayette Campus or Other Locations

Upper Iowa University students may transfer to the Fayette Campus. International Student scholarships may be available for those who qualify. International student employment may be available on the Fayette Campus. Students should contact their respective UIU center staff for requirements and to begin planning. A change of location form must be submitted.

Online Registration

With Center Director approval, students at international centers may have the opportunity to enroll Online. More information about each program can be found in this catalog or at uiu.edu/online/index.html. Contact the UIU Fayette Campus Office of Admissions for assistance.

Non-Matriculated Student Policy

Students may take classes at Upper Iowa University without being accepted in a degree-seeking program. Their official status is "non-matriculated" -- a traditional academic session meaning not enrolled in a degree program. All non-matriculated students will be required to complete an information update form.

If a non-matriculated student decides to pursue a degree program, he/she will be required to go through the regular admissions process.

International students cannot be non-degree seeking students at Fayette Campus.

UPPER IOWA UNIVERSITY

Associate of Arts Certificate Program

Certificate Programs

Upper Iowa University offers a variety of certificate programs designed to provide students an additional method to learn new skills in a specific area. These certificate programs provide an opportunity for students to gain experience in a specific area by successfully completing a cluster of college credit courses. Students may also choose to use the courses as part of a degree program.

Certificate courses for credit: To pursue a certificate students must complete an application for admission as a non-degree seeking student.

Acceptance into a UIU Certificate Program:

- Students with no college experience must submit an Official High School Transcript or GED.
- Students with previous college experience must submit a copy of their Official High School Transcript/Diploma or GED, and copies of any previous college transcripts.

Students accepted into a UIU Certificate Program do not qualify for Federal/State/Institutional Aid. Acceptance into a UIU Certificate Program does not guarantee admission into an Associate's, Bachelor's, or Master's Degree Program.

Current degree-seeking UIU students may seek a certificate while working on their degree program. An academic advisor can assist in coordinating certificate courses as part of the student's degree program. No additional application or paperwork is necessary to begin working on a certificate.

Upon successful completion of all required courses in the certificate, a Certificate Claim Form must be completed. There is a certificate claim fee of \$30. Certificates are awarded on the same dates as the established graduation dates published by the Registrar's Office (see page 16). Certificate completion will not be posted on the transcript.

Financial aid is only available to students who are degree-seeking with UIU and have gone through the standard application and award process. Financial aid is not available to non-degree seeking students pursuing certificates. Certificate courses must also apply to degree requirements to be eligible towards financial aid hours.

As with other course preparation, prerequisite courses represent foundational knowledge the student needs to be most successful. An academic advisor can assist in the selection of the most appropriate sequence of courses to match academic preparation.

Upper Iowa University will accept transfer credit towards the certificate, including courses taken at other accredited colleges/universities (see page 21), experiential learning portfolio credit through UIU, and CLEP (see policies listed on page 22). The amount transferred and applied to the certificate will not exceed nine of the 15 credits required. A minimum of six semester credits through Upper Iowa University must be completed to earn an Upper Iowa University certificate. If transfer credit is being used for the certificate, an official transcript must be provided.

The Certificate Programs available at the undergraduate level are listed here. The Certificate Programs available at the graduate

level are listed in the graduate section of this catalog. See pages 144-175.

Emergency and Disaster Management Certificate

| | | |
|-----------------------|---|----|
| PA 306 | Principles of Emergency Management | 3 |
| PA 320 | Political and Policy Basis of Emergency Management | 3 |
| PA 332 | Emergency Preparedness and Planning | 3 |
| PA 346 | Disaster Response and Recovery | 3 |
| One of the following: | | 3 |
| PA 404 | Integrated Emergency Management | |
| PSY 409 | Psychology of Disaster | |
| PA 414 | Principles and Practice of Hazards Mitigation | |
| BA 449 | Business and Industrial Crisis Management | |
| | | 15 |

Geographic Information Systems (GIS) Certificate

| | | |
|----------|---|----|
| GEOG 100 | Physical Geography OR | |
| GEOG 200 | World Regional Geography | 3 |
| GEOG 311 | Cartography | 3 |
| GEOG 356 | Introduction to Geographic Information Systems | 3 |
| GEOG 386 | GIS Applications | 3 |
| GEOG 426 | Principles of Remote Sensing OR | |
| GEOG 456 | GIS Automation and Customization | 3 |
| | | 15 |

Human Resources Management Certificate

| | | |
|-------------------------|--------------------------------------|----|
| BA 210 | Management Principles | 3 |
| BA 361 | Human Resources Management | 3 |
| Three of the following: | | 9 |
| BA 371 | Training and Development | |
| BA 383 | Compensation and Benefits Management | |
| BA 393 | Personnel Selection and Evaluation | |
| BA 411 | Labor Relations and Negotiation | |
| | | 15 |

Organizational Communication Certificate

| | | |
|-------------|------------------------------|----|
| COMM 200 | Interpersonal Communication | 3 |
| PSY/SOC 232 | Group Dynamics | 3 |
| PSY 240 | Conflict Resolution | 3 |
| COMM 305 | Organizational Communication | 3 |
| BA 374 | Business Communications | 3 |
| | | 15 |

Psychology Certificate

| | | |
|------------------------------|---|---|
| PSY 190 | General Psychology | 3 |
| PSY 355 | Skills and Strategies in the Helping Professions | 3 |
| PSY 360 | Abnormal Psychology | 3 |
| PSY 454 | Issues and Ethics in the Helping Professions | 3 |
| Select one of the following: | | 3 |
| EDU 142 | Human Growth, Development, and Guidance | |

| | | |
|---------|--|----|
| PSY 212 | Developmental Psychology: Birth to Adolescence | |
| PSY 222 | Developmental Psychology: Young Adulthood to Late Adulthood | |
| PSY 397 | Social Gerontology | |
| | | 15 |

Arts Administration Certificate

| | | |
|-------------------------------|-----------------------------------|----|
| ART 492 | Senior Arts Administration Thesis | 1 |
| Choose five of the following: | | 15 |
| PA 305 | Grant Writing | |
| COMM 332 | Writing for Media | |
| MKT 358 | Consumer Behavior | |
| PA 364 | Public Administration | |
| COMM 415 | Communication and Media Ethics | |
| PA 440 | Public Budgeting Process | |
| BA 474 | Organizational Behavior | |
| | | 16 |

Sustainability Certificate

| | | |
|-----------------------|-----------------------------------|----|
| ES 161 | Environmental Science | 3 |
| ES 321 | Building an Eco-Economy | 3 |
| ES 330 | Global Warming and Climate Change | 3 |
| ES 410 | Regional Sustainability | 3 |
| One of the following: | | 3 |
| PHIL 150 | Introduction to Philosophy | |
| PHIL 202 | Contemporary Ethics | |
| | | 15 |

Associate of Arts Degree

To receive an associate of arts degree, a candidate must meet the following requirements:

1. Complete a minimum of 60 semester credits. (UIU courses numbered below 100 will not count toward the 60 credits)
2. Meet the general education requirements listed on page 95.
3. Achieve a cumulative grade point average of at least 2.00.
4. Complete a minimum of 15 semester credits from Upper Iowa University.
5. Complete 12 of the last 15 semester credits required for graduation from Upper Iowa University.

Graduation Requirements

Students will normally have seven years after initial enrollment to complete the associate or baccalaureate program under the requirements in effect at the time of enrollment. If the program is not completed within seven years, the requirements in effect at the time of the next enrollment will be used to determine graduation requirements. The University reserves the right to make changes in its academic regulations and requirements when, in its judgment, the best interests of the institution are served. In addition, changes in licensure requirements of the Iowa Depart-

ment of Education may affect requirements for students seeking licensure to teach. Financial aid guidelines may vary.

Please see pages 93-95 for General Education requirements.

A student may earn only one Associate of Arts degree from Upper Iowa University.

Students may not have an associate degree and bachelor's degree conferred with the same conferral date. At least one session and one course must be completed after the associate degree is conferred in order to have both degrees conferred.

Associate of Arts - Criminal Justice Emphasis

| | Credits |
|--|----------------|
| Complete general education requirements. | 36 |
| General education coursework must include MATH 220 - Statistics and SOC 110 - Principles of Sociology. | |
| CJ 224 Introduction to Criminal Justice | 3 |
| CJ 237 Criminal Law | 3 |
| CJ 362 Criminal Investigations | 3 |
| CJ 367 Ethics in Criminal Justice | 3 |
| CJ 380 Introduction to Corrections | 3 |
| Two of the following: | 6 |
| CJ 315 Juvenile Justice | |
| CJ 321 Juvenile Delinquency | |
| CJ 333 Criminology | |
| SOC 347 Deviance and Social Control | |
| BA 362 Supervision | |
| CJ 365 Introduction to Policing | |
| CJ 398 Justice Administration | |
| General Elective (as CJ 224 also satisfies general education requirement) | 3 |
| | 60 |

Associate of Arts - General Business Emphasis

The General Business Associate of Arts degree prepares the student to meet the challenges of entry level positions in a rapidly evolving and increasingly computer-dependent business environment. It provides the student with a broad-based preparation for business applications as well as for continued study towards a baccalaureate degree in business or other disciplines.

| | Credits |
|--|----------------|
| Complete general education requirements. | 36 |
| ECON 160 Principles of Microeconomics | 3 |
| ACCT 201 Accounting Principles I | 3 |
| MKT 208 Marketing Principles | 3 |
| BA 210 Management Principles | 3 |
| BA 222 Management Information Systems | 3 |
| BA 302 Business Law and Ethics | 3 |
| General Electives (as ECON 160 also satisfies general education requirement) | 6 |
| | 60 |

Associate of Arts - Liberal Arts Emphasis

The purpose of the Liberal Arts Associate of Arts degree is to prepare the student with a broad general education foundation coupled with courses of specific interest for personal, professional or educational growth. It prepares the student for continued study towards a baccalaureate degree.

| | Credits |
|--|----------------|
| Complete general education requirements. | 36 |
| LA 298 Associate of Arts Capstone | 1 |
| General Electives | 23 |
| | 60 |

Associate of Arts - Psychology Emphasis

| | Credits |
|---|----------------|
| Complete general education requirements. | 36 |
| General education coursework must include PSY 190 - General Psychology. | |
| Learning and Cognition (choose one of the following): | 3 |
| PSY 323 Cognition | |
| PSY 445 Learning and Memory | |
| Individual Differences (choose one of the following): | 3 |
| PSY 310 Social Psychology | |
| PSY 332 Personality | |
| PSY 360 Abnormal Psychology | |
| Biological Bases and Behavior (choose one of the following): | 3 |
| PSY 335 Biological Psychology | |
| PSY 338 Motivation | |
| Developmental Changes in Behavior (choose one of the following): | 3 |
| PSY 212 Developmental Psychology: Birth to Adolescence | |
| PSY 222 Developmental Psychology: Young Adulthood to Late Adulthood | |
| PSY 321 Death and Dying | |
| PSY 397 Social Gerontology | |
| Elective in Psychology (see full list of psychology offerings) | 3 |
| General Electives | 9 |
| | 60 |

Upper Iowa University

Bachelor of Arts
Bachelor of Science

Note: All majors are not available at all locations. Check with an advisor for availability.

Requirements for a Baccalaureate Degree

To receive a baccalaureate degree, a candidate must meet the following conditions:

1. Complete a minimum of 120 semester credits. (UIU courses numbered below 100 will not count toward the 120 credits). Of those credits, a minimum of 30 credits must be upper division credits. Credits evaluated by the American Council of Education as being upper division will meet this requirement as will Experiential Learning Portfolios based on 300-400 level course requirements.
2. Meet the general education requirements listed on page 95.
3. Achieve a cumulative grade point average of at least 2.00.
4. Complete the requirements for a major as stated on pages 52-94. A minimum of six semester credits in the major must be completed through Upper Iowa University. Center, online, self-paced and international students select a major upon acceptance to the university. Fayette campus students must declare a major by the end of the fourth semester (a stipulation that is consistent with NCAA requirements).
5. Achieve a minimum of a 2.0 average in the major, and in the minor, if any. Transfer credits in the major or minor will contribute to these averages.

6. Complete a minimum of 30 semester credits from Upper Iowa University.
7. Complete 24 of the last 30 semester credits required for graduation from Upper Iowa University.

The same course may not be used in more than one major unless the course is a required course in both majors. If a course is required in one major and an option from a “select one or more of the following” area, the course is used only in the major in which it is required. Similarly, if a minor is chosen, the same course may not be used in a major and a minor unless the course is a required course (not part of a “select” area) in both the major and the minor. A student may not earn two Bachelor of Science or two Bachelor of Arts degrees at Upper Iowa University.

NOTE: A student may qualify for a second major (double major) if the student completes a minimum of 30 separate identifiable semester credits in the second major.

Students may not have an associate degree and bachelor's degree conferred with the same conferral date. At least one session and one course must be completed after the associate degree is conferred in order to have both degrees conferred.

Graduation Requirements

Students will normally have seven years after initial enrollment to complete the baccalaureate program under the requirements in effect at the time of enrollment. If the program is not completed within seven years, the requirements in effect at the time of the next enrollment will be used to determine graduation require-

ments. The University reserves the right to make changes in its academic regulations and requirements when, in its judgment, the best interests of the institution are served. In addition, changes in certification requirements of the Iowa Department of Education may affect requirements for students seeking certification to teach. Financial aid guidelines may vary.

Please see pages 93-95 for General Education requirements.

Educational Programs

In keeping with our policy of flexibility, the Fayette Campus offers an exciting concept in curriculum planning: Design Your Own Major. This allows you to develop your own major course of study with a professor in your area of interest and provides an alternative to the required courses for majors and minors listed in the catalog. A self-created major will involve a minimum of 30 semester credits from the approved courses listed for each school. Once your individual plan is designed, it is sent to the school dean for approval, then filed in the Registrar's Office.

Upper Iowa University offers an Education Abroad program through the Center for International Education. Studying abroad is a wonderful opportunity to earn credits toward your degree, gain cross-cultural knowledge, develop intercultural communication skills and become a global citizen while exploring destinations around the globe. If you are interested in studying abroad, please speak with your academic advisor to discuss how this experience will fit into your timeline toward graduation. The application process may take some time and must be completed many months before you leave. To find out more about the various programs offered visit the website at uiu.abroadoffice.net.

Yet another feature of our flexible, dynamic academic program is the opportunity for study through our Special Project, Special Topics and Internship programs. Special Project is a course designed by a student and his or her professor in an area the student is especially interested in exploring. Special Topics courses are those in-depth concentrations taught occasionally by a professor in response to student needs. An internship offers hands-on experience in a career setting directly related to the student's major area of interest. As you glance through the majors listed in this catalog, you will see course numbers listed for Special Topics, Special Project and Internships.

For a listing of current Internship locations utilized by veterans, see uiu.edu/va-internship-locations.

School of Arts and Sciences

The School of Arts and Sciences offers majors in all science, art, biology, chemistry, communication studies, conservation management, criminal justice, English, English with a creative writing emphasis, environmental science, forensic science, history, human services, liberal arts, life science, mathematics, mortuary science, psychology, public administration, social science and sociology. Minors are offered in art, art history, biology, chemistry, creative writing, communication studies, criminal justice, earth system science, English, forensic science, history, journalism, mathematics, pre-law, psychology, public

administration and Spanish. For students interested in pursuing teacher licensure, the School of Arts and Sciences works closely with the Andres School of Education in areas such as all science, American government, American history, art, English/language arts, journalism, life science, psychology, social studies, sociology, Spanish, and speech communication.

Teaching licensure is available in most of the liberal arts areas; check the listings under the Andres School of Education.

Associate of Arts degrees are available with emphasis areas of criminal justice, liberal arts or psychology. Certificates are available in arts administration, emergency and disaster management, geographic information systems, organizational communication, psychology and sustainability. See pages 47-49 for details.

Students have the opportunity to enroll in up to 12 credit hours of MPA coursework during their senior year. Contact an advisor for additional information regarding the application process and courses available.

Department of Biology and Chemistry

Biology

The biology major offers "Core Quality" structured around core classes that provide the foundation of the biological studies. From there, the biology major has four emphases: General Biology, Preprofessional/Health Science, Medical Laboratory Science, or Pre-Chiropractic Articulation. These emphases allow students to tailor their studies to individual career goals and provide them with "Choice Content."

Students majoring in Biology must complete the 45-credit biological science core and the additional 14-25 credits in a specific area of emphasis.

| Biology Core | | Credits |
|--------------|------------------------------|---------|
| BIO 135 | Principles of Biology I | 4 |
| BIO 140 | Principles of Biology II | 4 |
| BIO 201 | Scientific Literature Skills | 1 |
| BIO 283 | General Genetics | 4 |
| BIO 340 | Evolution | 3 |
| BIO 381 | Cell and Molecular Biology | 3 |
| BIO 398 | Thesis Research I | 2 |
| BIO 498 | Thesis Research II | 2 |
| CHEM 151 | General Chemistry I | 4 |
| CHEM 152 | General Chemistry II | 4 |
| MATH 220 | Elementary Statistics | 3 |

| | |
|----------------------|------------------------------------|
| One of the following | 3 |
| MATH 115 | Trigonometry and Analytic Geometry |
| MATH 120 | Calculus I |
| MATH 200 | Calculus II |

| | |
|-----------------------|-------------------------------------|
| Two of the following: | 8 |
| CHEM 251 | Organic Chemistry I (4) |
| CHEM 252 | Organic Chemistry II (4) |
| PHY 111/112 | Introductory Physics I and Lab (4) |
| PHY 113/114 | Introductory Physics II and Lab (4) |

Medical Laboratory Science Emphasis

Clinical or medical laboratory scientists collect and analyze samples to aid in the diagnosis and appropriate treatment of patients with disease. This emphasis prepares a student for entrance into programs certified by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). For example, UIU graduates have furthered their careers through the Medical Laboratory Science Program at the Mayo Clinic.

| | |
|---------|-------------------------|
| BIO 315 | Biological Sciences (1) |
| BIO 335 | Ichthyology (4) |
| BIO 385 | Ecology (4) |
| BIO 391 | Ornithology (4) |
| BIO 393 | Mammalogy (4) |
| BIO 490 | Herpetology (4) |
| | Entomology (4) |

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| | | Credits |
|-----------------------|---------------------------------------|---------|
| BIO 210 | Microbiology | 4 |
| BIO 268 | Intro to Human Anatomy and Physiology | 4 |
| CHEM 330 | Biochemistry I | 3 |
| One of the following: | | 3-4 |
| BIO 330 | Vertebrate Histology (4) | |
| BIO 370/371 | Pathophysiology and Lab (4) | |
| BIO 375 | Immunology (3) | |
| BIO 396 | Molecular Tools I (3) | |
| BIO 397 | Molecular Tools II (3) | |
| BIO 420 | Cancer Biology (3) | |
| | | 14-15 |

Note: Students must complete CHEM 251 and CHEM 252 in the biology core.

General Biology Emphasis

The possibilities are wide and varied for an individual with a general biology emphasis. This emphasis prepares a student for a career in the biological sciences, plant or animal care and research, for positions in biological industry, and for entrance into graduate programs in biology. Skills in biology can also be combined with skills in art (medical illustration, molecular modeling), math (biostatistics, epidemiology), law (biotechnology patents), and public health (food safety, drug testing, and quality control) for even wider career paths.

| | | Credits |
|---------------------------------------|---|---------|
| Functional/Applied Biology Electives: | | 12 |
| BIO 223 | Plant Propagation (3) | |
| BIO 268 | Intro to Human Anatomy and Physiology (4) | |
| BIO 270 | Human Anatomy and Physiology I (4) | |
| BIO 275 | Human Anatomy and Physiology II (4) | |
| BIO 323 | Plant Nutrition (3) | |
| BIO 325 | Plant Physiology (4) | |
| BIO 330 | Vertebrate Histology (4) | |
| BIO 365 | Conservation Biology (3) | |
| BIO 370 | Pathophysiology (3) | |
| BIO 371 | Pathophysiology Lab (1) | |
| BIO 375 | Immunology (3) | |
| BIO 396 | Molecular Tools I (3) | |
| BIO 397 | Molecular Tools II (3) | |
| BIO 420 | Cancer Biology (3) | |
| BIO 428 | Plant Pathology (4) | |
| BIO 430 | Wildlife Management (4) | |
| BIO 435 | Fisheries Management (3) | |
| Survey Biology Electives: | | 12 |
| BIO 210 | Microbiology (4) | |
| BIO 280 | Plants of Iowa (4) | |
| BIO 301 | Individual Research in the | |

Pre-Chiropractic Articulation Emphasis

This emphasis allows students to take advantage of the articulation agreements with institutions offering a doctorate in chiropractic degree and enter the chiropractic institution after three years at Upper Iowa University. Students completing the emphasis will receive their degree in biology from Upper Iowa University after completion and transfer of first year coursework specific to the institution with which the articulation is held.

| | | Credits |
|-------------|---------------------------------|---------|
| BIO 270 | Human Anatomy and Physiology I | 4 |
| BIO 275 | Human Anatomy and Physiology II | 4 |
| PHY 111/112 | Physics I and Lab | 4 |
| PHY 113/114 | Physics II and Lab | 4 |
| | | 16 |

Note: Students must complete CHEM 251 and CHEM 252 in the core. First year at the chiropractic institution replaces BIO 398 and BIO 498 in the core.

Pre-Professional/Health Science Emphasis

This emphasis prepares a student for entrance into professional programs such as medicine, pharmacy, dentistry, optometry, chiropractic, physical therapy, occupational therapy, and veterinary medicine programs. Visit our webpages for pre-professional students for more information and a comparison of courses commonly required by professional programs.

| | | Credits |
|--------------------------------------|--|---------|
| Select electives from the following: | | 25 |
| BIO 210 | Microbiology (4) | |
| BIO 270 | Human Anatomy and Physiology I (4) | |
| BIO 275 | Human Anatomy and Physiology II (4) | |
| BIO 301 | Individual Research in the Biological Sciences (1) | |
| BIO 303 | Experience in Health Science Careers (3) | |
| BIO 330 | Vertebrate Histology (4) | |
| BIO 370 | Pathophysiology (3) | |
| BIO 371 | Pathophysiology Lab (1) | |
| BIO 375 | Immunology (3) | |
| BIO 396 | Molecular Tools I (3) | |
| BIO 397 | Molecular Tools II (3) | |
| BIO 420 | Cancer Biology (3) | |
| CHEM 251 | Organic Chemistry I (4) | |
| CHEM 252 | Organic Chemistry II (4) | |
| CHEM 330 | Biochemistry I (3) | |
| CHEM 331 | Biochemistry II (3) | |
| CHEM 335 | Biochemistry Lab (1) | |
| PHY 111 | Introductory Physics I (3) | |
| PHY 112 | Introductory Physics Lab I (1) | |

| | | | | |
|---------|---------------------------------|----|-------------------------------------|----|
| PHY 113 | Introductory Physics II (3) | | Electives in Biology (300 or above) | 8 |
| PHY 114 | Introductory Physics Lab II (1) | | | 41 |
| | | 25 | | |

Minor in Biology

| | | Credits |
|---------|----------------------------|---------|
| BIO 135 | Principles of Biology I | 4 |
| BIO 140 | Principles of Biology II | 4 |
| BIO 283 | General Genetics | 4 |
| BIO 340 | Evolution | 3 |
| BIO 381 | Cell and Molecular Biology | 3 |

Biology electives – two courses must be 200 or above;
must be at least 3 credit courses

6-8
24-26

Major in Mortuary Science

Students in this program will complete 90 transcribed college credits (with a minimum of 30 credits earned at Upper Iowa University) prior to enrolling in a mortuary science program at an accredited institution. The 90 college credits will include completing the general education component, as well as the specific course requirements in the Mortuary Science major listed below. The final 30 college credits will be earned by completing the professional training at an accredited college of mortuary science that has an agreement of articulation with Upper Iowa University, and this professional training must occur after the student has completed the 90 credits at Upper Iowa University. Students who have fulfilled all of the requirements shall receive a degree from Upper Iowa University upon providing official transcripts from the school of mortuary science.

| | | Credits |
|----------|---|---------|
| BIO 135 | Principles of Biology I | 4 |
| BIO 140 | Principles of Biology II | 4 |
| CHEM 151 | General Chemistry I | 4 |
| CHEM 152 | General Chemistry II | 4 |
| BIO 268 | Introduction to Human Anatomy and Physiology | 4 |
| PSY 190 | General Psychology | 3 |
| PSY 355 | Skills and Strategies in the Helping Profession | 3 |
| | | 26 |

Major in Life Science (for Teacher Licensure)

This major is designed for students seeking a career teaching high school biology.

| | | Credits |
|----------|---------------------------------|---------|
| BIO 135 | Principles of Biology I | 4 |
| BIO 140 | Principles of Biology II | 4 |
| BIO 201 | Scientific Literature Skills | 1 |
| BIO 270 | Human Anatomy and Physiology I | 4 |
| BIO 275 | Human Anatomy and Physiology II | 4 |
| BIO 283 | General Genetics | 4 |
| BIO 340 | Evolution | 3 |
| BIO 381 | Cell and Molecular Biology | 3 |
| BIO 496 | Senior Project | 2 |
| CHEM 151 | General Chemistry I | 4 |

Chemistry

Students with education and training in chemistry can serve society in many ways. Chemistry is related to many of our most pressing social concerns, such as public health, environmental deterioration, the energy shortage, famine and overpopulation. Alone or coupled with other disciplines such as biology, physics, mathematics, education, political science or business administration, chemistry provides preparation for many careers directly related to society's needs.

Preprofessional Programs

The major in chemistry can be individualized to prepare students for entry into professional programs at schools of medicine, pharmacy, dentistry, optometry, chiropractic, physical therapy, occupational therapy, mortuary science, and veterinary medicine.

Major in Chemistry

| | | Credits |
|---------------------------------|------------------------------|---------|
| 31 credits in required courses: | | |
| CHEM 151 | General Chemistry I | 4 |
| CHEM 152 | General Chemistry II | 4 |
| CHEM 201 | Scientific Literature Skills | 1 |
| CHEM 220 | Quantitative Analysis | 4 |
| CHEM 251 | Organic Chemistry I | 4 |
| CHEM 252 | Organic Chemistry II | 4 |
| CHEM 302 | Physical Chemistry II | 3 |
| CHEM 330 | Biochemistry I | 3 |
| CHEM 391 | Chemistry Research I | 2 |
| CHEM 491 | Chemistry Research II | 2 |

| | | |
|--|--|----|
| At least 12 credits in elective courses: | | 12 |
| CHEM 309 | Individual Research in the Chemical Sciences (1) | |
| CHEM 325 | Forensic Chemistry (4) | |
| CHEM 331 | Biochemistry II (3) | |
| CHEM 345 | Chemical Spectroscopy and Instrumentation (4) | |
| CHEM 361 | Inorganic Chemistry (3) | |
| CHEM 410 | Advanced Organic Chemistry (3) | |

Credits in supporting courses:

| | | |
|----------|------------------------------------|----|
| PHY 111 | Introductory Physics I | 3 |
| PHY 112 | Introductory Physics Laboratory I | 1 |
| PHY 113 | Introductory Physics II | 3 |
| PHY 114 | Introductory Physics Laboratory II | 1 |
| MATH 120 | Calculus I | 3 |
| MATH 200 | Calculus II | 3 |
| MATH 215 | Multivariable Calculus | 3 |
| | | 60 |

Note: Students planning to pursue graduate studies in chemistry are encouraged to take additional chemistry electives beyond the required 12 credits. Students attempting a double major in biology and chemistry need not complete thesis research in both subject areas.

Minor in Chemistry

| | | Credits |
|----------|----------------------|---------|
| CHEM 151 | General Chemistry I | 4 |
| CHEM 152 | General Chemistry II | 4 |

| | | |
|--|-----------------------|-----------|
| CHEM 220 | Quantitative Analysis | 4 |
| CHEM 251 | Organic Chemistry I | 4 |
| CHEM 252 | Organic Chemistry II | 4 |
| Electives in chemistry numbered 300 or above | | 6 |
| | | <u>26</u> |

| | |
|----------|--------------------------------|
| CHEM 410 | Advanced Organic Chemistry (3) |
| BIO 210 | Microbiology (4) |
| BIO 283 | General Genetics (4) |
| BIO 381 | Cell and Molecular Biology (3) |
| BIO 403 | Field Internship (3) |
| BIO 490 | Entomology (4) |

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Forensic Science

Forensic science is the application of science to the law. Forensic scientists use scientific methodology to collect and analyze evidence. Forensic science is interdisciplinary in nature; it requires a solid background in chemistry, as well as coursework in biology and criminal justice, coupled with practical laboratory experience.

Preprofessional Programs

The forensic science major is a broad-based program with a strong science core which is excellent preparation for students seeking to continue their education at the graduate level. The major in forensic science can be individualized to prepare students for entrance into professional programs at schools of medicine or graduate programs in forensic science, biology or chemistry.

Major in Forensic Science

Core Requirements:

| | | Credits |
|----------|---|---------|
| CHEM 102 | Introduction to Forensic Science | 3 |
| CHEM 103 | Introduction to Forensic Science Laboratory | 1 |
| CHEM 151 | General Chemistry I | 4 |
| CHEM 152 | General Chemistry II | 4 |
| CHEM 201 | Scientific Literacy Skills | 1 |
| CHEM 220 | Quantitative Analysis | 4 |
| CHEM 251 | Organic Chemistry I | 4 |
| CHEM 252 | Organic Chemistry II | 4 |
| CHEM 325 | Forensic Chemistry | 4 |
| CHEM 345 | Chemical Spectroscopy and Instrumentation | 4 |
| BIO 135 | Principles of Biology I | 4 |
| BIO 396 | Molecular Tools I | 3 |
| PHY 111 | Introductory Physics I | 3 |
| PHY 112 | Introductory Physics I Laboratory | 1 |
| PHY 113 | Introductory Physics II | 3 |
| PHY 114 | Introductory Physics II Laboratory | 1 |
| CJ 362 | Criminal Investigations | 3 |
| CJ 367 | Ethics in Criminal Justice | 3 |
| MATH 120 | Calculus I | 3 |
| MATH 220 | Elementary Statistics | 3 |

Capstone Research:

| | | |
|---------|---------------------------|-----|
| BIO 496 | Senior Project (2) OR | 2-4 |
| BIO 398 | Thesis Research I (2) AND | |
| BIO 498 | Thesis Research II (2) | |

Electives from the following courses: 8

| | |
|----------|--|
| CHEM 309 | Individual Research in the Chemical Sciences (1) |
| CHEM 330 | Biochemistry I (3) |
| CHEM 331 | Biochemistry II (3) |
| CHEM 361 | Inorganic Chemistry (3) |

Minor in Forensic Science

The forensic science minor is intended for persons in fields for whom a basic knowledge of forensic techniques and the science on which they are based would be beneficial.

| | | Credits |
|----------|---|---------|
| CHEM 102 | Introduction to Forensic Science | 3 |
| CHEM 103 | Introduction to Forensic Science Laboratory | 1 |
| CJ 362 | Criminal Investigations | 3 |
| CJ 367 | Ethics in Criminal Justice | 3 |

Any other CHEM or BIO courses from the Forensic Science major core or elective lists, but no more than 8 credits may be taken at the 100-level.

24-26

Conservation Management

Upper Iowa University has a highly respected Conservation Management program where students will experience academic and hands-on preparation for employment in the many areas of conservation management. Employment opportunities in conservation management exist in county, state, and federal government conservation agencies, as well as non-governmental organizations and with private consultants.

| | | Credits |
|----------|--|---------|
| BIO 135 | Principles of Biology I | 4 |
| BIO 220 | Zoology | 4 |
| BIO 231 | General Botany | 4 |
| BIO 280 | Plants of Iowa | 4 |
| BIO 335 | Ecology | 4 |
| BIO 365 | Conservation Biology | 3 |
| BIO 403 | Field Internship | 3 |
| BIO 496 | Senior Project | 2 |
| ES 220 | Soil and Water Conservation | 3 |
| GEOG 356 | Introduction to Geographic Information Systems | 3 |

One of the following: 3-4

| | |
|---------|--------------------------|
| BIO 430 | Wildlife Management (4) |
| BIO 435 | Fisheries Management (3) |

| | |
|-------------------------|---|
| One of the following: 3 | |
| MATH 105 | College Mathematics with Applications (3) |
| MATH 107 | College Algebra (3) |
| MATH 115 | Trigonometry and Analytic Geometry (3) |
| MATH 120 | Calculus I (3) |
| MATH 200 | Calculus II (3) |

Electives from the following: 11

| | |
|----------|--|
| MATH 220 | Elementary Statistics (3) |
| BIO 301 | Individual Research in the Biological Sciences (1) |
| BIO 315 | Ichthyology (4) |
| BIO 323 | Plant Nutrition (3) |
| BIO 325 | Plant Physiology (4) |
| BIO 385 | Ornithology (4) |
| BIO 391 | Mammalogy (4) |
| BIO 393 | Herpetology (4) |
| BIO 428 | Plant Pathology (4) |
| BIO 430 | Wildlife Management (4) |
| BIO 435 | Fisheries Management (3) |
| BIO 470 | Wildlife Forensics (3) |
| BIO 490 | Entomology (4) |
| ES 326 | Soil Genesis Classification and Morphology (4) |

51-52

Life Science

Student pursuing the life science major have two emphases to choose from which allow them to specialize in different ways.

| Life Science Core | | Credits |
|-------------------|------------------------------|---------|
| BIO 135 | Principles of Biology I | 4 |
| BIO 140 | Principles of Biology II | 4 |
| BIO 201 | Scientific Literature Skills | 1 |
| BIO 283 | General Genetics | 4 |
| BIO 340 | Evolution | 3 |
| BIO 381 | Cell and Molecular Biology | 3 |
| BIO 496 | Senior Project | 2 |
| CHEM 151 | General Chemistry I | 4 |

| | | |
|-----------------------|---|---|
| One of the following: | | 3 |
| MATH 105 | College Mathematics with Applications (3) | |
| MATH 107 | College Algebra (3) | |
| MATH 115 | Trigonometry and Analytic Geometry (3) | |
| MATH 120 | Calculus I (3) | |
| MATH 200 | Calculus II (3) | |

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General Life Science Emphasis

The life science major with a general emphasis is the major intended for pre-service teachers hoping to teach biological science, those hoping to go into scientific industry, or those who are hoping to specialize their science classes more to suit their specific career needs.

| | | Credits |
|-------------------------|--|---------|
| BIO 270 | Human Anatomy and Physiology I | 4 |
| BIO 275 | Human Anatomy and Physiology II | 4 |
| Life Science Electives: | | 8 |
| BIO 210 | Microbiology (4) | |
| BIO 280 | Plants of Iowa (4) | |
| BIO 301 | Individual Research in the Biological Sciences (1) | |
| BIO 315 | Ichthyology (4) | |
| BIO 325 | Plant Physiology (4) | |
| BIO 330 | Vertebrate Histology (4) | |

| | |
|---------|-----------------|
| BIO 335 | Ecology (4) |
| BIO 385 | Ornithology (4) |
| BIO 391 | Mammalogy (4) |
| BIO 393 | Herpetology (4) |
| BIO 490 | Entomology (4) |

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Plant Science Emphasis

The life science major with the plant science emphasis allows students to prepare for plant based careers like turfgrass and golf course management or students could specialize their courses of study further to prepare for entry into graduate school.

| | | Credits |
|---------|------------------|---------|
| BIO 231 | General Botany | 4 |
| BIO 325 | Plant Physiology | 4 |

Plant Science Electives (at least two courses must be 300 or above): 14

| | |
|---------|--|
| BIO 210 | Microbiology (4) |
| BIO 223 | Plant Propagation (3) |
| BIO 280 | Plants of Iowa (4) |
| BIO 323 | Plant Nutrition (3) |
| BIO 335 | Ecology (4) |
| BIO 428 | Plant Pathology (4) |
| BIO 490 | Entomology (4) |
| ES 220 | Soil and Water Conservation (3) |
| ES 326 | Soil Genesis, Classification, and Morphology (4) |

22

Department of Criminal Justice

Criminal Justice

The purpose of the criminal justice major is to prepare the student to understand the application of research-based theory, legal guidelines, and ethical principles to the practical functioning of the criminal justice system.

| Major in Criminal Justice | | Credits |
|---------------------------|----------------------------------|---------|
| CJ 224 | Introduction to Criminal Justice | 3 |
| CJ 333 | Criminology | 3 |
| CJ 365 | Introduction to Policing | 3 |
| CJ 367 | Ethics in Criminal Justice | 3 |
| CJ 380 | Introduction to Corrections | 3 |
| CJ 388 | Comparative Justice | 3 |
| SOC 334 | Sociological Research Methods | 3 |

| | | |
|-----------------------|--------------------------------|---|
| One of the following: | | 3 |
| SOC 220 | Social Problems | |
| SOC 240 | Diversity in the United States | |

| | | |
|--|-------------------------|---|
| One of the following – Law Enforcement | | 3 |
| CJ 237 | Criminal Law | |
| CJ 291 | Community Policing | |
| CJ 362 | Criminal Investigations | |

| | | |
|---|------------------|---|
| One of the following – Law Adjudication | | 3 |
| CJ 315 | Juvenile Justice | |

| | | |
|---|---------------------------|-----------|
| CJ 353 | Sociology of Law | |
| CJ 398 | Justice Administration | |
| One of the following – Corrections | | 3 |
| CJ 396 | Community Corrections | |
| CJ 426 | Institutional Corrections | |
| CJ 428 | Offender Treatment | |
| Criminal Justice or Sociology Electives | | 6 |
| One of the following: | | 3 |
| CJ 403 | Internship | |
| CJ 499 | Special Project | |
| | | <u>42</u> |

At least 18 credits in the major must be earned in courses numbered 300 or above.

Criminal Justice Minor

| | | |
|--|----------------------------------|-----------|
| CJ 224 | Introduction to Criminal Justice | 3 |
| CJ 237 | Criminal Law | 3 |
| CJ 299 | Special Project | 3 |
| CJ 367 | Ethics in Criminal Justice | 3 |
| One of the following: | | 3 |
| SOC 220 | Social Problems | |
| SOC 240 | Diversity in the Unites States | |
| Two courses from any Criminal Justice or Sociology courses 300 level or higher | | 6 |
| | | <u>21</u> |

Department of Fine Arts and Communication Studies

Art

The art program at Upper Iowa University challenges students to develop a personal approach to the arts while they strengthen their artistic skills and explore career opportunities. Creativity and independence are cornerstones of a program where faculty members actively lead, motivate, and support students in their education, personal lives, and careers. The natural beauty of Northeastern Iowa forms a backdrop that inspires students to better understand themselves and what it means to be human. This combination of personal expression, professional guidance, and stimulating natural environment contribute to a unique atmosphere of interaction and collaboration where students and their ideas can flourish.

Major in Art

| | | |
|--------------------------|-----------------|---|
| Studio Core Requirements | | |
| ART 101 | Digital Tools | 3 |
| ART 109 | 2-D Foundations | 3 |
| ART 110 | Drawing | 3 |
| ART 120 | 3-D Foundations | 3 |
| Art History Requirement | | |
| Two of the following: | | 6 |
| ART 211 | Art History I | |

| | | |
|-----------------------|-------------------------------|---|
| ART 212 | Art History II | |
| ART 252 | Art and Architecture of Italy | |
| ART 272 | Non-Western Art Survey | |
| ART 313 | 20th Century Art | |
| ART 372 | Survey of American Art | |
| Two of the following: | | 6 |
| ART 202 | Painting | |
| ART 204 | Printmaking | |
| ART 210 | Intermediate Drawing | |
| ART 222 | Ceramics/Hand Building | |
| ART 223 | Ceramics/Wheel Throwing | |
| ART 225 | Sculpture | |
| GRAF 218 | Digital Photography | |

| | | |
|-------------------------|------------------------------|---|
| Three of the following: | | 9 |
| ART 300 | Human Figure Drawing I | |
| ART 301 | Human Figure Drawing II | |
| ART 304 | Printmaking: Screen Printing | |
| ART 305 | Environmental Art | |
| ART 325 | Intermediate Sculpture | |
| ART 330 | Watercolor/Water Media | |
| ART 403 | Internship | |
| ART 404 | Advanced Printmaking | |
| ART 410 | Advanced Drawing | |
| ART 412 | Advanced Painting | |
| ART 423 | Advanced Ceramics | |
| ART 425 | Advanced Sculpture | |
| ART 430 | Advanced Watercolor | |
| ART 450 | Special Topic | |
| ART 499 | Special Project | |
| GRAF 319 | Digital Video | |

| | | |
|-----------------------------|--------------------|-----------|
| Art Studio 400 level course | | 3 |
| Senior Capstone | | 4 |
| ART 470 | Senior Seminar (3) | |
| ART 490 | Senior Thesis (1) | |
| | | <u>40</u> |

Major in Art (Teacher Education)

The art education major prepares students for K-12 licensure.

| | | |
|-----------------------|-------------------------------|----------------|
| | | Credits |
| ART 101 | Digital Tools | 3 |
| ART 109 | 2-D Foundations | 3 |
| ART 110 | Drawing | 3 |
| ART 120 | 3-D Foundations | 3 |
| ART 202 | Painting | 3 |
| ART 204 | Printmaking | 3 |
| ART 225 | Sculpture | 3 |
| Two of the following: | | 6 |
| ART 211 | Art History I | |
| ART 212 | Art History II | |
| ART 252 | Art and Architecture in Italy | |
| ART 372 | Survey of American Art | |
| One of the following: | | 3 |
| ART 222 | Ceramics/Hand Building | |

| | | |
|--------------------------|------------------------------|-----------|
| ART 223 | Ceramics/Wheel Throwing | |
| Electives in Art Studio: | | 6 |
| ART 210 | Intermediate Drawing | |
| ART 300 | Human Figure Drawing I | |
| ART 301 | Human Figure Drawing II | |
| ART 304 | Printmaking: Screen Printing | |
| ART 305 | Environmental Art | |
| ART 325 | Intermediate Sculpture | |
| ART 330 | Watercolor/Water Media | |
| ART 404 | Advanced Printmaking | |
| ART 410 | Advanced Drawing | |
| ART 412 | Advanced Painting | |
| ART 423 | Advanced Ceramics | |
| ART 425 | Advanced Sculpture | |
| ART 430 | Advanced Watercolor | |
| GRAF 218 | Digital Photography | |
| GRAF 319 | Digital Video | |
| ART 490 | Senior Thesis (Portfolio) | 1 |
| | | <u>37</u> |

Students must also complete the professional education core requirements to achieve licensure.

Minor in Art Credits

| | | |
|-------------------|-----------------|---|
| Core Requirements | | |
| ART 101 | Digital Tools | 3 |
| ART 109 | 2-D Foundations | 3 |
| ART 110 | Drawing | 3 |
| ART 120 | 3-D Foundations | 3 |
| ART 470 | Senior Seminar | 3 |

Two of the following: 6

| | | |
|----------|-------------------------|--|
| ART 202 | Painting | |
| ART 204 | Printmaking | |
| ART 210 | Intermediate Drawing | |
| ART 222 | Ceramics/Hand Building | |
| ART 223 | Ceramics/Wheel Throwing | |
| ART 225 | Sculpture | |
| GRAF 218 | Digital Photography | |

One of the following: 3

| | | |
|---------|------------------------------|--|
| ART 300 | Human Figure Drawing I | |
| ART 304 | Printmaking: Screen Printing | |
| ART 325 | Intermediate Sculpture | |
| ART 330 | Watercolor/Water Media | |
| ART 404 | Advanced Printmaking | |
| ART 410 | Advanced Drawing | |
| ART 412 | Advanced Painting | |
| ART 423 | Advanced Ceramics | |
| ART 425 | Advanced Sculpture | |
| ART 430 | Advanced Watercolor | |

| | | |
|----------|---------------|-----------|
| GRAF 319 | Digital Video | |
| | | <u>24</u> |

Communication Studies

The Communication Studies major provides students with the opportunity to learn about the central role communication has in our lives. Students learn to identify, analyze, and evaluate various communication goals and successfully adapt messages to the demands of complex situations. As global citizens, students learn to understand, value, and manage diverse communication behaviors associated with people from other groups, organizations, and cultures. As communication professionals, students gain competence in the theoretical and ethical foundations that drive research, organizational, and professional practices. A major in communication studies prepares students for a professional career in government, industry, academia, or graduate school. Students majoring in Communication Studies must complete the 12-credit communication studies core and the additional 33 hours in a specific area of emphasis.

Communication Studies Core (12 credit hours) Credits

| | | |
|----------|----------------------------|---|
| COMM 102 | Introduction to Mass Media | 3 |
| COMM 105 | Public Speaking | 3 |
| COMM 203 | Communication Theory | 3 |
| COMM 415 | Communication Ethics | 3 |

Communication Studies Emphasis (33 credit hours)

| | | |
|----------|-----------------------------------|---|
| COMM 107 | Human Communication | 3 |
| COMM 200 | Interpersonal Communication | 3 |
| COMM 221 | Intercultural Communication | 3 |
| COMM 326 | New and Experimental Media | 3 |
| COMM 352 | Rhetoric & Public Culture | 3 |
| COMM 390 | Research Methods in Communication | 3 |

One of the following: 3

| | | |
|---------|---------------------|--|
| THE 240 | Oral Interpretation | |
| THE 260 | Storytelling | |

Three of the following: 9

| | | |
|-------------|---|--|
| BA 474 | Organizational Behavior | |
| PSY/SOC 232 | Group Dynamics | |
| PSY/SOC 260 | Gender Roles | |
| PSY/SOC 310 | Social Psychology | |
| COMM 276 | TV Production | |
| COMM 286 | Radio Production | |
| COMM 295 | Public Relations | |
| COMM 305 | Organizational Communication | |
| COMM 307 | Business and Professional Communication | |
| COMM 310 | Feature Writing | |
| COMM 332 | Writing for Media | |

One of the following: 3

| | | |
|----------|-----------------|-----------|
| COMM 403 | Internship | |
| COMM 498 | Senior Seminar | |
| COMM 499 | Special Project | |
| | | <u>45</u> |

Note: Student must complete at least 18 credits in upper division courses.

Mass Media Emphasis (33 credit hours)

| | | |
|----------|---------------------------------|---|
| COMM 220 | Principles of Interviewing | 3 |
| COMM 295 | Public Relations | 3 |
| COMM 320 | News Editing | 3 |
| COMM 326 | New and Experimental Media | 3 |
| COMM 332 | Writing for Media | 3 |
| GRAF 218 | Digital Photography and Editing | 3 |
| GRAF 335 | Publication Design | 3 |

| | | |
|-----------------------|------------------|---|
| One of the following: | | 3 |
| COMM 276 | TV Production | |
| COMM 286 | Radio Production | |

Two of the following: 6*

| | | |
|--------------|---------------------------------------|--|
| COMM 141-444 | Journalism Workshop (1/1/1) | |
| COMM 161-464 | Radio Workshop (1/1/1) | |
| COMM 171-474 | TV Workshop (1/1/1) | |
| COMM 305 | Organizational Communication | |
| COMM 307 | Business & Professional Communication | |
| COMM 308 | Sports Writing and Reporting | |
| COMM 310 | Feature Writing | |
| GRAF 235 | Advertising Design | |
| GRAF 280 | Web Publishing and Social Media | |
| GRAF 319 | Digital Video and Editing | |
| GRAF 332 | Digital Imaging | |

*Students may use credits from any of the three workshops.
Note: Only 3 total workshop credits may count toward satisfying this requirement.

| | | |
|-----------------------|-----------------|---|
| One of the following: | | 3 |
| COMM 403 | Internship | |
| COMM 498 | Senior Seminar | |
| COMM 499 | Special Project | |

45

Note: Student must complete at least 18 credits in upper division courses.

Sports Communication Emphasis (33 credit hours)

| | | |
|----------|------------------------------|---|
| COMM 220 | Principles of Interviewing | 3 |
| COMM 276 | TV Production | 3 |
| COMM 286 | Radio Production | 3 |
| COMM 308 | Sports Writing and Reporting | 3 |
| COMM 310 | Feature Writing | 3 |
| COMM 320 | News Editing | 3 |
| COMM 332 | Writing for Media | 3 |
| EXSS 363 | Sport Marketing | 3 |
| MKT 208 | Principles of Marketing | 3 |

One of the following: 3*

| | | |
|--------------|---|--|
| COMM 141-444 | Journalism Workshop (1/1/1) | |
| COMM 161-464 | Radio Workshop (1/1/1) | |
| COMM 171-474 | TV Workshop (1/1/1) | |
| COMM 295 | Public Relations | |
| COMM 305 | Organizational Communication | |
| COMM 307 | Business and Professional Communication | |
| COMM 326 | New and Experimental Media | |
| EXSS 334 | Sport Law & Legal Issues | |
| GRAF 218 | Digital Photography and Editing | |

| | |
|----------|---------------------------------|
| GRAF 235 | Advertising Design |
| GRAF 280 | Web Publishing and Social Media |

*Students may use credits from any of the three workshops.

| | | |
|-----------------------|-----------------|---|
| One of the following: | | 3 |
| COMM 403 | Internship | |
| COMM 498 | Senior Seminar | |
| COMM 499 | Special Project | |

45

Note: Students must complete no less than 18 credit hours in upper division courses.

Minor in Communication Studies Credits

| | | |
|----------|-----------------------------|---|
| COMM 105 | Public Speaking | 3 |
| COMM 107 | Human Communication | 3 |
| COMM 200 | Interpersonal Communication | 3 |
| COMM 203 | Communication Theory | 3 |
| COMM 221 | Intercultural Communication | 3 |
| COMM 352 | Rhetoric and Public Culture | 3 |
| COMM 415 | Communication Ethics | 3 |

One of the following: 3

| | | |
|----------|---|--|
| COMM 305 | Organizational Communication | |
| COMM 307 | Business and Professional Communication | |
| COMM 326 | New and Experimental Media | |
| THE 240 | Oral Interpretation | |
| THE 260 | Storytelling | |

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Minor in Mass Media Credits

| | | |
|------------|----------------------------|---|
| Minor Core | | |
| COMM 102 | Introduction to Mass Media | 3 |
| COMM 105 | Public Speaking | 3 |
| COMM 203 | Communication Theory | 3 |
| COMM 415 | Communication Ethics | 3 |

Two of the following: 6

| | | |
|----------|----------------------------|--|
| COMM 220 | Principles of Interviewing | |
| COMM 310 | Feature Writing | |
| COMM 320 | News Editing | |
| COMM 326 | New and Experimental Media | |
| COMM 332 | Writing for Media | |

Two of the following: 6

| | | |
|----------|--|--|
| COMM 276 | TV Production | |
| COMM 286 | Radio Production | |
| COMM 295 | Public Relations | |
| COMM 305 | Organizational Communication | |
| COMM 307 | Business and Professional Communication | |
| COMM 308 | Sport Writing and Reporting | |
| GRAF 218 | Digital Photography and Editing | |
| GRAF 280 | Web Publishing and Social Media | |
| GRAF 319 | Digital Video | |
| MKT 358 | Consumer Behavior | |
| MKT 363 | Advertising and Integrated Marketing Communication | |

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Note: Students must choose either the minor in Communication Studies or the minor in Mass Media.

Theatre

The theatre courses are designed to enable students to develop personal and professional skills in communication and theatre.

Department of Geosciences, Geography and Mathematical Sciences (GeMS)

Major in All Science

This major is designed for students wishing to teach all sciences in grades 5-12. Credits

| | | |
|-------------|--------------------------------------|-------|
| BIO 135 | Principles of Biology I | 4 |
| BIO 140 | Principles of Biology II | 4 |
| | Elective in Biology (300 or above) | 4 |
| CHEM 151 | General Chemistry I | 4 |
| CHEM 152 | General Chemistry II | 4 |
| | Elective in Chemistry (200 or above) | 3-4 |
| PHY 109/110 | Astronomy with lab | 4 |
| PHY 111/112 | Physics I with lab* | 4 |
| PHY 113/114 | Physics II with lab | 4 |
| BIO 496 | Senior Seminar | 2 |
| ES 100 | Introduction to Geology | 3 |
| ES 161 | Environmental Science | 3 |
| | | 43-44 |

*MATH 115 Trigonometry and Analytic Geometry is a prerequisite for this course.

Earth and Environmental Science

Study of the earth sciences is relevant to all inhabitants of our planet as we meet the environmental and resource challenges of the 21st century. Earth science informs wise decision making for sustainable development, including land use planning, water quality and resource enhancement, prevention of soil depletion and erosion, preservation of wetlands, waste management, pollution remediation, availability of energy and mineral resources, and mitigation of geological hazards.

Major in Environmental Science

The Environmental Science major is an interdisciplinary program focused around developing an understanding of the Earth as a complex network of interacting natural systems. Built on a strong foundation in mathematics, chemistry, physics, biology, and earth sciences, the Environmental Science major provides flexibility for students as they prepare for a wide range of opportunities including employment in fields such as environmental education, monitoring, management, remediation, or regulation. The major can be individualized as preparation for professional training in law, business or public health, or further study at the graduate level.

| | | |
|--------------------|-------------------------|---|
| | Credits | |
| Core Requirements: | | |
| ES 100 | Introduction to Geology | 3 |

| | | |
|----------|--|---|
| ES 161 | Intro to Environmental Science | 3 |
| ES 175 | Earth Systems Lab | 1 |
| ES 326 | Soil Genesis, Classification, Morphology | 4 |
| GEOG 356 | Introduction to Geographic Information Systems | 3 |
| BIO 135 | Principles of Biology I | 4 |
| BIO 335 | Ecology | 4 |
| BIO 496 | Senior Project | 2 |

| | |
|-----------------------|--------------------------|
| One of the following: | 4 |
| BIO 140 | Principles of Biology II |
| BIO 220 | Zoology |
| BIO 231 | General Botany |

| | | |
|-------------------------------|------------------------------------|---|
| Supporting Core Requirements: | | |
| CHEM 151 | General Chemistry I | 4 |
| PHY 111/112 | Introductory Physics I/Lab | 4 |
| MATH 115 | Trigonometry and Analytic Geometry | 3 |
| MATH 220 | Elementary Statistics | 3 |
| CHEM 152 | General Chemistry II OR | |
| PHY 113/114 | Introductory Physics II/Lab | 4 |

| | |
|--|--|
| Three of the following (At least one must be 4 hours): | 10-12 |
| ECON 433 | Environmental Economics (3) |
| ES 295 | Field Studies in Geosciences (1-3) |
| ES 316 | Geomorphology (4) |
| ES 321 | Building an Eco-Economy (3) |
| ES 330 | Global Warming & Climate Change (3) |
| ES 410 | Regional Sustainability (3) |
| ES 417 | Hydrogeology (4) |
| GEOG 299 | Special Project (1-3) |
| GEOG 386 | GIS Applications (3) |
| GEOG 426 | Principles of Remote Sensing (3) |
| GEOG 456 | GIS Automation and Customization (3) |
| BIO 210 | Microbiology (4) |
| BIO 280 | Plants of Iowa (4) |
| BIO 315 | Ichthyology (4) |
| BIO 365 | Conservation Biology (3) |
| BIO 385 | Ornithology (4) |
| BIO 391 | Mammalogy (4) |
| BIO 393 | Herpetology (4) |
| BIO 403 | Field Internship (3) |
| BIO 490 | Entomology (4) |
| MATH 206 | Rational Problem Solving with Real Systems (3) |

56-58

Minor in Earth Systems Science

| | | |
|--|--|---|
| One of the following | Credits | |
| | 3 | |
| ES 100 | Introduction to Geology | |
| ES 161 | Intro to Environmental Science | |
| GEOG 100 | Physical Geography | |
| ES 175 | Earth Systems Laboratory | 1 |
| ES 220 | Soil and Water Conservation | 3 |
| ES 326 | Soil Genesis, Classification, Morphology | 4 |
| Seven or more credits from the following | 7 | |
| ES 295 | Field Studies in Geosciences (1-3) | |
| ES 316 | Geomorphology (4) | |

| | |
|--------|---------------------------------------|
| ES 321 | Building an Eco-Economy (3) |
| ES 330 | Global Warming and Climate Change (3) |
| ES 410 | Regional Sustainability (3) |
| ES 417 | Hydrogeology (4) |

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Geography

Geography is a field of science focused on understanding Earth's systems, landscapes, and features, and the interactions of humans with these. Geography provides a link between the social sciences and the natural sciences. Geography includes knowledge of naming and description of places, their locations, their origins, and how they have changed through time. Geographic Information Systems (GIS) adds the power of technology to local, regional, and global geography, through applications of mapping, spatial analysis, and remote sensing to resource management, economics, urban and regional planning, emergency response and management, transport and communication, distribution of populations, biogeography, landscape ecology and environmental quality.

Mathematics

Offerings in mathematics are designed to provide an understanding of the discipline at various levels, ranging from the general to those leading to graduate study. This variety of courses enables students to prepare themselves for careers in teaching and/or industry.

| Major in Mathematics | | Credits |
|----------------------|------------------------------------|---------|
| MATH 115 | Trigonometry and Analytic Geometry | 3 |
| MATH 120 | Calculus I | 3 |
| MATH 200 | Calculus II | 3 |
| MATH 210 | Calculus Series and Analysis | 3 |
| MATH 215 | Multivariable Calculus | 3 |
| MATH 451 | Seminar | 1 |

| | |
|---|----|
| Elective courses in mathematics numbered 300 or above | 18 |
| | 34 |

Note: Teacher licensure specifies particular electives. See School of Education section for details.

Major in Mathematics with Actuarial Science Emphasis

This major is designed to prepare students with the skills and knowledge to take on appropriate professional positions in Actuarial Science. An actuary is a business professional who analyzes the financial consequence of risk. Actuaries use mathematics, statistics and financial theory to study uncertain future events, especially those of concern to insurance and pension programs. They evaluate the likelihood of those events, design creative ways to reduce the likelihood and decrease the impact of adverse events that actually do occur.

| | | Credits |
|----------|------------------------------|---------|
| ECON 160 | Principles of Microeconomics | 3 |
| ECON 161 | Principles of Macroeconomics | 3 |
| ACCT 201 | Accounting Principles I | 3 |

| | | |
|--------------|--------------------------------------|----|
| ACCT 202 | Accounting Principles II | 3 |
| FIN/ECON 310 | Money and Capital Markets | 3 |
| FIN 341 | Corporate Financial Management | 3 |
| FIN 343 | Investments | 3 |
| MATH 115 | Trigonometry and Analytic Geometry | 3 |
| MATH 120 | Calculus I | 3 |
| MATH 200 | Calculus II | 3 |
| MATH 210 | Calculus Series and Analysis | 3 |
| MATH 215 | Multivariable Calculus | 3 |
| MATH 220 | Elementary Statistics | 3 |
| MATH 301 | Linear Algebra | 3 |
| MATH 302 | Mathematical Statistics I | 3 |
| MATH 303 | Mathematical Statistics II | 3 |
| MATH 305 | Discrete Mathematics | 3 |
| MATH 382 | Actuarial Science P Exam Preparation | 1 |
| MATH 391 | Financial Mathematics I | 3 |
| MATH 392 | Financial Mathematics II and FM Exam | 3 |
| MATH 451 | Senior Seminar | 1 |
| | | 59 |

| Minor in Mathematics | | Credits |
|----------------------|------------------------------------|---------|
| MATH 115 | Trigonometry and Analytic Geometry | 3 |
| MATH 120 | Calculus I | 3 |
| MATH 200 | Calculus II | 3 |
| MATH 210 | Calculus Series and Analysis | 3 |

| | |
|--|----|
| Electives in mathematics selected from MATH 215 and/or courses numbered 300 or above | 9 |
| | 21 |

Department of Humanities English

The English program develops sound technical and creative writing skills. The English major prepares students for teaching English in the elementary and secondary schools or for graduate study. In addition, the English major provides the skills necessary for careers in print media or broadcasting as well as professional disciplines such as law or medicine. Good written communication skills are vitally important for any profession. Literature is also foundational for an understanding of culture. Many students who contemplate professional careers seek an English major or minor.

A Senior Thesis will be required in the major. The thesis may be developed out of one or more courses in the major or produced through a Special Topics course at the 450 level.

| Major in English (traditional option) | | Credits |
|---------------------------------------|----------------------------|---------|
| ENG 125 | Introduction to Literature | 3 |
| ENG 209 | American Literature I | 3 |
| ENG 210 | American Literature II | 3 |
| ENG 211 | British Literature I | 3 |
| ENG 212 | British Literature II | 3 |
| ENG 330 | Shakespeare | 3 |
| Electives in English | | 15 |
| | | 33 |

| Major in English (creative writing option) | | Credits |
|--|----------------------------------|---------|
| ENG 170 | Introduction to Creative Writing | 3 |

| | | |
|---------|---|---|
| ENG 270 | Craft and Technique of Creative Writing | 3 |
| ENG 422 | Critical Theory | 3 |

| | | |
|-------------|---------------------------------------|--|
| ENG 214-216 | World Literature Survey and Mythology | |
|-------------|---------------------------------------|--|

| | | |
|--|---------------------------------------|----|
| Two of the following three course sequences: | | 12 |
| ENG 209-210 | American Literature I and II | |
| ENG 211-212 | British Literature I and II | |
| ENG 214-216 | World Literature Survey and Mythology | |

| | | |
|---------------------------------|----------------------|---|
| Two of the following workshops: | | 6 |
| ENG 370 | Non-Fiction Workshop | |
| ENG 371 | Fiction Workshop | |
| ENG 372 | Poetry Workshop | |

21

| | | |
|-------------------------|---|---|
| Three of the following: | | 9 |
| ENG 330 | Shakespeare | |
| ENG 331 | Modern and Contemporary Literature | |
| ENG 332 | Adolescent Literature | |
| ENG 342 | Medieval Literature | |
| ENG 344 | Restoration and 18th Century Literature | |
| ENG 355 | Harlem Renaissance | |
| ENG 365 | Women and Literature | |
| ENG 375 | Midwest Literature | |
| ENG 383 | American Renaissance | |

| | | |
|--|----------------------|---|
| Two of the three advanced workshops listed and the thesis: | | 9 |
| ENG 370 | Non-Fiction Workshop | |
| ENG 371 | Fiction Workshop | |
| ENG 372 | Poetry Workshop | |
| ENG 450/499 | Thesis | |

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Major in English (for Teacher Licensure) Credits

| | | |
|----------------------|---|----|
| ENG 125 | Introduction to Literature | 3 |
| ENG 209 | American Literature I | 3 |
| ENG 210 | American Literature II | 3 |
| ENG 211 | British Literature I | 3 |
| ENG 212 | British Literature II | 3 |
| EDU 326 | Developmental Reading and Language Arts | 3 |
| ENG 330 | Shakespeare | 3 |
| EDU 333 | Literature: Birth-Adolescence | 3 |
| Electives in English | | 15 |
| | | 39 |

Note: A Senior Thesis will be required for the major. This thesis may be developed out of one or more of the courses in the major or produced through a special topics course at the 450 level.

Minor in English Credits

| | | |
|----------------------|------------------------|----|
| ENG 209 | American Literature I | 3 |
| ENG 210 | American Literature II | 3 |
| ENG 211 | British Literature I | 3 |
| ENG 212 | British Literature II | 3 |
| Electives in English | | 9 |
| | | 21 |

Minor in Creative Writing Credits

| | | |
|---------|---|---|
| ENG 125 | Introduction to Literature | 3 |
| ENG 170 | Introduction to Creative Writing | 3 |
| ENG 270 | Craft and Technique of Creative Writing | 3 |

| | | |
|--|------------------------------|---|
| One of the following three course sequences: | | 6 |
| ENG 209-210 | American Literature I and II | |
| ENG 211-212 | British Literature I and II | |

Intensive English Program

The Intensive English Program (IEP) provides English language and cultural preparation for successful integration into Upper Iowa University's undergraduate majors, campus life, and surrounding communities. The institute is a comprehensive program which includes the following courses: reading, grammar, writing, listening/speaking, and American culture. For the fall and spring semesters (16 weeks each), these five courses are equivalent to 20 hours of in-class studying per week. The 9-week summer semester is equivalent to 30 hours of in-class studying per week and covers the same material as the regular semesters. Upon arrival to Upper Iowa, students have a placement exam that assesses which IEP courses they are required to take based on their English proficiency level.

Structure of the Intensive English Program

If placed in the beginner level, a student needs at least three semesters to complete the IEP program. If placed in the intermediate level, a student needs at least two semesters to complete the IEP program. If placed in the advanced level, a student needs at least one semester to complete the IEP program.

Beginner Level

| | |
|---------|----------------------|
| ESL 011 | Reading I |
| ESL 012 | Grammar I |
| ESL 013 | Writing I |
| ESL 014 | Listening/Speaking I |
| ESL 015 | American Culture I |

Intermediate Level

| | |
|---------|-----------------------|
| ESL 021 | Reading II |
| ESL 022 | Grammar II |
| ESL 023 | Writing II |
| ESL 024 | Listening/Speaking II |
| ESL 025 | American Culture II |

Advanced Level

| | |
|---------|------------------------|
| ESL 031 | Reading III |
| ESL 032 | Grammar III |
| ESL 033 | Writing III |
| ESL 034 | Listening/Speaking III |
| ESL 035 | American Culture III |

Matriculation into Undergraduate Studies

To be considered for completion of the Intensive English Program and matriculation into undergraduate or graduate studies at Upper Iowa University, a student must meet the following conditions:

1. Each level must be completed within two semesters. Students who are unable to complete a level in two semesters

will not be allowed to continue enrollment at Upper Iowa University and will not complete the Intensive English Program.

2. Students must complete all required courses with a grade of 'C' or better to advance.
3. A student's writing sample must demonstrate undergraduate writing ability.

Liberal Arts

The Bachelor of Arts in Liberal Arts degree program offers students an educational experience that is both flexible and dynamic while remaining firmly rooted in the liberal arts tradition. This program serves both the adult learner who has amassed a variety of credits over an extended period of time and the more traditional student whose academic interests are not rigidly defined.

For the nontraditional student with wider college exposure, the major permits the constructive utilization of more transfer credit than can usually be accommodated given the specific requirements of Upper Iowa's more traditional majors.

For the traditional student, the curriculum provides a deeper immersion in the various liberal arts than does the common general education, and it can be expected to direct the student toward a defined curriculum in one or more of the identified emphasis areas.

Major in Liberal Arts:

The learning outcomes will be achieved in part through the successful completion of the following common core of courses:

| | Credits |
|---|----------------|
| Two courses in art or graphic design | 6 |
| Two courses in English (excluding courses in composition) | 6 |
| Two courses in History | 6 |
| Two courses in Political Science | 6 |
| Two courses from each of two of the following disciplines: 12 | |
| Psychology | |
| Communication | |
| Sociology/Criminal Justice | |
| Foreign Language | |

Note: Some courses a student completes as part of the General Education may also serve as components of the common core.

A student's area or areas of interest will be addressed through the successful completion of four courses at the 300- and 400-levels within a single Liberal Arts Discipline or two courses at the 300- and 400-levels within each of two Liberal Arts Disciplines. 12

| | |
|------------------------------|----|
| LA 498 Liberal Arts Capstone | 1 |
| | 49 |

Spanish

A Spanish minor offers many career opportunities with social agencies dealing with Spanish-speaking Americans, with companies serving Hispanic populations, teaching in secondary schools (when combined with a teaching major) and volunteering with VISTA or the Peace Corps.

Spanish courses at Upper Iowa University concentrate on building vocabulary, understanding grammatical structure and developing reading and writing skills. English-language and society of the Hispanic world (in both the Americas and Europe) are also provided. The special project, on a topic to be agreed upon by instructor and student, will be written and presented in Spanish.

| Minor in Spanish | | Credits |
|-------------------------|--|----------------|
| SPN 125 | Introduction to Hispanic Culture and Society | 3 |
| SPN 201 | Intermediate Spanish I | 3 |
| SPN 202 | Intermediate Spanish II | 3 |
| SPN 301 | Advanced Spanish I | 3 |
| SPN 302 | Advanced Spanish II | 3 |
| SPN 306 | Culture and Society of Spain | 3 |
| SPN 499 | Special Project in Spanish | 3 |
| | | 21 |

For a teaching endorsement, 24 credits in Spanish are required, along with EDU 314 Teaching Elementary Foreign Language or EDU 300-3 Teaching Secondary School Foreign Language. See School of Education, page 57, for details.

Department of Psychology and Human Services

Human Services

An interdisciplinary major in human services is offered to those students who intend to pursue careers in the human services area after graduation. The major also provides excellent preparation for those wishing to continue their education in graduate school. At least 18 credits in this major must be earned in courses numbered 300 or above.

Specific General Education Requirements:

Mathematics

| | | |
|----------|-----------------------|---|
| MATH 220 | Elementary Statistics | 3 |
|----------|-----------------------|---|

Major in Human Services

| | | Credits |
|-------------|--|----------------|
| SOC 110 | Principles of Sociology | 3 |
| PSY 190 | General Psychology | 3 |
| SOC 220 | Social Problems | 3 |
| SOC 240 | Diversity in the United States | 3 |
| SOC 361 | Marriage and Family | 3 |
| PSY/SOC 375 | Methods in Human Services | 3 |
| SOC 384 | Social Welfare Programs and Policies | 3 |
| PSY 454 | Issues and Ethics in the Helping Professions | 3 |

| | | |
|-----------------------|----------------------------|---|
| One of the following: | | 3 |
| BA 210 | Management Principles | |
| PS 230 | State and Local Government | |

| | |
|--------|--------------------------------|
| PS 362 | The Legislative Process |
| PA 364 | Public Administration |
| PS 412 | American Constitutional Law II |
| PA 445 | Administrative Law |

Two upper division electives selected from any psychology or sociology courses. 6

One of the following: 3

| | |
|-------------|-----------------|
| PSY/SOC 403 | Internship |
| PSY/SOC 499 | Special Project |
| PSY 49802 | Senior Project |

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Human Services Major for Social Work

Training Certification:

(Available only at Wisconsin Centers)

| | Credits | |
|-------------|---|---|
| SOC 220 | Social Problems | 3 |
| PSY 221 | Introduction to Human Services | 3 |
| PSY 373 | Research Methods | 3 |
| PSY/SOC 383 | Human Behavior in the Social Environment | 3 |
| SOC 384 | Social Welfare Programs and Policies | 3 |
| PSY 391 | Social Work Practice I: Individuals | 3 |
| PSY 392 | Social Work Practice II: Families and Groups | 3 |
| PSY 393 | Social Work Practice III: Social Institutions | 3 |
| PSY 454 | Issues and Ethics in the Helping Professions | 3 |
| PSY 403 | Internship | 9 |

One of the following: 3

| | |
|--------|--------------------------------|
| BA 210 | Management Principles |
| PS 230 | State and Local Government |
| PS 362 | The Legislative Process |
| PA 364 | Public Administration |
| PS 412 | American Constitutional Law II |
| PA 445 | Administrative Law |

One upper division elective selected from any psychology or sociology courses. 3

Senior Project:

| | | |
|-----------|----------------|---|
| PSY 49802 | Senior Project | 3 |
|-----------|----------------|---|

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Specific General Education Requirements:

Mathematics

| | | |
|----------|-----------------------|---|
| MATH 220 | Elementary Statistics | 3 |
|----------|-----------------------|---|

Social Science

| | | |
|---------|-------------------------|---|
| PSY 190 | General Psychology | 3 |
| SOC 110 | Principles of Sociology | 3 |

Cultures

| | | |
|---------|--------------------------------|---|
| SOC 240 | Diversity in the United States | 3 |
|---------|--------------------------------|---|

Note: To apply for a social work training certificate, the State of Wisconsin requires students to have grades of C or above in all social work equivalency courses (PSY/SOC 383, PSY 391, PSY 392, PSY 393, and SOC 384) and at least a 2.5 GPA in the major. Students must meet specific standards and demonstrate identified competencies through an assessment process before they will be approved for an internship. This degree plan has been approved by the Wisconsin Department of Safety and Professional Services (DSPS). The social work equivalency courses may also be incorporated into UIU's Psychology or Criminal Justice majors per DSPS rules. Completion of the major does not guarantee social work certification. For clarification of these and other state requirements, please contact the DSPS.

Psychology

The study of psychology offers the opportunity to learn about the origins and development of human behavior and mental processes and the factors that influence change. Psychology provides a valuable foundation of knowledge important in a wide variety of fields, including human services, business, law, education, communication and health. The program in psychology may also lead to graduate preparation for professional psychology.

At least 18 credits toward a major and nine credits toward a minor in psychology must be earned in courses numbered 300 or above.

Major in Psychology **Credits**

| | | |
|----------|-----------------------|---|
| PSY 190 | General Psychology | 3 |
| PSY 373 | Research Methods | 3 |
| MATH 220 | Elementary Statistics | 3 |

Learning and Cognition (choose one of the following): 3

| | |
|---------|---------------------|
| PSY 323 | Cognition |
| PSY 445 | Learning and Memory |

Individual Differences (choose two of the following): 6

| | |
|---------|---------------------|
| PSY 310 | Social Psychology |
| PSY 332 | Personality |
| PSY 360 | Abnormal Psychology |

Biological Bases of Behavior (choose one of the following): 3

| | |
|---------|-----------------------|
| PSY 335 | Biological Psychology |
| PSY 338 | Motivation |

Developmental Changes in Behavior (choose two of the following): 6

| | |
|---------|---|
| PSY 212 | Developmental Psychology: Birth to Adolescence |
| PSY 222 | Developmental Psychology: Young Adulthood to Late Adulthood |
| PSY 321 | Death and Dying |
| PSY 397 | Social Gerontology |

Capstone Experience (choose one of the following): 3

| | |
|-----------|----------------|
| PSY 403 | Internship |
| PSY 49801 | Senior Project |

| | | |
|--|--|------------------------------------|
| PSY 499 | Special Project | |
| Electives in Psychology (see full list of psychology offerings) | | 9 <hr style="width: 100%;"/> 39 |
| At least 18 semester credits must be earned in courses numbered 300 or above. | | |
| Minor in Psychology | | Credits |
| PSY 190 | General Psychology | 3 |
| Learning and Cognition (choose one of the following): | | 3 |
| PSY 323 | Cognition | |
| PSY 445 | Learning and Memory | |
| Individual Differences (choose one of the following): | | 3 |
| PSY 310 | Social Psychology | |
| PSY 332 | Personality | |
| PSY 360 | Abnormal Psychology | |
| Biological Bases and Behavior (choose one of the following): | | 3 |
| PSY 335 | Biological Psychology | |
| PSY 338 | Motivation | |
| Developmental Changes in Behavior (choose one of the following): | | 3 |
| PSY 212 | Developmental Psychology: Birth to Adolescence | |
| PSY 222 | Developmental Psychology: Young Adulthood to Late Adulthood | |
| PSY 321 | Death and Dying | |
| PSY 397 | Social Gerontology | |
| Electives in Psychology (see full list of psychology offerings) | | 3 <hr style="width: 100%;"/> 18 |

Note: PSY 190 General Psychology is prerequisite to other courses in psychology with these exceptions: PSY 201 Adjustment may be taken with no prerequisite; courses cross-listed with sociology may be taken without PSY 190 if the student has completed SOC 110 Principles of Sociology; or by permission of the instructor.

Department of Social Science

Anthropology

Broadly conceived, anthropology is the study of humans. Cultural anthropology examines the variety of human cultures in the past and, especially, the present. Individual courses in anthropology may be taken to satisfy general education requirements in either cultures or social science. They may also be taken for elective credit.

Emergency and Disaster Management

The purpose of the emergency and disaster management major is to integrate theory with practice and prepare the student to under-

stand, manage, and mitigate the physical and human consequences of natural, technological, civil, and human-caused hazards.

The emergency and disaster management major consists of 54 semester credits. In addition, students must complete the general education core outlined on pages 93-95, along with additional elective credits to complete the 120 semester credits required for the Bachelor of Science degree (see specific general education requirements listed below). At least 18 credits in this major must be earned in upper division coursework. A minimum 2.0 GPA in the major is required for graduation.

Specific General Education Requirements:

Mathematics

| | | |
|----------|-----------------------|---|
| MATH 220 | Elementary Statistics | 3 |
|----------|-----------------------|---|

Social Science

| | | |
|---------|-------------------------|-----------|
| PSY 190 | General Psychology | OR |
| SOC 110 | Principles of Sociology | 3 |

| | |
|--|----------------|
| Emergency and Disaster Management Major | Credits |
|--|----------------|

| | | |
|----------|---|-------------------------------|
| PS 100 | U.S. Government | 3 |
| PS 230 | State and Local Government | 3 |
| PA 306 | Principles of Emergency Management | 3 |
| PA 320 | Political and Policy Basis of Emergency Management | 3 |
| PA 332 | Emergency Preparedness and Planning | 3 |
| PA 346 | Disaster Response and Recovery | 3 |
| GEOG 356 | Introduction to Geographic Information Systems | 3 |
| BA 362 | Supervision | 3 |
| PA 371 | Urban Management | 3 |
| PSY 373 | Research Methods OR | |
| SOC 334 | Introduction to Sociological Research Methods | 3 |
| PA 404 | Integrated Emergency Management | 3 |
| PSY 409 | Psychology of Disaster | 3 |
| PA 414 | Principles and Practice of Hazards Mitigation | 3 |
| PA 430 | Cases in Public Administration | 3 |
| PA 440 | Public Budgeting Process | 3 |
| PA 445 | Administrative Law | 3 |
| PA 49802 | Senior Project | 3 |
| | | <hr style="width: 100%;"/> 51 |

Note: The following prerequisites are required for this major: BA 210 Management Principles, BA 361 Human Resources Management, PSY 190 General Psychology, MATH 220 Elementary Statistics and PA 364 Public Administration.

Geography

Courses in geography are taught by faculty in the School of Arts and Sciences. Geography courses can be used to fulfill requirements for certain teaching endorsements in the Social Sciences, as well as to satisfy certain general education requirements.

History

The history major offers the necessary background for those wishing to teach history in primary or secondary schools or to pursue graduate studies.

Major in History

Required Courses:

| | Credits |
|--|---------|
| HIST 100 World History to 1500 | 3 |
| HIST 101 World History since 1500 | 3 |
| HIST 110 American History to 1877 | 3 |
| HIST 111 American History since 1877 | 3 |
| HIST 270 Historical Methods and Historiography | 3 |
| HIST 496 Senior Thesis | 3 |

History Electives

(24 credits: 6 credits from each of the following categories; At least 18 credits at the 300 level)

U.S. History

| | | |
|----------|---|---|
| HIST 371 | New Nation, 1787-1848 | 6 |
| HIST 372 | Civil War and Reconstruction, 1848-1877 | |
| HIST 373 | Industrialization and Reform, 1877-1914 | |
| HIST 374 | Modern America, 1945-present | |

World History

| | | |
|----------|-------------------------|---|
| HIST 214 | World at War, 1914-1945 | 6 |
| HIST 302 | Modern East Asia | |
| HIST 355 | Modern World | |
| HIST 367 | Atlantic Revolutions | |

Social Justice

| | | |
|----------|--------------------------|---|
| HIST 245 | Global Women's Activism | 6 |
| HIST 330 | African American History | |
| HIST 343 | U.S. Women's History | |

Interdisciplinary Courses

| | | |
|-------------|---|---|
| | (two courses from two different disciplines; some courses may have prerequisites) | 6 |
| ANTH 310 | Political Anthropology | |
| ART 372 | Survey of American Art | |
| ENG 365 | Women and Literature | |
| PS 342 | Development of American Foreign Policy | |
| PS 368 | Political Parties and Interest Groups | |
| PSY/SOC 310 | Social Psychology | |
| SOC 304 | Globalization | |
| SOC 363 | Social Stratification | |
| SOC 381 | Political Sociology | |
| SOC 384 | Social Welfare Programs and Policies | |
| SPN 306 | Culture and Society of Spain | |

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Minor in History

| | Credits |
|--------------------------------------|---------|
| HIST 100 World History to 1500 | 3 |
| HIST 101 World History since 1500 | 3 |
| HIST 110 American History to 1877 | 3 |
| HIST 111 American History since 1877 | 3 |
| Electives in History | 9 |
| | 21 |

Public Administration

The purpose of a public administration major is to prepare a student to understand public organizations and to utilize that knowledge to manage, plan and administer public policy. The Public Administration major consists of nine credits of specific general education requirements, 12 credits of core courses, and 24 credits in an emphasis area for a total of 45 credits.

Major in Public Administration

Specific General Education Requirements

| | | |
|----------|-----------------------|---|
| PS 100 | U.S. Government | 3 |
| COMM 105 | Public Speaking | 3 |
| MATH 220 | Elementary Statistics | 3 |

Core Courses

| | | |
|----------|--------------------------------|---|
| PS 230 | State and Local Government | 3 |
| PA 364 | Public Administration | 3 |
| PA 430 | Cases in Public Administration | 3 |
| PA 49801 | Senior Project | 3 |

Policy/Politics Emphasis

| | | |
|---------|---------------------------------------|----|
| PS 211 | International Relations | OR |
| PS 212 | Comparative Politics | 3 |
| PS 222 | Introduction to Political Society | 3 |
| PS 368 | Political Parties and Interest Groups | 3 |
| PS 380 | Congress and the President | 3 |
| PS 342 | Development of Foreign Policy | OR |
| SOC 384 | Social Programs and Policy | 3 |
| | Electives* | 9 |

General Emphasis

| | | |
|--------|-----------------------|----|
| BA 210 | Management Principles | 3 |
| PA 305 | Grant Writing | 3 |
| PA 371 | Urban Management | 3 |
| PA 440 | Public Budgeting | 3 |
| | Electives* | 12 |

Emergency Management Emphasis

| | | |
|--------|--|----|
| PA 306 | Principles of Emergency Management | 3 |
| PA 320 | Political and Policy Basis of Emergency Management | 3 |
| PA 332 | Emergency Preparedness and Planning | 3 |
| PA 346 | Disaster Response and Recovery | 3 |
| | Electives* | 12 |

* At least 6 must be in Public Administration or Political Science. Other acceptable electives, as approved by the Department of Social Sciences, from Business, Communication, Criminal Justice, History, and Sociology can be chosen in consultation with an advisor.

Law Enforcement or Fire Science Emphasis:

The public administration core of 27 credits and emphasis of nine credits must be completed for a total of 36 semester credits.

These areas of emphasis are designed to build on relevant prior learning in law enforcement and fire science by adding management and social science perspectives to prepare a student to understand public organizations and to utilize that knowledge to manage, plan and administer public policy in the areas of police and fire science.

The public administration major with an emphasis in law enforcement or fire science is a unique program that is only available to those individuals who have completed related college courses, training in law enforcement or fire science, and/or who have extensive work experience in law enforcement or fire science. Eligibility for this emphasis is dependent upon documentation of completion of: an associate degree in a field related to law enforcement or fire science, a basic police recruit or fire science academy, or transfer or completion of 15 semester credits of related coursework. Eligibility may also be determined based on a combination of experiential learning and college credit. The minimum 15 semester credits of related credit count toward the 120 semester credits for degree completion as electives.

| Required Courses | | Credits |
|-------------------------|----------------------------------|----------------|
| PS 100 | U.S. Government | 3 |
| BA 210 | Management Principles | 3 |
| PS 230 | State & Local Government | 3 |
| PA 364 | Public Administration | 3 |
| SOC 384 | Social Welfare Programs/Policies | 3 |
| PA 440 | Public Budgeting Process | 3 |
| PA 445 | Administrative Law | 3 |
| PA 49801 | Senior Project | 3 |

Select one of the following: 3

| | |
|--------|--------------------------------|
| PA 430 | Cases in Public Administration |
| BA 454 | Management Cases |

Credits

Three of the following: 9

| | |
|----------|--------------------------------|
| ECON 160 | Principles of Microeconomics |
| MATH 220 | Elementary Statistics |
| SOC 220 | Social Problems |
| PSY 240 | Conflict Resolution |
| SOC 240 | Diversity in the United States |
| BA 302 | Business Law and Ethics |
| PSY 302 | Substance Abuse |
| CJ 333 | Criminology |
| BA 361 | Human Resources Management |
| SOC 361 | Marriage and the Family |
| BA 362 | Supervision |
| PS 362 | The Legislative Process |
| BA 390 | Complex Organizations |
| PS 403 | Internship |
| PS 411 | American Constitutional Law I |

Public Administration Minor

This minor is available to all majors except the public administration and emergency and disaster management major.

| | | Credits |
|--------|--------------------------|----------------|
| BA 210 | Management Principles | 3 |
| PA 364 | Public Administration | 3 |
| PA 440 | Public Budgeting Process | 3 |
| PA 445 | Administrative Law | 3 |

One of the following: 3

| | |
|--------|----------------------------|
| PS 100 | U.S. Government |
| PS 230 | State and Local Government |

One of the following: 3

| | |
|---------|--------------------------------------|
| BA 302 | Business Law and Ethics |
| BA 361 | Human Resources Management |
| BA 362 | Supervision |
| SOC 384 | Social Welfare Programs and Policies |
| BA 390 | Complex Organizations |
| PS 411 | American Constitutional Law I |
| PA 430 | Cases in Public Administration |

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At least nine credits in this minor must be earned in upper division coursework.

Minor in Pre-Law Credits

Context and Development of American Law

Two of the following: 6

| | |
|----------|-----------------------------|
| PS 100 | U.S. Government |
| HIST 110 | American History to 1877 |
| HIST 111 | American History Since 1877 |
| PS 230 | State and Local Government |
| PS 362 | The Legislative Process |

Develop Skills Useful for Law School

Two of the following: 6

| | |
|----------|-----------------------------|
| PHIL 150 | Introduction to Philosophy |
| PHIL 202 | Contemporary Ethics |
| ENG 270 | Craft/Creative Writing |
| ENG 301 | Writing Strategies |
| COMM 352 | Rhetoric and Public Culture |
| ENG 370 | Creative Non-Fiction |

Substantive Areas of Law and Legal Reasoning

Two of the following: 6

| | |
|--------|--------------------------------|
| BA 302 | Business Law and Ethics |
| BA 303 | Business Law II |
| PS 411 | American Constitutional Law I |
| PS 412 | American Constitutional Law II |
| PA 445 | Administrative Law |

Electives from the above categories, communication, and/or business 6

(In consultation with the pre-law advisor)

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Social Science (For Teacher Licensure)

This Social Science major is designed for students who wish to teach American History, American Government, Psychology, Sociology, or Economics at the secondary level. Students must also complete the professional education program to meet requirements for licensure. See School of Education for details (page 57).

Social Science

The purpose of a social science major is to prepare a student to understand the broad implications of the various social science disciplines and to utilize that knowledge as a foundation for personal, professional, and educational growth. The social science major with an emphasis in History, Political Science, Psychology, or Sociology prepares students for professional or graduate study in the social sciences or law, as well as an extensive variety of professions.

The social science major consists of 42 semester credits. A minimum of 18 semester credits must be selected from upper division coursework. In addition, students must complete the general education core outlined on pages 93-95, along with additional elective credits to complete the 120 semester credits required for the Bachelor of Science degree. A minimum 2.00 GPA in the major is required for graduation.

Students may select only one emphasis area with this major. Students may not double major in the area associated with the emphasis.

| Social Science Core Courses (15 credits) | Credits |
|--|---------|
| ANTH 110 Introduction to Cultural Anthropology | 3 |
| PS 100 U.S. Government | 3 |
| SOC 110 Principles of Sociology | 3 |
| PSY 190 General Psychology | 3 |
| At least one of the following: | 3 |
| HIST 100 World History to 1500 | |
| HIST 101 World History since 1500 | |
| HIST 110 American History to 1877 | |
| HIST 111 American History since 1877 | |

Select one Emphasis Area (27 credits)

Emphasis in History

| | |
|--|---|
| Courses in addition to at least one of the following in the core | 9 |
| HIST 100 World History to 1500 | |
| HIST 101 World History since 1500 | |
| HIST 110 American History to 1877 | |
| HIST 111 American History since 1877 | |

Note: one of these will count toward the social science core and the others toward the emphasis area

| | |
|--|---|
| U.S. History (select two of the following) | 6 |
| HIST 371 New Nation, 1787-1848 | |
| HIST 372 Civil War and Reconstruction, 1848-1877 | |
| HIST 373 Industrialization and Reform, 1877-1914 | |
| HIST 374 Modern America, 1945-present | |

| | |
|---|---|
| World History (select two of the following) | 6 |
| HIST 302 Modern East Asia | |
| HIST 355 Modern World | |
| HIST 367 Atlantic Revolutions | |

| | |
|--|---|
| Social Justice (select one of the following) | 3 |
| HIST 330 African American History | |
| HIST 343 U.S. Women's History | |

| | |
|------------------------|----------|
| Capstone | |
| HIST 496 Senior Thesis | <u>3</u> |
| | 27 |

| | |
|--|---|
| Emphasis in Political Science | |
| PS 212 Comparative Politics | 3 |
| PS 222 Introduction to Political Society | 3 |
| PS 230 State and Local Government | 3 |
| HIST/PS 342 Development of American Foreign Policy | 3 |
| PS 368 Political Parties and Interest Groups | 3 |

| | |
|---|---|
| Legislation (select one of the following) | 3 |
| PS 362 The Legislative Process | |
| PS 380 Congress and the Presidency | |

| | |
|---|---|
| Constitutional Law Area or Elective Area | 6 |
| Select both PS 411 and PS 412 or select two electives | |
| PS 411 American Constitutional Law I and | |
| PS 412 American Constitution Law II | |
| OR | |
| Select two of the following electives | |
| ANTH 310 Political Anthropology | |
| PA 305 Grant Writing | |
| PA 364 Public Administration | |
| SOC 381 Political Sociology | |
| SOC 384 Social Welfare Programs and Policies | |
| ECON 455 Economics of Health and Health Care | |
| ECON 466 Labor Economics | |
| ECON 477 Public Finance | |

| | |
|------------------------|----------|
| Capstone | |
| PS 499 Special Project | <u>3</u> |
| | 27 |

| | |
|--------------------------------|---|
| Emphasis in Psychology | |
| MATH 220 Elementary Statistics | 3 |
| PSY 373 Research Methods | 3 |

| | |
|--|---|
| Learning and Cognition (select one of the following) | 3 |
| PSY 323 Cognition | |
| PSY 445 Learning and Memory | |

| | |
|--|---|
| Individual Differences (select two of the following) | 6 |
| PSY 310 Social Psychology | |
| PSY 332 Personality | |
| PSY 360 Abnormal Psychology | |

| | |
|--|---|
| Biological Bases of Behavior (select one of the following) | 3 |
| PSY 335 Biological Psychology | |
| PSY 338 Motivation | |

| | |
|---|---|
| Developmental Changes in Behavior (select one of the following) | 3 |
|---|---|

| | |
|---|--|
| EDU 142 Human Growth, Development, and Guidance | |
| PSY 212 Developmental Psychology: Birth to Adolescence | |
| PSY 222 Developmental Psychology: Young Adulthood to Late Adulthood | |
| PSY 397 Social Gerontology | |

| | |
|--|---|
| Elective in Psychology (select any PSY course not already taken) | 3 |
|--|---|

| | |
|--|-------------|
| Capstone (select one of the following) | 3 |
| PSY 403 Internship | |
| PSY 49801 Senior Project | |
| PSY 499 Special Project | |
| | <u> </u> |
| | 27 |

| | |
|--------------------------------|---|
| Emphasis in Sociology | |
| SOC 220 Social Problems | 3 |
| MATH 220 Elementary Statistics | 3 |
| SOC 304 Globalization | 3 |

| | |
|---|-----------|
| SOC 334 Introduction to Sociological Research Methods | 3 |
| SOC 392 Sociological Theory | 3 |
| Select three of the following | 9 |
| PSY/SOC 232 Group Dynamics | |
| SOC 240 Diversity in the United States | |
| SOC 260 Gender Roles | |
| PSY/SOC 310 Social Psychology | |
| SOC 347 Deviance and Social Control | |
| SOC 361 Marriage and the Family | |
| SOC 363 Social Stratification | |
| SOC 381 Political Sociology | |
| SOC 384 Social Welfare Programs and Policies | |
| Capstone | |
| SOC 418 Applied Research Methods | 3 |
| | <u>27</u> |

| | |
|--|-----------|
| Emphasis in General Social Science | |
| Select eight courses from the following social science areas | 24 |
| (at least 15 semester credits must be at the 300 level or above) | |
| Anthropology (ANTH) | |
| Economics (ECON) | |
| Geography (GEOG) | |
| History (HIST) | |
| Political Science (PS) | |
| Psychology (PSY) | |
| Public Administration (PA) | |
| Sociology (SOC) | |
| Capstone (select one of the following) | 3 |
| HIST 496 Senior Thesis | |
| PS 499 Special Project | |
| SOC 418 Applied Research Methods | |
| PSY 49803 Senior Project | |
| | <u>27</u> |

Sociology

The purpose of the study of sociology is to develop an understanding of human relationships, and to acquire the ability to apply this knowledge in future career settings, as well as in any other situation in everyday life. Course work focuses on two levels of analysis to give a balanced perspective on social action: first, from the perspective of the individual who must interact with others within the social structures of modern society; second, from the perspective of the social system with its institutionalized properties and elements. Further consideration is given to the social factors and groups which contribute to the creation, as well as the resolution, of current social problems.

| Major in Sociology | Credits |
|--|---------|
| SOC 110 Principles of Sociology | 3 |
| SOC 220 Social Problems | 3 |
| MATH 220 Elementary Statistics | 3 |
| SOC 240 Diversity in the United States | 3 |
| SOC 304 Globalization | 3 |
| SOC 334 Introduction to Sociological | |

| | |
|---|-----------|
| Research Methods | 3 |
| SOC 392 Sociological Theory | 3 |
| At least four of the following: | 12 |
| PSY/SOC 260 Gender Roles | |
| CJ 321 Juvenile Delinquency | |
| SOC 347 Deviance and Social Control | |
| SOC 361 Marriage and the Family | |
| SOC 363 Social Stratification | |
| SOC 381 Political Sociology | |
| Capstone Experience: | |
| SOC 418 Applied Research Methods | 3 |
| Electives in Sociology and Criminal Justice | 6 |
| | <u>42</u> |

The major in Sociology is not available for online or self-paced students who are residents of the state of Minnesota.

| Minor in Sociology | Credits |
|--|-----------|
| SOC 110 Principles of Sociology | 3 |
| SOC 220 Social Problems | 3 |
| SOC 304 Globalization | 3 |
| SOC 334 Introduction to Sociological Research Methods* | 3 |
| SOC 392 Sociological Theory | 3 |
| SOC 491 Sociology Minor Portfolio | 1 |
| At least two of the following: | 6 |
| SOC 240 Diversity in the United States | |
| SOC 347 Deviance and Social Control | |
| SOC 361 Marriage and Family | |
| SOC 363 Social Stratification | |
| SOC 381 Political Sociology | |
| | <u>22</u> |

At least nine of the credits applied toward a minor in sociology must be earned in courses numbered 300 or above.

* SOC 334 has a prerequisite of MATH 220 Elementary Statistics

School of Business and Professional Studies

The School of Business and Professional Studies offers baccalaureate majors in accounting, agricultural business, business administration, financial management, graphic design, health services administration, human resources management, information systems, information technology, management and marketing, nursing, and software engineering. Career flexibility is important with the shift toward business orientation in most professions. The School offers minors in several areas.

An Associate of Arts degree in General Business and a certificate in Human Resources Management is also available. See page 47.

Students in the School of Business have the opportunity to enroll in up to 12 credit hours of MBA course work during their senior year through the MBA Link program. Contact an advisor for more information.

A major in All Business is for students pursuing teacher licensure. See page 82.

Students completing degree requirements will earn a Bachelor of Science degree except Graphic Design majors will earn a Bachelor of Arts degree.

Business - With the Business Core

Students majoring in accounting, agricultural business, business administration, financial management, human resources management, management, or marketing must complete the 39-credit business core and the required credits in the major.

| Business Core | | Credits |
|----------------------|--|----------------|
| ECON 160 | Principles of Microeconomics | 3 |
| ECON 161 | Principles of Macroeconomics | 3 |
| ACCT 201 | Accounting Principles I | 3 |
| ACCT 202 | Accounting Principles II | 3 |
| MKT 208 | Marketing Principles | 3 |
| BA 210 | Management Principles | 3 |
| BA 222 | Management Information Systems | 3 |
| BA 256 | Quantitative Analysis for Business I OR | |
| MATH 220 | Elementary Statistics | 3 |
| BA 302 | Business Law and Ethics | 3 |
| FIN 341 | Corporate Financial Management | 3 |
| BA 356 | Quantitative Analysis for Business II | 3 |
| BA 374 | Business Communication | 3 |
| BA 460 | Strategic Management | 3 |
| | | 39 |

Major in Accounting

The major in accounting gives students exposure to areas of accounting, in preparation for public, private or governmental accounting careers.

| | | Credits |
|----------|--------------------------------------|----------------|
| ACCT 321 | Intermediate Financial Accounting I | 3 |
| ACCT 322 | Intermediate Financial Accounting II | 3 |

| | | |
|------------|---|----|
| ACCT 323 | Federal Taxation I | 3 |
| ACCT 324 | Federal Taxation II | 3 |
| ACCT 422 | Cost Accounting | 3 |
| ACCT 425 | Auditing | 3 |
| ACCT 431* | Advanced Financial Accounting OR | |
| ACCT 432* | Accounting for Not-For-Profit Organizations | 3 |
| ACCT 533** | Advanced Accounting Information Systems | 3 |
| | | 24 |

Transfer students are required to complete a minimum of nine semester credits of upper division accounting course work with Upper Iowa University or another four-year institution.

The Upper Iowa accounting major is designed to meet the current course requirements to sit for the Uniform Certified Public Accountant examination in Iowa. Since these requirements are subject to change at any time, contact the Iowa Accountancy Examining Board to ensure compliance.

For the CPA examination requirements in other states, contact the Board of Accountancy in that state.

| Minor in Accounting | | Credits |
|----------------------------|---|----------------|
| ACCT 202 | Accounting Principles II | 3 |
| ACCT 422 | Cost Accounting | 3 |
| | Four of the following: | 12 |
| ACCT 321 | Intermediate Financial Accounting I | |
| ACCT 322 | Intermediate Financial Accounting II | |
| ACCT 323 | Federal Taxation I | |
| ACCT 324 | Federal Taxation II | |
| ACCT 425 | Auditing | |
| ACCT 431* | Advanced Financial Accounting | |
| ACCT 432* | Accounting for Not-For-Profit Organizations | |
| | | 18 |

* Must be completed at UIU or another four-year institution.

** Graduate course for undergraduate credit.

Major in Agricultural Business

This major takes advantage of cross-divisional opportunities and a cooperative relationship with Northeast Iowa Community College (NICC) in Calmar. This major is offered only on the Fayette Campus.

| NICC courses: | | Credits |
|----------------------|-------------------------------|----------------|
| AGA 114 | Principles of Agronomy | 3 |
| AGS 101 | Working with Animals | 2 |
| AGS 114 | Survey of the Animal Industry | 2 |
| AGB 235 | Introduction to Ag Markets | 3 |

UIU courses:

| | | |
|--------------|--|---|
| ES 220 | Soil and Water Conservation | 3 |
| FIN/ECON 310 | Money and Capital Markets | 3 |
| ES 326 | Soil Genesis, Classification & Morphology | 4 |
| BA 370 | Entrepreneurship and Small Business Management OR | |
| AGB 330 | Farm Business Management (NICC course) | 3 |

| | | |
|--|---------------------|-----|
| BA 403 | Internship | 3 |
| One of the following: | | 3/4 |
| (courses have prerequisite requirements) | | |
| GEOG 356 | Introduction to GIS | |
| BIO 323 | Plant Nutrition | |
| BIO 428 | Plant Pathology | |
| BIO 490 | Entomology | |

29/30

Major in Business Administration

The business administration major is designed for students to gain a broad-based understanding of business. May not be taken with any major or minor that would duplicate an emphasis or with the management major.

Credits

| | | |
|--------|--------------------------------------|---|
| BA 325 | New Venture Creation | 3 |
| BA 361 | Human Resource Management | 3 |
| BA 423 | Production and Operations Management | 3 |

Complete one of the following emphases (Only one emphasis area may be completed.) 15

Agricultural Management

Complete the following five courses

| | |
|----------|------------------------|
| BA 352 | Risk Management |
| ACCT 422 | Cost Accounting |
| FIN 444 | New Venture Finance |
| ECON 212 | Agricultural Economics |
| ECON 488 | International Trade |

Entrepreneurship

Choose five of the following; two must be at the 400-level

| | |
|---------|--|
| BA 334 | Social Entrepreneurship |
| MKT 337 | Personal Selling |
| BA 370 | Entrepreneurship and Small Business Management |
| BA 403 | Internship |
| BA 411 | Labor Relations and Negotiation |
| MKT 414 | New Product Development |
| FIN 444 | New Venture Finance |

Finance

Complete the following five courses

| | |
|--------------|---------------------------|
| FIN/ECON 310 | Money and Capital Markets |
| FIN 343 | Investments |
| BA 352 | Risk Management |
| ECON 493 | Managerial Economics |
| BA 403 | Internship OR |
| FIN 444 | New Venture Finance |

General Business

With academic advisor, choose five 300-400 level Business courses, at least two at the 400-level.

Global

Choose five of the following; two must be at the 400-level

| | |
|--------------|---------------------------|
| FIN/ECON 310 | Money and Capital Markets |
| BA 317 | International Management |

| | |
|----------|---------------------------------|
| BA 365 | Leadership |
| BA 403 | Internship |
| BA 411 | Labor Relations and Negotiation |
| MKT 424 | Global Marketing |
| ECON 488 | International Trade |

Health Services Administration

Complete the following five courses

| | |
|---------|--|
| HSA 205 | Introduction to the American Health System |
| HSA 241 | Healthcare Informatics |
| HSA 440 | Health Services Administration |
| HSA 460 | Health Services Policy and Regulation |
| HSA 490 | Health Program Planning and Evaluation |

Human Resource Management

Choose five of the following; one must be at the 400-level

| | |
|--------|--------------------------------------|
| BA 371 | Training and Development |
| BA 383 | Compensation and Benefits Management |
| BA 393 | Personnel Selection and Evaluation |
| BA 403 | Internship |
| BA 411 | Labor Relations and Negotiation |
| BA 474 | Organizational Behavior |

Marketing

Choose five of the following; two must be at the 400-level

| | |
|---------|--|
| MKT 337 | Personal Selling |
| MKT 358 | Consumer Behavior |
| MKT 363 | Advertising and Integrated Marketing Communication |
| MKT 403 | Internship |
| MKT 414 | New Product Development |
| MKT 424 | Global Marketing |

Major in Financial Management

This major prepares students to make effective financial decisions in the contemporary business world. May not be completed with a business administration major with a finance emphasis.

Credits

| | | |
|-----------------------|-----------------------------------|---|
| FIN/ECON 310 | Money and Capital Markets | 3 |
| FIN 343 | Investments | 3 |
| BA 352 | Risk Management | 3 |
| ACCT 422 | Cost Accounting | 3 |
| FIN 442 | Intermediate Financial Management | 3 |
| FIN 446 | Bank Management | 3 |
| FIN 448 | Options, Futures and Derivatives | 3 |
| ECON 488 | International Trade | 3 |
| One of the following: | | 3 |
| FIN 444 | New Venture Finance | |
| BA 403 | Internship | |
| BA 499 | Special Project | |

27

Minor in Financial Management

Credits

| | | |
|--------------|--------------------------------|---|
| ECON 160 | Principles of Microeconomics | 3 |
| ECON 161 | Principles of Macroeconomics | 3 |
| FIN/ECON 310 | Money and Capital Markets | 3 |
| FIN 341 | Corporate Financial Management | 3 |

| | | |
|---------|-----------------------------------|-----------|
| FIN 343 | Investments | 3 |
| FIN 442 | Intermediate Financial Management | 3 |
| FIN 444 | New Venture Finance | 3 |
| | | <u>21</u> |

Major in Human Resources Management

The human resources management major builds on the foundation of the business core providing students the skills, knowledge and ethical standards for strategic planning, staffing, training and development, compensation and employee relations. May not be completed with a business administration major with a human resources management emphasis.

The major is recognized by SHRM (Society of Human Resource Management).

| | | |
|--------|--------------------------------------|----------------|
| | | Credits |
| BA 317 | International Management | 3 |
| BA 361 | Human Resources Management | 3 |
| BA 371 | Training and Development | 3 |
| BA 383 | Compensation and Benefits Management | 3 |
| BA 393 | Personnel Selection and Evaluation | 3 |
| BA 411 | Labor Relations and Negotiation | 3 |

| | | |
|-----------------------|--------------------------------|-----------|
| Two of the following: | | 6 |
| PSY/SOC 232 | Group Dynamics | |
| SOC 240 | Diversity in the United States | |
| BA 362 | Supervision | |
| BA 365 | Leadership Theory | |
| BA 367 | Cross-Cultural Leadership | |
| BA 415 | Cross-Cultural Negotiations | |
| BA 474 | Organizational Behavior | |
| ECON 466 | Labor Economics | |
| PSY 340 | Industrial Psychology | |
| | | <u>24</u> |

Minor in Human Resources Management

| | | |
|--------|---------------------------------|----------------|
| | | Credits |
| BA 361 | Human Resources Management | 3 |
| BA 362 | Supervision | 3 |
| BA 411 | Labor Relations and Negotiation | 3 |

| | | |
|-------------------------|--------------------------------------|-----------|
| Three of the following: | | 9 |
| BA 303 | Business Law II | |
| MKT 358 | Consumer Behavior | |
| BA 390 | Complex Organizations | |
| BA 403 | Internship OR | |
| BA 499 | Special Project | |
| BA 423 | Production and Operations Management | |
| MKT 424 | Global Marketing | |
| BA 454 | Management Cases | |
| ECON 466 | Labor Economics | |
| ECON 488 | International Trade | |
| SOC 220 | Social Problems | |
| PSY/SOC 232 | Group Dynamics | |
| SOC 240 | Diversity in the United States | |
| | | <u>18</u> |

Major in Management

The major in management provides students the knowledge and skills managers use to marshal the human, material and financial resources of organizations to achieve objectives. May not be taken with a business administration major.

| | | |
|--------|--------------------------------------|----------------|
| | | Credits |
| BA 317 | International Management | 3 |
| BA 361 | Human Resources Management | 3 |
| BA 403 | Internship OR | |
| BA 499 | Special Project OR | |
| BA 454 | Management Cases | 3 |
| BA 423 | Production and Operations Management | 3 |

| | | |
|----------------------|--|-----------|
| Two of the following | | 6 |
| BA 362 | Supervision | |
| BA 365 | Leadership Theory | |
| BA 367 | Cross-Cultural Leadership | |
| BA 370 | Entrepreneurship and Small Business Management | |
| BA 411 | Labor Relations and Negotiation | |
| BA 415 | Cross-Cultural Negotiations | |
| ACCT 422 | Cost Accounting | |
| PSY 338 | Motivation | |
| BA 445 | Contemporary Topics in Management | |
| BA 474 | Organizational Behavior | |
| | | <u>18</u> |

Minor in Management

| | | |
|--------|--------------------------------------|----------------|
| | | Credits |
| BA 361 | Human Resources Management | 3 |
| BA 423 | Production and Operations Management | 3 |

| | | |
|------------------------|--|-----------|
| Four of the following: | | 12 |
| BA 303 | Business Law II | |
| BA 362 | Supervision | |
| BA 370 | Entrepreneurship and Small Business Management | |
| BA 403 | Internship OR | |
| BA 499 | Special Project | |
| BA 411 | Labor Relations and Negotiation | |
| ACCT 422 | Cost Accounting | |
| BA 445 | Contemporary Topics in Management | |
| BA 454 | Management Cases | |
| | | <u>18</u> |

Major in Marketing

The marketing major includes both descriptive and analytical approaches to marketing. The major provides the student marketing skills for all areas of business. May not be completed with a business administration major with a marketing emphasis.

| | | |
|---------|---|----------------|
| | | Credits |
| MKT 358 | Consumer Behavior | 3 |
| MKT 363 | Advertising and Integrated Marketing Communications | 3 |
| MKT 414 | New Product Development | 3 |
| MKT 424 | Global Marketing | 3 |
| MKT 451 | Marketing Research | 3 |

| | | |
|-----------------------|----------------------------------|----|
| MKT 479 | Branding | 3 |
| MKT 489 | Social Media Marketing | 3 |
| Two of the following: | | 6 |
| MKT 315 | Sales Management | |
| MKT 337 | Personal Selling | |
| MKT 403 | Internship | |
| MKT 459 | Contemporary Topics in Marketing | |
| | | 27 |

Minor in Marketing

Credits

| | | |
|---------|---|---|
| MKT 208 | Marketing Principles | 3 |
| MKT 358 | Consumer Behavior | 3 |
| MKT 363 | Advertising and Integrated Marketing Communications | 3 |
| MKT 479 | Branding | 3 |

| | | |
|-----------------------|----------------------------------|----|
| Two of the following: | | 6 |
| MKT 315 | Sales Management | |
| MKT 337 | Personal Selling | |
| MKT 414 | New Product Development | |
| MKT 424 | Global Marketing | |
| MKT 451 | Marketing Research | |
| MKT 459 | Contemporary Topics in Marketing | |
| MKT 489 | Social Media Marketing | |
| | | 18 |

Minor in Economics

Credits

| | | |
|------------------------|--|----|
| ECON 160 | Principles of Microeconomics | 3 |
| ECON 161 | Principles of Macroeconomics | 3 |
| Four of the following: | | 12 |
| ECON/HIST 281 | Western Economic History: 1600-Present | |
| FIN/ECON 310 | Money and Capital Markets | |
| BA 450 | Special Topics (Approved) | |
| ECON 212 | Agricultural Economics | |
| ECON 433 | Environmental Economics | |
| ECON 455 | Economics of Health and Health Care | |
| ECON 466 | Labor Economics | |
| ECON 477 | Public Finance | |
| ECON 488 | International Trade | |
| ECON 493 | Managerial Economics | |
| ECON 499 | Special Project | |
| | | 18 |

Majors - No Business Core

Major in All Business

The all business major is for education students who wish to teach general business at the secondary school level.

Major in All Business (for Teacher Licensure)

This major corresponds to endorsement 1171 Business All 5-12.

| | | |
|----------|------------------------------|----------------|
| | | Credits |
| ECON 160 | Principles of Microeconomics | 3 |
| ECON 161 | Principles of Macroeconomics | 3 |

| | | |
|-----------|--------------------------------|---|
| ACCT 201 | Accounting Principles I | 3 |
| ACCT 202 | Accounting Principles II | 3 |
| MKT 208 | Marketing Principles | 3 |
| BA 210 | Management Principles | 3 |
| BA 222 | Management Information Systems | 3 |
| FIN 288 | Personal Financial Management | 3 |
| BA 302 | Business Law and Ethics | 3 |
| BA 374 | Business Communication | 3 |
| MKT 358 | Consumer Behavior | 3 |
| EDU 300-1 | Teaching Secondary Business | 3 |

| | | |
|-----------------------|--|----|
| One of the following: | | 3 |
| BA 370 | Entrepreneurship & Small Business Management | |
| BA 325 | New Venture Creation | |
| | | 39 |

Students must also complete the Professional Education Core requirements (see page 80).

Major in Graphic Design

A major in graphic design prepares students to be successful in a competitive and fast-paced occupation, where they will use technical skills and creative problem solving to produce traditional print publications, advertisements, web designs and social media using the latest digital technologies. The graphic design major is a portfolio-driven program. Students formulate unique responses to design problems and create original work in every course.

Online and self-paced students who are residents of Minnesota may be required to complete an additional general education course to meet Minnesota BA requirements.

Required Studio Courses **Credits**

| | | |
|----------|---------------------------------|---|
| GRAF 112 | Introduction to Graphic Design | 3 |
| GRAF 218 | Digital Photography | 3 |
| GRAF 235 | Advertising Design | 3 |
| GRAF 280 | Web Publishing and Social Media | 3 |
| GRAF 319 | Digital Video and Editing | 3 |
| GRAF 332 | Digital Imaging | 3 |
| GRAF 334 | Graphic Design History | 3 |
| GRAF 335 | Publication Design | 3 |
| GRAF 355 | Typography | 3 |
| GRAF 432 | Digital Illustration | 3 |
| GRAF 480 | Senior Portfolio/Graphic Design | 3 |

Choose three of the following: 9

| | | |
|---------|------------------------|----|
| MKT 208 | Marketing Principles | |
| MKT 358 | Consumer Behavior | |
| MKT 363 | Advertising | |
| MKT 479 | Branding | |
| MKT 489 | Social Media Marketing | |
| | | 42 |

Minor in Graphic Design

Required Studio Courses **Credits**

| | | |
|----------|---------------------------------|---|
| GRAF 112 | Introduction to Graphic Design | 3 |
| GRAF 235 | Advertising Design | 3 |
| GRAF 280 | Web Publishing and Social Media | 3 |

| | | |
|------------------------------|---------------------------------|-----------|
| GRAF 335 | Publication Design | 3 |
| GRAF 355 | Typography | 3 |
| GRAF 480 | Senior Portfolio/Graphic Design | 3 |
| Choose one of the following: | | 3 |
| GRAF 218 | Digital Photography | |
| GRAF 319 | Digital Video and Editing | |
| Choose one of the following: | | 3 |
| GRAF 332 | Digital Imaging | |
| GRAF 432 | Digital Illustration | |
| | | <u>24</u> |

Major in Health Services Administration

The health services administration major prepares students to understand the health system, manage diverse groups and identify new markets. Health Services Administration majors do not complete the business core. May not be completed with a business administration major with a health services administration emphasis.

Health Services Administration courses are available online and at some center locations. Contact an advisor for availability.

| | | Credits |
|--|---|-----------|
| Specific General Education Requirement: | | |
| ECON 160 | Principles of Microeconomics | 3 |
| Business Courses: | | |
| ACCT 201 | Accounting Principles I | 3 |
| BA 210 | Management Principles | 3 |
| BA 361 | Human Resources Management | 3 |
| BA 460 | Strategic Management | 3 |
| HSA Courses: | | |
| HSA 205 | Introduction to the American Health System | 3 |
| HSA 241 | Healthcare Informatics | 3 |
| HSA 344 | Population Health Management | 3 |
| HSA 360 | Health Care Law & Ethics | 3 |
| HSA 362 | Financial Management of Health Care Organizations | 3 |
| HSA 440 | Health Services Administration | 3 |
| HSA 460 | Health Services Policy & Regulation | 3 |
| HSA 490 | Health Program Planning & Evaluation | 3 |
| Emphasis Courses: Select one of the emphases below | | <u>9</u> |
| | | <u>45</u> |

General Leadership Emphasis:

| | | |
|----------|-------------------------------------|---|
| HSA 306 | Long Term Care Administration | 3 |
| HSA 312 | Community & Public Health | 3 |
| ECON 455 | Economics of Health and Health Care | 3 |

Dental Hygiene Emphasis:

| | | |
|---------|------------------------------------|---|
| HSA 240 | Interdisciplinary Service Learning | 3 |
| HSA 330 | Teaching Methodology | 3 |
| HSA 475 | Teaching Methodology Practicum | 3 |

Note: Must be licensed dental hygienist to select Dental Hygiene Emphasis.

Health Services Administration Minor

| | | |
|---------|--|----------|
| HSA 205 | Introduction to the American Health System | 3 |
| HSA 241 | Healthcare Informatics | 3 |
| HSA 360 | Health Care Law & Ethics | 3 |
| HSA 440 | Health Services Administration | 3 |
| HSA 460 | Health Services Policy and Regulation | <u>3</u> |
| | | 15 |

Organization Information Systems and Technology Program (OISTP)

Major in Information Systems

Technology is a powerful force in shaping the future and influences our lives in many ways. The Information Systems (IS) major provides a broad coverage of this emerging discipline. The Information Systems (IS) program is an undergraduate major for students who want to design and implement effective solutions to meet organizational and management needs for information and decision support. The discipline is ideal for those students interested in interfacing Information Technology tools and professions to the needs of an organization.

| | | Credits |
|-----------------------|--|-----------|
| CS 102 | Introduction to Computer Applications and Technology | 3 |
| MATH 107 | College Algebra | 3 |
| CS 122 | IT Infrastructure | 4 |
| CS 130 | Foundations of Information Systems | 3 |
| ECON 160 | Principles of Microeconomics | 3 |
| ACCT 201 | Accounting Principles I | 3 |
| MKT 208 | Marketing Principles | 3 |
| BA 210 | Management Principles | 3 |
| MATH 220 | Elementary Statistics | 3 |
| BA 222 | Management Information Systems | 3 |
| BA 302 | Business Law and Ethics | 3 |
| IS 310 | Systems Analysis and Design | 3 |
| IS 320 | Enterprise Architecture | 3 |
| CS 332 | Databases and Information Management | 3 |
| CS 342 | Human Computer Interaction | 3 |
| CS 400 | Project Management and Integration | 4 |
| IS 410 | IS Strategy, Management and Acquisition | 3 |
| IS 480 | Senior Capstone I | 1 |
| IS 481 | Senior Capstone II | 2 |
| Upper Level Electives | | <u>6</u> |
| | | <u>62</u> |

Elective Options:

| | |
|--|------------------------------------|
| Information Systems and Security and Integration (ISSI) Specialization | |
| IS 360 | IT Security and Risk Management |
| IS 420 | Enterprise Systems and Integration |

Information Systems and Technology Management (ISTM) Specialization

| | |
|--------|-----------------------------|
| IS 348 | Business Process Management |
|--------|-----------------------------|

| | | |
|-------------------|---|--|
| IS 370 | IT Audit and Controls | |
| Other IS Elective | | |
| IS 499 | Special Project | |
| Non-IS Electives | | |
| SE 300 | Data Structures and Algorithms | |
| IT 311 | Networking | |
| SE 310 | Software Application and Interface Design | |
| IT 320 | Web Systems and System Integration | |
| IT 410 | Information and System Security | |
| SE 410 | Software Testing, Validation and Verification | |

| | | |
|---|------------------------------------|----------------|
| Minor in Information Systems | | Credits |
| CS 122 | IT Infrastructure | 4 |
| CS 130 | Foundations of Information Systems | 3 |
| IS 310 | Systems Analysis and Design | 3 |
| IS 320 | Enterprise Architecture | 3 |
| CS 342 | Human Computer Interaction | 3 |
| Additional course from IS required or IS elective courses | | 3-4 |
| | | <u>19-20</u> |

Major in Information Technology

The Information Technology (IT) major provides a broad coverage of this emerging discipline. The major blends acquisition of fundamental knowledge in computer science with a practical hands-on approach. Students majoring in IT will gain the knowledge and skills necessary for employment as IT professionals, or the major can be customized for students wishing to pursue graduate studies. The degree program is aligned with nationally recognized standards in information technology.

| | | |
|-----------------------|--|----------------|
| | | Credits |
| CS 102 | Introduction to Computer Applications and Technology | 3 |
| MATH 115 | Trigonometry and Analytic Geometry | 3 |
| CS 122 | IT Infrastructure | 4 |
| CS 130 | Foundations of Information Systems | 3 |
| CS 140 | Introduction to Programing | 4 |
| CS 206 | Computer Architecture | 4 |
| CS 213 | Operating Systems | 4 |
| MATH 220 | Elementary Statistics | 3 |
| IT 311 | Networking | 4 |
| IT 320 | Web Systems and System Integration | 4 |
| CS 332 | Databases and Information Management | 3 |
| CS 342 | Human Computer Interaction | 3 |
| CS 400 | Project Management and Integration | 4 |
| IT 410 | Information and System Security | 3 |
| CS 480 | Senior Capstone I | 1 |
| CS 481 | Senior Capstone II | 2 |
| Upper Level Electives | | 6 |
| | | <u>58</u> |

Elective Options:

| | |
|--|--|
| Cyber Security and Computer Forensics (SEC) Specialization | |
| IT 360 | Computer Forensics and Incident Response |
| IT 420 | System Security and Risks |

| | |
|---|---------------------|
| Network Management (NET) Specialization | |
| IT 348 | Advanced Networking |
| IT 370 | Network Management |

| | |
|-------------------|-----------------|
| Other IT Elective | |
| IT 499 | Special Project |

| | |
|------------------|---|
| Non-IT Electives | |
| SE 300 | Data Structures and Algorithms |
| IS 310 | Systems Analysis and Design |
| SE 310 | Software Application and Interface Design |
| IS 320 | Enterprise Architecture |
| IS 410 | IS Strategy, Management, and Acquisition |
| SE 410 | Software Testing, Validation and Verification |

| | | |
|---|----------------------------|----------------|
| Minor in Information Technology | | Credits |
| CS 122 | IT Infrastructure | 4 |
| CS 140 | Introduction to Programing | 4 |
| CS 206 | Computer Architecture | 4 |
| CS 213 | Operating Systems | 4 |
| IT 311 | Networking | 4 |
| Additional course from IT required or IT elective courses | | 3-4 |
| | | <u>23-24</u> |

Major in Software Engineering

Software Engineering (SE) is an undergraduate major for a systematic, disciplined and quantifiable approach to the development, operation, and maintenance of software. This discipline deals with the building, updating and fixing of software systems to enhance existing, add new, and remove old features to adapt to a new environment. The major provides principles, methods, and techniques for the updating of complex and evolving software systems. It encompasses technical issues affecting software architecture, design, and implementation, as well as process issues that address project management, planning, quality assurance, and product maintenance. The major is aligned with nationally recognized standards of Computer Education.

| | | |
|----------|---|----------------|
| | | Credits |
| MATH 115 | Trigonometry and Analytic Geometry | 3 |
| MATH 120 | Calculus I | 3 |
| CS 122 | IT Infrastructure | 4 |
| CS 130 | Foundations of Information Systems | 3 |
| CS 140 | Introduction to Programing | 4 |
| ECON 160 | Principles of Microeconomics | 3 |
| ECON 161 | Principles of Macroeconomics | 3 |
| SE 200 | Advanced Computer Programing | 4 |
| CS 206 | Computer Architecture | 4 |
| CS 213 | Operating Systems | 4 |
| MATH 200 | Calculus II | 3 |
| MATH 210 | Calculus Series and Analysis | 3 |
| MATH 215 | Multivariable Calculus | 3 |
| MATH 302 | Mathematical Statistics I | 3 |
| SE 300 | Data Structures and Algorithms | 4 |
| SE 310 | Software Application and Interface Design | 4 |
| CS 332 | Databases and Information Management | 3 |
| CS 342 | Human Computer Interaction | 3 |
| CS 400 | Project Management and Integration | 4 |
| CS 480 | Senior Capstone I | 1 |

| | | |
|--------|---|---|
| CS 481 | Senior Capstone II | 2 |
| SE 410 | Software Testing, Validation and Verification | 3 |

Primary focus area (choose one for 9 credits)

| | | |
|---|--|---|
| Visualization and Graphics Specialization | | |
| MATH 301 | Linear Algebra | 3 |
| SE 360 | Visualization and Graphics | 3 |
| SE 420 | Applications of Visualization Techniques | 3 |

| | | |
|----------------------------|---|----|
| Informatics Specialization | | |
| MATH 303 | Mathematical Statistics II | 3 |
| SE 348 | Informatics and Knowledge Engineering | 3 |
| SE 370 | Big Data Processing, Warehousing, Data Mining | 3 |
| | | 80 |

Minor in Software Engineering

The Software Engineering (SE) minor is an undergraduate minor for students who want to design and implement effective software solutions to meet Organizational Information Systems and Technology requirements. The minor provides the core requirements needed to develop applications and interfaces for organizational use. The minor is aligned with nationally recognized standards in information systems.

| | | |
|---|---|----------------|
| Requirements if Software Engineering minor is completed with an IS or IT major: | | Credits |
| CS 140 | Introduction to Programing | 4 |
| SE 200 | Advanced Computer Programing | 4 |
| SE 300 | Data Structures and Algorithms | 4 |
| SE 310 | Software Application and Interface Design | 4 |
| SE 410 | Software Testing, Validation and Verification | 3 |
| | | 19 |

| | | |
|--|---|----|
| Requirements if Software Engineering minor is completed without an IS or IT major: | | |
| CS 122 | IT Infrastructure | 4 |
| CS 140 | Introduction to Programing | 4 |
| SE 200 | Advanced Computer Programing | 4 |
| SE 300 | Data Structures and Algorithms | 4 |
| SE 310 | Software Application and Interface Design | 4 |
| | | 20 |

Minor for Non-Business Majors

The following minor is designed for students in the School of Arts and Sciences.

| | | |
|----------------------------------|--------------------------------|----------------|
| Minor in General Business | | Credits |
| ECON 160 | Principles of Microeconomics | 3 |
| ACCT 201 | Accounting Principles I | 3 |
| MKT 208 | Marketing Principles | 3 |
| BA 210 | Management Principles | 3 |
| BA 222 | Management Information Systems | 3 |
| BA 302 | Business Law and Ethics | 3 |
| MATH 220 | Elementary Statistics | 3 |
| | | 21 |

Department of Nursing

Nursing
The Department of Nursing embraces the mission and vision of Upper Iowa University by providing student-centered educational programs through flexible, multiple delivery systems in an environment where diversity is respected, encouraged and nurtured. Upper Iowa University and the Department of Nursing will be recognized and respected as an exceptional and ascending institution of higher learning.

The Mission of the Department of Nursing

The mission of the Upper Iowa University Department of Nursing is to provide a collaborative learning experience which develops transformative nurse leaders and global citizens. Program goals are listed below. By the end of the RN-BSN program the graduate will be able to:

Goal 1. Integrate theoretical knowledge and evidence-based practice in a collaborative healthcare delivery environment.

1. Outcome: Utilize health history and assessment to provide evidence-based and patient-centered care.
2. Outcome: Apply the principles of pathology in managing safe and effective patient-centered care.
3. Outcome: Promote optimal health, healing and disease prevention through effective utilization of teaching and learning principles.
4. Outcome: Demonstrate the ability to utilize research to advance nursing practice and improve patient outcomes.
5. Outcome: Collaborate with members of the health care team to improve care processes leading to enhanced patient outcomes.

Goal 2. Demonstrate leadership and teamwork to improve outcomes in a variety of settings.

1. Outcome: Utilize an understanding of health care organizations and the environment in which health care is provided to support quality health care delivery.
2. Outcome: Demonstrate the professional skills and personal qualities that characterize effective nurse leaders and managers.
3. Outcome: Investigate the multiple and varied roles of the nurse in issues of health care and nursing.
4. Outcome: Value different styles of communication used by patients, families, and health care providers.
5. Outcome: Recognize the unique and varied contributions of self and others in developing an effective health care team.

Goal 3. Manage technology and resources to communicate, support, and provide quality care across the health care continuum.

1. Outcome: Appreciate that information and technology skills are essential for safe patient care.
2. Outcome: Utilize technology to access information that supports decision making.

3. Outcome: Identify the application of technology and information management tools to coordinate and support the quality and safety of patient care.

Goal 4. Develop practices of lifelong learning through seeking knowledge and assimilating professional standards, ethical principles, and legal accountability in nursing practice.

1. Outcome: Demonstrate ethical principles, legal implications, and professional behaviors that guide nursing practice.
2. Outcome: Incorporate professional standards of practice while assuming personal responsibility for lifelong learning.
3. Outcome: Value the need for continuous improvement in clinical practice based on evolving knowledge, skills, and attitudes of the professional nurse.

We facilitate graduate attainment of these goals through active learning opportunities in both online and classroom environments. Students apply the knowledge, skills and attitudes through faculty guided learning experiences in the community. We are committed to the advancement of professional nursing through baccalaureate education. Upper Iowa University has been developing leaders in many fields since 1857 and the nursing program continues that tradition. The nursing program is approved by the Iowa Board of Nursing and accredited by the Commission on Collegiate Nursing Education.

Major in Nursing

Upper Iowa University offers an RN to BSN program at the Cedar Rapids Center, Mesa Center and Online. Prior to admission to the nursing program, students must show evidence of the following:

1. Licensure as a Registered Nurse in state of attendance or a compact state if applicable.
2. GPA of 2.5 or higher and maintained.
3. Evidence of current CPR certification.
4. Evidence of meeting current health and immunization requirements.
5. Completed Criminal Background Check.

The UIU nursing program requires the successful completion of 35 credit hours. The BSN degree requires the successful completion of a total of 120 semester hours, including transfer credit, and credit for coursework completed at UIU. All courses required for the nursing major must be completed with a grade of C- or above. If a grade below a C- is received, the course must be repeated. A course may only be repeated once.

The Iowa Board of Nursing (IBON) requires approved programs to document student achievement of all program goals and outcomes in a summative evaluation (IAC 655 ch. 2, § 2.12(5)). A portfolio shall serve as the summative evaluation and direct evidence of student achievement of individual program outcomes. As such, the BSN degree cannot be conferred without successful completion of the portfolio component. Upper Iowa University

includes the portfolio component in the NUR 455 Nursing Concepts Capstone II course.

| | | Credits |
|----------|--|----------------|
| MATH 220 | Elementary Statistics | 3 |
| NUR 305 | Professional Communications for Nurses | 3 |
| NUR 315 | Professional Nursing Practice | 3 |
| NUR 325 | Integrated Concepts of Nursing Care I | 4 |
| NUR 335 | Integrated Concepts of Nursing Care II | 4 |
| NUR 340 | Community Health Nursing* | 4 |
| NUR 400 | Evidence-Based Practice in Nursing | 3 |
| NUR 420 | Nursing Leadership and Management | 3 |
| NUR 450 | Nursing Concepts Capstone I* | 2 |
| NUR 455 | Nursing Concepts Capstone II* | 2 |
| | Nursing Electives | 4 |
| | | 35 |

*Course includes a practicum component.

Nursing – Concurrent Enrollment Program (CEP)

The Concurrent Enrollment Program (CEP) is a partnership between Upper Iowa University and select Associate Degree prelicensure programs that allows qualifying students to enroll in both programs concurrently. The CEP allows students to enroll in specific BSN courses while concurrently enrolled in the Associate Degree in Nursing program, decreasing both time and cost to completion of the BSN. Applicants must complete the combined admission requirements and be accepted by the partnering Associate Degree program before applying to the Upper Iowa University CEP. NUR 301 Logic and Reasoning in Nursing is a requirement for all concurrent enrollment program (CEP) nursing students unless they have earned a prior bachelor’s degree or have successfully completed an approved equivalent course. While enrolled in the CEP, students must follow the designated plan of progression and remain in good standing with both institutions at all times. For more information about the CEP program, students can contact a partnering institution or the Upper Iowa University Department of Nursing.

Andres School of Education

The Andres School of Education offers programs in early childhood, elementary, middle level and secondary education, instructional strategist, English as a Second Language (ESL), physical education, health, athletic training, coaching, and exercise and sport studies with emphases in sport administration, fitness and wellness, and exercise science.

Through the cooperation of the School of Arts and Sciences, teaching licensure is available in social science, art, English/ language arts, Spanish, Earth science, biology, chemistry, general science and mathematics. Through cooperation with the School of Business and Professional Studies, licensure is available in business and economics. Through a unique partnership with Northeast Iowa Community College, Upper Iowa offers a program which can lead to a teaching career in secondary industrial technology.

Department of Teacher Education Teacher Education

Upper Iowa University's Teacher Education Program is committed to preparing teachers who are well-informed, reflective, professional, competent and sensitive to the diverse needs of their pupils. Each teacher education student is provided current, practical, applied knowledge and a variety of classroom experiences. The teacher education program is dedicated to the development of teachers with personal education philosophies and systems of beliefs that encourage a lifelong commitment to inquiry and excellence.

Teacher preparation at Upper Iowa University includes performance-based assessment and practical teaching experience. The education curriculum has been designed to meet changing educational demands of curriculum including literacy development, integrated instruction, higher order thinking skills and practical skills (flexible management, technology and early teaching experiences). Practicum is provided in the Foundations of Education course so students can serve as observers and participants in the regular classroom to help determine if they wish to continue in teacher education. Each student then follows a sequenced series of courses to acquire the theoretical background, instructional techniques, management strategies, and practical skills needed to be a competent educator.

To obtain desired endorsements and licensure, students will need to plan their program early in their college experience and work closely with the academic advisors to insure that course work and performance requirements leading to state licensure are being met in a timely manner. Students must also successfully pass a basic academic skills exam (writing, reading/literature, and mathematics) and maintain an adequate grade point in their major, in all education courses, and cumulatively.

A Department of Criminal Investigation (DCI) background check is required before students are allowed to participate in experiences in the field. Upper Iowa University does not discriminate in acceptance or in placement for field experience and student teaching on the basis of sex, age, race, color, creed, disability or national/ ethnic origin.

Students seeking initial licensure are strongly advised to retake education methods courses if these courses were completed prior to ten years from initial enrollment at Upper Iowa. Students must complete their program requirements within seven years of initial enrollment or be subject to current program requirements. In addition, changes in licensure requirements of the Iowa Department of Education may affect requirements for students.

Upper Iowa University's Teacher Education Program is approved by the Iowa State Board of Education. Individuals seeking teacher licensure must complete the approved requirements of the Teacher Education Program to be recommended for teacher licensure.

Endorsements

Students may prepare for a teaching license with an elementary classroom endorsement (grades K-6) by completing an elementary education major and a specific K-8 or prekindergarten endorsement. Students may prepare for secondary classroom licensure (grades 5-12) in a specific content area by completing the professional education requirements (the professional education core, see page 80) and required content area courses in the content major as listed in Upper Iowa's approved programs on file with the Iowa Department of Education. Those who hold a license to teach may add an additional endorsement or endorsements at the PreK, K-8 and 5-12 levels. Contact the Teacher Education Program office, Andres Center for Business and Education for specific requirements of the PreK, K-8 and 5-12 endorsements and to learn the requirements for obtaining licensure to teach additional grade levels or subject matter. Students must have a grade point average (GPA) of 2.70 or above for each endorsement.

The endorsement areas and grade levels in which a student may be prepared at Upper Iowa University are as follows:

Endorsement Number

| | | |
|---------|---|----------|
| 1001 | Teacher—Birth - Grade 3: Inclusive Settings | PreK-3 |
| 101 | Athletic Coach | K-12 |
| 102 | Teacher—Elementary Classroom | K-6 |
| 103 | Teacher—Prekindergarten-Kindergarten | PreK-K |
| 104 | ESL | K-12 |
| 107 | Talented and Gifted | PreK-12 |
| 113/114 | Art | K-8 5-12 |
| 1171 | Business - All | 5-12 |
| 119/120 | English/Language Arts | K-8 5-12 |
| 133/134 | Foreign Language—Spanish | K-8 5-12 |
| 137/138 | Health | K-8 5-12 |
| 140 | Industrial Technology | 5-12 |
| 141 | Journalism | 5-12 |
| 142/143 | Mathematics | K-8 5-12 |
| 146/147 | Physical Education | K-8 5-12 |
| 148/149 | Reading | K-8 5-12 |
| 150 | Basic Science | K-8 |
| 151 | Biological Science | 5-12 |
| 152 | Chemistry | 5-12 |
| 153 | Earth Science | 5-12 |
| 1541 | Basic Science | 5-12 |

| | | |
|---------|--|----------|
| 157 | American Government | 5-12 |
| 158 | American History | 5-12 |
| 160 | Economics | 5-12 |
| 163 | Psychology | 5-12 |
| 164 | Social Studies | K-8 |
| 165 | Sociology | 5-12 |
| 176 | Reading Specialist | K-12 |
| 1821 | Middle School Language Arts | 5-8 |
| 1822 | Middle School Math | 5-8 |
| 1823 | Middle School Science | 5-8 |
| 1824 | Middle School Social Studies | 5-8 |
| 185 | Science: All Science | 5-12 |
| 186 | All Social Science | 5-12 |
| 234 | Work Experience Coordinator | 5-12 |
| 260/261 | Instructional Strategist I: Mild/Moderate | K-8 5-12 |
| 263 | Instructional Strategist II: Behavior Disorders/Learning Disabilities | K-12 |
| 264 | Instructional Strategist II: Intellectual Disabilities | K-12 |

Overview of Teacher Education Program

The assessment of the Teacher Education Program (TEP) system has four major “checkpoints:” (1) admission to the Teacher Education Program; (2) completion of Field Experience; (3) admission to student teaching; and (4) completion of student teaching. At each checkpoint, information relevant to the student’s performance in the Teacher Education Program (TEP) will be collected and evaluated. Although the assessment system will focus on student performance at four “checkpoints,” the student will continue to provide evidence of knowledge and skills in the other aspects of the TEP by completing all EDU, ECE, and SPED courses with a grade of “C” or higher and by demonstrating acceptable levels of performance on all essential elements of courses as indicated by course syllabi.

Completion of the UIU Teacher Education Program requires successful passage through four checkpoints:

Checkpoint 1 - Admission to the Teacher Education Program

All students who are seeking initial licensure to teach must be admitted to the Upper Iowa University Teacher Education Program.

Requirements for admission into the Teacher Education Program:

1. Students must successfully complete EDU 110 Foundations of American Education with a grade of “C” or above and successfully complete the Foundations practicum (completed 20 hours, was prompt, scored “Fair” or better on personal attributes).
2. Student must earn an Upper Iowa University cumulative grade point average (GPA) of 2.70 or above.
3. From two student-selected instructional staff members, student must have acceptable ratings on the Assessment of Dispositional Professional Qualities in Teacher Education Program Pre-service Educator: Admittance to Teacher Education Program.

4. Student must successfully pass the College Basic Academic Skills Exam (C-BASE) in Reading and Literature, Writing and Mathematics with the following minimum scores:

Reading and Literature — 235
Writing — 235
Mathematics — 235

Each section of the exam may be taken a maximum of three times. (Praxis Core scores of Reading 156, Writing 162, Mathematics 150 are also accepted.)

Students need to be admitted into the Teacher Education Program to register for Field Experience and to register for many of the EDU, ECE, and SPED courses required in their programs.

Checkpoint 2 - Field Experience

A student admitted to the Teacher Education Program will complete 40 hours of field experience at the same time he/she takes the appropriate methods course and will complete a second 40-hour field experience when he/she takes an appropriate advanced methods class.

In addition to helping the student to “see into the daily life of the classroom teacher” through the activities completed at the field experience site, the student will engage in classroom activities and will complete various assignments to understand more deeply the Iowa Teaching Standards and Criteria. At the end of each 40-hour placement the student will be assessed on his/her knowledge of these standards and criteria.

Checkpoint 3 - Admission to Student Teaching

Student teaching, the teacher education capstone experience, takes place at the end of the student’s program. Application for student teaching must be filed according to the deadlines established by the Teacher Education Program. Failure to adhere to deadlines may delay student teaching placement. Placements are made by the teacher education coordinator, the field placement coordinator, or their designees. Students will not be allowed to register for any courses during the sessions in which their student teaching will take place.

Teachers who are already licensed at a particular level (i.e., K-8) and seeking an endorsement at a new level (i.e., 5-12) will need to complete student teaching at the new level. Other requirements may also apply.

Requirements for Student Teaching:

1. Student must be admitted to the Teacher Education Program.
2. Student must successfully complete appropriate field experience(s) with a grade of “C” or better.
3. Student must have met all competencies required within standards set by the University and Iowa Department of Education.
4. From two student-selected instructional staff members, student must have acceptable ratings on the Assessment of Dispositional Professional Qualities in Teacher Educa-

tion Program Pre-service Educator: Admittance to Student Teaching.

5. Student must complete the general education requirements listed on page 95 with these specific qualifications:
 - a. The following courses must be completed with a grade of “C” or better:

Basic Composition or an approved composition course

English Composition II or an approved composition course

Note: If a student possesses a BA or BS degree for which only one composition course was required and the student earned a “C” or better in the composition course or if the student possesses a BA or BS degree and had a composition course requirement waived because of high test scores, no additional composition course will be required. If a student who has not yet earned a degree tests into a second writing course and completes it with a “C” or better, no additional composition course will be required.

Public Speaking or an approved speech course
 - b. Physical science or biological science courses may be used to meet the natural science requirement.
 - c. EDU 162 Diversity for Teachers may be used to meet the culture requirement.
 - d. EDU 142 Human Growth, Development and Guidance may be used to meet a psychology requirement.
 - e. EDU 252 Computers and Instructional Technology may be used to meet the computer skills requirements.
6. Student must complete each required education course (prefix EDU, ECE, SPED) with a grade of “C” or better.
7. If an elementary education major, a student must complete all requirements for the major and all requirements for at least one specific endorsement area (as required to be eligible for an Iowa teaching license).
8. Student must attain a GPA of 2.70 Upper Iowa University cumulative, 2.70 in the major to include transfer courses applied to the major and 2.70 in each PreK, K-8 or 5-12 endorsement area to include transfer courses in which the student is seeking licensure.
9. Student must complete and submit application materials to student teach to the Teacher Education Department Chair or Teacher Education Coordinator.

Note: A student may have no more than six general education semester credits of total coursework remaining prior to the start of the student teaching experience. The remaining coursework may not be in the student’s major, in the professional education core, in the first specific endorsement area, or in the general education requirements of Composition I, Composition II, and speech.

Praxis II Test Requirement

State regulation requires students wishing to be recommended for initial Iowa licensure to take two tests, one in pedagogy and one in content and attain qualifying scores on each.

Checkpoint 4 - Completion of Student Teaching

Student teaching is the culminating experience in the Teacher Education Program. As a part of the student teaching experience, the student will develop and teach instructional units. The student will also complete a Teacher Work Sample based on teaching an instructional unit. Overall, student teaching will be assessed through the cooperating teacher’s evaluation, the supervisor’s evaluation, the student’s scores on the Teacher Work Sample, and submission of required student teaching documents.

Teacher Work Sample

Successful teacher candidates will support learning by designing a Teacher Work Sample that employs a range of strategies and builds on each student’s strengths, needs, and prior experiences. Through this performance assessment, the student will provide credible evidence to facilitate learning and display dispositions aligned with the Interstate Teacher Assessment and Support Consortium (InTASC) by meeting the following Teacher Education Program standards:

- Considers Contextual Factors: The teacher uses information about the learning-teaching context and individual student differences to set learning outcomes and plan instruction and assessment.
- Identifies Learning Outcomes: The teacher sets significant, challenging, varied and appropriate learning outcomes.
- Establishes Assessment Plan: The teacher uses multiple assessment modes and approaches, aligned with learning outcomes, to assess student learning before, during, and after instruction.
- Creates Design for Instruction: The teacher designs instruction for student characteristics and needs, and learning outcomes.
- Makes Instructional Decisions: The teacher uses ongoing analysis of student learning to make instructional decisions.
- Analyzes Student Learning: The teacher uses assessment data to profile student learning, and communicate information about student progress and achievement.
- Reflects and Evaluates Professional Practices: The teacher analyzes the relationship between his or her instruction and student learning in order to improve teaching practices.

The Teacher Work Sample will be assessed by two readers using standardized rubrics. The Teacher Education Program will collect and evaluate the following information at this checkpoint:

- Rating on Work Sample Rubric for Contextual Factors
- Rating on Work Sample Rubric for Learning Outcomes
- Rating on Work Sample Rubric for Design for Instruction
- Rating on Work Sample Rubric for Instructional Decision Making
- Rating on Work Sample Rubric for Assessment Plan

- Rating on Work Sample Rubric for Analysis of Student Learning
- Rating on Work Sample Rubric for Reflection and Self Evaluation
- Rating on Work Sample Rubric for Written Communication (This will not be in overall score.)

| | | |
|---------|----------------------------------|---------|
| EDU 319 | Methods: Secondary | 3 |
| EDU 336 | Teaching K-12 Physical Education | 3 |
| EDU 337 | Teaching K-12 Health | 3 |
| EDU 425 | Content Area Literacy | 3 |
| | | 39 - 50 |

Professional Education Core Requirements

Candidates for an initial teaching license must complete a major in Birth-Grade 3: Inclusive Settings, a major in Elementary Education, a major in Instructional Strategist II: Behaviour Disorders/Learning Disabilities/Intellectual Disabilities, or a major in a secondary teaching subject area. Candidates must complete the following approved professional education courses:

| Core Requirements for All Majors | | Credits |
|---|--|----------------|
| EDU 110 | Foundations of American Education | 3 |
| EDU 142 | Human Growth, Development and Guidance | 3 |
| EDU 152 | Assessment and Psychology | 3 |
| EDU 162 | Diversity for Teachers | 3 |
| EDU 252 | Computers and Instructional Technology | 3 |
| SPED 304 | Exceptional Persons | 3 |
| SPED 462 | Individual Behavior and Classroom Management | 3 |
| ST 4__ | Student Teaching Experience at the level (8) and student teaching in a specific endorsement area (8) | 16 |

Plus

Elementary Education Major

| | | |
|---------|----------------------------------|---|
| EDU 306 | Field Experience I: Elementary* | 2 |
| EDU 321 | Field Experience II: Elementary* | 2 |

OR

Birth–Grade 3: Inclusive Settings

| | | |
|---------|-----------------------------------|---|
| ECE 334 | Field Experience: Infant-Toddler | 1 |
| ECE 335 | Field Experience: Prekindergarten | 2 |
| EDU 306 | Field Experience I: Elementary | 2 |

OR

Secondary Education Majors

| | | |
|---------|---|---|
| EDU 307 | Field Experience I: Secondary* | 2 |
| EDU 322 | Field Experience II: Secondary* | 2 |
| EDU 319 | Methods: Secondary | 3 |
| EDU 300 | Secondary majors must have methods course in each area of endorsement | 3 |
| EDU 425 | Content Area Literacy | 3 |

OR

K-12 Art Majors

| | | |
|---------|-------------------------------|----|
| EDU 308 | Field Experience I: Elem/Sec | 2* |
| EDU 323 | Field Experience II: Elem/Sec | 2* |
| EDU 319 | Methods: Secondary | 3 |
| EDU 338 | Teaching Art K-12 | 3 |
| EDU 425 | Content Area Literacy | 3 |

OR

K-12 Physical Education, Health, and Coaching Majors

| | | |
|---------|-------------------------------|----|
| EDU 308 | Field Experience I: Elem/Sec | 2* |
| EDU 323 | Field Experience II: Elem/Sec | 2* |

K-12 Instructional Strategist II BD/LD/ID Majors

| | | |
|----------|---|----|
| EDU 308 | Field Experience I: Elementary/Secondary | 2* |
| EDU 323 | Field Experience II: Elementary/Secondary | 2* |
| EDU 315 | Teaching Elementary Social Studies | 3 |
| SPED 465 | Meth/Curr: Behavior Disorders PK-12 | 3 |
| SPED 469 | Meth/Curr: Learning Disabilities K-12 | 3 |
| SPED 473 | Meth/Curr: Intellectual Disabilities | 3 |

*Professional Education Core Field Experiences must be taken concurrently with methods courses. For Elementary Education, Birth-Grade 3: Inclusive Settings majors, Instructional Strategist II: Behaviour Disorders/Learning Disabilities/Intellectual Disabilities majors, EDU 306 Field Experience I: Elementary must be taken concurrently with EDU 315 Teaching Elementary Social Studies. EDU 321 Field Experience II: Elementary, ECE 334 Field Experience: Infant/Toddler and/or ECE 335 Field Experience: Prekindergarten is to be taken concurrently with EDU 305 Teaching Elementary Science, EDU 325 Teaching Elementary Math, or EDU 335 Teaching Elementary Language Arts. Secondary majors complete EDU 307 Field Experience I: Secondary concurrently with EDU 319. EDU 322 Field Experience II: Secondary is to be taken concurrently with EDU 300. K-12 Art majors must complete EDU 308 Field Experience I: Elementary/Secondary concurrently with EDU 319. EDU 323 Field Experience II: Elementary/Secondary is to be taken concurrently with EDU 338. K-12 Physical Education, Health, Coaching majors complete EDU 308 Field Experience I: Elementary/Secondary concurrently with EDU 319. EDU 323 Field Experience II: Elementary/Secondary is to be taken concurrently with EDU 336 or EDU 337.

Major in Elementary Education

This major consists of 85 semester credits (including professional education core requirements). In addition, to qualify for licensure, students must also meet the requirements of a prekindergarten, middle level or K-8 endorsement in a specific area. The courses in the major are as follows:

| | | Credits |
|----------|---|----------------|
| EDU 110 | Foundations of American Education | 3 |
| EDU 142 | Human Growth, Development and Guidance | 3 |
| EDU 152 | Assessment and Psychology | 3 |
| EDU 162 | Diversity for Teachers | 3 |
| EDU 306 | Field Experience I: Elementary School | 2 |
| EDU 321 | Field Experience II: Elementary School | 2 |
| EDU 252 | Computers and Instructional Technology | 3 |
| SPED 304 | Exceptional Persons | 3 |
| EDU 305 | Teaching Elementary Science | 3 |
| EDU 309 | Teaching Elementary Movement and Wellness | 1 |
| EDU 310 | Teaching Elementary Visual Arts | 1 |
| EDU 315 | Teaching Elementary Social Studies | 3 |
| EDU 325 | Teaching Elementary Math | 3 |

| | | Credits |
|--|---|----------------|
| EDU 326 | Developmental Reading and Language Arts | 3 |
| EDU 333 | Literature: Birth-Adolescence | 3 |
| EDU 335 | Teaching Elementary Language Arts | 3 |
| SPED 462 | Individual Behavior and Classroom Management | 3 |
| ST 4xx | Student Teaching (See pages 142-143) | 16 |
| One of the following: | | 3 |
| HIST 100 | World History to 1500 | |
| HIST 101 | World History since 1500 | |
| HIST 110 | American History to 1877 | |
| HIST 111 | American History since 1877 | |
| An approved history course | | |
| One of the following: | | 3 |
| PS 100 | U.S. Government | |
| PS 230 | State and Local Government | |
| An approved political science course | | |
| One of the following: | | 3 |
| ES 100 | Introduction to Geology | |
| PHY 110 | Introduction to Astronomy | |
| ES 114 | Conservation of Natural Resources | |
| ES 117 | Natural Disasters | |
| ES 220 | Soil and Water Conservation | |
| An approved Earth/space science course | | |
| One of the following: | | 3 |
| BIO 100 | General Biology | |
| ES 161 | Environmental Science | |
| BIO 215 | Local Field Science | |
| An approved life science course | | |
| One of the following: | | 3 |
| MATH 105 | College Mathematics with Applications | |
| An approved mathematics course | | |
| EDU 253 | Mathematics for Elementary and Middle School Teachers | 3 |
| One of the following: | | 3 |
| COMM 105 | Public Speaking | |
| An approved oral communications course | | |
| One of the following: | | 3 |
| ENG 102 | English Composition II | |
| An approved written communication course | | |
| | | 85 |

| | | |
|------------------------------|--|-----------|
| Current certification in CPR | | |
| EDU 110 | Foundations of American Education | 3 |
| EDU 142 | Human Growth, Development, and Guidance | 3 |
| EDU 152 | Assessment and Psychology | 3 |
| EDU 162 | Diversity for Teachers | 3 |
| EDU 306 | Field Experience I: Elementary | 2 |
| ECE 223 | Health, Safety and Nutrition: EC | 3 |
| ECE 334 | Field Experience: Infant/Toddler | 1 |
| ECE 335 | Field Experience: Prekindergarten | 2 |
| ECE 451 | Introduction to Early Childhood | 3 |
| ECE 452 | Observation and Assessment in Early Childhood | 3 |
| ECE 455 | Methods and Curriculum in Early Childhood | 3 |
| ECE 456 | Administration and Supervision in Early Childhood | 3 |
| EDU 252 | Computers and Instructional Technology | 3 |
| EDU 305 | Teaching Elementary Science | 3 |
| EDU 309 | Teaching Elementary Movement and Wellness | 1 |
| EDU 310 | Teaching Elementary Visual Arts | 1 |
| EDU 315 | Teaching Elementary Social Studies | 3 |
| EDU 325 | Teaching Elementary Math | 3 |
| EDU 326 | Developmental Reading/Language Arts | 3 |
| EDU 333 | Literature: Birth-Adolescence | 3 |
| EDU 335 | Teaching Elementary Language Arts | 3 |
| EDU 407 | Diagnostic and Corrective Reading and Language Arts | 3 |
| SPED 304 | Exceptional Persons | 3 |
| SPED 459 | Home, School and Community Relations | 3 |
| SPED 462 | Individual Behavior and Classroom Management Prek-12 | 3 |
| SPED 465 | Methods/Curriculum: Behavior Disorders Prek-12 | 3 |
| SPED 467 | Characteristics of Individuals with Disabilities Prek-12 | 3 |
| SPED 478 | Methods/Curriculum: Mild/Moderate Disabilities Prek-8 | 3 |
| ST 4xx | Student Teaching (See pages 142-143) | 16 |
| | | 92 |

Major in Instructional Strategist BD/LD/ID

| Current certification in CPR | | Credits |
|------------------------------|--------------------------------------|----------------|
| EDU 110 | Foundations of American Education | 3 |
| EDU 142 | Human Growth Dev/Guidance | 3 |
| EDU 152 | Assessment & Psychology | 3 |
| EDU 162 | Diversity for Teachers | 3 |
| EDU 252 | Computers & Instructional Technology | 3 |
| EDU 308 | Field Experience I: Elem/Sec | 2 |
| EDU 315 | Teaching Elementary Social Studies | 3 |
| EDU 323 | Field Experience II: Elem/Sec | 2 |
| EDU 325 | Teaching Elementary Math | 3 |
| EDU 326 | Developmental Reading/LA | 3 |
| EDU 407 | Diagnostic/Corrective Reading | 3 |
| EDU 425 | Content Area Literacy | 3 |

**Major in Birth-Grade 3: Inclusive Settings
(Unified Endorsement 100)**

This major consists of 92 semester credits and authorizes the holder of this endorsement to teach children from birth through grade three in general and inclusive settings.

| | | |
|----------|---|-----------|
| SPED 304 | Exceptional Persons | 3 |
| SPED 459 | Home/School/Community Relations | 3 |
| SPED 462 | Individual Behavior/Classroom Mgmt | 3 |
| SPED 465 | Meth/Curr: Behavior Disorders PK-12 | 3 |
| SPED 467 | Characteristics of Individuals with Disabilities PK-12 | 3 |
| SPED 469 | Meth/Curr: Learning Disabilities K-12 | 3 |
| SPED 473 | Meth/Curr Intellectual Disabilities | 3 |
| SPED 477 | Career & Vocational Programming | 3 |
| ST 4xx | Student Teaching | 16 |
| | | <u>74</u> |

| | | |
|---------------------------------------|------------------------------|-----------|
| ART 222 | Ceramics/Hand Building | |
| ART 223 | Ceramics/Wheel Throwing | |
| Electives in Art Studio (Select two): | | 6 |
| ART 210 | Intermediate Drawing | |
| ART 300 | Human Figure Drawing I | |
| ART 301 | Human Figure Drawing II | |
| ART 304 | Printmaking: Screen Printing | |
| ART 305 | Environmental Art | |
| ART 325 | Intermediate Sculpture | |
| ART 330 | Watercolor / Water Media | |
| ART 404 | Advanced Printmaking | |
| ART 410 | Advanced Drawing | |
| ART 412 | Advanced Painting | |
| ART 423 | Advanced Ceramics | |
| ART 425 | Advanced Sculpture | |
| ART 430 | Advanced Watercolor | |
| GRAF 218 | Digital Photography | |
| GRAF 319 | Digital Video | |
| ART 490 | Senior Thesis (Portfolio) | 1 |
| EDU 338 | Teaching Art K-12 | 3 |
| | | <u>40</u> |

All Science Major (for Teacher Licensure)

This major is designed for students wishing to teach all sciences in grades 5-12.

| | | |
|--------------------------------------|--------------------------|----------------|
| | | Credits |
| Biology | | |
| BIO 135 | Principles of Biology I | 4 |
| BIO 140 | Principles of Biology II | 4 |
| Elective in Biology (300 or above) | | 4 |
| Chemistry | | |
| CHEM 151 | General Chemistry I | 4 |
| CHEM 152 | General Chemistry II | 4 |
| Elective in Chemistry (200 or above) | | 3-4 |

Physics

| | | |
|-------------|---------------------------------|---|
| PHY 111/112 | Introductory Physics I and Lab* | 4 |
| PHY 113/114 | Introductory Physics II and Lab | 4 |

Earth Science

| | | |
|-------------|-------------------------|--------------|
| PHY 109/110 | Astronomy and Lab | 4 |
| ES 100 | Introduction to Geology | 3 |
| ES 161 | Environmental Science | 3 |
| BIO 496 | Senior Project | 2 |
| | | <u>43-44</u> |

*MATH 115 Trigonometry and Analytic Geometry is a prerequisite for this course.

Major in Art (for Teacher Licensure)

The art education emphasis prepares students for K-12 licensure.

| | | |
|-----------------------|-------------------------------|----------------|
| | | Credits |
| ART 101 | Digital Tools | 3 |
| ART 109 | 2-D Foundations | 3 |
| ART 110 | Drawing | 3 |
| ART 120 | 3-D Foundations | 3 |
| ART 202 | Painting | 3 |
| ART 204 | Printmaking | 3 |
| ART 225 | Sculpture | 3 |
| Two of the following: | | 6 |
| ART 211 | Art History I | |
| ART 212 | Art History II | |
| ART 252 | Art and Architecture in Italy | |
| ART 372 | Survey of American Art | |

One of the following: 3

Major in All Business (for Teacher Licensure)

This major corresponds to endorsement 1171 Business All 5-12.

| | | |
|----------|--------------------------------|----------------|
| | | Credits |
| ECON 160 | Principles of Microeconomics | 3 |
| ECON 161 | Principles of Macroeconomics | 3 |
| ACCT 201 | Accounting Principles I | 3 |
| ACCT 202 | Accounting Principles II | 3 |
| MKT 208 | Marketing Principles | 3 |
| BA 210 | Management Principles | 3 |
| BA 222 | Management Information Systems | 3 |
| FIN 288 | Personal Financial Management | 3 |
| BA 302 | Business Law and Ethics | 3 |
| MKT 358 | Consumer Behavior | 3 |
| BA 374 | Business Communication | 3 |

One of the following: 3

| | | |
|--------|---|-----------|
| BA 325 | New Venture Creation | |
| BA 370 | Entrepreneurship and Small Business Management | |
| | | <u>36</u> |

Students must also complete EDU 300-1 Teaching Secondary Business. This major corresponds to endorsement 1171 Business-All 5-12.

Major in English (for Teacher Licensure)

| | | |
|---------|----------------------------|----------------|
| | | Credits |
| ENG 125 | Introduction to Literature | 3 |
| ENG 209 | American Literature I | 3 |
| ENG 210 | American Literature II | 3 |
| ENG 211 | British Literature I | 3 |
| ENG 212 | British Literature II | 3 |

| | | |
|----------------------|---|-----------|
| EDU 326 | Developmental Reading and Language Arts | 3 |
| ENG 330 | Shakespeare | 3 |
| EDU 333 | Literature Birth-Adolescence | 3 |
| Electives in English | | 15 |
| | | <u>39</u> |

Note: A Senior Thesis will be required in the major. This thesis may be developed out of one or more of the courses in the major or produced through a special topics course at the 450 level.

Major in Life Science (for Teacher Licensure)

This major is designed for students seeking a career teaching high school biology.

| | | Credits |
|-------------------------------------|---------------------------------|-----------|
| BIO 135 | Principles of Biology I | 4 |
| BIO 140 | Principles of Biology II | 4 |
| BIO 201 | Scientific Literature Skills | 1 |
| BIO 270 | Human Anatomy and Physiology I | 4 |
| BIO 275 | Human Anatomy and Physiology II | 4 |
| BIO 283 | General Genetics | 4 |
| BIO 340 | Evolution | 3 |
| BIO 381 | Cell and Molecular Biology | 3 |
| BIO 496 | Senior Project | 2 |
| CHEM 151 | General Chemistry I | 4 |
| Electives in Biology (300 or above) | | 8 |
| | | <u>41</u> |

Major in Mathematics Education (for Teacher Licensure)

| | | Credits |
|---------------------------------|------------------------------------|-----------|
| MATH 115 | Trigonometry and Analytic Geometry | 3 |
| MATH 120 | Calculus I | 3 |
| MATH 200 | Calculus II | 3 |
| MATH 210 | Calculus Series and Analysis | 3 |
| MATH 215 | Multivariable Calculus | 3 |
| MATH 220 | Elementary Statistics | 3 |
| MATH 300 | Differential Equations | 3 |
| MATH 301 | Linear Algebra | 3 |
| MATH 310 | Introduction to Advanced Math | 3 |
| MATH 333 | Concepts of Geometry | 3 |
| MATH 451 | Seminar | 1 |
| Elective in Computer Programing | | 3 |
| | | <u>34</u> |

Major in Reading

| | | Credits |
|--|-------------------------------------|---------|
| SPED 304 | Exceptional Persons | 3 |
| EDU 326 | Developmental Reading/Language Arts | 3 |
| EDU 333 | Literature: Birth-Adolescence | 3 |
| EDU 407 | Diagnostic & Corrective Reading | 3 |
| EDU 410 | Practicum: Secondary Reading | 3 |
| EDU 425 | Content Area Literacy | 3 |
| EDU 445 | Language Acquisition | 3 |
| EDU 485 | Advanced Problems in Reading | 3 |
| Electives in Reading, English, Communication, and/or Language Arts (300-400 level) | | 6 |

| | |
|----------------------------------|-----------|
| One of the following: | 3 |
| ENG 102 English Composition II | |
| An equivalent composition course | |
| | <u>33</u> |

Major in Social Science 5-12 (for Teacher Licensure)

Students preparing to teach Social Science areas in the secondary school will meet the requirements for a Social Science major to include requirements in specific endorsement areas. Students must complete a minimum of 39 major credits including at least one of the following endorsement areas: American History, American Government, or Economics, Sociology*, or Psychology*. The student must complete 15 semester credits in each area in which he/she seeks licensure. See an academic advisor for clarification of these requirements. *Must be done in conjunction with another endorsement. A minimum of 30 upper division credits required; 15 credits in the major.

| American Government | Credits |
|--|---------|
| PS 100 U.S. Government | 3 |
| PS 230 State and Local Government | 3 |
| At least one of the following: | 3 |
| PS 212 Comparative Politics | |
| PS 222 Introduction to Political Society | |
| PS 362 The Legislative Process | |
| PS 368 Political Parties and Interest Groups | |
| PS 411 American Constitutional Law I | |
| PS 412 American Constitutional Law II | |
| Electives in American Government | 6 |

| American History | Credits |
|--|---------|
| HIST 110 American History to 1877 | 3 |
| HIST 111 American History since 1877 | 3 |
| One of the following: | 3 |
| HIST 214 World at War, 1914-1945 | |
| HIST 371 New Nation, 1787-1848 | |
| HIST 372 Civil War and Reconstruction, 1848-1877 | |
| HIST 373 Industrialization and Reform, 1877-1914 | |
| HIST 374 Modern America, 1945-present | |
| Electives in American History | 6 |

| Economics | Credits |
|---------------------------------------|---------|
| ECON 160 Principles of Microeconomics | 3 |
| ECON 161 Principles of Macroeconomics | 3 |

| | |
|---|---|
| Select two of the following | 6 |
| ECON/HIST 281 Western Economic History 1600-Present | |
| FIN/ECON 310 Money and Capital Markets | |
| ECON 433 Environmental Economics | |
| ECON 466 Labor Economics | |
| ECON 477 Public Finance | |
| ECON 488 International Trade | |
| Elective in Economics | 3 |

| Psychology | Credits |
|--|---------|
| EDU 142 Human Growth, Development and Guidance | 3 |

| | | |
|--------------------------------|--------------------|---|
| PSY 190 | General Psychology | 3 |
| PSY 310 | Social Psychology | 3 |
| At least one of the following: | | 3 |
| PSY 323 | Cognition | |
| PSY 338 | Motivation | |

Elective in Psychology 3

Note: Those seeking secondary teacher certification in the State of Iowa in Psychology must already be certified at the secondary level or concurrently seeking endorsement in American History, American Government, or Economics.

| | | |
|-----------------------|--------------------------------|----------------|
| Sociology | | Credits |
| SOC 110 | Principles of Sociology | 3 |
| Two of the following: | | 6 |
| SOC 220 | Social Problems | |
| SOC 240 | Diversity in the United States | |
| PSY/SOC 232 | Group Dynamics | |
| SOC 363 | Social Stratification | |

Electives in Sociology 6

Note: Those seeking secondary teacher certification in the State of Iowa in Sociology must already be certified at the secondary level or concurrently seeking endorsement in American History, American Government, or Economics.

Major in All Social Science (for 5-12 Teacher Licensure)

The All Social Science 5-12 major is designed for students who wish to be licensed to teach all social science courses at the 5-12 grade level in the state of Iowa: American History, World History, American Government, Psychology, Sociology, Geography, and/or Economics.

| | | |
|------------------|------------------------------|----------------|
| Economics | | Credits |
| ECON 160 | Principles of Microeconomics | 3 |
| ECON 161 | Principles of Macroeconomics | 3 |

| | | |
|-------------------|----------------------------|---|
| Government | | |
| PS 100 | U.S. Government | 3 |
| PS 230 | State and Local Government | 3 |

| | | |
|-----------------------|---------------------------------------|---|
| One of the following: | | 3 |
| PS 362 | The Legislative Process | |
| PS 368 | Political Parties and Interest Groups | |
| PS 380 | Congress and Presidency | |
| PS 411 | American Constitutional Law I | |
| PS 412 | American Constitutional Law II | |

| | | |
|-------------------|--------------------|---|
| Psychology | | |
| PSY 190 | General Psychology | 3 |
| PSY 310 | Social Psychology | 3 |

| | | |
|----------------------|--------------------------|---|
| World History | | |
| HIST 100 | World History to 1500 | 3 |
| HIST 101 | World History since 1500 | 3 |

| | | |
|-----------------------|--|---|
| One of the following: | | 3 |
| HIST 214 | World at War, 1914-1945 | |
| HIST 245 | Global Women's Activism | |
| HIST 342 | The Development of American Foreign Policy | |
| HIST 355 | Modern World History | |
| HIST 367 | Atlantic Revolutions | |

| | | |
|-------------------------|-----------------------------|---|
| American History | | |
| HIST 110 | American History to 1877 | 3 |
| HIST 111 | American History since 1877 | 3 |

| | | |
|-----------------------|---|---|
| One of the following: | | 3 |
| HIST 214 | World at War, 1914-1945 | |
| HIST 367 | Atlantic Revolutions | |
| HIST 371 | New Nation, 1787-1848 | |
| HIST 372 | Civil War and Reconstruction, 1848-1877 | |
| HIST 373 | Industrialization and Reform, 1877-1914 | |
| HIST 374 | Modern America, 1945-present | |

| | | |
|-----------------------|--------------------------------|---|
| Sociology | | |
| SOC 110 | Principles of Sociology | 3 |
| One of the following: | | 3 |
| SOC 220 | Social Problems | |
| PSY/SOC 232 | Group Dynamics | |
| SOC 240 | Diversity in the United States | |
| SOC 363 | Social Stratification | |

| | | |
|------------------|------------------------------------|-----------|
| Geography | | |
| GEOG 100 | Introduction to Physical Geography | 3 |
| GEOG 200 | World Regional Geography | 3 |
| | | <u>51</u> |

Other Secondary Endorsements

5-12 Earth Science Endorsement #153 (27 credits)

| | | |
|--|--|---|
| EDU 300-05 | Teaching Secondary Science | 3 |
| ES 100 | Introduction to Geology | 3 |
| ES 175 | Earth Systems Laboratory | 1 |
| ES 161 | Environmental Science | 3 |
| ES 220 | Soil and Water Conservation | 3 |
| ES 326 | Soil Genesis, Classification & Morphology | 4 |
| ES 330 | Global Warming & Climate Change | 3 |
| Electives in Earth Science (200-400 level) | | 7 |

5-12 Economics Endorsement #160

| | | |
|----------|----------------|---|
| ECON 160 | Microeconomics | 3 |
| ECON 161 | Macroeconomics | 3 |

| | | |
|------------------------------|---------------------------------------|---|
| Select two of the following: | | 6 |
| ECON/HIST 281 | Western Economic History 1600-Present | |
| FIN/ECON 310 | Money and Capital Markets | |
| ECON 433 | Environmental Economics | |
| ECON 466 | Labor Economics | |
| ECON 477 | Public Finance | |
| ECON 488 | International Trade | |

| | | |
|------------------------|-----------------------------------|----|
| Electives in Economics | | 12 |
| EDU 300-6 | Teaching Secondary Social Science | 3 |

5-12 Spanish Endorsement (no major offered) (27 credits)

| | | |
|------------|--|---|
| SPN 125 | Introduction to Hispanic Cultures | 3 |
| SPN 201 | Intermediate Spanish I | 3 |
| SPN 202 | Intermediate Spanish II | 3 |
| SPN 301 | Advanced Spanish I | 3 |
| SPN 302 | Advanced Spanish II | 3 |
| SPN 306 | Culture and Society of Spain | 3 |
| SPN 401 | Professional Spanish | 3 |
| EDU 300-03 | Teaching Secondary School Foreign Language | 3 |

One of the following: 3

| | | |
|---------|----------------------|--|
| SPN 101 | Beginning Spanish I | |
| SPN 102 | Beginning Spanish II | |

Major in Industrial Technology

This major consists of 37-39 semester credits. An innovative 2+2 program is available through a partnership between Upper Iowa University and Northeast Iowa Community College. Students can earn an associate of science degree from NICC and a bachelor of arts degree with major in industrial technology from Upper Iowa. In addition to the major requirements, the professional education core must be completed.

| | | |
|-----------------------|--|--|
| Manufacturing | Credits | |
| One of the following: | 1-2 | |
| AGM 504 | John Deere Welding | |
| AUT 191 | Automotive Metal Repair/Hybrid Vehicles Introduction | |

| | | |
|---------------------|----------------------------|---|
| Construction | | |
| CON 111 | Basic Drafting | 2 |
| CON 113 | Construction Print Reading | 2 |
| CON 391 | Construction II | 3 |
| CON 393 | Construction III | 3 |

| | | |
|-------------------------|--------------------|---|
| Energy and Power | | |
| ELE 113 | AC/DC Fundamentals | 3 |

| | | |
|-------------------------------|---|--|
| Graphic Communications | | |
| One of the following: | 2-3 | |
| CIS 197 | Fundamentals of Web Design (3) | |
| NET 266 | Routing & Switching: Introduction To Networks (3) | |
| CAD 104 | Computer Aided Drafting (3) | |
| CAD 172 | Introduction to CAD: Auto CAD (2) | |

| | | |
|-----------------------|---------------------------------|---|
| Transportation | | |
| AUT 102 | Intro. To Automotive Technology | 1 |
| AUT 405 | Auto Suspension and Steering | 5 |
| AUT 505 | Auto Brake Systems | 5 |

| | |
|---|--------------|
| Other | |
| Minimum of 10 semester hours in one of the following areas: manufacturing, Energy/ Power, Graphic Comm., Construction, Transportation | 10 |
| | <u>37-39</u> |

Endorsement Areas

At least one specific endorsement is required with an elementary education major. The courses listed for at least one of the endorsements below are needed in addition to the courses required for the Elementary Education major and the professional education core. A 2.70 minimum GPA is required in the endorsement. In addition, each education course (prefix EDU, ECE, SPED) must be completed with a grade of "C" or better.

Birth-Grade 3: Inclusive Settings #100 (50 credits) Credits

| | | |
|--|--|---|
| Current certification in infant CPR and first aid. | | |
| EDU 306 | Field Experience I: Elementary | 2 |
| ECE 223 | Health, Safety and Nutrition: EC | 3 |
| ECE 334 | Field Exp: Infant/Toddler | 1 |
| ECE 335 | Field Exp: Prekindergarten | 2 |
| ECE 451 | Introduction to Early Childhood | 3 |
| ECE 452 | Observation and Assessment in Early Childhood | 3 |
| ECE 455 | Methods and Curriculum of Early Childhood | 3 |
| ECE 456 | Administration and Supervision of Early Childhood | 3 |
| EDU 309 | Teaching Elementary Movement and Wellness | 1 |
| EDU 407 | Diagnostic & Corrective Reading | 3 |
| SPED 304 | Exceptional Persons | 3 |
| SPED 459 | Home, School, and Community Relations | 3 |
| SPED 462 | Individual Behavior and Classroom Management | 3 |
| SPED 465 | Methods/Curriculum: Behavior Disorders Prek-12 | 3 |
| SPED 467 | Characteristics of Individuals with Disabilities | 3 |
| SPED 478 | Methods/Curriculum: Mild/Moderate PreK-8 | 3 |
| SPED 484 | Student Teaching: PreK including Special Education | 8 |

Note: If not endorsed in elementary education or prekindergarten - grade 3, please contact an advisor for additional requirements.

Prekindergarten-Kindergarten Endorsement #103 (34 credits) Credits

| | | |
|----------|---|---|
| ECE 223 | Health, Safety and Nutrition: EC | 3 |
| ECE 335 | Field Experience Prekindergarten | 2 |
| ECE 451 | Introduction to Early Childhood | 3 |
| ECE 452 | Observation and Assessment in Early Childhood | 3 |
| ECE 455 | Methods and Curriculum of Early Childhood | 3 |
| ECE 456 | Administration and Supervision of Early Childhood | 3 |
| ECE 496 | Student Teaching: PreKindergarten - Kindergarten | 8 |
| EDU 142 | Human Growth and Development | 3 |
| EDU 326 | Developmental Reading | 3 |
| SPED 459 | Home, School and Community Relations | 3 |

Note: If not endorsed in elementary education or prekindergarten

- grade 3, please contact an advisor for additional requirements.

K-12 English as a Second Language (ESL) Endorsement #104 (19 credits) Credits

| | | |
|---------|-----------------------------------|---|
| EDU 443 | Concepts of English | 3 |
| EDU 444 | Curriculum and Methods of ESL | 3 |
| EDU 445 | Language Acquisition | 3 |
| EDU 446 | Practicum in ESL | 3 |
| EDU 447 | Problems in English Grammar | 3 |
| EDU 448 | Cultural and Linguistic Diversity | 3 |
| EDU 449 | Student Teaching in ESL | 1 |

Prek-12 Talented and Gifted Education TAG Endorsement #107 Credits

| | | |
|---------|---|---|
| EDU 439 | Introduction to Gifted Education | 3 |
| EDU 440 | Methods and Curriculum: Gifted Education PreK-12 | 3 |
| EDU 441 | Administration and Supervision of Gifted Programs | 3 |
| EDU 442 | Practicum: Gifted Programs | 3 |

K-8 Art Endorsement #113 (27 credits) Credits

| | | |
|---------|-------------------|---|
| ART 110 | Drawing | 3 |
| ART 202 | Painting | 3 |
| ART 204 | Printmaking | 3 |
| EDU 338 | Teaching K-12 Art | 3 |

One of the following: 3

| | | |
|---------|-------------------------|--|
| ART 222 | Ceramics/Hand Building | |
| ART 223 | Ceramics/Wheel Throwing | |

One of the following: 3

| | | |
|---------|-------------------------------|--|
| ART 100 | Introduction to Art | |
| ART 211 | Art History I | |
| ART 212 | Art History II | |
| ART 252 | Art and Architecture of Italy | |

Electives in Studio Art from the following: 9

| | | |
|----------|------------------------------|--|
| ART 210 | Intermediate Drawing | |
| ART 225 | Sculpture | |
| ART 300 | Human Figure Drawing I | |
| ART 301 | Human Figure Drawing II | |
| ART 304 | Printmaking: Screen Printing | |
| ART 305 | Environmental Art | |
| ART 325 | Intermediate Sculpture | |
| ART 330 | Watercolor/Water Media | |
| ART 404 | Advanced Printmaking | |
| ART 410 | Advanced Drawing | |
| ART 412 | Advanced Painting | |
| ART 423 | Advanced Ceramics | |
| ART 425 | Advanced Sculpture | |
| ART 430 | Advanced Watercolor | |
| GRAF 218 | Digital Photography | |
| GRAF 319 | Digital Video | |

K-8 English/Language Arts Endorsement #119 (28 credits) Credits

| | | |
|---------|------------------------------|---|
| EDU 232 | Grammar Content for Teachers | 1 |
|---------|------------------------------|---|

| | | |
|---------|---|---|
| EDU 326 | Developmental Reading and Language Arts | 3 |
| EDU 333 | Literature: Birth-Adolescence | 3 |
| EDU 335 | Teaching Elementary Language Arts | 3 |

One of the following: 3

| | | |
|---------|------------------------|--|
| ENG 209 | American Literature I | |
| ENG 210 | American Literature II | |

One of the following: 3

| | | |
|---------------------------------------|-----------------|--|
| COMM 105 | Public Speaking | |
| An approved oral communication course | | |

One of the following: 3

| | | |
|--------------------------------|------------------------|--|
| ENG 102 | English Composition II | |
| An approved composition course | | |

Electives in English, Language Arts, Speech, Drama, Theatre, ESL, and/or Reading 9

K-8 Foreign Language-Spanish Endorsement #133 (24 credits) Credits

| | | |
|---------|--------------------------------------|---|
| SPN 101 | Beginning Spanish I OR | 3 |
| SPN 102 | Beginning Spanish II | |
| SPN 125 | Introduction to Hispanic Cultures | 3 |
| SPN 201 | Intermediate Spanish I | 3 |
| SPN 202 | Intermediate Spanish II | 3 |
| SPN 301 | Advanced Spanish I | 3 |
| SPN 302 | Advanced Spanish II | 3 |
| SPN 306 | Culture and Society of Spain | 3 |
| SPN 401 | Professional Spanish | 3 |
| EDU 314 | Teaching Elementary Foreign Language | 3 |

K-8 Health #137 (27 credits) Credits

| | | |
|---|--|---|
| EXSS 102 | First Aid/CPR/AED Program | 1 |
| AT 166 | Care and Prevention of Athletic Injuries | 2 |
| EXSS 226 | Foundations of Physical Fitness | 2 |
| EXSS 280 | Personal, School and Community Health | 3 |
| EXSS 283 | Sport Nutrition | 3 |
| PSY 302 | Substance Abuse | 3 |
| EDU 104 | Mental Health First Aid | 1 |
| EDU 337 | Teaching K-12 Health | 3 |
| SOC 361 | Marriage and Family | 3 |
| Electives in health-related areas of EXSS, PSY or SOC 6 | | |

K-8 Mathematics #142 (27 credits) Credits

| | | |
|------------------------------------|---|---|
| MATH 107 | College Algebra | 3 |
| MATH 115 | Trigonometry and Analytic Geometry | 3 |
| MATH 120 | Calculus I | 3 |
| MATH 200 | Calculus II | 3 |
| EDU 253 | Mathematics for Elementary and Middle School Teachers | 3 |
| MATH 220 | Elementary Statistics | 3 |
| Elective in Computer Programming 3 | | |
| EDU 325 | Teaching Elementary Math | 3 |
| MATH 310 | Introduction to Advanced Mathematics | 3 |

K-8 Physical Education #146 (29 credits)
Major in Physical Education listed on page 69

| | Credits |
|--|----------------|
| AT 166 Care and Prevention of Athletic Injuries | 2 |
| BIO 268 Introduction to Human Anatomy and Physiology | 4 |
| EDU 142 Human Growth and Development | 3 |
| EDU 336 Teaching Physical Education K-12 | 3 |
| EXSS 102 First Aid/CPR/AED Program | 1 |
| EXSS 226 Foundations of Physical Fitness | 2 |
| EXSS 240 Adapted Physical Education | 2 |
| EXSS 280 Personal, School and Community Health | 3 |
| EXSS 290 Introduction to Personal Training | 3 |
| EXSS 302 Exercise Physiology | 3 |
| EXSS 360 Motor Learning | 3 |
| Certificate of Concussion Training | |

K-8 Reading/Language Arts #148 (27 credits)

| | Credits |
|---|----------------|
| SPED 304 Exceptional Persons | 3 |
| EDU 326 Developmental Reading and Language Arts | 3 |
| EDU 333 Literature: Birth-Adolescence | 3 |
| EDU 335 Teaching Elementary Language Arts | 3 |
| EDU 407 Diagnostic and Corrective Reading and Language Arts | 3 |
| EDU 409 Practicum: Elementary Reading and Language Arts | 3 |
| EDU 425 Content Area Literacy | 3 |
| EDU 445 Language Acquisition | 3 |
| EDU 485 Advanced Problems in Reading and Language Arts | 3 |

K-8 Basic Science Endorsement #150 (29 credits)

| | Credits |
|---------------------------------------|----------------|
| Biology | |
| BIO 135 Principles of Biology I | 4 |
| BIO 140 Principles of Biology II | 4 |
| CHEM 151 General Chemistry I | 4 |
| PHY 111 Introduction to Physics I* | 3 |
| PHY 112 Introduction to Physics I Lab | 1 |

One of the following:
 CHEM 152 General Chemistry II 4
 PHY 109/110 Intro to Astronomy and Lab 3/1
 PHY 113/114 Intro to Physics II and Lab 3/1

Choose two of the following:
 ES 100 Intro to Geology 3
 ES 114 Conservation of Natural Resources 3
 ES 117 Natural Disasters 3
 ES 121 Dinosaurs 3
 ES 161 Introduction to Environmental Science 3
 ES 220 Soil and Water Conservation 3

EDU 305 Teaching Elementary Science 3

*MATH 115 Trigonometry and Analytic Geometry is a prerequisite for this course.

K-8 Social Science/Social Studies #164 (27 credits)

| | Credits |
|---|----------------|
| HIST 110 American History to 1877 | 3 |
| HIST 111 American History since 1877 | 3 |
| World History Elective | 3 |
| One of the following: | 3 |
| PS 100 U.S. Government | |
| PS 230 State and Local Government | |
| Electives from history, political science, psychology, geography, economics, or sociology (must include at least one course in an area other than history and political science). | 12 |
| EDU 315 Teaching Elementary Social Studies | 3 |

Work Experience Coordinator 5-12 (Endorsement #234)

| | Credits |
|--|----------------|
| SPED 468 Coordination of Occupational Programs | 3 |
| SPED 477 Career and Vocational Programming | 3 |
| Note: Must also hold a special education endorsement in grades 5-12. | |

K-8 Special Education Instructional Strategist I #260 (25-29 credits)

| | Credits |
|---|----------------|
| SPED 304 Exceptional Persons | 3 |
| EDU 407 Diagnostic and Corrective Reading and Language Arts | 3 |
| SPED 459 Home, School and Community Relations | 3 |
| SPED 462 Individual Behavior and Classroom Management K-12 | 3 |
| SPED 465 Methods/Curriculum: Behavior Disorders Prek-12 | 3 |
| SPED 467 Characteristics of Individuals with Disabilities Prek-12 | 3 |
| SPED 478 Methods/Curriculum: Mild/Moderate Disabilities Prek-8 | 3 |
| One of the following: | |
| SPED 479 Student Teaching: Instructional Strategist | 4 |
| SPED 482 Student Teaching: Instructional Strategist | 8 |

Instructional Strategist I 5-12 #261
 This endorsement consists of 28-32 semester credits. A person seeking this endorsement must already be the holder of a valid Iowa teaching license to teach students without disabilities or be concurrently seeking licensure to teach students without disabilities.

| | Credits |
|---|----------------|
| SPED 304 Exceptional Persons | 3 |
| EDU 407 Diagnostic and Corrective Reading and Language Arts | 3 |
| SPED 459 Home, School and Community Relations | 3 |
| SPED 462 Individual Behavior and Classroom Management Prek-12 | 3 |
| SPED 465 Methods/Curriculum: Behavior Disorders Prek-12 | 3 |

| | | |
|-----------------------|--|-------|
| SPED 467 | Characteristics of Individuals with Disabilities Prek-12 | 3 |
| SPED 475 | Methods/Curriculum: Mild/Moderate Disabilities 5-12 | 3 |
| SPED 477 | Career and Vocational Programming | 3 |
| One of the following: | | |
| SPED 479 | Student Teaching: Instructional Strategist | 4 |
| SPED 482 | Student Teaching: Instructional Strategist | 8 |
| | | 28-32 |

Instructional Strategist II: Behavior Disorders/Learning Disabilities K-12 # 263

This endorsement consists of 28-32 semester credits. A person seeking this endorsement must already be the holder of a valid Iowa teaching license to teach students without disabilities or be concurrently seeking licensure to teach students without disabilities.

| | | |
|-----------------------|--|----------------|
| | | Credits |
| SPED 304 | Exceptional Persons | 3 |
| EDU 407 | Diagnostic & Corrective Reading & Language Arts | 3 |
| SPED 459 | Home, School & Community Relations | 3 |
| SPED 462 | Individual Behavior and Classroom Management | 3 |
| SPED 465 | Methods/Curriculum: Behavior Disorders Prek-12 | 3 |
| SPED 467 | Characteristics of Individuals with Disabilities Prek-12 | 3 |
| SPED 469 | Methods/Curriculum: Learning Disabilities K-12 | 3 |
| SPED 477 | Career and Vocational Programming | 3 |
| One of the following: | | |
| SPED 479 | Student Teaching: Instructional Strategist | 4 |
| SPED 482 | Student Teaching: Instructional Strategist | 8 |
| | | 28-32 |

Instructional Strategist II: Intellectual Disabilities K-12 # 264

This endorsement consists of 25-29 semester credits. A person seeking this endorsement must already be the holder of a valid Iowa teaching license to teach students without disabilities or be concurrently seeking licensure to teach students without disabilities.

| | | |
|------------------------------|--|----------------|
| | | Credits |
| SPED 304 | Exceptional Persons | 3 |
| EDU 407 | Diagnostic & Corrective Reading | 3 |
| SPED 459 | Home, School & Community Relations | 3 |
| SPED 462 | Individual Behavior and Classroom Management Prek-12 | 3 |
| SPED 467 | Characteristics of Individuals with Disabilities Prek-12 | 3 |
| SPED 473 | Methods/Curriculum: Intellectual Disabilities | 3 |
| SPED 477 | Career and Vocational Programming | 3 |
| Current certification in CPR | | |
| One of the following: | | |
| SPED 479 | Student Teaching Instructional Strategist | 4 |
| SPED 482 | Student Teaching Instructional Strategist | 8 |
| | | 25-29 |

| | | |
|---|--|----------------|
| Middle School Endorsement, 5-8 #1821, #1822, #1823, #1824 (no major offered) | | Credits |
| EDU 425 | Content Area Literacy | 3 |
| EDU 428 | Middle School Curriculum, Design and Strategies | 3 |
| EDU 435 | Middle School Students' Growth, Development and Management | 3 |
| Completion of coursework in TWO of the following content areas: | | |

#1821 Middle School Language Arts (13 credits)

| | | |
|----------------------------------|-------------------------------|---|
| EDU 232 | Grammar Content for Teachers | 1 |
| EDU 333 | Literature: Birth-Adolescence | 3 |
| One of the following: | | 3 |
| ENG 101 | English Composition I | |
| An equivalent composition course | | |

| | | |
|---------------------------------------|---------------------|---|
| One of the following: | | 3 |
| COMM 105 | Public Speaking | |
| COMM 107 | Human Communication | |
| An approved oral communication course | | |

| | | |
|---|-----------------------------|---|
| One of the following: | | 3 |
| ENG 265 | African American Literature | |
| ENG 365 | Women and Literature | |
| An approved literature across cultures course | | |

#1822 Middle School Math (12 credits)

| | | |
|-----------------------------------|---|---|
| MATH 107 | College Algebra | 3 |
| EDU 253 | Mathematics for Elementary and Middle School Teachers | 3 |
| Two of the following: | | 6 |
| MATH 109 | Quantitative Methods | |
| MATH 115 | Trigonometry and Analytic Geometry | |
| MATH 120 | Calculus I | |
| (if MATH 115 prerequisite is met) | | |
| MATH 220 | Elementary Statistics | |
| An approved math course | | |

#1823 Middle School Science (12 credits)

| | | |
|-------------------------------------|----------------------------------|---|
| One of the following: | | 4 |
| BIO 135 | Principles of Biology I | |
| An approved biology course | | |
| One of the following: | | 4 |
| ES 100 | Introduction to Geology | |
| ES 175 | Earth Systems Lab I | |
| An approved earth science course | | |
| One of the following: | | 4 |
| CHEM 151 | General Chemistry I | |
| PHY 111/112 | Introduction to Physics and Lab* | |
| An approved physical science course | | |

*MATH 115 Trigonometry and Analytic Geometry is a prerequisite for this course.

#1824 Middle School Social Studies (12 credits)

One of the following: 3
 HIST 110 American History to 1877
 HIST 111 American History since 1877
 An approved American history course

One of the following: 3
 HIST 100 World History to 1500
 HIST 101 World History since 1500
 An approved world history course

One of the following: 3
 PS 100 U.S. Government
 PS 230 State and Local Government
 An approved political science course

One of the following: 3
 GEOG 100 Introduction to Physical Geography
 GEOG 200 World Regional Geography
 An approved geography course

33-34

Exercise and Sport Studies (EXSS)

The major and minor programs in exercise and sport studies (EXSS) prepare students for a variety of career opportunities in the arena of sport and physical activity. These careers include physical education and health teacher, personal trainer, fitness wellness director, sports administrator. Students who pursue any of the emphases of the Exercise and Sport Studies major will be prepared to pursue graduate study in a variety of areas related to physical activity and sport, as well as post-graduate programs for physical therapy, chiropractic, occupational therapy, and athletic training. In addition, all students are given the opportunity to take courses designed to enhance their understanding and enjoyment of sports.

Students interested in majoring in Exercise and Sport Studies along with their specific emphasis area (Sport Administration, Fitness and Wellness or Exercise Science) must:

1. Complete EXSS 101 Introduction to EXSS and BIO 135 Principles of Biology I or another biology course with a lab which is accepted as a substitute for BIO 135 with a C or better grade.
2. Have two (2) recommendation forms completed by faculty who can speak to the skills and abilities of the students.
3. Have a 2.7 GPA or higher at the time of application.
4. Provide a current resume.
 - Students will be permitted to take five lower level courses at the discretion of their academic advisor within the EXSS core before being formally admitted to the EXSS major.
 - All information will be provided to the Chair of EXSS. It will then be reviewed by all EXSS faculty to determine admission to the program.
 - In order to remain in the major, the students must maintain a 2.7 GPA or higher.

Major in Physical Education & Health with Coaching (Teaching)

For teacher licensure, students must complete the major requirements, the professional education core requirements, and assessment requirements. Successful completion of the Physical Education and Health with Coaching major and professional core requirements qualifies an individual for the following Iowa teaching endorsements:

- K-8 Physical Education
- K-8 Health
- 5-12 Physical Education
- 5-12 Health
- K-12 Athletic Coach

Major in Physical Education & Health with Coaching (K-12)

| | | Credits |
|----------|---|---------|
| AT 166 | Care and Prevention of Athletic Injuries | 2 |
| BIO 268 | Introduction to Human Anatomy and Physiology* | 4 |
| EDU 104 | Mental Health First Aid | 1 |
| EDU 142 | Human Growth and Development | 3 |
| EDU 336 | Teaching Physical Education K-12 | 3 |
| EDU 337 | Teaching Health K-12 | 3 |
| EXSS 102 | First Aid/CPR/AED Program | 1 |
| EXSS 130 | Teaching Team and Individual Sports | 2 |
| EXSS 226 | Foundations of Physical Fitness | 2 |
| EXSS 240 | Adapted Physical Education | 2 |
| EXSS 243 | Ethics and Coaching Theory | 3 |
| EXSS 280 | Personal, School & Community Health | 3 |
| EXSS 283 | Sport Nutrition | 3 |
| EXSS 290 | Introduction to Personal Training | 3 |
| EXSS 302 | Exercise Physiology | 3 |
| EXSS 305 | Kinesiology | 3 |
| EXSS 354 | Methods of Teaching Strength and Conditioning | 3 |
| EXSS 360 | Motor Learning | 3 |
| PSY 302 | Substance Abuse** | 3 |
| SOC 361 | Marriage and Family** | 3 |
| | | 53 |

* BIO 135 Principles of Biology is a prerequisite for BIO 268.

**SOC 110 Principles of Sociology is a prerequisite for SOC361 and PSY302.

Certificate of Concussion Training is required for licensure.

Coaching Endorsement/Authorization

| | | Credits |
|----------|--|---------|
| EXSS 102 | First Aid/CPR/AED Programs | 1 |
| EDU 142 | Human Growth and Development | 3 |
| AT 166 | Care and Prevention of Athletic Injuries | 2 |
| EXSS 226 | Foundations of Physical Fitness | 2 |
| EXSS 243 | Ethics and Coaching Theory | 3 |
| | | 11 |

Certificate of Concussion Training

For more information on obtaining the coaching authorization, visit the Iowa Board of Educational Examiner’s website at www.state.ia.us/boee.

Health Endorsement (K-8 and 5-12)

Upper Iowa offers the health endorsement for a student who has an original endorsement in another subject area.

| | | |
|----------|---|-----------|
| MATH 220 | Elementary Statistics | 3 |
| BA 361 | Human Resources Management | 3 |
| BIO 268 | Intro to Human Anatomy and Physiology | 4 |
| EXSS 348 | Sports Administration | 3 |
| EXSS 363 | Sport Marketing | 3 |
| EXSS 371 | Planning Facilities for Physical Activity | 3 |
| EXSS 403 | Internship in EXSS | 6 |
| EXSS 435 | Governance and Policy | 3 |
| | | <u>43</u> |

Credits

| | | |
|---|--|-----------|
| EDU 104 | Mental Health First Aid | 1 |
| EXSS 102 | First Aid/CPR/AED Programs | 1 |
| AT 166 | Care and Prevention of Athletic Injuries | 2 |
| EXSS 226 | Foundations of Physical Fitness | 2 |
| EXSS 280 | Personal, School & Community Health | 3 |
| EXSS 283 | Sport Nutrition | 3 |
| PSY 302 | Substance Abuse | 3 |
| SOC 361 | Marriage and Family | 3 |
| Electives in health-related areas of EXSS, PSY or SOC with consent of advisor | | 6 |
| | | <u>24</u> |

Note: Students are required to take EDU 337 Teaching Health K-12 to complete required components.

Major in Exercise and Sport Studies

This major in exercise and sport studies is designed for students who want to prepare for a career related to physical activity. The core classes give students a solid foundation in exercise and sport studies, while the emphases allow students to focus on an area of interest. All the emphases are designed to prepare students to continue studies at the graduate level.

| | | |
|--|--|----------------|
| Exercise and Sport Studies Core | | Credits |
| EXSS 101 | Introduction to EXSS | 2 |
| EXSS 102 | First Aid/CPR/AED | 1 |
| EDU 142 | Human Growth and Development | 3 |
| AT 166 | Care and Prevention of Athletic Injuries | 2 |
| EXSS 226 | Foundations of Physical Fitness | 2 |
| EXSS 283 | Sport Nutrition | 3 |
| EXSS 302 | Exercise Physiology | 3 |
| EXSS 305 | Kinesiology | 3 |
| EXSS 318 | Psychology of Exercise and Sport | 3 |
| EXSS 334 | Sport Law and Legal Issues | 3 |
| EXSS 346 | Diversity in Sport Organizations | 3 |
| EXSS 360 | Motor Learning | 3 |
| | | <u>31</u> |

Sport Administration Emphasis

The emphasis in sport administration is designed for those students who would like to pursue careers such as athletic director or sports management.

| | | |
|----------|------------------------------|----------------|
| | | Credits |
| ECON 160 | Principles of Microeconomics | 3 |
| ECON 161 | Principles of Macroeconomics | 3 |
| ACCT 201 | Accounting Principles I | 3 |
| MKT 208 | Marketing Principles | 3 |
| BA 210 | Management Principles | 3 |

Fitness and Wellness Emphasis

The emphasis in fitness and wellness is designed for those students who want to pursue a career in the fitness industry. Students who complete the fitness and wellness emphasis will be prepared to seek certification as a personal trainer or take the Certified Strength and Conditioning Specialist exam.

| | | |
|------------------------------|---|----------------|
| | | Credits |
| EXSS 100 | Water Aerobics | 1 |
| EXSS 100 | Weight Training | 1 |
| EXSS 125 | Recreational Sport Programming | 3 |
| EXSS 130 | Teaching Team & Individual Sports | 2 |
| EXSS 240 | Adapted Physical Education | 2 |
| EXSS 290 | Introduction to Personal Training | 3 |
| BIO 268 | Intro to Human Anatomy and Physiology | 4 |
| EXSS 280 | Personal, School and Community Health | 3 |
| PSY 338 | Motivation | 3 |
| EXSS 354 | Methods of Teaching Strength and Conditioning | 3 |
| Choose one of the following: | | 3 |
| PSY 232 | Group Dynamics | |
| PSY 270 | Human Sexuality | |
| PSY 310 | Social Psychology | |
| EXSS 403 | Internship in EXSS | 6 |
| | | <u>34</u> |

Exercise Science Emphasis

The emphasis in exercise science is designed for those students who want to pursue a career in exercise physiology, kinesiology, or other fields related to physical activity. The exercise science emphasis also prepares students to attend graduate school in physical therapy, chiropractic, or occupational therapy.

| | | |
|----------|---------------------------------|----------------|
| | | Credits |
| BIO 270 | Human Anatomy and Physiology I | 4 |
| BIO 275 | Human Anatomy and Physiology II | 4 |
| CHEM 151 | General Chemistry I | 4 |
| CHEM 152 | General Chemistry II | 4 |
| PHY 111 | Introductory Physics I* | 3 |
| PHY 112 | Introductory Physics I Lab | 1 |
| PHY 113 | Introductory Physics II | 3 |
| PHY 114 | Introductory Physics II Lab | 1 |
| MATH 220 | Elementary Statistics | 3 |
| EXSS 170 | Medical Terminology | 3 |

*MATH 115 is a prerequisite for this course.

| | |
|-------------------------------|---|
| Choose one of the following: | 3 |
| PSY 302 Substance Abuse | |
| PSY 310 Social Psychology | |
| PSY 335 Biological Psychology | |
| PSY 360 Abnormal Psychology | |
| PSY 373 Research Methods | |
| PSY 394 Psychology of Aging | |

| | |
|--|-----|
| Choose one of the following: | 3-4 |
| BIO 210 Microbiology (4) | |
| BIO 370 Pathophysiology (3) and | |
| BIO 371 Pathophysiology (1) Lab | |
| BIO 381 Cell & Molecular Biology (3) | |

| | |
|-----------------------------|-------|
| EXSS 403 Internship in EXSS | 6 |
| | 42-43 |

*MATH 115 Trigonometry and Analytic Geometry is a prerequisite for this course.

| Minor in Exercise and Sport Studies | Credits |
|--|-----------|
| BIO 268 Introduction to Human Anatomy and Physiology** | 4 |
| AT 166 Care and Prevention of Athletic Injuries | 2 |
| EXSS 226 Foundations of Physical Fitness | 2 |
| EXSS 302 Exercise Physiology | 3 |
| EXSS 305 Kinesiology | 3 |
| Electives in EXSS numbered 300 or above | 9 |
| Total | 23 |

**BIO 135 Principles of Biology I is a prerequisite for BIO 268 and BIO 270.

Department of Athletic Training

Athletic Training Major

The Upper Iowa University Athletic Training Program (ATP) is a limited admissions program designed to prepare students to become a competent healthcare professional as an athletic trainer. Upon admission into the program, students are educated in the management of healthcare problems associated with the physically active population including: prevention and health promotion, emergency and acute care, clinical evaluation and diagnosis, therapeutic intervention, healthcare administration, and professional development and responsibility. Students completing the athletic training program must be enrolled for a minimum of two academic years following formal admittance to the program. Students who successfully complete the requirements of the athletic training major will be eligible to take the athletic training profession's Board of Certification (BOC) Examination.

The Athletic Training Program is no longer accepting applications to its bachelor of science program. All students formerly accepted into the professional undergraduate program must complete the requirements of the major by July 15, 2021, to be eligible to sit for the BOC examination.

Technical Standards for Admission and Retention

The Athletic Training Program at Upper Iowa University is a rigorous and intense program that places specific requirements and demands on the students enrolled in the program. An objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of the individuals engaged in physical activity. The technical standards set forth by the Athletic Training Program establish essential qualities considered necessary for students enrolled in this program to achieve the knowledge, skills, and competencies of an athletic trainer, as well as meet the expectations of the program's accrediting agency (Commission on Accreditation of Athletic Training Education [CAATE]). Applicants and enrolled students must be capable of meeting the technical standards for the academic and clinical components of the athletic training program. In the event a student is unable to fulfill these technical standards, with or without reasonable accommodation, the student will not be admitted or remain enrolled in the program.

Compliance with the program's technical standards does not guarantee a student's eligibility for the Board of Certification (BOC) examination.

Students enrolled in the Athletic Training Program must demonstrate:

1. The mental capacity to assimilate, analyze, synthesize, integrate concepts and problem solve to formulate assessment and therapeutic judgments and to be able to distinguish deviations from the norm.
2. Sufficient postural and neuromuscular control, sensory function, and coordination to perform and appropriate physical examinations using accepted techniques; and accurately, safely and efficiently use equipment and materials during the assessment and treatment of patients.
3. The ability to communicate effectively and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds; this includes, but is not limited to, the ability to establish rapport with patients and communicate judgments and treatment information effectively. Students must be able to understand and speak the English language at a level consistent with competent professional practice.
4. The ability to record the physical examination results and treatment plan clearly and accurately.
5. The capacity to maintain composure and continue to function well during periods of high stress.
6. The perseverance, diligence and commitment to complete the athletic training education program as outlined and sequenced.
7. Flexibility and the ability to adjust to changing situations and uncertainty in clinical situations.

Affective skills and appropriate demeanor and rapport that relate to professional education and quality patient care.

Applicants for selection to the Athletic Training Program will be required to verify they understand and meet these technical standards or that they believe that, with certain accommodations, they can meet the standards.

| | | |
|--------|---|---|
| AT 455 | Therapeutic Rehabilitation | 4 |
| AT 472 | Evidence-Based Practice in Athletic Training | 4 |
| AT 480 | Professional Development in Athletic Training | 3 |
| AT 483 | Clinical Practice in Exercise Prescription | 1 |
| | | <hr style="width: 100%; border: 0.5px solid black;"/> |
| | | 66 |

If a student states he/she can meet the technical standards with accommodation, then Upper Iowa University will determine whether it agrees that the student can meet the technical standards with reasonable accommodation: this includes a review of whether accommodation would jeopardize the clinician/patient safety, or the educational process of the student or the institution, including all course work, clinical experiences and internships deemed essential to graduation.

Immunization Requirements

Upper Iowa values the health and safety of its students. Following vaccination recommendations from the Center for Disease Control (CDC) for healthcare providers, students accepted into the ATP are required to provide documentation of the following vaccinations by August 1 of the year they begin clinical experiences: Hepatitis B vaccination series; Measles, Mumps and Rubella (MMR) vaccination; Varicella vaccination or proof of disease; Tetanus, Diphtheria and Pertussis (DTap) vaccination; and meningococcal vaccination.

All students in the ATP will be required to show documentation of the influenza vaccination prior to November 1 of each year.

Program Fees

There are additional costs associated with enrollment into the Athletic Training Program. These include, but are not limited to: course fees, immunization maintenance, apparel to adhere to dress codes, CPR/AED certification, and travel to and from off-campus clinical assignments.

Major in Athletic Training

| | | Credits |
|----------|---|----------------|
| AT 110 | Emergency Care in Athletic Training | 3 |
| AT 144 | Foundations of Athletic Training | 3 |
| PSY 190 | General Psychology | 3 |
| AT 221 | Prevention and Health Promotion in Athletic Training | 3 |
| AT 232 | Clinical Practice in Applied Anatomy | 1 |
| BIO 270 | Human Anatomy & Physiology I | 4 |
| BIO 275 | Human Anatomy & Physiology II | 4 |
| EXSS 283 | Sports Nutrition | 3 |
| EXSS 302 | Exercise Physiology | 3 |
| EXSS 305 | Kinesiology | 3 |
| EXSS 318 | Psychology of Exercise and Sport | 3 |
| AT 319 | General Medical Conditions in the Physically Active | 4 |
| AT 332 | Clinical Evaluation – Lower Extremity | 4 |
| AT 333 | Clinical Evaluation – Upper Extremity | 4 |
| AT 360 | Clinical Practice in Psychosocial Strategies and Referral | 1 |
| AT 408 | Therapeutic Modalities | 4 |
| AT 430 | Healthcare Administration in Athletic Training | 4 |

GENERAL EDUCATION REQUIREMENTS

General Education Requirements

The 36 semester credits required in general education are as follows:

| | |
|--|----|
| English Composition I | 3 |
| English Composition II | 3 |
| A speech course: | 3 |
| A computer skills course: | 3 |
| A mathematics course: | 3 |
| A cultures course: | 3 |
| Two nonperformance courses within the arts and humanities: | 6 |
| Two courses within the natural sciences: | 6 |
| Two courses within the social sciences: | 6 |
| Total: | 36 |

Upper Iowa University will accept AA or AS degrees with a liberal arts core as fulfillment of the general education requirements for a baccalaureate program. Upper Iowa University will also accept associate degrees with a major in nursing from registered nurses (must have current license) as fulfillment of its general education requirements for the BSN program. Prerequisites are not waived.

The University faculty has determined which specific courses will include the completion and assessment of the various tasks and are listed below:

ARTS AND HUMANITIES (6 credits)

| | |
|---------|-----------------|
| ART 100 | Intro to Art |
| ART 101 | Digital Tools |
| ART 109 | 2-D Foundations |
| ART 110 | Drawing |

| | |
|----------|------------------------------------|
| ART 120 | 3-D Foundations |
| ART 202 | Painting |
| ART 210 | Intermediate Drawing |
| ART 211 | Art History I |
| ART 212 | Art History II |
| ART 222 | Ceramics/Hand Building |
| ART 223 | Ceramics/Wheel Throwing |
| ART 225 | Sculpture |
| ART 252 | Art and Architecture in Italy |
| ART 272 | World Art |
| ART 305 | Environmental Art |
| ART 372 | Survey of American Art |
| ENG 125 | Intro to Literature |
| ENG 135 | Tolkien |
| ENG 170 | Intro to Creative Writing |
| ENG 209 | American Literature I |
| ENG 210 | American Literature II |
| ENG 211 | British Literature I |
| ENG 212 | British Literature II |
| ENG 214 | World Literature Survey |
| ENG 216 | Mythology |
| ENG 224 | Modern Poetry |
| ENG 248 | Survey of the Mystery Story |
| ENG 265 | African American Literature |
| ENG 275 | Television |
| ENG 290 | Movies |
| ENG 311 | Urban Cinema |
| ENG 330 | Shakespeare |
| ENG 352 | Best Sellers |
| ENG 365 | Women and Literature |
| ENG 375 | Literature of the American Midwest |
| GRAF 112 | Introduction to Graphic Design |

| | |
|----------|---------------------------------|
| GRAF 218 | Digital Photography & Editing |
| GRAF 235 | Advertising Design |
| GRAF 280 | Web Publishing and Social Media |
| GRAF 319 | Digital Video and Editing |
| GRAF 355 | Typography |
| HON 110 | Honors Arts and Humanities |
| MUS 100 | Intro to Music |
| MUS 200 | American Jazz Styles |
| MUS 202 | American Popular Music |
| PHIL 150 | Intro to Philosophy |
| PHIL 202 | Contemporary Ethics |
| REL 120 | Intro to Religion |
| REL 125 | Intro to the Old Testament |
| REL 126 | Intro to the New Testament |
| REL 205 | Religions of Asia |
| SPN 101 | Beginning Spanish I |
| SPN 102 | Beginning Spanish II |
| SPN 201 | Intermediate Spanish I |
| SPN 202 | Intermediate Spanish II |
| SPN 301 | Advanced Spanish I |
| SPN 302 | Advanced Spanish II |
| THE 110 | Introduction to Theatre |

COMMUNICATION (9 credits)

| | |
|---------|--|
| ENG 101 | English Composition I (prerequisite to ENG 102) |
| ENG 102 | English Composition II |

One of the following:

| | |
|----------|-----------------------------|
| COMM 105 | Public Speaking |
| COMM 200 | Interpersonal Communication |
| THE 240 | Oral Interpretation |
| THE 260 | Storytelling |

COMPUTER SKILLS (3 credits)

| | |
|---------|---|
| CS 102 | Introduction to Computer Applications and Technology |
| EDU 252 | Computers and Instructional Technology |

CULTURES (3 credits)

| | |
|----------|--------------------------------------|
| ANTH 110 | Cultural Anthropology |
| ANTH 120 | Culture & Difference |
| ANTH 206 | Intro to Hmong Culture and Language |
| ANTH 214 | Visual Anthropology |
| ANTH 310 | Political Anthropology |
| COMM 107 | Human Communication |
| COMM 221 | Intercultural Communication |
| EDU 162 | Diversity for Teachers |
| ENG 265 | African American Literature |
| ENG 311 | Urban Cinema |
| HIST 302 | Modern East Asia |
| HON 200 | Honors Cultures |
| ID 200 | Short-Term International Travel |
| HIST 245 | Global Women's Activism |
| PSY 321 | Death and Dying |
| SOC 240 | Diversity in the United States |
| SPN 125 | Intro to Hispanic Cultures & Society |
| SPN 306 | Culture & Society of Spain |

MATHEMATICS (3 credits)

| | |
|----------|---------------------------------------|
| MATH 105 | College Mathematics with Applications |
| MATH 107 | College Algebra |
| MATH 109 | Quantitative Methods |
| MATH 115 | Trigonometry and Analytic Geometry |
| MATH 120 | Analytic Geometry and Calculus I |
| MATH 220 | Elementary Statistics |

NATURAL SCIENCES (6 credits)

| | |
|----------|-----------------------------------|
| BIO 100 | General Biological Science |
| BIO 135 | Principles of Biology I |
| BIO 140 | Principles of Biology II |
| BIO 165 | Human Biology and Nutrition |
| BIO 190 | Intro to Biological Evolution |
| BIO 210 | Microbiology |
| BIO 215 | Local Field Science |
| BIO 220 | Zoology |
| BIO 231 | General Botany |
| BIO 268 | Intro Human Anatomy/Physiology |
| BIO 270 | Human Anatomy/Physiology I |
| BIO 311 | Evolution for Everyone |
| CHEM 102 | Introduction to Forensic Science |
| CHEM 140 | Chemistry for Everyday Life |
| CHEM 115 | Environmental Chemistry |
| CHEM 151 | General Chemistry I |
| CHEM 152 | General Chemistry II |
| ES 100 | Intro to Geology |
| ES 114 | Conservation of Natural Resources |
| ES 117 | Natural Disasters |
| ES 121 | Dinosaurs |
| ES 161 | Environmental Science |
| ES 220 | Soil and Water Conservation |
| ES 251 | Extinctions |
| ES 321 | Building an Eco-Economy |
| ES 330 | Global Warming & Climate Change |
| GEOG 100 | Physical Geography |
| HON 130 | Honors Natural Science |
| PHY 105 | Conceptual Physics |
| PHY 110 | Astronomy |
| PHY 111 | Introductory Physics I |
| PHY 113 | Introductory Physics II |

SOCIAL SCIENCES (6 credits)

| | |
|---------------|----------------------------------|
| ANTH 110 | Cultural Anthropology |
| ANTH 120 | Culture & Difference |
| ANTH 214 | Visual Anthropology |
| ANTH 310 | Political Anthropology |
| ECON 160 | Principles of Microeconomics |
| ECON 161 | Principles of Macroeconomics |
| ECON/HIST 281 | American Economic History |
| CJ 224 | Introduction to Criminal Justice |
| EDU 142 | Human Growth & Development |
| GEOG 100 | Physical Geography |
| GEOG 200 | World Regional Geography |
| HIST 100 | World History to 1500 |
| HIST 101 | World History since 1500 |
| HIST 110 | American History to 1877 |
| HIST 111 | American History since 1877 |
| HIST 214 | World at War, 1914-1945 |

| | |
|-------------|--|
| HIST 220 | History of Wisconsin |
| HIST 222 | History of Iowa |
| HIST 240 | Your Community History |
| HIST 330 | African American History |
| HON 120 | Honors Behavioral Science |
| PS 100 | US Government |
| PS 211 | International Relations |
| PS 212 | Comparative Politics |
| PS 222 | Introduction to Political Society |
| PS 230 | State & Local Government |
| PSY 190 | General Psychology |
| PSY 201 | Adjustment |
| PSY 212 | Dev Psych: Birth-Adolescence |
| PSY 222 | Dev Psych: Young Adulthood to Late Adulthood |
| PSY/SOC 232 | Group Dynamics |
| PSY 240 | Conflict Resolution |
| PSY 260 | Gender Roles |
| PSY 270 | Human Sexuality |
| PSY 311 | Psychology of Women |
| PSY 321 | Death and Dying |
| SOC 110 | Principles of Sociology |
| SOC 220 | Social Problems |
| SOC 240 | Diversity in the United States |
| SPN 125 | Introduction to Hispanic Cultures & Society |
| SPN 306 | Culture & Society of Spain |

UNDERGRADUATE COURSE DESCRIPTIONS

Courses offered vary by location.
Check for course availability.
Courses which satisfy general education
requirements are listed on pages 95-97

Accounting

ACCT 201 Accounting Principles I **3 credits**
A study of accounting theory, record keeping, and the accounting cycle, with emphasis on accounting for the assets and related revenues and expenses reported on financial statements of a business organization.

ACCT 202 Accounting Principles II **3 credits**
A continuation of ACCT 201, with emphasis on accounting for the liabilities, owners' equity and related revenues and expenses reported in financial statements of a business organization; and preparation and analysis of financial statements and an introduction to managerial accounting including product costing using job orders and process costing systems and cost-volume-profit relationships. Prerequisite: ACCT 201.

ACCT 321 Intermediate Financial Accounting I **3 credits**
An extension of the theory and principles of financial accounting, with emphasis on FASB pronouncements applicable to accounting for assets. Prerequisite: ACCT 202.

ACCT 322 Intermediate Financial Accounting II **3 credits**
An extension of the theory and principles of financial accounting, with emphasis on FASB pronouncements applicable to liabilities and owners' equity, and Cash Flow Statements; as well as analysis and interpretation of financial position and results of operations of a business organization. Prerequisite: ACCT 321.

ACCT 323 Federal Taxation I **3 credits**
A study of the theory and application of federal tax law, with emphasis on income tax law applicable to individuals. Prerequisite: ACCT 202.

ACCT 324 Federal Taxation II **3 credits**
A continuation of ACCT 323, with emphasis on income tax law applicable to corporations, partnerships and fiduciaries; and transfer (gift and estate) taxes. Prerequisite: ACCT 323.

ACCT 422 Cost Accounting **3 credits**
A survey of the principles and practices of accounting for and accumulation of costs to manufacture products, with emphasis on job-order and process cost systems; methods of overhead cost distribution, standard cost systems, and departmentalization for cost control. Prerequisite: ACCT 202.

ACCT 425 Auditing **3 credits**
An exploration of the concepts and procedures applicable to an audit of financial statements, with emphasis on procedures to substantiate amounts reported; along with the impact of internal control, quality of available evidence, and statistical sampling on the determination of appropriate procedures. Prerequisites: Senior status and ACCT 322.

ACCT 431 Advanced Financial Accounting **3 credits**
An extension of the theory and principles of financial accounting, with emphasis on FASB pronouncements applicable to accounting for business combinations, international operations and partnerships. Prerequisite: ACCT 322.

ACCT 432 Accounting for Not-For-Profit Organizations **3 credits**
An overview of the theory and application of FASB and other authoritative pronouncements related to accounting for governmental, fiduciary and other not-for-profit organizations. Prerequisite: ACCT 202 or substantial experience in accounting is recommended.

Anthropology

ANTH 101, 102 *World Cultures/ World Cinema I and II*

1 credit each

These courses both present a number of films from different countries, for the most part from within mainstream cinema. The films all have one thing in common: they examine the lives of people and peoples in different circumstances, and see how people and peoples in question understand those circumstances and make sense of their own lives.

ANTH 110 *Introduction to Cultural Anthropology* **3 credits**

This course provides an introduction to cultural anthropology: in particular, the concept of culture and how it interpenetrates various domains of organization and activity – such as adaptation, subsistence, economy, politics, and kinship – in a wide variety of societies and groups. Changing theoretical approaches, fieldwork, ethnography, cross-cultural analysis and comparisons, complex society, and local-regional-global perspectives will all be addressed. Meets the cultures or social science general education requirement, but not both.

ANTH 120 *Culture and Difference* **3 credits**

This course pursues themes in cultural anthropology from a variety of domains to focus on how these compare and, especially, contrast in different cultures. Some of the topics to be addressed will include political systems, gender practices, religious beliefs, artistic performance and expression, and reactions to globalization. The main goals are for students to develop an appreciation of diversity among cultures and cultural groups, and understand differences in life conditions. Meets the cultures or social science general education requirement, but not both.

ANTH 206 *Introduction to the Hmong Culture and Language* **3 credits**

A multidisciplinary study of the Hmong culture utilizing the contributions of anthropology, history, sociology, art and religion including a rudimentary study of the Hmong language.

ANTH 214 *Visual Anthropology* **3 credits**

This course will explore the worlds of different cultures, and how they have been portrayed, primarily through the medium of ethnographic film. The films will be about different cultures and situations, by different filmmakers, and stylistically different. A wide variety of topics will be covered, including: the ways that anthropologists and filmmakers have collaborated, how cultures are represented on film, what happens when anthropology comes to television, and changes in who is represented, by whom, and how. Examples of themes that could be dealt with in the films include: hunting and gathering, migration, music, refugees, and gender issues. Meets the cultures or social science general education requirement, but not both.

ANTH 310 *Political Anthropology* **3 credits**

This course will focus on the variety of political understandings, processes, and systems that have existed and exist in non-state societies, and state societies at both the centers and the margins of power. Agents, structures, and institutions of power will be looked at to highlight cultural variability in the practice of politics. Meets the cultures or social science general education requirement, but not both.

Art

ART 100 *Introduction to Art* **3 credits**

An introduction to the visual arts through study of the elements of art, the various art forms and a chronological study of art history.

ART 101 *Digital Tools* **3 credits**

This course is an introduction to technology as a tool and digital culture as a medium for creative expression and communication in studio art. Students will gain a hands-on understanding of graphic software and hardware in both object- and pixel-oriented programs. The class will consider the impact of computer technology on visual art and culture by means of research and discussion. Using the computer as

an art-making tool, students undertake projects that incorporate their own artistic expression.

ART 109 *Two Dimensional Foundations* **3 credits**

This course introduces the elements, principles and factors of two dimensional design. A sequenced investigation into the dynamics of various organizing principles using traditional and contemporary media. Development of visual awareness, analytical thinking, craftsmanship, and use of media and techniques will be addressed.

ART 110 *Drawing* **3 credits**

A foundation course in drawing media and techniques; focusing on the study of objects and natural forms in problems of analysis and composition.

ART 120 *Three Dimensional Foundations* **3 credits**

A foundation course to introduce basic three dimensional process and materials as well as develop the students' ability to analyze form and space relationships. The course emphasizes the utilization of a variety of basic materials such as 3D software and printing, wood, plaster, wire and found objects.

ART 202 *Painting* **3 credits**

This course focuses on the technical aspects of oil painting, such as stretching canvas, mixing and applying paint, composition and idea development. Prerequisite: ART 110.

ART 204 *Printmaking* **3 credits**

An introduction to printmaking with a view to mastering the fundamental procedures and design problems of relief, intaglio, and serigraphy. Prerequisite: ART 110.

ART 210 *Intermediate Drawing* **3 credits**

Expanded concepts of drawing as related to the realization of form on a two-dimensional surface. The focus of this course is the rendering of objects and natural forms in problems of analysis and composition. Visual information and practice will be derived from: still life, landscape, interiors and the human figure. Prerequisite: ART 110

ART 211 *Art History I* **3 credits**

This course studies the development of Western art from the prehistoric period to the Renaissance.

ART 212 *Art History II* **3 credits**

An exploration of the history of art from the Renaissance to the present. Concern is given to the major movements and artists and the various influences that affected their development.

ART 222 *Ceramics/Hand Building* **3 credits**

This course teaches the techniques of hand-building, glazing and firing of non-functional ceramic sculpture.

ART 223 *Ceramics/Wheel Throwing* **3 credits**

This course teaches the basic techniques of wheel throwing, glazing and firing functional and nonfunctional ceramics.

ART 225 *Sculpture* **3 credits**

In this course, students use various techniques and media such as plaster, piece molds, wood and metal to produce three-dimensional art forms. Prerequisite: ART 120

ART 250 *Special Topics* **3 credits**

Special Topics courses are studies of selected problems, periods or movements in the subject area not otherwise included in the curriculum. They are typically chosen from a faculty member's particular expertise and field of scholarly inquiry, and offered to a student or group of students forming an interest in the particular subject matter. The 250 designation denotes a General Education level of instruction and may include an appropriate General Education task to be completed. The 450 designation denotes a senior level degree of sophistication expected in both learning and instruction. A single course may be offered at both levels simultane-

ously, in which case the syllabus will clearly differentiate the course expectations and assessment measures for students enrolled at each of the two levels. A Special Topics course must be approved by the School of Arts and Sciences Curriculum Committee before it is offered, and it must address one or more Major Outcomes within the discipline.

ART 252 Art and Architecture in Italy 3 credits

This is a survey of the art and architecture of Italy and the Renaissance. This class will be a field-based course that focuses on the wealth of art and architecture of Italy. Florence and neighboring towns will be the classroom as the students visit some of the world's greatest museums and study the art and architecture from the Etruscans to Brunelleschi and Michelangelo.

ART 272 World Art: Survey of Non-Western Art 3 credits

Studies in the visual arts of cultures other than the United States and Western Europe. Particular attention will be given to cultural contexts from which these forms emerge.

ART 299 Special Project 1-3 credits

A Special Project allows the student to expand on work already completed in previous coursework. It is undertaken with the guidance of one or more faculty members and is intended to encourage the student into original investigation of a defined problem within the discipline. Examples include theses and themed portfolios or exhibitions.

ART 300 Human Figure Drawing I 3 credits

This course consists of drawing the human figure from direct observation. This course will focus on anatomical structure, pictorial structure and the expressive capacity of the human form. Prerequisite: ART 110.

ART 301 Human Figure Drawing II 3 credits

Human Figure Drawing II allows for further skill development of drawing the human figure from direct observation. This course will focus on anatomical structure, pictorial structure, and the expressive capacity of the human form and will include the use of color media.

ART 304 Printmaking: Screen Printing 3 credits

This course will focus on planographic printmaking techniques including screen printing, plastic plate lithography, and digital imaging techniques. This course will emphasize combining traditional and digital imaging techniques. Students are expected to work toward a body of images unified by subject and form. Prerequisite: ART 110.

ART 305 Environmental Art 3 credits

The natural environment is the medium through which students will explore the concepts of natural beauty and form. Students will collaborate with nature to form outdoor site-specific works of art. This course is an investigation of sculptural site activation, exploring the practice of how work gets redefined through its placement within a larger social, political, and environmental sphere of meaning.

ART 313 20th Century Art 3 credits

Studies in the visual arts of the 20th century: topics in modernism, late modernism, postmodernism, and contemporary art will be covered. Particular attention will be given to cultural contexts from which these forms emerge. Prerequisites: ART 100, ART 211, ART 212 or GRAF 112.

ART 323 Ceramics Mold Making 3 credits

Students will learn basic and advanced techniques in ceramic mold making. Students will learn how to make basic press molds, multi part slip molds plus more advanced techniques in firing and glazing work. Prerequisite: ART 222.

ART 325 Intermediate Sculpture 3 credits

An in depth study of different materials to create three-dimensional form. Students will gain access to a more in depth study of technical equipment and the ideation process as it pertains to the sculpted object

and installation. Students will learn more advanced techniques in metal, plastics, wood, and alternative materials. Prerequisite: ART 225.

ART 330 Watercolor/Water Media 3 credits

An exploration of the transparent watercolor medium and its materials and techniques. Prerequisite: ART 110.

ART 372 Survey of American Art 3 credits

This course is a study in the development of American art from first colonization to the present. ART 372 is a survey of painting, sculpture, and architecture with particular attention given to the historical and cultural contexts from which these forms emerged. The significance of these works from an artistic perspective will be the over-arching concern of this course. Prerequisite: ART 100 or ART 211 or ART 212 or GRAF 112.

ART 375 Art and Material Culture 3 credits

This course explores three cultural case studies to understand the relationship between art, aesthetics, and material culture production. The case studies will be drawn from prehistoric, historic, and contemporary cultures to give a broad understanding of the way in which a culture's unique needs and environment shape the kinds of art objects it produces. Development of visual awareness, analytical thinking, connoisseurship, and theoretical foundations will be addressed.

ART 403 Internship 3 credits

ART 405 Advanced Printmaking 3 credits

This course is focused on concentrated study, usually in one print process area chosen by the student, with problems set by the instructor with a view toward idea and technique complexity. Prerequisite: ART 204 or ART 304.

ART 410 Advanced Drawing 3 credits

Specialized problems in drawing are presented in this course, designed to extend the range of each student's technical and expressive capability. Prerequisite: ART 110.

ART 412 Advanced Painting 3 credits

Intensive work in technical and conceptual development in oils is the focus of this course. Prerequisite: ART 202.

ART 423 Advanced Ceramics 3 credits

This course involves focused development of specific skills and concepts in ceramics. Prerequisites: ART 222 and ART 223.

ART 425 Advanced Sculpture 3 credits

Specialized problems in sculpture are studied in this course. Prerequisite: ART 325.

ART 430 Advanced Watercolor/Water Media 3 credits

A specialized study of techniques, problems and expression with water media. Prerequisite: ART 330.

ART 450 Special Topics 3 credits

Special Topics courses are studies of selected problems, periods or movements in the subject area not otherwise included in the curriculum. They are typically chosen from a faculty member's particular expertise and field of scholarly inquiry, and offered to a student or group of students forming an interest in the particular subject matter. The 250 designation denotes a General Education level of instruction and may include an appropriate General Education task to be completed. The 450 designation denotes a senior level degree of sophistication expected in both learning and instruction. A single course may be offered at both levels simultaneously, in which case the syllabus will clearly differentiate the course expectations and assessment measures for students enrolled at each of the two levels. A Special Topics course must be approved by the School of Arts and Sciences Curriculum Committee before it is offered, and it must address one or more Major Outcomes within the discipline.

ART 470 Senior Seminar 3 credits
 Readings, discussion, presentation and writing on historic and contemporary art that emphasizes analysis of the observed tendencies concerning materials, presentation and concept in the field of art and other related fields. Through this examination, students will complete a senior thesis paper that functions as a framework for their portfolio. Students will also engage in learning best professional practices in the art field. Prerequisite: Senior Art Major or Minor.

ART 490 Senior Thesis 1 credit
 Senior Thesis documentation and evaluation, revision, and editing of student work as well as the exhibition itself.

ART 492 Senior Arts Administration Thesis 1 credit
 A thesis intended to integrate the arts administration electives completed. It is undertaken with guidance of one or more faculty members and is intended to encourage the student into original investigation to define a problem. Prerequisite: Completion of at least four out of the five courses for the Arts Administration certificate.

ART 499 Special Project 1-3 credits
 A Special Project allows the student to expand on work already completed in previous coursework. It is undertaken with the guidance of one or more faculty members and is intended to encourage the student into original investigation of a defined problem within the discipline. Examples include theses and themed portfolios or exhibitions.

Athletic Training

AT 110 Emergency Care in Athletic Training 3 credits
 This course provides the knowledge, skills and abilities for recognizing medical emergencies and appropriately implementing emergency action plans. Emphasis is placed upon CPR, AED splinting, spine boarding, and treatment for acute medical conditions of the physically active. Students who successfully complete the course will earn basic life support for healthcare providers certification.

AT 144 Foundations of Athletic Training 3 credits
 This course introduces students to the role of the athletic trainer as a health care provider in a variety of contexts, including: injury and illness prevention, fundamentals of patient care, basing practice on best evidence, ethical decision making, communication, and cultural competence. Basic taping and bracing strategies will be covered.

AT 166 Care and Prevention of Athletic Injuries 2 credits
 An overview of taping and care and prevention of athletic injuries.

AT 210 Clinical Skills in Athletic Training 1 credit
 This course is intended to assess the knowledge of transfer students in taping and emergency care of athletic injuries. Students must have successfully completed a foundational athletic training course at another institution and provide proof of emergency cardiac care training to be enrolled in this course.

AT 221 Prevention and Health Promotion in Athletic Training 3 credits
 This course introduces students to the basic principles of prevention and health promotion. This course includes a minimum of 45 hours of scheduled clinical experience at a clinical site under the supervision of an approved preceptor. Prerequisite: AT 144 or special permission by the Director of Athletic Training Education.

AT 232 Clinical Practice in Applied Anatomy 1 credit
 This course provides the knowledge and skills for identifying and palpating structures of the human body. This course includes a minimum of 45 hours of scheduled clinical experience at a clinical site under the supervision of an approved preceptor. Prerequisite: AT 221.

AT 250 Special Topics in Athletic Training 1-3 credits
 This course covers special topics not covered by current courses taught in the department. The particular topic is to be determined by the department according to the current need and interest. This course requires department chair approval.

AT 299 Special Projects in Athletic Training 1-3 credits
 This course is designed to provide an opportunity to complete a special project related to a student's field of study that is beyond the scope of courses offered within the university. Proposals must include an overview or abstract of the study, indicate the anticipated learning outcomes of the project, the timeline for the study and the deliverables (paper, presentation, project, etc.) upon which the study will be evaluated. This course requires department chair approval

AT 319 General Medical Conditions in the Physically Active 4 credits
 This course will examine the evaluation, proper referral and management of general medical conditions and disabilities of athletes and other physically active individuals. Pharmacological principles in the treatment of injury, illness and disease of the athlete and physically active will be discussed. This course includes a minimum of 60 hours of scheduled clinical experience at a clinical site under the supervision of an approved preceptor. Prerequisite: BIO 275.

AT 332 Clinical Evaluation - Lower Extremity 4 credits
 This course focuses on the recognition and evaluation of athletic injuries and conditions occurring to the lower extremity and lower back. This course includes a minimum of 45 hours of scheduled clinical experience at a clinical site under the supervision of an approved preceptor. Prerequisite: BIO 275.

AT 333 Clinical Evaluation - Upper Extremity 4 credits
 This course focuses on the recognition and evaluation of athletic injuries and conditions occurring to the upper extremity, head and neck. This course includes a minimum of 45 hours of scheduled clinical experience at a clinical site under the supervision of an approved preceptor. Prerequisite: AT 332.

AT 360 Clinical Practice in Psychosocial Strategies and Referral 1 credit
 This course prepares the entry-level athletic trainer with competencies related to psychosocial intervention and referral of patients exhibiting mental, emotional and psychological behavioral problems/issues. Students will develop skills to assist them in the recognition, intervention, counseling and referral. This course includes a minimum of 60 hours of scheduled clinical experience at a clinical site under the supervision of an approved preceptor. Prerequisite: AT 319 or special permission by the Director of Athletic Training Education.

AT 403 Internship in Athletic Training 1-3 credits
 A practical experience in the athletic training setting. Internship applications must include an overview of the intended experience, anticipated learning outcomes of the internship, the timeline for completing the internship, and any deliverables upon which the experience will be evaluated. This course requires department chair approval.

AT 408 Therapeutic Modalities 4 credits
 This course covers the underlying theory, basis for selection and application of therapeutic modalities used in the treatment of athletic injuries. This course includes a minimum of 60 hours of scheduled clinical experience at a clinical site under the supervision of an approved preceptor. Prerequisite: AT 333 or special permission by the Director of Athletic Training Education.

AT 430 Healthcare Administration in Athletic Training 4 credits
 This course provides the concepts to organize and administer an athletic training program for an entry-level athletic trainer. Topics include leadership theories, facility design, personnel management,

legal issues, budget management, record keeping, and policy and procedure development. This course includes a minimum of 75 hours of scheduled clinical experience at a clinical site under the supervision of an approved preceptor. Prerequisite: AT 360 or special permission by the Director of Athletic Training Education.

AT 450 Special Topics in Athletic Training 1-3 credits

This course covers special topics not covered by current courses taught in the department. The particular topic is to be determined by the department according to the current need and interest. This course requires department chair approval.

AT 455 Therapeutic Rehabilitation 4 credits

This course covers the underlying theory, basis for selection and application of therapeutic exercise used in the treatment of athletic injuries. This course includes a minimum of 60 hours of scheduled clinical experience at a clinical site under the supervision of an approved preceptor. Prerequisite: AT 408 or special permission by the Director of Athletic Training Education.

AT 472 Evidence-Based Practice in Athletic Training 4 credits

This course provides a foundation for evidence-based practice for the entry-level athletic trainer. The student will learn how to implement the basic principles of evidence-based practice, access electronic databases, differentiate between research methodologies, and begin to critically analyze pertinent literature. This course includes a minimum of 75 hours of scheduled clinical experience at a clinical site under the supervision of an approved preceptor. Prerequisite: AT 455 or special permission by the Director of Athletic Training Education.

AT 480 Professional Development in Athletic Training 3 credits

This course focuses on the professional development issues specific to the profession of athletic training. Preparation for the BOC certification examination will be included. This course includes a minimum of 75 hours of scheduled clinical experience at a clinical site under the supervision of an approved preceptor. Prerequisite: AT 472 or special permission by the Director of Athletic Training Education.

AT 483 Clinical Practice in Exercise Prescription 1 credit

This course serves as a capstone course for the athletic training student. Students will utilize their knowledge from the athletic training curriculum to create a physical fitness plan for a specific individual. This course includes a minimum of 75 hours of scheduled clinical experience at a clinical site under the supervision of an approved preceptor. Prerequisite: AT 455 and EXSS 302.

AT 499 Special Projects in Athletic Training 1-3 credits

This course is designed to provide an opportunity to complete a special project related to a student's field of study that is beyond the scope of courses offered within the university. Proposals must include an overview or abstract of the study, indicate the anticipated learning outcomes of the project, the timeline for the study and the deliverables (paper, presentation, project, etc.) upon which the study will be evaluated. This course requires department chair approval.

Biology

BIO 100 General Biological Science 3 credits

This course presents the basic concepts of biology; it is intended for non-science majors. Recommended to satisfy the general education requirement for science.

BIO 135 Principles of Biology I 4 credits

This course introduces students to fundamental concepts in biomolecular structure, cell biology, and genetics. This course is the first part of a two-course introductory biology sequence for majors in the biological sciences.

BIO 140 Principles of Biology II 4 credits

This course introduces students to fundamental concepts in evolution, systematics, and ecology. It will also introduce students to the diversity of life. This course is the second part of a two-course introductory biology sequence for majors in the biological sciences. Prerequisite: BIO 135.

BIO 165 Human Biology and Nutrition 3 credits

This course provides learners with a fundamental understanding of how the human body works at the molecular, cellular and organ levels, as well as with a practical knowledge of how important nutritional and dietary needs help to maintain healthy body function.

BIO 190 Introduction to Biological Evolution 3 credits

This course will introduce students to the theory of evolution by natural selection. Emphasis will be placed on examples of evolution observed in nature, in the lab and the breeding of domestic plants and animals. The course will also compare and contrast evolution with religious and philosophical perspectives.

BIO 201 Scientific Literature Skills 1 credit

This course introduces students to critical analysis of biological literature. Students will learn methods for carrying out scientific literature searches, reading biological literature and preparation of scientific writing. Additionally, the course will provide guidance for career preparation in the biological sciences. Prerequisites: ENG 101, Sophomore status. Same as CHEM 201.

BIO 210 Microbiology 4 credits

This course examines the basic structure, taxonomy, growth, genetics and control of microorganisms, with emphasis on pathogenic species. The course concentrates on bacteria; however, fungi, protists, helminths and viruses also are discussed. The laboratory emphasizes aseptic technique, as well as common staining and biochemical testing procedures used in the identification of bacterial species. Prerequisite: BIO 135. Recommended: CHEM 151.

BIO 215 Local Field Science 3 credits

This course is designed as an exploration of biological, physical and plant sciences of the local area.

BIO 220 Zoology 4 credits

This course surveys the animal phyla. The emphasis is on evolution and systematics, anatomy and physiology, as well as animal development. Prerequisite: BIO 135.

BIO 223 Plant Propagation 3 credits

This course covers the theory and practice of economically reproducing plant materials, both sexually and asexually. Emphasis is placed on seed production, rooted cuttings, grafting, layering and tissue culture techniques. Prerequisite: BIO 135.

BIO 230 Invertebrate Zoology 4 credits

This course examines the taxonomy, anatomy, physiology, ecology and evolutionary biology of invertebrate animals. Prerequisite: BIO 140 or BIO 220.

BIO 231 General Botany 4 credits

This course surveys the phyla of photosynthetic organisms, as well as of some fungi. The emphasis is on angiosperm plant anatomy and development, as well as on organismal diversity and reproductive cycles. Prerequisite: BIO 135.

BIO 250 Special Topics 3-4 credits

BIO 268 Introduction to Human Anatomy and Physiology 4 credits

This course provides an introduction to the structure and function of the human body. Prerequisite: BIO 135.

BIO 270 Human Anatomy and Physiology I 4 credits
 This course examines the relationships between the structure and function of the human body. Topics covered include cells, tissues, integument, skeletal system, muscular system, nervous system and sensory organs. This course is the first part of a two-course sequence in anatomy and physiology. Prerequisite: BIO 135.

BIO 275 Human Anatomy and Physiology II 4 credits
 This course covers the structure and function of the endocrine system, circulatory system, respiratory system, digestive system, urinary system and reproductive systems. This course is the second part of a two-course sequence in anatomy and physiology. Prerequisite: BIO 270.

BIO 280 Plants of Iowa 4 credits
 This course surveys the common plant species currently found in Iowa's natural areas. Emphasis will be placed on recognizing both native and introduced angiosperm species in woodlands, prairies, and wetland areas. Fieldwork will be required. Prerequisite: BIO 140 or BIO 231.

BIO 283 General Genetics 4 credits
 This course presents fundamental principles of classical genetics as well as an introduction to modern molecular genetics; emphasis will be placed on Mendelian genetics, linkage, gene expression and regulation, and mutation. The laboratory will emphasize the use of statistics and probability to generate and test genetic hypotheses, as well as provide an introduction to molecular genetic techniques and tools. Prerequisite: BIO 135.

BIO 299 Special Project 1-3 credits

BIO 301 Individual Research in the Biological Sciences 1 credit
 Field and/or laboratory research in an area of biological sciences involving participation in the scientific process with a faculty member from the Department of Biological Sciences. Each participant will write a progress report at the end of each semester and be expected to maintain a detailed laboratory notebook. Students are expected to work (on average) a minimum of 3 hours per week over two sessions (one semester) for one hour of credit. The course may be repeated for a maximum of three credit hours if both student and faculty member agree. Prerequisite: Sophomore status and approval of the supervising faculty member along with project acceptance.

BIO 303 Experience in Health Science Careers 3 credits
 This course gives students first-hand exposure to the work environment in a specialized field of the health sciences, such as medicine, chiropractic medicine, physical therapy, pharmacy, dentistry, optometry, or veterinary medicine. It is conducted in an off-campus, independent study setting, where students observe or assist health care professionals in hospitals, clinics, or laboratories. Prerequisites: BIO 140 and junior status.

BIO 311 Evolution for Everyone 3 credits
 This course provides an introduction to evolutionary theory as well as a perspective on how scientists view evolutionary theory today by reading and discussing recently published books on the subject. Prerequisite: Junior status.

BIO 315 Ichthyology 4 credits
 This course examines the taxonomy, anatomy, physiology, ecology and evolutionary biology of fish. The laboratory emphasizes identification of fish native to Iowa. Prerequisite: BIO 140 or BIO 220.

BIO 323 Plant Nutrition 3 credits
 This course provides an in-depth understanding of the nutritional requirements of plants and the diagnosis of plant nutritional deficiencies and toxicities. The course will concentrate on the essential elements and their physiological role in plant growth and development. Soil nutrient availability, nutrient uptake and nutrient assimilation also

will be discussed. Prerequisite: BIO 140 or BIO 231. Recommended: CHEM 115 or CHEM 151.

BIO 325 Plant Physiology 4 credits
 This course examines functions that impact plant growth and development. Emphasis is placed on water relations, basic mineral nutrition, transport phenomena, photosynthesis, and hormone action. Prerequisite: BIO 140 or BIO 231. Recommended: CHEM 151.

BIO 330 Vertebrate Histology 4 credits
 This course provides an extensive study of the structure and organization of vertebrate tissues. Emphasis is placed on the relationships between the structure and function of these tissues. The laboratory stresses identification of cell and tissue types. Prerequisite: BIO 140 or BIO 220.

BIO 335 Ecology 4 credits
 This course examines the relationships between organisms and their environment, with practical applications to field biology. The course includes units that utilize techniques of ecological analysis. Prerequisite: BIO 140 or BIO 220 or BIO 231.

BIO 340 Evolution 3 credits
 This course provides a detailed study of the theories and processes of biological evolution. Prerequisites: BIO 283 and one of the following: BIO 140 or BIO 220 or BIO 231.

BIO 352 Parasitology 4 credits
 This course provides a detailed study of parasites, with emphasis on those infecting humans and domestic animals. The course covers life cycles, disease syndromes and host-parasite interactions. The laboratory emphasizes the identification of animal parasites. Prerequisite: BIO 140 or BIO 220.

BIO 365 Conservation Biology 3 credits
 This course provides a comprehensive examination of the biological, societal, ethical, economic, and political basis of modern conservation. This course is not only about discussing conservation problems, but also about applying quantitative methods in a rigorous scientific manner to identify solutions to these problems. Prerequisite: BIO 335.

BIO 370 Pathophysiology 3 credits
 This course involves the study of the abnormal functioning of diseased organs with application to medical procedures and patient care. This course examines the etiology, symptoms, pathogenesis, diagnosis and therapy of disease. Prerequisite: BIO 140 or BIO 220 or BIO 268 or BIO 270.

BIO 371 Pathophysiology Lab 1 credit
 This course involves the microscopic study of diseased tissue, including preparation of sample tissue. Corequisite: BIO 370.

BIO 375 Immunology 3 credits
 This course covers humoral and cellular immunity. The topics include but are not limited to antibodies, membrane receptors for antigen, regulation of the immune response, and antigen-antibody interactions. Topics in applied immunology include hypersensitivity, tumor immunity, autoimmunity, transplant rejection and immunological tests. Prerequisite: BIO 283.

BIO 381 Cell and Molecular Biology 3 credits
 This course provides an in-depth overview of the living cell and highlights the molecular and biochemical aspects impacting cell structure and function. Emphasis is placed on the structure and function of various cellular organelles and membranes, along with their roles in metabolism, transport, and cell communication. Prerequisite: BIO 283. Recommended: CHEM 151.

BIO 385 Ornithology 4 credits
 This course introduces students to avian evolution, flight, anatomy, physiology, ecology, and conservation. In addition, students will ac-

tively survey birds in the field to conduct estimates of avian diversity and density. Prerequisite: BIO 140 or BIO 220.

BIO 391 Mammalogy 4 credits

This course will provide a conceptual understanding of many aspects of mammalian biology and will provide a detailed understanding of mammalian anatomy, diversity, and natural history (especially of local forms), as well as some of the techniques that mammalogists use to acquire such knowledge. Prerequisite: BIO 140 or BIO 220.

BIO 393 Herpetology 4 credits

This course examines the taxonomy, anatomy, physiology, ecology and evolutionary biology of amphibians and reptiles. Prerequisite: BIO 140 or BIO 220.

BIO 396 Molecular Tools I - DNA Techniques 3 credits

In this lab-based course, students will learn modern molecular techniques for purification, modification and analysis of DNA. This includes genomic DNA extraction, plasmid purification, polymerase chain reaction, cloning, restriction digestion and DNA sequencing. The course serves as an introduction to DNA laboratory techniques that may be especially useful for students interested in pursuing careers in research or in attending graduate or professional school. Prerequisites: Successful completion with a B+ or higher of BIO 135 or successful completion with a C or better of BIO 283 AND successful completion with a C or higher of CHEM 152, OR permission of the instructor.

BIO 397 Molecular Tools II - Cell Biology and Protein Techniques 3 credits

Practical and theoretical laboratory based training on current molecular tools and techniques used in the field of cell biology and protein research. Topics ranging from bacterial and eukaryotic cell culture, cloning and protein expression, to methods of protein purification and immunological detection will be covered. Students will be expected to read and analyze primary literature to help them solve problems within the laboratory. Prerequisites: Successful completion (with a "C" or higher) of both BIO 283 and CHEM 152, or permission of the instructor.

BIO 398 Thesis Research I 2 credits

Students will complete the literature review portion of their project under the supervision of a science faculty member. The literature review will culminate in the completion of a paper reviewed by the students' project advisor. This course is the first part of a two-course capstone experience for several majors in the natural sciences. Prerequisite: Junior status.

BIO 403 Field Internship 3 credits

Students will complete 120 hours working under the supervision of a professional in the field of conservation. The field experience is designed to give students opportunities for growth through active participation. Prerequisite: Junior status.

BIO 420 Cancer Biology 3 credits

This course describes the biology of cancer, including the molecular changes of cancer initiation and progression, the dysfunctional cellular and tissue processes that make cancer difficult to treat, and the clinical implications for cancer as a disease. This course is intended for upper-level students of biology and pre-professional interests. It builds significantly from concepts learned in Genetics and Cell and Molecular Biology. Prerequisites: BIO 381.

BIO 428 Plant Pathology 4 credits

This course provides an in-depth overview of the principles underlying plant disease, including causes of disease, as well as the mechanisms of dissemination, pathogenicity, and control of disease. The course also will cover the disease cycle, the physiological effects of disease and the methods of plant defense against disease. Prerequisites: BIO 140 or BIO 231.

BIO 430 Wildlife Management 4 credits

Wildlife management can range from protecting and conserving endangered species, to increasing the number of trophy game species, to controlling pest species. In this course we will discuss how the understanding of wildlife ecology, history, policy, public wants, and math help shape the decisions a wildlife manager makes in the real world. Prerequisites: BIO 335 and MATH 105 or MATH 107.

BIO 435 Fisheries Management 3 credits

This course examines the philosophy of managing fish populations and introduces students to techniques used to manage various species and the ecosystems they inhabit. Prerequisites: BIO 335 and MATH 105 or MATH 107.

BIO 450 Special Topics 3-4 credits

BIO 470 Wildlife Forensics 3 credits

The protection of the wildlife resource (including threatened and endangered species and game species) is not possible without wildlife law enforcement. This course covers techniques for determining time of death, species identification, data collection and preservation of evidence for wildlife law enforcement cases, as well as advanced technologies available for identification and individualization of evidence. Fulfills an upper division Biology or Forensics Science elective. Prerequisite: A 300-level biology laboratory course.

BIO 480 Stream Ecology 4 credits

Stream ecology involves the study of streams, rivers and their watersheds. This course examines the physical environment of streams, the organisms occupying streams, and the interactions between these organisms and their environment. Prerequisite: BIO 335. Corequisite: GEOG 356.

BIO 490 Entomology 4 credits

This course is an in-depth study of the insects emphasizing anatomy, physiology, ecology, evolution and taxonomy. Prerequisite: BIO 140 or BIO 220.

BIO 496 Senior Project 2 credits

Students will complete an independent project under the supervision of a science faculty member. This will include a paper reviewed by the student's project advisor and an oral presentation presented to the science faculty. Prerequisite: Senior status.

BIO 498 Thesis Research II 2 credits

Students will complete an independent project under the supervision of a science faculty member. This will include a paper reviewed by the student's project advisor and an oral presentation presented to the science faculty. This course is the second part of a two-course capstone experience for several majors in the natural sciences. Prerequisite: BIO 398.

Business

BA 210 Management Principles 3 credits

A look at modern management theory, including both functional and behavioral approaches to the administration of business enterprises.

BA 222 Management Information Systems 3 credits

A study of the procedures involved in the accumulation, processing and dissemination of various types of information within an organization. Typical business problems will be solved from a management perspective, using popular spreadsheet and database software packages as problem-solving tools. Prerequisites: BA 210.

BA 225 Business Ethics 3 credits

A course that seeks to recognize the distinctive set of problems encountered in the work environment, to study contrasting theories currently being used to make ethical decisions, and to apply those theories through examples and case studies.

- BA 250 Special Topics 3 credits**
This course is designed to examine in-depth current developments in specific areas of practice and research. Specific content of the course will change with each offering and will be announced prior to the session in which it is offered.
- BA 256 Quantitative Analysis for Business I 3 credits**
This course is designed for business students who have a good foundation in mathematics and algebra. Students will learn to apply descriptive statistics, probability and random variables, inferential statistics, sampling of business data, and time series within the business environment. Heavy emphasis will be on business applications utilizing Microsoft Excel and other business statistical packages. Prerequisite: CS 102, recommended MATH 105 or permission of instructor.
- BA 302 Business Law and Ethics 3 credits**
This course is designed to provide an introduction to legal and ethical issues within the business environment. Topics will include an introduction to the nature and sources of law, and the methods by which laws are made; basic principles of contract law and property law as the foundations for business enterprise; tort law governing business relationships. Students will also study the foundation of ethics and ethical theories currently being used in the business environment to make decisions, and will apply those theories through examples and case studies.
- BA 303 Business Law II 3 credits**
A survey of particular fields of law relevant to business operations; agency, partnerships, corporations; sales, commercial transactions, and bankruptcy; antitrust law; employment law; consumer protection. Prerequisite: BA 302 recommended.
- BA 317 International Management 3 credits**
Presents a cross-cultural perspective on managing global organizations. Focuses on understanding the influence of culture on international management, and how managers in multinational organizations address such issues as strategic analysis, organizational structure, global coordination and control, communications, inter-organizational cooperation, and human resource management. Prerequisites: BA 210 and general education cultures requirement.
- BA 325 New Venture Creation 3 credits**
This course focuses on the process of creating a startup, from the recognition of an opportunity to the launch of the business. It is designed to help students learn how to do the pre-launch activities necessary to start a business and secure its first customer. Prerequisites: MKT 208 and BA 210.
- BA 334 Social Entrepreneurship 3 credits**
Social Entrepreneurs apply entrepreneurial talent to create social value and innovative sustainable solutions to pressing societal challenges. Students will identify opportunities, develop unique solutions, secure scarce resources, and manage risk. Social entrepreneurship will be studied in the context of civil society where there is inherent tension between market forces and democratic citizenship principles. Prerequisites: ECON 160 and BA 210.
- BA 352 Risk Management 3 credits**
Explores non-speculative risks in business and selected management devices for dealing with them; assumption, avoidance, transfer and reduction of risk; risk management decision; control of risk and reduction of losses; case studies in risk management.
- BA 356 Quantitative Analysis for Business II 3 credits**
This course is designed for business students who have a good foundation in mathematics, algebra and statistics. Topics will include inventory management and business simulation. This course will be case-driven as part of the learning process. Prerequisites: BA 256 or MATH 220 or instructor approval.
- BA 361 Human Resources Management 3 credits**
An overview of the policies and procedures in personnel administration in American business, including uses, sources, motivation and maintenance of employees, with major emphasis on the dynamics of social organization. Prerequisite: BA 210.
- BA 362 Supervision 3 credits**
A detailed examination of the fundamental concepts, principles and dynamics of the supervisory process. Prerequisites: BA 210 and BA 361.
- BA 365 Leadership Theory 3 credits**
This course examines and contrasts process theories, relationship theories, and management theories of leadership. Various definitions of leadership and their underlying implications for application and research will be investigated. The role of the leader will be examined in relation to the various leadership theories and definitions. Prerequisite: BA 210 and BA 361 or permission of instructor.
- BA 367 Cross-Cultural Leadership 3 credits**
Provides insight into the impact of culture on concepts of leadership, values, expectations, and patterns of communication. Examines how sensitivity to cultural differences can contribute to leadership effectiveness and explores strategies for effectively communicating and negotiating with individuals from other cultures. Prerequisites: BA 317.
- BA 370 Entrepreneurship and Small Business Management 3 credits**
A presentation of the organization and operation of small enterprises in services, retailing, wholesaling and manufacturing for those aspiring to own, operate, and/or manage a small business or to work for an organization serving small businesses. Topics covered include importance, status, problems and requirements of small businesses. Prerequisite: BA 210.
- BA 371 Training and Development 3 credits**
This course involves the evaluation and study of trends in human resource training, education and development activities within organizational settings. Prerequisite: BA 361.
- BA 374 Business Communication 3 credits**
Application of writing skills specifically for business managers includes annual reports; routine, persuasive and special messages; proposals; and brochures. This course places written and oral business communication within the context of general communication processes and familiarizes learners with recent technological advances. Strategy for effective writing is emphasized by engaging in a variety of business writing tasks. Prerequisite: ENG 102.
- BA 383 Compensation and Benefits Management 3 credits**
Fundamental concepts of compensation theory, government and union influences, job analysis and evaluation, building and maintaining compensation structure, comparable worth, performance and salaries. Prerequisite: BA 361.
- BA 390 Complex Organizations 3 credits**
An exploration of the structural and functional characteristics of formal organizations such as corporations, government agencies, schools, etc. Special attention will be given to such topics as: theories of management from Taylor to Theory Z; the relations between the internal structure of organizations and the different forms of social stratification throughout American society—i.e. class, racial, ethnic, and gender stratification systems; and the new forms of management strategy in the global economy. Prerequisite: SOC 110.
- BA 393 Personnel Selection and Evaluation 3 credits**
Policies, procedures and problems in the selection of personnel, focusing on job analysis, validation, legal constraints, criteria and application of specific techniques. Prerequisite: BA 361.
- BA 403 Internship 3 credits**
Advanced students work in business-related employment in the major area of interest. An internship is designed to assist students in taking

maximum advantage of the educational potential and personal development opportunities found in an internship experience during the undergraduate business program. The internship provides a framework for students to be introspective about their personal growth objectives, understand their strengths and weaknesses in an organizational context, improve their professional maturity, develop their ability to assess and articulate their value to potential employers, evaluate their choice with respect to industry, company and role, as well as further clarify their career passion and prospective about their future career direction. The company, industry analysis and interview sections of the course also provide an opportunity to apply the knowledge gained from courses already completed.

BA 411 Labor Relations and Negotiation 3 credits
The basic principles of manpower use, wage structure, use of industrial psychology and collective bargaining, the union movement, human relations in industrial management, and modern labor laws and institutions. Prerequisites: BA 210 and BA 361.

BA 415 Cross-Cultural Negotiation 3 credits
Students will learn how to assess a culture to determine underlying assumptions regarding: social interaction, economic interests, legal requirements, and political realities. Students will then understand how these, in turn, affect expectations, outcomes, behavior, thoughts, and priorities. The course emphasizes negotiating deals, resolving disputes or making decisions in a multicultural environment. Prerequisites: BA 317 and BA 367 or permission of instructor.

BA 423 Production and Operations Management 3 credits
Production and operations management is designed to provide students with an in-depth look at the components of organizational operations and how they are managed. Successful management incorporates theories and practices that apply to a variety of operational areas involving factory and service operations, inventory management, quality management, capacity planning, supply chain management, aggregate planning, and project management. Elements of shop floor control, status reporting systems, facilities design, cost estimating, inventory control, procurement, quality assurance, forecasting, labor loading, scheduling, and productivity measurement will be explored. Important tools of production and operations management that will be covered include Theory of Constraints, MRP, MRPII, CAD/CAM, CIM, JIT, SPC, and TQM. Prerequisites: BA 210 and BA 256 or MATH 220.

BA 445 Contemporary Topics in Management 3 credits
This course description may change each session it is offered to cover the most contemporary management issues. Prerequisite: BA 210.

BA 449 Business and Industrial Crisis Management 3 credits
Through case studies and discussion learners explore governmental emergency management and private sector crisis management in the context of fundamental concepts such as crisis management, disaster recovery, organizational continuity, and vulnerability and risk analyses. Learners will gain practice with tools including business area impact analysis, and explore risk management and loss control strategies. Learners will explore the characteristics of realistic and effective contingency, response, business recovery, and crisis management plans and discuss the purpose, value, and types of exercises and training needed to support an effective crisis management, disaster recovery, and organizational continuity program. Prerequisites: BA 210 and PA 306.

BA 450 Special Topics 3 credits
This course is designed to examine in-depth current developments in specific areas of practice and research. Specific content of the course will change with each offering and will be announced prior to the session in which it is offered.

BA 454 Management Cases 3 credits
A study of the current strategies and techniques of administration and management, including: business objectives; policies, functions,

executive leadership and organizational structure; control standards; case studies in organization, financing and operations. Prerequisites: BA 361 and BA 423 and completion of all management-business core requirements.

BA 456 Marketing Cases 3 credits
This course provides an in-depth exposure to strategic planning for marketing, using cases as illustrative examples. Emphasis is placed on extensive situation analysis, objective and criterion formulation, and alternative selection and implementation. Prerequisite: Completion of all marketing/business core requirements.

BA 457 Business Study Travel 3 credits
This course applies learning experiences in the global economy. Countries around the globe are major players along with specific regions in the U.S. Understanding the dynamics a certain country/region plans will help students as they go forth in their chosen career(s). Destination of study travel course may change each time the course is offered. Prerequisite: ECON 160 or approval of the instructor.

BA 460 Strategic Management 3 credits
The course is a culminating experience for students completing majors in business. Upon the successful completion of the course, students will have a practical knowledge of strategic application in the activities, procedures, and techniques unique to business operations. Prerequisites: senior standing and within 9 credit hours of program completion.

BA 474 Organizational Behavior 3 credits
This course encourages students to describe and analyze the way that people behave in organizations by applying theories of organizational behavior. The course consists of a balance among theory and application. Prerequisites: PSY 190 or SOC 110.

BA 499 Special Project 3 credits
This course is designed to provide an opportunity to complete a special project related to a student's field of study that is beyond the scope of courses offered. Proposals must include an overview or abstract of the study, indicate the anticipated learning outcomes of the project, the timeline of the study, and the deliverables (paper, presentation, project, etc.) upon which the study will be evaluated.

MBA 491 Fundamentals of Accounting and Finance 3 credits
This course provides an introduction to financial concepts and principles for students required to take the foundational requirements in accounting and finance. The course provides learners with an overview of the acquisition, analysis, and reporting of accounting information from the perspective of effective management decision-making in a global business environment. Attention is also given to the role of the financial system in the economy, the fundamentals of investment analysis, and the financial decisions of business firms as related to capital budgeting, capital structure, and responsibility in the conduct of business financial operations. Grade of C- or better required. Prerequisite: Graduate Standing.

MBA 492 Fundamentals of Management and Leadership 3 credits
This course provides an introduction to fundamental concepts of management. This course is offered for the students required to take the foundational requirement in management with emphasis placed on the applications of management theories and concepts to practical problems in the global marketplace. Grade of C- or better required. Prerequisite: Graduate Standing.

Chemistry

CHEM 102 Introduction to Forensic Science 3 credits
This course introduces students to the dynamic field of forensic science. Basic procedures for processing crime scenes are discussed. Emphasis is placed on the science behind collection, preservation and analysis of physical evidence. Topics include: physical properties of glass and soil; organic and inorganic analysis; microscopy; hairs,

fibers and paint; drugs; arson and explosion investigations; firearms, tool marks and other impressions; serology; fingerprints; and DNA.

CHEM 103 Introduction to Forensic Science Laboratory 1 credit

This course will expose students to laboratory exercises that will enhance their understanding of the fundamental principles learned in CHEM 102. Prerequisite/Corequisite: CHEM 102

CHEM 115 Environmental Chemistry 3 credits

This course offers an introduction to chemical concepts through the examination of environmental issues. Students will gain an understanding of chemistry as it pertains to environmental topics and will be better equipped as citizens to make decisions using evidence-based reasoning.

CHEM 140 Chemistry for Everyday Life 3 credits

This course offers an introduction to chemical concepts through the examination of real life processes. Everyday items of interest are explored to determine their underlying chemical principles. Students will gain an appreciation for chemistry in their daily lives and will be better equipped as citizens to formulate opinions and make decisions about items of scientific interest. Non-laboratory.

CHEM 141 Chemistry for Everyday Life Laboratory 1 credit

This course correlates with CHEM 140 by giving students hands-on experience with many of the laboratory techniques used to analyze the compounds discussed in CHEM 140. Co-Requisite: CHEM 140.

CHEM 151 General Chemistry I 4 credits

This course introduces students to fundamental concepts in chemistry by taking an atoms first approach. Atomic structure is introduced early and is used as the basis for discussion of periodic trends of the elements, compounds and bonding, and chemical reactions. Laboratory experiments correlate with lecture material. Recommended: MATH 105 or a strong high school math background.

CHEM 152 General Chemistry II 4 credits

This course is a continuation of the atoms first approach begun in CHEM 151. Emphasis is placed on thermochemistry, gases, solutions, thermodynamics, equilibrium, acids and bases, and kinetics. Prerequisite: CHEM 151.

CHEM 201 Scientific Literature Skills 1 credit

Same as BIO 201.

CHEM 220 Quantitative Analysis 4 credits

This course teaches the application of equilibrium, solubility, neutralization, oxidation-reduction, complexation, and acid-base theories to quantitative chemical analysis. The application of chromatography and spectrophotometry to quantitative determinations is also investigated. The laboratory emphasizes gravimetric, volumetric, chromatographic, and spectrophotometric methods of analysis. Prerequisite: CHEM 152.

CHEM 250 Special Topics 3-4 credits

CHEM 251 Organic Chemistry I 4 credits

A course covering structure and reactivity of alkanes, alkenes, alkynes, and alkyl halides with an emphasis on mechanisms and stereochemistry. Laboratory emphasizes basic procedures and techniques. Prerequisite: CHEM 152 or consent of the instructor.

CHEM 252 Organic Chemistry II 4 credits

A continuation of CHEM 251, with emphasis on the chemistry of various functional groups; also provides an introduction to aromaticity and organic spectroscopic techniques. Laboratory correlates with lecture material and emphasizes methods of qualitative organic analysis. Prerequisite: CHEM 251.

CHEM 299 Special Project 1-3 credits

CHEM 301 Physical Chemistry I 3 credits

A study of basic chemical thermodynamics, chemical kinetics, and equilibrium. Lecture concepts will be applied to solids, liquids, and gases and to chemical reactions occurring in the gas phase and in solutions. Prerequisites: CHEM 252, PHY 113, and MATH 215.

CHEM 302 Physical Chemistry II 3 credits

A study of basic concepts of quantum chemistry and statistical mechanics/statistical thermodynamics and their application to molecular structure, chemical change, and some fundamental chemical spectroscopies. Prerequisites: CHEM 252, PHY 113, and MATH 215.

CHEM 309 Individual Research in the Chemical Sciences 1 credit

Field and/or laboratory research in an area of chemical sciences involving participation in the scientific process with a faculty member from the Department of Biology and Chemistry. Each participant will write a progress report at the end of each semester and be expected to maintain a detailed laboratory/field notebook. Students are expected to work on their research (on average) a minimum of 3 hours per week over two sessions (one semester) for one hour of credit. The course may be repeated for a maximum of three credit hours if both student and faculty member agree. Prerequisite: CHEM 152 and sophomore status and approval of the supervising faculty member along with project acceptance.

CHEM 325 Forensic Chemistry 4 credits

This course covers an overview of chemical instrumentation and its applications in the forensic lab. This course includes a review of the chemical tests for fingerprints, gunshot residue and trace evidence, as well as the chemistry of drugs, arson and explosives, and chemical instrumental analysis of drugs, toxicological specimens, arson, explosives and questioned documents. Prerequisite: CHEM 252

CHEM 330 Biochemistry I 3 credits

This course is an introduction to major biomolecules. Topics include basic thermodynamics, aqueous solutions, structure and properties of amino acids, proteins and protein structure, enzymes and enzyme kinetics, structure and function of carbohydrates, nucleotides and nucleic acids, lipids and membranes. Prerequisite: CHEM 251. Recommended: BIO 135.

CHEM 331 Biochemistry II 3 credits

This course is an introduction to bioenergetics and metabolism. Discussion will focus on the degradation and biosynthesis of carbohydrates, lipids, amino acids and nucleotides. Prerequisite: CHEM 330.

CHEM 335 Biochemistry Laboratory 1 credit

This course provides a hands-on laboratory experience using basic biochemical techniques, such as spectrophotometry, chromatography and electrophoresis. These techniques will be used to study major types of biomolecules, such as amino acids, proteins, carbohydrates, lipids and RNA. Corequisite: CHEM 330.

CHEM 345 Chemical Spectroscopy and Instrumentation 4 credits

This course targets several instruments common to modern chemistry laboratories with study of the theory underlying each instrumental technique. Covered are atomic absorption spectrophotometry, ultraviolet/visible spectroscopy, nuclear magnetic resonance spectroscopy, infrared and Raman spectroscopies, gas and liquid chromatographies, and mass spectrometry. Attention will be given to spectral interpretation. Prerequisite: CHEM 252.

CHEM 361 Inorganic Chemistry 3 credits

A consideration of periodicity, atomic structure, and chemical bonding of main group elements and transition metals. Topics may include molecular symmetry, structures of solids, acid-base definitions and applications, coordination chemistry, organometallic chemistry, and bioinorganic chemistry. Prerequisite: CHEM 252.

CHEM 391 Chemistry Research I 2 credits

A course emphasizing the development of a written proposal for research on a selected project in chemistry. Literature search techniques and the proposal format are covered with the aim of undertaking a thorough review of the chemical literature in the preparation of the research proposal. Prerequisite: Junior standing and consent of the instructor.

CHEM 401 Organometallics 3 credits

This course is a survey of the fundamental aspects of organometallic chemistry. Topics include structure and bonding, synthesis and reactions of main group and transition metal organometallics. Applications of organometallics to organic synthesis and homogeneous catalysis will also be discussed. Whenever possible, reactivity patterns will be organized according to general periodic trends. Prerequisite: CHEM 361.

CHEM 410 Advanced Organic Chemistry 3 credits

This course covers, at an advanced level, topics not considered in either CHEM 251 or CHEM 252. It also expands upon some topics covered in both CHEM 251 and CHEM 252. The emphasis is on modern synthetic chemistry and applications to chemical systems of interest. Prerequisite: CHEM 252.

CHEM 431 Heterocyclic Chemistry 3 credits

This course covers the chemistry of both aromatic and non-aromatic heterocyclic compounds. Topics include the synthesis, reactions, and properties of three- to seven-membered cyclic compounds containing one or more heteroatoms. The nomenclature of heteroatomic ring systems will also be introduced. Prerequisite: CHEM 252.

CHEM 450 Special Topics 3 credits

CHEM 471 Molecular Spectroscopy 3 credits

An in-depth study of modern techniques in molecular spectroscopy. Topics will include mass spectrometry, raman spectroscopy, infrared spectroscopy and several methods in nuclear magnetic resonance spectroscopy, including multinuclear and multidimensional techniques. Prerequisites: CHEM 252.

CHEM 491 Chemistry Research II 2 credits

A continuation of CHEM 391 in which the proposed chemical research is carried out in the laboratory. A written report will be prepared and an oral presentation will be given at the conclusion of the project. Prerequisite: CHEM 391.

CHEM 499 Special Project 1-3 credits

Communication

COMM 102 Introduction to Mass Media 3 credits

Introduction to Mass Media provides students an overview of the history and function of journalism and news media in a democratic society. Students study the history of mass media in the U.S. and gain knowledge of techniques in newsgathering and reporting, AP style, photojournalism, page design, and roles played in a 21st century newsroom. Students will gain hands-on skills covering news and sporting events on-campus and are encouraged to contribute to The Collegian student newspaper.

COMM 105 Public Speaking 3 credits

This course increases the ability of students to make effective speeches and includes speech organization, presentation and extemporaneous talks.

COMM 107 Human Communication 3 credits

An introduction to communication studies providing an overview of communication theory with emphasis on information transmission and social influence functions of communication behavior in personal and mediated contexts. Course content focuses on the identification of communication goals, types of messages, and behaviors.

COMM 141-144, 241-244, 341-344, 441-444

Journalism Workshop 1 credit each

Practical guided workshop in the preparation, design and production of printed media. Students produce the campus newspaper or they may be assigned to other campus publications. Note: A maximum of eight credits may be earned for this workshop.

COMM 161-164, 261-264, 361-364, 461-464

Radio Workshop 1 credit each

Practical guided workshop in the preparation, design, and production of the KPCK internet campus radio. Students produce the campus radio broadcast via the online platform. Note: A maximum of eight credits may be earned for this workshop.

COMM 171-174, 271-274, 371-374, 471-474

TV Workshop 1 credit each

Practical guided workshop in the preparation, design, and production of television media. Students produce the campus television broadcast via KPCK's YouTube channel. Note: A maximum of eight credits may be earned for this workshop.

COMM 200 Interpersonal Communication 3 credits

Interpersonal Communication provides an introduction to communication between individuals. Course content focuses on the identification and evaluation of communication goals, messages, and behaviors of individuals and groups.

COMM 203 Communication Theory 3 credits

A survey of theories in the field of human communication. Consideration is given to theories that explain communication behavior between pairs of people, within groups, in organizations, and in societies. Course content focuses on the identification of various theories and the development of support messages appropriate for a prescribed research problem or medium.

COMM 220 Principles of Interviewing 3 credits

Study of interviewing principles for people-management skills. Students have the opportunity to practice techniques appropriate for the following types of interviews: employment, media, orientation, goal-setting, problem-solving, appraisal and persuasion or selling.

COMM 221 Intercultural Communication 3 credits

Analysis of how culture interacts with communication and an examination of problems encountered when communicating across cultures. Distinctions among verbal and nonverbal code systems are examined. Students get the chance to experience presentations from members of other cultures.

COMM 250 Special Topics 3 credits

Special Topics courses are studies of selected problems, periods or movements in the subject area not otherwise included in the curriculum. They are typically chosen from a faculty member's particular expertise and field of scholarly inquiry, and offered to a student or group of students forming an interest in the particular subject matter. The 250 designation denotes a General Education level of instruction and may include an appropriate General Education task to be completed. The 450 designation denotes a senior level degree of sophistication expected in both learning and instruction. A single course may be offered at both levels simultaneously, in which case the syllabus will clearly differentiate the course expectations and assessment measures for students enrolled at each of the two levels. A Special Topics course must be approved by the School of Arts and Sciences Curriculum Committee before it is offered, and it must address one or more Major Outcomes within the discipline.

COMM 275 Survey of Television 3 credits

Study of television programs and programming from the "Golden Age" to the present. Analysis of television's relation to post-modern American literature, culture and aesthetics. Same as ENG 275.

- COMM 276 Television Production** **3 credits**
Introduction to television production, broadcast conventions and editing formats. Students learn writing for television, basic videography and editing. Students complete individual portfolios of original work that meet professional standards.
- COMM 286 Radio Production** **3 credits**
Student introduction to radio: production, concepts, techniques, and broadcasting. Students will have hands-on experience in writing for radio, commercial scriptwriting, broadcast interviewing, on-air personality, and production. Students complete individual portfolios of original work that meet professional standards.
- COMM 290 The Movies** **3 credits**
An introduction to narrative fiction films, using concepts of art, theatre and literature, and including a study of film aesthetics from a historical perspective. Same as ENG 290.
- COMM 295 Public Relations** **3 credits**
Public relations is a detailed introduction to the historical, practical, and ethical concepts in the PR field. Students will learn the various roles of a public relations practitioner with the utilization of case studies and hands-on experience. Crisis management tactics, handling different key public relationships, and integrated marketing communications will be addressed.
- COMM 299 Special Project** **1-3 credits**
A Special Project allows the student to expand on work already completed in previous coursework. It is undertaken with the guidance of one or more faculty members and is intended to encourage the student into original investigation of a defined problem within the discipline. Examples include theses and themed portfolios or exhibitions.
- COMM 305 Organizational Communication** **3 credits**
Theory of communication practices within the organization including communication channels, patterns and problems occurring in today's organizations. The course examines how organizations operate, the roles of individual organization members, and the relationship between communication and organizational effectiveness. Prerequisite: COMM 105.
- COMM 307 Business and Professional Communication** **3 credits**
Oral and written communication skills for those involved in professional and business settings. Includes resume, cover letter, and memo writing; interpersonal and group applications; interviewing and professional presentations. Prerequisites: COMM 105.
- COMM 308 Sports Writing and Reporting** **3 credits**
This course provides a brief exploration of the history of sports journalism – print and broadcast – and on the state of these fields today, including the role of sports communication in contemporary cultures and social media. Using AP style, students learn to write for sports news, features, editorials, blogs, and social media, resulting in a course portfolio. Also included is writing for deadlines, mastering sports stats for news articles, and the role of ethics in sports journalism. Prerequisite: COMM 102.
- COMM 310 Feature Writing** **3 credits**
This course provides instruction in feature writing and the various techniques for in-depth reporting. Students practice developing ideas, targeting stories for specific audiences, reporting with description and narration provided by research, interviewing and observation. Students complete individual portfolios of original work that meet professional standards. Prerequisite: COMM 320.
- COMM 320 News Editing** **3 credits**
Students learn to identify and evaluate various styles of writing and practice professional conventions of copy editing for print and digital media.
- COMM 326 New and Experimental Media** **3 credits**
Students will engage with concepts and methods of new and emerging media trends and technology through a critical/cultural communication theory lens. Students will conceive and create personal multimedia projects using emergent media and will experiment with cutting edge approaches to mediated mass communication both inside and outside the professional media sphere.
- COMM 332 Writing for Media** **3 credits**
Teaches and develops skills for reporting and writing in a professional media environment. Students complete individual portfolios of original stories in news, sports, and public relations formats for print, broadcast, and digital media. Prerequisite: COMM 320.
- COMM 352 Rhetoric and Public Culture** **3 credits**
This course traces the development of rhetorical theory from its origins in Classical Greece. By investigating how rhetoric and persuasion were viewed in the context of law, politics, display, language, and knowledge, it provides a wide context to understand the relationship between rhetoric and civilization. This understanding is not valuable for its own sake; however, it is valuable only to the extent that it applies to modern problems. Hence, classical theories will be used to interpret modern artifacts and students will learn to see the continuities between classical rhetoric and contemporary public life. Prerequisite: COMM 105.
- COMM 390 Research Methods in Communication** **3 credits**
Provides an overview of the concepts, methods, and tools by which communication research is designed, conducted, interpreted, and critically evaluated. Course content focuses on the analysis of various communication theories, sources, styles of writing, and adaptation of messages and writing styles suitable in professional research contexts or media. Prerequisites: COMM 105 and Junior Standing.
- COMM 403 Internship** **1-3 credits**
Designed for advanced students, this course gives intensive work experience in commercial art, public relations and/or journalism. Prerequisite: Consent of the instructor.
- COMM 415 Communication and Media Ethics** **3 credits**
Freedoms and responsibilities of mass media practitioners and institutions, explored within the framework of ethical theory. Consideration of values, codes of ethics, moral development, professionalism, institutional constraints, etc. as applied to media. Prerequisites: Junior Standing or consent of the instructor.
- COMM 450 Special Topics** **3 credits**
Special Topics courses are studies of selected problems, periods or movements in the subject area not otherwise included in the curriculum. They are typically chosen from a faculty member's particular expertise and field of scholarly inquiry, and offered to a student or group of students forming an interest in the particular subject matter. The 250 designation denotes a General Education level of instruction and may include an appropriate General Education task to be completed. The 450 designation denotes a senior level degree of sophistication expected in both learning and instruction. A single course may be offered at both levels simultaneously, in which case the syllabus will clearly differentiate the course expectations and assessment measures for students enrolled at each of the two levels. A Special Topics course must be approved by the School of Arts and Sciences Curriculum Committee before it is offered, and it must address one or more Major Outcomes within the discipline.
- COMM 498 Senior Seminar** **3 credits**
Senior Seminar provides in-depth study and research on individually selected topics. The seminar and students' research projects build upon work begun in COMM 390 Research Methods in Communication. Prerequisite: COMM 390.
- COMM 499 Special Project** **1-3 credits**
A Special Project allows the student to expand on work already completed in previous coursework. It is undertaken with the guidance of one or more faculty members and is intended to encourage the student

into original investigation of a defined problem within the discipline. Examples include theses and themed portfolios or exhibitions.

Computer Science

CS 102 *Introduction to Computer Applications and Technology* **3 credits**

This course is an introduction into the computer applications and technology and their social implications. The course covers popular applications for personal and business use, including: Office Suite, image, audio, web, backup and security applications. The course also covers the foundational technologies enabling these applications, including: hardware, software, and communications devices. This course meets the general education requirement in computer skills.

CS 122 *IT Infrastructure* **4 credits**

This course is an introduction to IT infrastructure for students with majors in the Organizational Information Systems and Technology Program (OISTP). The course covers systems architecture and communication networks with an overall focus on the services and capabilities that IT infrastructure solutions provide in an organizational context. The course also covers the operational concerns with security, budgets and the environment. Prerequisite: CS 102

CS 130 *Foundations of Information Systems* **3 credits**

This course is an introduction to contemporary information systems and how these systems are used throughout various organizations. The focus of this course will be on the key components of information systems - people, software, hardware, data, and communication technologies, and how these components can be integrated and managed to create competitive advantage. This course also provides an introduction to systems and development concepts, technology acquisition, and various types of application software that have become prevalent or are emerging in modern organizations and society. Prerequisite: CS 102.

CS 140 *Introduction to Programming* **4 credits**

This course is an introduction to the fundamental concepts of procedural programming. The course provides the evolution of programming and the role of different programming paradigms. The course will also provide the basics of problem decomposition, design of programmatic solutions and implementation of the code to automate the solutions. Course topics include data types, control structures, functions, arrays, IO, and the mechanics of running, testing, and debugging programs. Prerequisite: CS 122 or [(CS102 or EDU 252) and (MATH 115-220)].

CS 206 *Computer Architecture* **4 credits**

This course introduces students to the organization and architecture of computer systems. The student will learn the basics of representing data and logical manipulation of data in a digital computer. The student will learn the details of the fundamental components of the computer systems and the standard von Neumann model including: the CPU, memory, and internal and external communication devices. The student will gain the ability to make decisions regarding the choice of the architecture needed to meet the user's requirements. The course will also cover truth tables and logic (Sentinel, Predicate and Propositional). Prerequisites: CS 122 and MATH 115-220.

CS 213 *Operating Systems* **4 credits**

This course is an introduction to the fundamentals of operating systems together with the basics of networking and communications. The course covers the key components that make up an operating system and the tasks involved in installing, configuring, administering, updating, managing and securing an OS. The course will also include performance analysis and integration tasks. This course also includes the mathematical foundations behind queuing theory, mathematical modeling and cost benefit analysis. Prerequisites: CS 140, CS 206 and MATH 115.

CS 299 *Special Project* **1-3 credits**

The purpose of this course is to provide an opportunity to do undergraduate research or projects in the Computing Sciences fields (Infor-

mation Systems, Information Technology, and Software Engineering). The topic being investigated will be arranged between the student and the professor.

CS 332 *Databases and Information Management* **3 credits**

This course is an introduction to the core concepts in data and information management. The course covers identifying organizational information requirements, conceptual data modeling techniques, relational data models, normalization techniques, SQL usage, basic database administration tasks, data quality, and implementing, utilizing and securing relational databases using an industrial-strength database management system. Prerequisite: CS 130 and (CS 213 or IS 310).

CS 342 *Human Computer Interaction* **3 credits**

This course is an introduction to the understanding and promotes advocacy of the user in the development of IT applications and systems. The course develops a mind-set that recognizes the importance of users and organizational contexts and introduces user-centered methodologies for the development, evaluation, and deployment of IT applications and systems. The student develops knowledge of HCI topics including: user and task analysis, human factors, ergonomics, accessibility standards, and cognitive psychology. Prerequisite: Junior status.

CS 400 *Project Management and Integration* **4 credits**

This course is an introduction to project planning, cost estimation, scheduling and project management. The course covers software process standards, process implementation, software development, configuration management, productivity metrics, analysis of options and risk assessment. The course also covers the importance of planning for change, management of expectations, the importance of software contracts and intellectual property. The course uses case studies of real Industrial projects to introduce the student to problems that may be encountered in their career. Prerequisite: IS 320 or IT 320 or SE 310 or consent of instructor.

CS 480 *Senior Capstone I* **1 credit**

In this course the student develops a project plan for a significant software system employing knowledge gained from courses throughout their major. The course demonstrates the ability for the student to develop a project plan which includes: the development of requirements, design of the product, implementation schedule, and quality assurance metrics. Success of the project is determined in large part by whether students have adequately solved their customer's problem to be implemented in Capstone II. Prerequisite: CS 400 and (IT 320 or SE 310).

CS 481 *Senior Capstone II* **2 credits**

In this course the student implements the outcomes of the project plan developed in Capstone I by employing knowledge gained from courses throughout their major. The course demonstrates the ability for the student to implement the details of the plan provided by Capstone I. Success of the project is determined in large part by whether students have adequately solved their customer's problem. Prerequisite: CS 480.

Criminal Justice

CJ 224 *Introduction to Criminal Justice* **3 credits**

History of the development of the criminal justice system in America. The everyday practices in this subsystem and the articulation amongst policing, judicial and correctional institutions.

CJ 237 *Criminal Law and Procedure* **3 credits**

Surveys the historical development of criminal law in America. Analysis of the effects of English common law, a federal structure, court decisions, legislated codes, historical events and social changes. Prerequisite: CJ 224.

CJ 291 *Community Oriented Policing* **3 credits**

This course explores alternative policing methods utilized in com-

munities across the United States. Students will become familiar with pro-active and problem-oriented policing strategies ranging from youth education programs to saturation patrols. The effectiveness of alternative policing strategies will be discussed and compared to the traditional policing approach.

CJ 299 Special Project 3 credits

A Special Project allows the student to expand on work already completed in previous coursework. It is undertaken with the guidance of one or more faculty members and is intended to encourage the student into original investigation of a defined problem within the discipline. Examples include theses and themed portfolios or exhibitions. Prerequisites: Criminal Justice minors must have completed all minor requirements.

CJ 315 Juvenile Justice 3 credits

Development and operation of juvenile courts, treatment and rehabilitation strategies, diversion strategies. Prerequisite: CJ 224.

CJ 321 Juvenile Delinquency 3 credits

Juvenile gangs; causes and consequences of delinquency; prevention, treatment and control of delinquency. Prerequisite: SOC 110.

CJ 333 Criminology 3 credits

An analysis of various forms of crime, as well as various elements of the criminal justice system. The emphasis is on theories of crime and juvenile delinquency. Topics will include: street crime, organized crime, white-collar crime and the role of substance abuse in criminality and delinquency. Prerequisite: SOC 110.

CJ 337 Victimology 3 credits

Development and operation of policies and programs for the victims of crime, victim compensation schemes from colonial to modern times, victim/offender confrontation programs. Prerequisite: SOC 110.

CJ 353 Sociology of Law 3 credits

The history of criminal, civic, and administrative law in America, the impact of society upon law and law upon society, sociology of the legal professions. Prerequisites: CJ 237 and junior standing.

CJ 362 Criminal Investigations 3 credits

Fundamentals of criminal investigation: crime scene search and recording; collection and preservation of physical evidence; scientific aids; modus operandi; sources of information; interview and interrogation; follow-up and case preparation. Special emphasis on leadership and management actions taken to enhance investigative efforts. Prerequisite: CJ 224 or CHEM 102.

CJ 365 Introduction to Policing 3 credits

The history of policing in America; structure and functions of policing in contemporary America; police community relations in urban and rural settings. Prerequisite: CJ 224.

CJ 367 Ethics in Criminal Justice 3 credits

An introduction to concepts of ethics and an examination of contemporary ethical issues in the field of criminal justice. Prerequisite: CJ 224 or CHEM 102.

CJ 380 Introduction to Corrections 3 credits

The history of corrections in American society, corrections and punishment in contemporary America, alternatives to institutional treatment. Prerequisite: CJ 224.

CJ 388 Comparative Study of Criminal Justice 3 credits

Students will analyze the criminal justice system in the United States in comparison to criminal justice systems and approaches worldwide. Different global political, economic, and cultural systems will provide the basis to evaluate the goals, structure, and correction strategies employed in the United States' criminal justice system.

CJ 396 Community Corrections 3 credits

As an interdisciplinary approach to the study of community-based sanctions in the United States, correctional alternatives to imprisonment are explored. Topics include the origins and evolution of correctional programs that function outside of total institutions; contemporary community-based sanctions philosophy; current research and recent legal developments in the field; correctional theories and practices; the role of law enforcement; the courts and probation and parole officers in offender supervision; issues and challenges facing reintegration and rehabilitation efforts; and other community based initiatives for adult and juvenile offenders. Prerequisite: CJ 224.

CJ 398 Justice Administration 3 credits

This course studies the management and control of the criminal justice system. The learner will be able to discuss the reasons for and effectiveness of management techniques applied to the justice system. Prerequisite: CJ 224.

CJ 403 Internship 3 credits

In this course, students gain supervised field experience in a selected setting. Prerequisite: Senior status. Consent of supervising instructor and department chair is required.

CJ 426 Institutional Corrections 3 credits

This course provides an evaluation of theory and research on confinement facilities for criminal offenders in the United States. The history and organization of prisons and jails are reviewed in conjunction with the changing punishment philosophies and how this evolution has influenced today's institutional corrections. The problems within these facilities are examined with special attention paid to inmate adaptation, problems faced by facility officers, and the effectiveness of institutional treatment programs. Prerequisite: CJ 380.

CJ 428 Offender Treatment 3 credits

Challenges associated with providing incarcerated offenders with special needs and adequate physical and mental health care are explored. Topics include juveniles in prison, pregnancy and motherhood, the chronic and mentally ill, geriatric offenders, faith based programming, incarcerated veterans, sex offenders, gay and lesbian inmates. A study of community based programs for adult and juvenile offenders, treatment modalities in various correctional settings, administration, legal issues, and future trends associated with community-based and institutional based treatment are also discussed. Prerequisite: CJ 224.

CJ 499 Special Project 3 credits

A Special Project allows the student to expand on work already completed in previous coursework. It is undertaken with the guidance of one or more faculty members and is intended to encourage the student into original investigation of a defined problem within the discipline. Examples include theses and themed portfolios or exhibitions. Prerequisite: Senior status.

Early Childhood Education

ECE 223 Health, Safety, and Nutrition in Early Childhood 3 credits

This course helps students understand how health, safety, and nutrition affect the growth and development of children birth through age eight. The focus is on preventive health and working with families to promote wellness in young children. Topics addressed include chronic diseases and medical conditions, medical emergencies, abused and neglected children, nutrients and nutrition guidelines, health and safety education, and planning for safety in indoor and outdoor environments.

ECE 250 Special Topics 1-3 credits

Special Topics courses cover special topics not covered by current courses taught in the department. The particular topic selected is to be determined by the department according to the current need and interest. This course requires department chair approval.

ECE 299 Special Project 1-3 credits

Special Project courses are designed to provide an opportunity to complete a special project related to a student's field of study that is beyond the scope of courses offered within the university. Proposals must include an overview or abstract of the study, indicate the anticipated learning outcomes of the project, the timeline for the study and the deliverables (paper, presentation, project, etc.) upon which the study will be evaluated. Requires department chair approval.

ECE 334 Field Experience: Infant/Toddler 1 credit

This field experience requires a minimum of 20 clock hours at the infant/toddler level. The focus is observation and discussion of environments, interactions, and activities appropriate for infants/toddlers. Iowa's Early Learning Standards will be emphasized.

ECE 335 Field Experience: Prekindergarten 2 credits

This field experience requires a minimum of 40 clock hours at the prekindergarten level. The focus is observation and discussion of the role of a prekindergarten teacher. Designing and delivering lessons is also required. Iowa's Early Learning Standards, Iowa Quality Preschool Program Standards, and Creative Curriculum will be emphasized.

ECE 436 Student Teaching Prekindergarten-Kindergarten 4 credits

ECE 437 Student Teaching Kindergarten - Grade Three 4 credits

ECE 438 Student Teaching Birth-Prekindergarten 4 credits

ECE 450 Special Topics 1-3 credits

ECE 499 Special Projects 1-3 credits

ECE 451 Introduction to Early Childhood 3 credits

This course provides students with a historical and philosophical foundation of early childhood education. Topics addressed include issues and trends in the field of early childhood, theoretical perspectives related to child development, the importance of play, developmentally appropriate practice, and careers and professionalism for early childhood educators. Ten clock hours of observation in an early childhood setting are required. Prerequisite: EDU 110

ECE 452 Observation and Assessment in Early Childhood 3 credits

This course helps students understand the purpose of formal and informal assessment in early childhood. Students learn about different types of assessments used with infant through school age children. Topics addressed include issues and trends in early childhood assessment, how to use assessment results, types of documentation and observation, checklists, rating scales and rubrics, portfolios, and communicating with parents. Ten clock hours of observation in an early childhood setting are required. Prerequisites: EDU 110, ECE 451, and admittance into the Teacher Education Program

ECE 455 Methods and Curriculum of Early Childhood 3 credits

This course addresses the development of environments and curriculum for young children birth to preschool. Topics include developmentally appropriate practice, indoor and outdoor learning environments, the importance of play, anti-bias considerations, and exploration of curriculum models. Students will plan curricula that incorporates dramatic play, art, music, fine and gross motor activities, sensory activities, science, social studies, math, literacy, and construction. Prerequisites: EDU 110, ECE 451, and admittance into the Teacher Education Program.

ECE 456 Administration and Supervision of Early Childhood 3 credits

This course provides guidance on the administration, organization, and operation of high quality early childhood programs for children birth to age eight. Topics include roles and responsibilities associated with the director role, state and federal guidelines, staff selection, supervision and evaluation, planning developmentally appropriate curriculum, financial and facility management, policy development, partnerships with families, and advocacy for young children. Prerequisites: EDU 110, ECE 451, and admittance into the Teacher Education Program

ECE 488 Student Teaching Birth-Prekindergarten 8 credits

ECE 496 Student Teaching Prekindergarten-Kindergarten 8 credits

ECE 498 Student Teaching Kindergarten-Grade Three 8 credits

Earth Science

ES 100 Introduction to Geology 3 credits

Students will explore the Earth's structure and composition, and the geologic processes acting on and within our planet. Topics covered include: geologic time; historical geology; formation of minerals, rocks and fossils; plate tectonics; volcanism; mountain building; earthquakes; and surface processes such as erosion.

ES 114 Conservation of Natural Resources 3 credits

This course introduces students to the principles of natural resource occurrence and use, and covers conservation issues and strategies from an earth systems perspective.

ES 117 Natural Disasters 3 credits

Humans often find themselves directly in the path of natural processes and the natural evolution of landscapes. The course covers a variety of natural hazards and related disasters including flooding, volcanoes, landslides, earthquakes, hurricanes, and tsunamis. These phenomena are studied in the context of geology and earth-system processes contributing to and controlling them, strategies and systems for managing risk, and impacts on societies worldwide.

ES 121 Dinosaurs 3 credits

Dinosaur paleontology incorporates concepts from geology and biology and integrates aspects of chemistry, physics and mathematics to explain and understand these magnificent animals, the environments in which they lived, and the processes that have shaped our dynamic Earth. Students learn how to apply the scientific method in learning about dinosaurs from their fossil remains.

ES 161 Introduction to Environmental Science 3 credits

The Earth is a dynamic system that supports all life. The flow of energy and cycling of matter through the geosphere, atmosphere, hydrosphere, and biosphere provide us with air, water and food, and with resources to support economic development. Environmental problems such as air and water pollution, soil degradation and erosion, and loss of biodiversity threaten our ability to sustain the growing human population. This course develops scientific understanding of Earth systems, examines the impacts of human activities, and describes the role of scientific knowledge and research in meeting environmental and resource challenges.

ES 175 Earth Systems Laboratory 1 credit

Students learn and practice inquiry and geoscience techniques in field settings and in the laboratory, enhancing their understanding of fundamental earth systems science principles and concepts learned in ES 100 or ES 161. Co- or prerequisite: ES 100 or ES 161.

ES 220 Soil and Water Conservation 3 credits

Utilization of Earth's natural resources by humans can threaten soils and the quality of water. This course introduces students to principles of conservation and stewardship of resources. This is presented in the context of scientific methodology or the ways in which scientific knowledge

and research contribute to sustainable management of soil and water resources.

ES 251 Extinctions 3 credits

Life has persisted on Earth for billions of years, despite a number of globally significant mass extinction events. Fossils provide the evidence necessary to understand the causes and effects of these events, as well as the ecosystem recovery and evolutionary radiation that may follow them. In this course, one or more of the most significant extinction events in the history of life will be explored in depth. Concepts and methods in paleontology will be covered, along with an overview of the history of life on Earth.

ES 295 Field Studies in Geosciences 1-3 credits

Students will participate in a scientific field trip to observe and investigate a notable locality, and learn or reinforce principles and concepts in the geosciences. They will use scientific methodologies to study the area before and during the trip, and to document their findings. Following the trip, they will report their results, interpretations and conclusions.

ES 316 Geomorphology 4 credits

This course focuses on the study of landforms and their relationship to underlying geologic structure and lithology. Topics include weathering, soil formation, erosion, sediment production, and landform genesis in fluvial, arid/semiarid, glacial, periglacial, karst, eolian, and coastal environments. Laboratory exercises emphasize interpretation of topographic maps and use of aerial photography and satellite imagery for environmental applications. Field excursions will focus on local fluvial, glacial, and karst landforms. A field trip fee may be required. Prerequisites: (ES 100 or ES 161 or GEOG 100) and ES 175; or consent of instructor.

ES 321 Building an Eco-Economy 3 credits

This course covers the principles of sustainable development, with an emphasis on the impact of current economic growth on the future viability of natural ecosystems. Existing opportunities for achieving a balance between economic growth and the need for the protection of natural systems will be addressed from a variety of perspectives. Prerequisites: ES 100 or ES 161 or GEOG 100, or consent of instructor.

ES 326 Soil Genesis, Classification and Morphology 4 credits

This course provides an introduction to soils as natural bodies and to the study of soil characteristics and classification, including the basics of soil profile description, field textural classification, recognition of master horizons, and essential soil-landscape, soil-vegetation, and soil-climate relationships. Laboratory work involves field excursions to describe soils and examine soil-landscape relationships. A field trip fee may be required. Prerequisites: [(ES 100 or ES 161 or GEOG 100), and ES 175] or CHEM 151; or consent of instructor.

ES 330 Global Warming & Climate Change 3 credits

This course will examine the science and evidence for global warming, as well as characteristics of natural climate variability. It will address the cause-effect relationships for the enhanced greenhouse effect, attributable to the consumption of fossil fuels. Evidence of this major environmental problem will be reviewed through the findings of the Intergovernmental Panel on Climate Change (IPCC), and new data from selected environmentalists, climatologists, and paleoclimatologists. The course will also examine the nature of climate variability, its drivers, and the characteristics of abrupt climate change. A balanced view of this issue would be presented, with suggestions for alleviating this phenomenon. Students will be exposed to the scientific method as it relates to the evolving complexity of the global warming phenomenon. Prerequisite: ES 100 or ES 161 or GEOG 100, or consent of instructor.

ES 410 Regional Sustainability 3 credits

Sustainability may be defined as meeting the needs of the present

population without compromising the ability of future generations to meet their own needs. This course introduces the theory, principles and practices of sustainability. Using a systems approach, students will assess the sustainability of communities, businesses and organizations in a specific region. They will use scientific evidence and reasoning in developing alternative policies and practices that support ecological and environmental health, a vibrant economy, and social justice. Prerequisite: ES 100 or ES 161 or GEOG 100, or consent of instructor.

ES 417 Hydrogeology 4 credits

Students will investigate the occurrence and behavior of water in the geologic environments in the context of the hydrologic cycle. Topics include hydrologic processes in surface and ground waters; pollution and contamination of water resources; surface water-ground water interaction; saturated and unsaturated zone processes; movement of chemicals in soils; site characterization; soil remediation techniques; and development and management of water resources. Applied field and laboratory methods for hydrogeologic investigations are emphasized. A field trip fee may be required. Prerequisites: (ES 100 or ES 161 or GEOG 100) and ES 175; or consent of instructor. Successful completion of a college mathematics course recommended.

Economics

ECON 160 Principles of Microeconomics 3 credits

This course explores consumer choice and producer behavior, markets in a supply and demand framework, effects of government intervention in markets, and market structures.

ECON 161 Principles of Macroeconomics 3 credits

This course explores GDP, unemployment, business cycles, deficits and debt, markets in an aggregate supply and demand framework, effects of monetary and fiscal policy in markets, and the fractional reserve banking system. Prerequisite: ECON 160.

ECON 212 Agricultural Economics 3 credits

This course explores the basic microeconomic and macroeconomic principles as they apply to agricultural markets. Topics of study include consumer choice and producer behavior, markets in a supply and demand framework, resource economics, world food situation, marketing of agricultural products, and agricultural public policy. Prerequisites: ECON 160 and ECON 161

ECON 281 Western Economic History: 1600-Present 3 credits

A study of major landmarks in the growth and development of Western Economics; the evolution of agriculture, industry, transportation and finance; the influence of government and international determinants. Note: Same as HIST 281.

ECON 310 Money and Capital Markets 3 credits

Same as FIN 310.

ECON 433 Environmental Economics 3 credits

This course analyzes government roles in environmental issues, such as greenhouse gas emissions, climate change, and oil spills. This course will use economic tools like cost-benefit analysis and cost-effectiveness analysis to assess current and past environmental regulations and legislation. Prerequisite: ECON 160 or ES 321

ECON 455 Economics of Health and Health Care 3 credits

The study of health and health care decisions by firms, households, and governments using economic theories and models. Students use microeconomic tools to analyze efficiency and equity in health and health care markets. Prerequisite: ECON 160.

ECON 466 Labor Economics 3 credits

This course studies current and past labor force trends. This course analyzes the impacts of worker mobility, human capital investment, discrimination, and government intervention on the labor demand and

wage determination of firms and labor supply decisions of individuals and households. Prerequisite: ECON 160.

ECON 477 Public Finance 3 credits
The study of the roles of the government in the economy. This course analyzes the impacts of government expenditure programs and taxation systems on the welfare and decision-making of households and firms. Prerequisite: ECON 160.

ECON 488 International Trade 3 credits
This course studies the global economy, the role of business, and the economic interaction of countries involving trade. Prerequisites: ECON 161.

ECON 493 Managerial Economics 3 credits
This course covers the fundamental concepts of principles of economics and integrates them in the context of managerial decision making in global and local marketplaces. Microeconomic and macroeconomic principles are incorporated through real world examples of theory and policy, as well as through their application in the decisions of managers as they struggle to operate efficiently and profitably. Prerequisites: ECON 160 and ECON 161.

ECON 499 Special Project 3 credits
This course is designed to provide an opportunity to complete a special project related to economics that is beyond the scope of courses offered. Proposals must include an overview or abstract of the study, indicate the anticipated learning outcomes of the project, the timeline of the study, and the deliverables (paper, presentation, project, etc.) upon which the study will be evaluated.

Education

EDU 104 Mental Health First Aid for Youth 1 credit
Youth Mental Health First Aid is designed to teach parents, family members, caregivers, teachers, school staff, peers, neighbors, health and human service workers, and other caring citizens how to help an adolescent (ages 12-18) who is experiencing a mental health or addictions challenge or crisis. Youth Mental Health First Aid is primarily designed for adults who regularly interact with young people.

EDU 110 Foundations of American Education 3 credits
This course presents the history, structure, philosophy and socio-economic factors of education in a democratic society. It deals with current issues confronting schools, including professional ethics, legal rights and responsibilities of professional educators and students. It provides the theoretical framework for additional education courses. A mandatory 20-hour practicum in a school setting runs concurrently with this course.

EDU 142 Human Growth, Development and Guidance 3 credits
This course is a study of the growth and development of humans from conception to senescence with an emphasis on birth to young adulthood. Physical, cognitive, social, affective, language and moral development will be explored. Topics will also include: individual and group similarities and differences; exceptional or abnormal development; and guiding parents, caregivers, community and staff regarding the implications of the stages of development.

EDU 152 Assessment and Psychology 3 credits
This course integrates the study of the principles and theories of psychology as they relate to human learning and assessment in education. It includes theories of human development, cognition and educational research, including the study and assessment of traditional and exceptional learners, learners with disabilities and gifted and talented learners. Students will obtain practical understanding and experience in designing and administering a variety of assessment formats. Special emphasis is given to the effective use of both forma-

tive and summative assessments that are directed toward meeting the needs of all learners. Both criterion and norm-referenced tests will be discussed in relation to ranges and ages and abilities of students. The processes of instructional design, motivation, classroom management, discipline, measurement and evaluation will be integrated for a comprehensive look at student learning. A general psychology course is recommended prior to this course.

EDU 162 Diversity for Teachers 3 credits
This course is designed to meet the human relations and multiculturalism requirements for teacher education and certification in the state of Iowa. It includes cognitive, affective and skill components that will contribute to the development of, sensitivity to, and understanding of the values, beliefs, lifestyles and attitudes of individuals and the diverse groups found in a pluralistic society. Topics discussed are the variables of ethnicity, race, social class, gender, religion, exceptional-ity, language and age, and the implications for human relations and education in particular. Meets cultures requirement for general education requirements.

EDU 232 Grammar Content for Teachers 1 credit
This course provides knowledge of grammatical aspects of the English language (nouns, verbs, adjectives, clauses, verb-subject agreement, etc.) as they relate to the development of effective oral and written communication skills.

EDU 250 Special Topics 1-3 credits
Special Topics courses cover special topics not covered by current courses taught in the department. The particular topic selected is to be determined by the department according to the current need and interest. This course required department chair approval.

EDU 250-1 Special Topics 1 credit

EDU 250-2 Special Topics 2 credits

EDU 250-3 Special Topics 3 credits

EDU 252 Computers and Instructional Technology 3 credits
This course emphasizes effective communication techniques through the exposure to a wide array of instructional media including computer software and hardware. The use of multimedia will be utilized in a simulated classroom presentation by each pre-service educators.

EDU 253 Mathematics for Elementary and Middle School Teachers 3 credits
This course incorporates the use of a problem-solving approach in the development of mathematical topics relevant to the K-8 elementary school teacher. Topics will be selected from the following: sets, functions and logic, numeration systems and whole numbers, integers, rational numbers, number theory, decimals, probability and statistics, geometry and concepts of measurement. This course is recommended for anyone who will be teaching mathematics in grades K-8. This course does not satisfy the general education mathematics requirement.

EDU 299 Special Project 1-3 credits
Special Project courses are designed to provide an opportunity to complete a special project related to a student's field of study that is beyond the scope of courses offered within the university. Proposals must include an overview or abstract of the study, indicate the anticipated learning outcomes of the project, the timeline for the study and the deliverables (paper, presentation, project, etc.) upon which the study will be evaluated. Required department chair approval.

EDU 299-1 Special Project 1 credit

EDU 299-2 Special Project 2 credits

EDU 299-3 Special Project 3 credits

EDU 300 Teaching Secondary School Subject Matter

Students must take a separate, specific methods course for each secondary subject area in which they are seeking endorsement and licensure. The courses are intended to develop pre-service educators' understanding and application at the secondary (grades 5-12) level of teaching strategies, classroom management, instructional planning principles and design within their specific discipline. These courses provide pre-service educators with an understanding of the modern practices, techniques and trends in their subject areas of teaching. Prerequisites: A minimum of six credits of upper-division courses within the discipline and successful completion of EDU 110, EDU 319, and admittance to the Teacher Education Program.

EDU 300-1 Teaching Secondary School Business 3 credits

EDU 300-2 Teaching Secondary School English 3 credits

EDU 300-3 Teaching Secondary School Foreign Language 3 credits

EDU 300-4 Teaching Secondary School Mathematics 3 credits

EDU 300-5 Teaching Secondary School Science 3 credits

EDU 300-6 Teaching Secondary School Social Science 3 credits

EDU 300-7 Teaching Secondary School Speech 3 credits

EDU 300-10 Teaching Secondary School Industrial Technology 3 credits

EDU 305 Teaching Elementary Science 3 credits

This course will focus on current best-practice, research-based methods of inquiry-based teaching and learning of science for the very young child through elementary school with an emphasis on the experimental and constructivism approach. An integrated teaching approach will be used to help pre-service educators learn to develop goals and objectives, apply the Characteristics of Effective Instruction of the Iowa Core, utilize methodologies, organize curriculum and assess learning through science content including life science, physical science, and earth-space science. Pre-service educators will develop curriculum, units and lessons based on state and national standards to use in their student teaching and teaching experiences. Science lessons will be written utilizing the 5 E's (Engage, Explore, Explain, Extend, and Evaluate) learning cycle approach to instructional design. Integration of technology, creative arts, and classroom management as they apply to teaching and to student learning in elementary science are addressed. Prerequisites: EDU 315 (for Elementary Education and PreK-Grade 3: Inclusive Settings majors) or EDU 319 (for Secondary majors).

EDU 306 Field Experience I: Elementary 2 credits

This is the first of two field experience courses that provide pre-service educators with an opportunity to "see into the daily life" of the teacher so they will develop a more complete and accurate picture of the expectations for a teacher. This course is taken in conjunction with the pre-service educators' methods course (EDU 315 Teaching Elementary Social Studies). Through this Field Experience course, pre-service educators will develop deeper understandings of the teacher as a professional who uses his/her knowledge and skills to make and carry out decisions to foster students' educational development and school achievement. Pre-service educators will complete various activities on site for a minimum of 40 hours and they will complete various assignments to help them understand more deeply the Iowa Teaching Standards and Criteria. During seminar classes pre-service educators will receive training concerning chemical hazards they may come in contact within a school setting. They will also discuss the standards of professional conduct and ethics associated with the teaching profession. Pre-service educators will be required to teach a lesson. At the end of this forty (40) hour placement, pre-service educators will be assessed on their knowledge of the Iowa Teaching Standards and Criteria. In order to be admitted to Student Teaching, pre-service educators must success-

fully meet the appropriate levels of performance required through the field experience assessment. Prerequisites: Admittance to the Teacher Education Program

EDU 307 Field Experience I: Secondary 2 credits

This is the first of two field experience courses that provide pre-service educators with an opportunity to "see into the daily life" of the teacher so they will develop a more complete and accurate picture of the expectations for a teacher. This course is taken in conjunction with the pre-service educators' methods course (EDU 319 Methods: Secondary). Through this Field Experience course, pre-service educators will develop deeper understandings of the teacher as a professional who uses his/her knowledge and skills to make and carry out decisions to foster students' educational development and school achievement. Pre-service educators will complete various activities on site for a minimum of 40 hours and they will complete various assignments to help them understand more deeply the Iowa Teaching Standards and Criteria. During seminar classes pre-service educators will receive training concerning chemical hazards they may come in contact within a school setting. They will also discuss the standards of professional conduct and ethics associated with the teaching profession. Pre-service educators will be required to teach a lesson. At the end of this forty (40) hour placement, pre-service educators will be assessed on their knowledge of the Iowa Teaching Standards and Criteria. In order to be admitted to Student Teaching, pre-service educators must successfully meet the appropriate levels of performance required through the field experience assessment. Prerequisite: Admittance to the Teacher Education Program

EDU 308 Field Experience I: Elementary/Secondary 2 credits

This is the first of two field experience courses that provide pre-service educators with an opportunity to "see into the daily life" of the teacher so they will develop a more complete and accurate picture of the expectations for a teacher. This course is taken in conjunction with the pre-service educators' methods course (either EDU 315 Teaching Elementary Social Studies or EDU 319 Methods: Secondary). Through this Field Experience course, pre-service educators will develop deeper understandings of the teacher as a professional who uses his/her knowledge and skills to make and carry out decisions to foster students' educational development and school achievement. Pre-service educators will complete various activities on site for a minimum of 40 hours and they will complete various assignments to help them understand more deeply the Iowa Teaching Standards and Criteria. During seminar classes pre-service educators will receive training concerning chemical hazards they may come in contact within a school setting. They will also discuss the standards of professional conduct and ethics associated with the teaching profession. Pre-service educators will be required to teach a lesson. At the end of this forty (40) hour placement, pre-service educators will be assessed on their knowledge of the Iowa Teaching Standards and Criteria. In order to be admitted to Student Teaching, pre-service educators must successfully meet the appropriate levels of performance required through the field experience assessment. Prerequisite: Admittance to the Teacher Education Program.

EDU 309 Teaching Elementary Movement and Wellness 1 credit

The emphasis in this course is the impact of developmental movement experiences, healthful habits, music and dance activities, play environments, materials, and developmentally appropriate activities for children birth through elementary. Prerequisites: EDU 315 (for Elementary, Early Childhood and Instructional Strategist majors) or EDU 319 (for Secondary majors).

EDU 310 Teaching Elementary Visual Arts 1 credit

This course is intended to provide a survey of visual arts activities for the prekindergarten through elementary teacher, which could be integrated into the curriculum. Prerequisites: EDU 315 (for Elementary,

Early Childhood and Instructional Strategist majors) or EDU 319 (for Secondary majors).

EDU 314 Teaching Elementary School Foreign Language 3 credits

This course is a study of the current methods and new trends in teaching a foreign language to elementary school children. Emphasis is placed on the development and organization of a foreign language curriculum, methodology, selecting materials and evaluation of learning. Prerequisites: EDU 315 (for Elementary, Early Childhood and Instructional Strategist majors) or EDU 319 (for Secondary majors).

EDU 315 Teaching Elementary Social Studies 3 credits

This course will focus on current best-practice, research-based approaches to the teaching and learning of social sciences. An integrated teaching approach will be used to help pre-service educators develop goals and objectives, apply the Characteristics of Effective Instruction of the Iowa Core, enhance content knowledge, utilize methodologies, organize curriculum and assess learning in a variety of ways. In this course, pre-service educators will initially learn to develop curriculum including unit and lesson planning. This is reinforced in other elementary education courses, such as Teaching Elementary Language Arts, Teaching Elementary Science, and Teaching Elementary Math. Pre-service educators will develop projects, lessons and units based on state and national standards to use in their student teaching and teaching experiences. Activities will include the broad areas of social sciences: history, geography, political science, civic literacy and economics. Integration of technology, classroom management, and the creative arts, as they apply to teaching and to student learning in the social sciences are addressed. Prerequisites: EDU 110, and admittance to the Teacher Education Program.

EDU 319 Methods: Secondary 3 credits

This course helps to prepare pre-service educators for teaching in secondary (middle and high) schools. Pre-service educators develop a 10 lesson interdisciplinary thematic unit (ITU) with associated lesson plans and teach a lesson from that unit. The ITU is expected to address various standards expressed in the UIU Teacher Education Program and include appropriate outcomes, objectives, activities, materials, lesson plans, and an assessment plan with associated artifacts. As pre-service educators construct the ITU, they learn about appropriate categories of instructional strategies that research has demonstrated influence student achievement. Pre-service educators also become aware of the “dimensions of learning” as a useful framework for understanding teaching and learning. Prerequisites: EDU 110 and admittance to the Teacher Education Program.

EDU 321 Field Experience II: Elementary 2 credits

This is the second of two field experience courses that provide pre-service educators with an opportunity to “see into the daily life” of the teacher so they will develop a more complete and accurate picture of the expectations for a teacher. This course is taken in conjunction with the pre-service educators’ methods courses (EDU 305 Teaching Elementary Science, EDU 325 Teaching Elementary Mathematics, EDU 335 Teaching Elementary Language Arts, EDU 326 Developmental Reading). Through this Field Experience course, pre-service educators will develop deeper understandings of the teacher as a professional who uses his/her knowledge and skills to make and carry out decisions to foster students’ educational development and school achievement. Pre-service educators will complete various activities on site for a minimum of 40 hours and they will complete various assignments to help them understand more deeply the Iowa Teaching Standards and Criteria. Pre-service educators will be required to teach a literacy lesson and a math lesson. At the end of this forty (40) hour placement, pre-service educators will be assessed on their knowledge of the Iowa Teaching Standards and Criteria. In order to be admitted to Student Teaching, pre-service educators must successfully meet the appropriate levels of performance required through the field experience assessment. Prerequisite: Admittance to the Teacher Education Program; Prerequisite or Co-requisite: EDU 253 or EDU 325 and EDU 326.

EDU 322 Field Experience II: Secondary 2 credits

This is the second of two field experience courses that provide pre-service educators with an opportunity to “see into the daily life” of the teacher so they will develop a more complete and accurate picture of the expectations for a teacher. This course is taken in conjunction with the pre-service educators’ methods courses (EDU 300’s: Teaching Secondary School Subjects, or EDU 336 Teaching K-12 Physical Education, EDU 337 Teaching K-12 Health or EDU 338 Teaching K-12 Art). Through this Field Experience course, pre-service educators will develop deeper understandings of the teacher as a professional who uses his/her knowledge and skills to make and carry out decisions to foster students’ educational development and school achievement. Pre-service educators will complete various activities on site for a minimum of 40 hours and they will complete various assignments to help them understand more deeply the Iowa Teaching Standards and Criteria. Pre-service educators will be required to teach a lesson. At the end of this forty (40) hour placement, pre-service educators will be assessed on their knowledge of the Iowa Teaching Standards and Criteria. In order to be admitted to Student Teaching, pre-service educators must successfully meet the appropriate levels of performance required through the field experience assessment. Prerequisite: Admittance to the Teacher Education Program.

EDU 323 Field Experience II: Elementary/Secondary 2 credits

This is the second of two field experience courses that provide pre-service educators with an opportunity to “see into the daily life” of the teacher so they will develop a more complete and accurate picture of the expectations for a teacher. This course is taken in conjunction with the pre-service educators’ methods courses (EDU 305 Teaching Elementary Science, EDU 325 Teaching Elementary Mathematics, EDU 335 Teaching Elementary Language Arts, EDU 300’s: Teaching Secondary School Subjects, or EDU 336 Teaching K-12 Physical Education, EDU 337 Teaching K-12 Health or EDU 338 Teaching K-12 Art). Through this Field Experience course, pre-service educators will develop deeper understandings of the teacher as a professional who uses his/her knowledge and skills to make and carry out decisions to foster students’ educational development and school achievement. Pre-service educators will complete various activities on site for a minimum of 40 hours and they will complete various assignments to help them understand more deeply the Iowa Teaching Standards and Criteria. Pre-service educators will be required to teach a lesson. At the end of this forty (40) hour placement, pre-service educators will be assessed on their knowledge of the Iowa Teaching Standards and Criteria. In order to be admitted to Student Teaching, pre-service educators must successfully meet the appropriate levels of performance required through the field experience assessment. Prerequisite: Admittance to the Teacher Education Program.

EDU 324 Field Experience Alternative 1 credit

This field experience is taken only if a student transfers a minimum of 40 hours for Field Experience II. This course is for students to acquire knowledge of the Iowa Teaching Standards 4-8 in the Field Experience II seminar.

EDU 325 Teaching Elementary Math 3 credits

This course incorporates the use of a problem solving approach in the development of mathematical topics relevant for the preschool through middle school teacher. Concepts include the NCTM standards, five content standards and five process standards. These include problem solving; reasoning; communication; the ability to recognize, make and apply connections; integration of manipulatives; the ability to construct and to apply multiple connected representation; and the application of content in real world experiences. Instructional methods and classroom management include the selection and use of appropriate instructional materials including technology, for the very young child through elementary age student. Prerequisites: EDU 315 (for Elementary, Early Childhood and Instructional Strategist majors) or EDU 319 (for Secondary majors).

EDU 326 Developmental Reading and Language Arts 3 credits

This course introduces pre-service educators to the best-practice, research-based materials, methods and skills used in exposing and teaching young children through secondary school students to read

and write in a balanced literacy program. Components examined include: reading, writing, spelling, grammar, vocabulary, phonemic awareness, fluency, and comprehension development. Additional topics include: reading motivation, principles of reading and writing instruction including the integration of technology, integrated curriculum, classroom management, types of reading programs including reading recovery, thematic units, individualized reading and reading assessment diagnosis, and evaluation of student learning in literacy. Classroom organization and management as it applies to literacy methods is included. Prerequisites: EDU 315 (for Elementary, Early Childhood and Instructional Strategist majors) or EDU 319 (for Secondary majors).

EDU 333 Literature: Birth-Adolescence 3 credits

A survey of literature for infants, prekindergarten, kindergarten, elementary and secondary aged students together with the study of the purpose and utilization of literature in the classroom. Pre-service educators will document developmentally appropriate reading materials and activities to use in their teaching experiences. Literature is used as a model for reading and writing processes. The creative arts component of performance arts is addressed in this course including, but not limited to, storytelling, puppetry, choral reading, and poetry presentations. This course does not satisfy the general education requirement for literature.

EDU 335 Teaching Elementary Language Arts 3 credits

This course will focus on current best-practice, research-based approaches to the teaching and learning of elementary language arts, which includes reading, writing, speaking, viewing, listening and visually representing. An integrated teaching approach will be utilized to help pre-service educators develop goals and objectives, apply the Effective Teaching Strategies of the Iowa Core, enhance content knowledge, utilize methodologies, organize curriculum and assess learning in a variety of ways. Pre-service educators will develop curriculum, lessons and units based on state and national standards to use in their student teaching and teaching experiences. Integration of technology, creative arts performance arts components, and classroom management, as they apply to teaching and to student learning in the language arts are addressed. Prerequisites: EDU 315 (for Elementary, Early Childhood and Instructional Strategist majors) or EDU 319 (for Secondary majors).

EDU 336 Teaching Physical Education K-12 3 credits

Students in this course will study human growth and development related to the physical education of children in elementary, middle, and high school. Emphasis is placed on the impact of developmental movement experiences, curriculum, teacher behavior, class management, dance activities, play environments, materials, and developmentally appropriate activities. Prerequisites: EDU 315 (for Elementary, Early Childhood and Instructional Strategist majors) or EDU 319 (for Secondary majors). Same as EXSS 336.

EDU 337 Teaching Health K-12 3 credits

This course is a study of methods, materials, curriculum development with an emphasis on nutrition, safety and healthy lifestyle. Included is information for use in health activities and presentations for students in elementary, middle, and high school. It provides information on current health legislation and public policy. Prerequisites: EDU 315 (for Elementary, Early Childhood and Instructional Strategist majors) or EDU 319 (for Secondary majors). Same as EXSS 337.

EDU 338 Teaching Art K-12 3 credits

This course is intended to develop the student's understanding and application of teaching strategies, classroom management, instructional planning principles, and design within art. This course provides students with an understanding of modern practices, techniques, and trends in art. This course also provides students with a philosophical foundation for teaching art. Prerequisites: EDU 315 (for Elementary, Early Childhood and Instructional Strategist majors) or EDU 319 (for Secondary majors).

EDU 407 Diagnostic and Corrective Reading and Language Arts 3 credits

This course specifies how to assess students and how to use assessment results to provide effective instruction. The following components are included: knowledge of existing standardized diagnostic reading instruments, development and implementation of informal reading inventories and teacher-developed instruments, determination of reading and writing instructional strategies (including content area reading strategies) linked to the assessment, and writing summative reports for stakeholders. A 15 clock hours tutoring experience is required. Prerequisites: EDU 110. Prerequisite or Co-requisite: EDU 326.

EDU 409 Practicum: Elementary Reading and Language Arts 3 credits

This course develops the pre-service educator's and teacher's understanding and application of curriculum development, individual assessment of student's reading, writing, language arts and integrated research abilities, and group management and motivation. In this course, pre-service educators and teachers accept responsibilities within the classroom setting to assist in the reading instructional program by working under the guidance of the cooperating teacher in both individualized and group reading situations. 60 clock hours of practicum required. Prerequisites: EDU 110, EDU 326, EDU 407. Prerequisite or Co-requisite: EDU 485.

EDU 410 Practicum: Secondary Reading and Language Arts 3 credits

This course develops the pre-service educator's and teacher's ability to assess, evaluate and instruct students with significant difficulties in reading, language arts or content area reading. In this course, pre-service educators and teachers accept responsibilities within the classroom setting to assist in the reading instructional program by working under the guidance of the cooperating teacher in both individualized and group reading situations. 60 clock hours of practicum required. Prerequisites: EDU 110, EDU 326, EDU 407. Prerequisite or Co-requisite: EDU 485.

EDU 425 Content Area Literacy 3 credits

This course provides instruction in how to develop individualized content reading skills for elementary, middle school, junior high and high school students; how to evaluate readability of textbooks and students' ability to read texts through informal teacher made assessments (formative assessments); how to integrate technology in content area reading and how to develop strategies to assist students in reading their content area textbooks. In addition, students develop knowledge of the different types of writing and speaking; knowledge of narrative, expressive, persuasive, informational, and descriptive writing and speaking; writing as communication; and differentiated instructional strategies for reading and writing in the content areas. Prerequisites: EDU 315 (for Elementary, Early Childhood and Instructional Strategist majors) or EDU 319 (for Secondary majors).

EDU 428 Middle School Curriculum, Design and Strategies 3 credits

This course will provide the requisite middle school methodology to use along with the elementary or secondary school major. Curriculum design and instructional knowledge will be presented including: teaming, pedagogy and instructional methodology for a middle school. A minimum of 15 clock hours will be spent observing and/or assisting in a middle school setting. Prerequisites: EDU 110 and admittance to the Teacher Education Program.

EDU 435 Middle School Students' Growth, Development and Management 3 credits

This course will provide the requisite middle school knowledge of the growth and development of the middle school age student to include emotional, physical and mental characteristics and needs. Management of middle school students will be discussed in relation to being able to use a variety of instructional strategies learned from either elementary or secondary methods courses to modify for use with middle

school age students. Specific middle school scenarios and management situations will also be discussed in relation to unique middle school management techniques. A minimum of 15 clock hours will be spent observing and/or assisting in a middle school setting. Prerequisites: EDU 110 and admittance to the Teacher Education Program.

EDU 439 Introduction to Gifted Education 3 credits

This course discusses the characteristics, social and emotional needs, and special populations of gifted children. Identification, assessment, counseling, parenting, and program interventions for gifted children are introduced. Prerequisite: Admission to Teacher Education Program or practicing teacher.

EDU 440 Methods and Curriculum: Gifted Education PK-12 3 credits

This course provides knowledge and application of characteristics, methods, and curriculum for teaching gifted students. Methods for teaching differentiated strategies, collaborative strategies, and critical thinking strategies throughout the Prek-12 curriculum are addressed. Prerequisites: Admission to Teacher Education Program or practicing teacher and EDU 439.

EDU 441 Administration and Supervision of Gifted Programs 3 credits

This course explains the process in identifying gifted students and how to respond with appropriate programming. Designing, conducting, and reporting program evaluation and assessment are also explained. Prerequisite: Admission to Teacher Education Program or practicing teacher and EDU 439.

EDU 442 Practicum: Gifted Programs 3 credits

This course develops the educator's understanding and application of curriculum, methods, assessment and program evaluation for gifted programs. Educators accept responsibilities within the classroom setting to assist the instruction program by working under the guidance of the cooperating teacher in both individualized and group situations. Sixty (60) clock hours of practicum are required in a classroom with gifted students. Prerequisite: Admission to Teacher Education Program and EDU 539 and EDU 541. May be taken as a co-requisite with EDU 440.

EDU 443 Concepts of English 3 credits

This course is for the purpose of developing awareness and understanding of the fundamental concepts and principles involved in writing the English language. Grammar and composition will be highlighted. Prerequisites: EDU 110 and admittance to the Teacher Education Program. Highly recommended: 3 credit hours of foreign language at the college level.

EDU 444 Curriculum and Methods of ESL 3 credits

This course will assist pre-service educators and teachers to develop the capacity to address the differential learning and transition needs of culturally and linguistically diverse students. Understanding changes occurring in the American classroom and understanding significant factors in those changes, such as students and their families who are culturally and linguistically diverse, are goals of this course. Effective programming models are an additional understanding. In the context of these understandings, appropriate content-based instructional practices, accommodations to facilitate students' access to the curriculum, and assessment of student learning become the main foci of this course. Prerequisites: EDU 110 and admittance to the Teacher Education Program.

EDU 445 Language Acquisition 3 credits

Language Acquisition provides ideas for pre-service educators and teachers to promote oral language, reading, and writing development in English for K-12 English Language Learners. It will provide pre-service educators and teachers with language acquisition theory, classroom organization, strategies, and assessment procedures for effective English learner instruction. Prerequisites: EDU 110 and admittance to the Teacher Education Program.

EDU 446 Practicum in ESL 3 credits

This course develops the pre-service educator's and teacher's understanding and application of curriculum and methods in ESL. In this course, pre-service educators and teachers accept responsibilities within the classroom setting to assist in the instructional program by working under the guidance of the cooperating teacher in both individualized and group situations. Sixty (60) clock hours of practicum are required in a classroom with ELLs present. Prerequisites: EDU 110, or co-requisite, EDU 444 and admittance to the Teacher Education Program.

EDU 447 Problems in English Grammar 3 credits

The course will investigate the grammatical system of English; emphasis will be placed on tools and processes used to identify, assess, and teach grammatical patterns in written and spoken English for English Language Learners. Prerequisites: EDU 110 and admittance to the Teacher Education Program.

EDU 448 Cultural and Linguistic Diversity 3 credits

In this course pre-service educators and teachers will study how cultural and linguistic diversity are linked and how teachers must be prepared to effectively teach students whose backgrounds are different from their own. Specifically, pre-service educators and teachers will study the following: 1) language, text, and context, 2) teacher ideologies and motivation for change, 3) issues of diversity and literacy learning, 4) out-of-classroom influences on literacy learning, and 5) sociolinguistics. Prerequisites: EDU 110 and admittance to the Teacher Education Program.

EDU 450-1 Special Topics 1 credit

EDU 450-2 Special Topics 2 credits

EDU 450-3 Special Topics 3 credits

EDU 461 Environmental Issues Instruction 2 credits

This course is designed as professional development in environmental education for pre-service and in-service educators in all subject areas. The Environmental Issues Instruction (eii) teaching model is presented in a hands-on, inquiry-based approach. Application of the model in the classroom is required to complete the course. Emphasis is placed on using research-based instructional strategies in the teaching of this environmental issues unit. This course may be repeated with different topics.

EDU 485 Advanced Problems in Reading and Language Arts 3 credits

This course is a continuation of the study of various types of reading problems confronting elementary and secondary school students. The course includes problems in aspects of literacy (phonemic awareness, word identification/phonics, vocabulary, fluency, and comprehension) with appropriate strategies for remediation based on scientifically-based reading research. Effective strategies that facilitate the learning of standard English by all learners is included. There is a 15-clock-hour practicum required. Prerequisites: EDU 110, EDU 326, EDU 407, and admittance to the Teacher Education Program. May be taken concurrently with EDU 409 or EDU 410.

EDU 430 Student Teaching in the Elementary School 4 credits

EDU 431 Student Teaching in the Secondary School 4 credits

EDU 434 Student Teaching in the Elementary and Secondary Schools 4 credits

EDU 449 Student Teaching ESL 1 credit

EDU 490 Student Teaching in the Elementary School 8 credits

EDU 491 Student Teaching in the Secondary School 8 credits

EDU 495 *Student Teaching in the Elementary and Secondary Schools* **8 credits**

EDU 499 *Special Projects* **1-3 credits**

English

ENG 081 *English 101 Workshop* **1 credit**

ENG 082 *English 102 Workshop* **1 credit**

The workshops are offered in conjunction with English 101 and 102 respectively and are designed for students who need further instruction and assistance in a small group setting. These workshops are graded on a pass/fail basis only.

ENG 091 *Reading for Critical Comprehension* **3 credits**

This course provides instruction and practice in reading comprehension and vocabulary development. Students may be assigned into this course based on the Accuplacer Computerized Placement test results and high school transcripts. Other students desiring additional help may also register for the course.

ENG 095 *Foundations of English* **3 credits**

This course is designed for students who demonstrate a need for help in written composition including skills development in basic sentence structure and syntax. It prepares students for potential success on a challenge examination to determine readiness for ENG 101, but it does not include academic credit toward a degree.

ENG 100 *Writing Skills* **3 credits**

This course prepares students with limited writing experience for the General Education writing sequence. Emphasis is on grammar, organization and structure of English composition, and on revision processes. Multiple writing assignments of varied lengths and complexities are assigned. Designed for first time freshman students who have not scored at least 18 on the verbal portion of the ACT test. This course does not count toward the completion of the English major.

ENG 101 *English Composition I* **3 credits**

This course includes study and practice of rhetorical conventions and styles, including description, narration, explanation and argument. Students are expected to have already demonstrated college-ready skills in grammar and sentence structure evidenced by a score of 18 or higher on the verbal section of the ACT test or the satisfactory completion of a challenge examination. Emphasis is on the development of a sound understanding of rhetorical principles, and written compositions are regularly assigned. This course does not count toward the completion of the English major. Prerequisite: ACT (verbal portion) of at least 18 or the completion of ENG 100 or successful performance on challenge examination.

ENG 102 *English Composition II* **3 credits**

This course provides study and practice of expository writing techniques, with emphasis on persuasion, argument, critical evaluation and the use of research material. A formal research paper is required among the regularly assigned written compositions. This course does not count toward the completion of the English major. Prerequisite: ENG 101.

ENG 122/222/322 *Topics in Writing Studies: Writing Center Theory and Practice* **1 credit each**

These one-credit courses are for students preparing to be writing consultants or prospective teachers who want practice providing feedback to student writers, improve writing and presentation skills, and further their knowledge about collaborative learning in a writing center. ENG 122, 222, and 322 run concurrently. Prerequisite: ENG 101 and ENG 201, or ENG 101 and concurrent enrollment in ENG 201. ENG 122 is a prerequisite for ENG 222; ENG 222 is a prerequisite for ENG 322. Note: Enrollment in this course serves as a requirement for work placement in the Writing Center.

ENG 125 *Introduction to Literature* **3 credits**

This course concentrates on the reading of selected short fiction and poetry, and presents an introduction to literary analysis, interpretation and evaluation. Meets the humanities requirement.

ENG 135 *Tolkien* **3 credits**

This course provides an overview of the literary traditions inherent in J.R.R. Tolkien's works, including fairy and folktale motifs as well as several major trends in English epic literature presented in both text and film. This course does not serve as an elective for the English major or minor.

ENG 170 *Introduction to Creative Writing* **3 credits**

An introduction to writing in a variety of literary genres, including fiction, poetry, and creative nonfiction. The course will encourage students to solve creative problems by the creation of original work using literary elements and a variety of techniques. Both study and practice of the genres is expected. Students will also critically respond to the work of their peers. Prerequisite: ENG 101.

ENG 209 *American Literature I* **3 credits**

A survey of major American authors from the colonial period to the Civil War. The focus is on the evolution of a unique national literature and a characteristic world view. Meets the humanities requirement.

ENG 210 *American Literature II* **3 credits**

A survey of major American authors from the Civil War to the present. The focus is on trends in American literature since the turn of the 20th century. Meets the humanities requirement.

ENG 211 *British Literature I* **3 credits**

A survey of British literature from Beowulf through the end of the 18th century. The focus is on major authors and significant historical influences in the development of British literature. Meets the humanities requirement.

ENG 212 *British Literature II* **3 credits**

A survey of British literature from the publication of *Lyrical Ballads* in 1798 to the present. Meets the humanities requirement.

ENG 214 *World Literature Survey* **3 credits**

Survey of world literature, British and American excluded, from the Renaissance to the present. This survey will include selections from masterpieces of African, Arabic, Asian, Caribbean, European, Australasian, Indian, Latin American, and Russian fiction, drama, and poetry in translation. Selections will vary depending on the session. Meets the humanities requirement.

ENG 216 *Mythology* **3 credits**

A survey of the major themes and genres in Western mythology, the foundational narratives of the Western literary and artistic traditions. Myths and myth-patterns from both classical Greek and Roman authors as well as those from Scandinavian/Germanic and Egyptian cultures will be examined, including their influence from ancient to modern times. Meets the humanities requirement.

ENG 224 *Modern Poetry* **3 credits**

This course draws upon a wide range of poetic experience, exploring what poetry is, how it works, and what is required to enter and traverse the world of a poem. Meets the humanities requirement.

ENG 248 *Survey of the Mystery Story* **3 credits**

Exploration of the mystery story by examining its historical development from the mid-nineteenth century to the present, and by examining a spectrum of writers—mystery specialists and literary writers—from Europe, America, South Africa and Latin America. Techniques and development will be discussed and evaluated. Meets the humanities requirement.

ENG 250 *Special Topics* **3 credits**

Special Topics courses are studies of selected problems, periods or move-

ments in the subject area not otherwise included in the curriculum. They are typically chosen from a faculty member's particular expertise and field of scholarly inquiry, and offered to a student or group of students forming an interest in the particular subject matter. The 250 designation denotes a General Education level of instruction and may include an appropriate General Education task to be completed. The 450 designation denotes a senior level degree of sophistication expected in both learning and instruction. A single course may be offered at both levels simultaneously, in which case the syllabus will clearly differentiate the course expectations and assessment measures for students enrolled at each of the two levels. A Special Topics course must be approved by the School of Liberal Arts Curriculum Committee before it is offered, and it must address one or more Major Outcomes within the discipline.

ENG 265 African American Literature 3 credits
Survey of African American writing, film and thought from colonial times to the present, with emphasis in the developing relationship between the larger American culture and African American reactions and contributions to it. May be used to fulfill the humanities or cultures requirement, but not both.

ENG 270 Craft and Technique of Creative Writing 3 credits
Students in this course will study the techniques of reading and writing short stories, poems, and creative non-fiction. They will evaluate creative work, both their own and that of established, published authors, for style, dialogue, character, tone, narrative, form, and voice. Students will become familiar with what makes good writing, as well as spend time writing their own creative work. Prerequisite: ENG 170.

ENG 275 Television 3 credits
Same as COMM 275.

ENG 290 The Movies 3 credits
Same as COMM 290.

ENG 299 Special Project 1-3 credits
A Special Project allows the student to expand on work already completed in previous coursework. It is undertaken with the guidance of one or more faculty members and is intended to encourage the student into original investigation of a defined problem within the discipline. Examples include theses and themed portfolios or exhibitions.

ENG 301 Writing Strategies 3 credits
Opportunity to develop professional competence in expository and research writing and to enhance one's sense of the English language and its structure. Designed for upper class students preparing for careers in professions which emphasize written communication skills.

ENG 311 Urban Cinema 3 credits
This is a course in the history and aesthetics of African American film. It includes study and analysis of films made primarily, although not exclusively, by African American directors and utilizing largely African American casts and crews. It will approach these films from both social and aesthetic perspectives and investigate commonalities among them as well as overall shifts in the perspectives which inform them. Prerequisite: ENG 101. Recommended: ENG 102. Encouraged: ENG 290 or ENG 265.

ENG 330 Shakespeare 3 credits
An introduction to Shakespeare's writing through an analysis of selected tragedies, comedies, histories, and poems. The goal of this course is to make Shakespeare accessible to 21st century audiences from both literary and performance perspectives. Meets the humanities requirement. Prerequisite ENG 102.

ENG 331 Modern and Contemporary Literature 3 credits
A survey of American and British poetry and prose from WWII to the present day. The course will concentrate on specific form, content, meaning and symbolism singular to this period. The course will analyze the emerging trends of "modern" literature and the effects of so-

cial mores upon the genre. Prerequisite: Completion of one sequence of British, American or World literature.

ENG 332 Adolescent Literature 3 credits
This course traces the historical and cultural development of literature for young adults. The course will include a critical study and evaluation of books written for and marketed to adolescents. Does not satisfy the general education requirement for literature or education. Prerequisite: ENG 102 and ENG 125.

ENG 340 The Novel 3 credits
A study of the historical development of the English novel and its influences as a distinct literary type. The course includes a critical study of representative works by several major British and American novelists.

ENG 342 Medieval Literature 3 credits
A survey of the scholarly, saucy, and salacious English literature of the fourteenth and fifteenth centuries, when English became a recognized language of literary expression and exploration. This course will examine some of the major works that emerged from this period, including Arthurian legends, Pearl, Sir Gawain and the Green Knight, and Piers Plowman, as well as key genres such as romances and devotional writings: exploring both what "literature" meant to writers in late medieval England, and also what it meant to be writing in English at the time. Prerequisites: ENG 102 and ENG 211.

ENG 344 Restoration and 18th Century Literature 3 credits
A survey of the broad-ranging literature of the "eighteenth" century- from the restoration of the English monarchy in 1660 to the rise of Romanticism- including poetry, prose, drama and, to a lesser degree, philosophical treatises. Prerequisites: ENG 102 and ENG 212.

ENG 352 Best Sellers 3 credits
This class introduces students to best selling books from the New York Times best seller list in order to learn more about the American psyche, what energizes a writer in creating a book, how long it takes a writer to create a book and what factors cause a book to become a best seller. Meets the humanities requirement. Prerequisite ENG 102.

ENG 353 Romantic and Victorian Poets 3 credits
Focused study of the major British poets of the 19th Century including William Wordsworth, John Keats, Robert Browning and Alfred Lord Tennyson among others. Prerequisites: ENG 211 and ENG 212, junior or senior status.

ENG 355 Harlem Renaissance 3 credits
Investigation of the flowering of African American art and culture during the 1920s and beyond in the phenomenon generally known as the Harlem Renaissance. Includes consideration of music and design as well as of literature in the developing social milieu. Prerequisites: ENG 265 or ENG 311.

ENG 365 Women and Literature 3 credits
An examination of the image of women presented in literature, contrasting traditional and contemporary, male and female depictions. The emphasis is on the writings of women. Meets the humanities requirement. Prerequisite ENG 102

ENG 370 Non-Fiction Workshop 3 credits
This course provides the opportunity to develop skill in writing, to improve sense of language structure and to find satisfaction in written communication. The emphasis is on the development of a personal expository style. Prerequisites: ENG 170 and ENG 270.

ENG 371 Fiction Workshop 3 credits
This workshop is designed to give students intensive practice in story craft through writing and evaluating their own work, and critiquing the work of their peers. Emphasis will be placed on revising, re-imagining, developing, shaping and polishing student writing. Prerequisites: ENG 170 and ENG 270.

ENG 372 Poetry Workshop 3 credits

This workshop is designed to give students intensive practice in crafting poetry through writing and evaluating their own work, and critiquing the work of their peers. Emphasis will be placed on revising, re-imagining, developing shaping, and polishing student writing. Prerequisites: ENG 170 and ENG 270.

ENG 375 Literature of the American Midwest 3 credits

This course explores imaginative responses to the experience of the Middle West, from pioneer times through the mid-20th century. Meets the humanities requirement. Prerequisite ENG 102

ENG 383 American Renaissance 3 credits

Consideration of the major voices of and influences on the development of a distinctive American literature in the mid-19th century. Includes study of Emerson, Thoreau, Melville, Longfellow, Dickinson and Whitman. Prerequisites: ENG 209 and ENG 210.

ENG 403 Internship 3 credits

ENG 422 Critical Theory 3 credits

This course examines the principles that determine the judgement of literary critics and writers. Emphasis is on the historical development of critical theory from Plato to the present day. Prerequisites: completion of one sequence of British, American, or World literature.

ENG 450 Special Topics 3 credits

Special Topics courses are studies of selected problems, periods or movements in the subject area not otherwise included in the curriculum. They are typically chosen from a faculty member's particular expertise and field of scholarly inquiry, and offered to a student or group of students forming an interest in the particular subject matter. The 250 designation denotes a General Education level of instruction and may include an appropriate General Education task to be completed. The 450 designation denotes a senior level degree of sophistication expected in both learning and instruction. A single course may be offered at both levels simultaneously, in which case the syllabus will clearly differentiate the course expectations and assessment measures for students enrolled at each of the two levels. A Special Topics course must be approved by the School of Arts and Sciences Curriculum Committee before it is offered, and it must address one or more Major Outcomes within the discipline.

ENG 499 Special Project 1-3 credits

A Special Project allows the student to expand on work already completed in previous coursework. It is undertaken with the guidance of one or more faculty members and is intended to encourage the student into original investigation of a defined problem within the discipline. Examples include theses and themed portfolios or exhibitions.

English as a Second Language

ESL 011 Reading I 0 credit

Reading skills development is the focus for this course. Students have short readings on a variety of topics to work on finding meaning in context, reading comprehension, identifying main ideas and significant details, retelling stories, and scanning for specific information. As students read out loud, they practice sounding out words and using correct pronunciation. Through vocabulary instruction and academic reading, students begin building high frequency vocabulary necessary at the undergraduate level. Through the act of extensive reading, students improve reading fluency. An introduction to both the university and community library is made.

ESL 012 Grammar I 0 credit

This course will help students become familiar with and comfortably use basic grammatical concepts like parts of speech, verb tenses, modals, count and noncount nouns, coordinating conjunctions, and quantity and degree words. The basic idea of comparatives and superlatives and gerunds and infinitives are introduced.

ESL 013 Writing I 0 credit

Because students are at the initial stage of English writing, they first develop solid sentence structure and then move to paragraph writing. As students are introduced to the paragraph and the process of writing (brainstorming, preparing a first draft, revising, editing, and publishing the final product), they are also introduced to graphic organizers that help them organize their ideas for writing. Students learn and practice writing a paragraph with its different parts: a topic sentence, supporting details, and a concluding statement. Students learn the importance of good punctuation in writing. To enhance students' writing, students learn the different spelling rules. This course will prepare students for the intermediate intensive English writing course.

ESL 014 Listening/Speaking I 0 credit

This course is designed to help students begin speaking in different scenarios, feel more comfortable while speaking, and speak more often. Students are given speech patterns as a foundation for their speaking. Listening is a large component to dialogue, so students will practice listening comprehension through identification of significant details. They will also be given strategies for checking understanding. Distinguishing close sounds will be practiced such as with numbers and contractions. Body language is studied as a way for students to potentially determine meaning in conversation. To improve pronunciation, students work with American Speechsounds software on individual phonetic sounds. The International Phonetic Alphabet (IPA) is introduced to assist with pronunciation learning. The connection between pronunciation and intonation is introduced.

ESL 015 American Culture I 0 credit

This course will assist intensive English students in improving their listening, speaking, reading, and writing skills through the exploration of American culture. Students gain an understanding of how Americans interact and do things. They learn how to effectively communicate around town and on campus. Culturally appropriate behavior within the context of an American community and university is learned. Service learning is conducted at local destinations such as convalescent homes and public schools to better understand culture within these places and increase students' sense of global citizenship. Field trips focused on American culture and history are frequently taken to give students practical exposure and experience. Involvement in campus life is encouraged to help students begin using their English outside of the classroom in natural settings.

ESL 021 Reading II 0 credit

This reading course complements ESL 023 Writing II with emphasis on recognizing and detecting the writing devices and grammar that make text understandable for readers. The students learn such strategies and skills for recognizing main ideas and supporting details; getting meaning from context; skimming for main ideas; summarizing; drawing conclusions; and building vocabulary. Pronunciation, intonation, and decoding are focused on in the context of reading. Students begin putting ideas together from readings, and sharing them with the class. The students do extensive reading to build reading fluency. An introduction to undergraduate textbooks is made to begin helping with adaptation to undergraduate studies and the advanced reading course (ESL 031).

ESL 022 Grammar II 0 credit

Students will begin examining grammar academically in relationship to speaking, reading, and writing. After reviewing present and past verb tenses, perfect tenses are practiced. Previously learned grammar concepts such as count and noncount nouns, the definite article, modals, the future, prepositions, comparatives and superlatives, and gerunds and infinitives will be looked at more thoroughly. Students become familiar with and comfortable using new grammar concepts related to pronouns, adverbs, and phrasal verbs. The dependent clause is introduced on a sentence structure level. Students begin looking for patterns in grammar.

ESL 023 Writing II 0 credit

In ESL 023 Writing II, students move from paragraph writing to short essays of different genres. They learn how to present information into a well-organized format according to U.S. academics, which puts emphasis on the thesis statement and transitional expressions. Graphic organizers and concept maps are used to help students brainstorm and organize their thoughts. In order to help the students navigate the writing process; they prewrite, prepare first drafts, revise, edit, and publish their work. Through this process, students begin applying their grammar knowledge, enhance vocabulary, focus on mechanics, and improve spelling. Students move from primarily using simple sentences to predominantly using compound and complex sentences. This course will prepare students for the advanced ESL writing course.

ESL 024 Listening/Speaking II 0 credit

ESL Listening/Speaking II will assist ESL students in improving their academic listening and speaking skills through the observation and exposure to a variety of authentic listening and speaking situations - radio programs, songs, discussions, role play, real life occurrences, and speeches. Students have the opportunity to observe undergraduate courses in order to begin self-assessing their academic listening skills and gain exposure to the undergraduate classroom. To improve pronunciation, students work with American Speechsounds software on phonetic sounds at word level. The International Phonetic Alphabet (IPA) is reviewed to assist with pronunciation learning. The study of intonation complements the students' study of pronunciation.

ESL 025 American Culture II 0 credit

Students will explore the foundation of the United States' history, government, and culture through the integration of listening, speaking, reading, and writing. This foundation will prepare students for a deeper study of American culture and values in ESL 035 American Culture III. Service learning is conducted at local destinations such as convalescent homes and public schools to better understand culture within these places and increase students' sense of global citizenship. Field trips focused on American culture and history are frequently taken to give students practical exposure and experience. Students begin to be kept accountable for getting involved in campus events and clubs to gain an improved understanding of campus life and more thoroughly enjoy it.

ESL 031 Reading III 0 credit

This course prepares the students for undergraduate academic reading. The students learn how to write longer summaries, critically analyze text, and develop context specific vocabulary. Students will also be taught such skills as recognizing topic sentences, supporting details, and the outline used in paragraphs and essays, as well as getting meaning from context, the significance of punctuation, and the importance of parts of speech. Students begin reading with natural intonation. Students participate in class discussion about what they have read. The students do extensive reading to build reading fluency. A deeper interaction with undergraduate textbooks is conducted in preparation for undergraduate studies. The different parts of an academic journal are learned so students are more prepared for academic research, and they will also learn how to navigate the library for such research.

ESL 032 Grammar III 0 credit

This course prepares students for grammar necessary in the undergraduate classroom. The final past time verb tenses are studied, and a comparison of verb tenses is conducted. There is a more in depth look at modals, pronouns, dependent clauses, and infinitives and gerunds. The new grammatical concept learned in this course is the passive voice. Emphasis is put on the importance of grammar function for academic writing purposes. Students use an online corpus to find grammatical patterns.

ESL 033 Writing III 0 credit

ESL 033 Writing III assists students in getting ready for undergraduate writing through application of grammar knowledge, integration of credible sources, development of writing fluency, and discovery

of identity as an English writer. Students are exposed to different kinds of writing styles and genres, but will primarily focus on essay production.

ESL 034 Listening/Speaking III 0 credit

Students focus on preparing their listening and speaking skills for the undergraduate classroom through participation in a variety of authentic listening and speaking situations—academic lectures, note taking, class discussions, debates, role play, real life occurrences, presentations and speeches. Students have the opportunity to observe undergraduate courses in order to do a final self-assessment of their academic listening skills and readiness for the undergraduate classroom. To improve pronunciation, students work with American Speechsounds software on phonetic sounds at the phrase and sentence level. To become a more natural and fluent listener and speaker; linking, reductions, and emotional expression are studied within the framework of intonation.

ESL 035 American Culture III 0 credit

A higher level of language production is expected of the students as they explore themes of American culture. Students give presentations related to pieces of American culture using pertinent technology. Service learning is conducted at local destinations such as convalescent homes and public schools to better understand culture within these places and increase students' sense of global citizenship, and students in this course take a leadership role on these service learning trips. Field trips focused on American culture and history are frequently taken to give students practical exposure and experience. Students are required to participate in at least one club for full involvement and integration into campus life. At times, guest speakers visit the classroom to shed light on any given topic related to American culture and history.

Exercise and Sport Studies

EXSS 100 Activity Courses 1 credit

Designed to provide the skills and appreciation of recreational sports that can benefit individuals during both their college and postcollege days. A maximum of nine semester credits in activity credits will be allowed toward the bachelor's degree. An activity course can be taken only one time for credit. The activity classes are offered in the following areas: Aerobics, Badminton, Fishing, Volleyball, Basketball, Golf, Walking for Fitness, Biking, Water Aerobics, Physical Conditioning, Weight Training, Soccer.

EXSS 101 Introduction to Exercise and Sport Studies 2 credits

Careers are examined in the fields of health, physical education and recreation. An overview is given of the philosophy, purposes and principles in the fields related to physical education, recreation, coaching and training.

EXSS 102 First Aid/CPR/AED Programs 1 credit

This course gives individuals in the workplace the knowledge and skills necessary to recognize and provide basic care for injuries and sudden illnesses, including using an automated external defibrillator (AED) for victims of sudden cardiac arrest, until advanced medical personnel arrive and take over.

EXSS 105 Aquatics 3 credits

A basic orientation to the water. The student will demonstrate proficiency in the four basic strokes by swimming 50 yards in freestyle, side stroke, breast stroke and back stroke. The course equips students with basic water safety skills and knowledge, allowing them to be reasonably safe in or about the water.

EXSS 111 Officiating Sports 2 credits

This course presents the rules and mechanics of officiating football, basketball, baseball, softball, volleyball and wrestling. Included are the qualifications for approval and certification in the Iowa High School Athletic Association and the Iowa Girls High School Athletic Union.

EXSS 118 *Gymnastics and Dance Activities* 2 credits
 This course provides theory and practice in movement education. Developmentally appropriate individual and group gymnastics and dance activities will be presented and practiced in class.

EXSS 125 *Recreational Sport Programming and Leadership* 3 credits
 An overview of programming elements and techniques in recreational sports. Topics include informal, intramural, club and extramural programming; values of recreational sports; programming techniques; publicity and promotion; facility utilization; equipment; and safety and liability.

EXSS 130 *Teaching Team and Individual Sports* 2 credits
 In this course, students will develop an understanding of the differences between team and individual sports. The focus will be on gaining practical knowledge of most sports offered in a high school athletic or physical education setting, to include history, rules, court dimensions, fundamentals, basic strategies, equipment, and safety precautions.

EXSS 170 *Medical Terminology* 3 credits
 This course is designed to develop medical terminology language skills. Learners will demonstrate knowledge of word construction, definitions and use of terms related to all areas of health science. The course includes a basic understanding of anatomy of the human body, functions of health and disease, and the use of language in health careers. The use of medical dictionaries, Internet sites, and other modern technologies will be introduced.

EXSS 182 *Water Safety Instructor* 3 credits
 The purpose of this instructor course is to train instructor candidates to teach American Red Cross swimming and water safety courses. Prerequisites: EXSS 102 and EXSS 105 or evidence of having passed level 5 of the Red Cross Learn to Swim Program.

EXSS 183 *Lifeguarding/Lifeguarding Instructor* 3 credits
 The primary purpose of the American Red Cross lifeguarding program is to provide lifeguard candidates and lifeguards with the skills and knowledge necessary to keep the patrons of aquatic facilities safe in and around the water. Red Cross certification is available to those who qualify. Prerequisites: EXSS 102 and EXSS 105 or evidence of having passed level 5 of the Red Cross Learn to Swim Program.

EXSS 219 *Sport Ethics* 3 credits
 Contemporary sport is struggling to find solid ethical ground. This course will investigate multiple aspects of sport ethics through a review of a wide range of literature in sport.

EXSS 226 *Foundations of Physical Fitness* 2 credits
 This course is an introduction to the five components of physical fitness including cardiorespiratory endurance, muscular endurance, muscular strength, flexibility and body composition. Emphasis will be placed on individualized analysis of physical fitness and development of an exercise prescription program. Other topics to be explored are the physiological foundations of exercise, structure, and function of the body and principles of physical training and conditioning.

EXSS 236 *Coaching of Sports* 2 credits
 This course explores the theory and methods of coaching sports, covering the technical, administrative and organizational aspects of the process. Emphasis is placed on the fundamentals, tactics, conditioning and conducting of practice sessions.

EXSS 240 *Adapted Physical Education* 2 credits
 A study of deviations from normal patterns of growth and development, including methods of recognizing physical divergences, screening and referral for further examination. In addition, adaptive exercises and activities for prevention and correction of deviations are reviewed.

EXSS 243 *Ethics and Coaching Theory* 3 credits
 This course explores the theory and methods of coaching sports and

the ethical and legal responsibilities of coaches. The course covers the technical, administrative, and organizational aspects of the process, including fundamentals, tactics, conditioning and conducting practices sessions. It also covers ethical scenarios and how these issues can be reduced, eliminated, or resolved and the importance of educating coaches, student-athletes, and other stakeholders regarding appropriate ethics. This course meets the coaching and ethics requirement for the State of Iowa coaching authorization and coaching endorsement.

EXSS 250 *Special Topics* 1-3 credits

EXSS 280 *Personal, School and Community Health* 3 credits
 A study of personal health care, health practices and attitudes as related to the individual, school setting and general public. Topics include: consumer health awareness, health practices, consumer practices, aging, stress, cancer, drugs, mental health, sexuality and various diseases.

EXSS 283 *Sport Nutrition* 3 credits
 This course will focus on basic concepts of nutrition in respect to the needs of athletes and physically active individuals and application of those concepts. Topics include functions of food and nutrients, principles of metabolism and digestion, hydration and electrolyte balance, dietary planning, body composition, dietary changes to enhance performance, current trends in sport nutrition, and supplements and ergogenic aids.

EXSS 288 *Ethics and Legal Responsibilities of Coaches* 1 credit
 The purpose of the course is to educate students of the ethical and legal responsibilities they have when they receive their coaching authorization certification or teaching-coaching certification in the State of Iowa.

EXSS 290 *Introduction to Personal Training* 3 credits
 This course is designed to give students the knowledge and understanding necessary to prepare for the ACE Personal Trainer Certification Exam and become effective personal trainers. This course presents the ACE Integrated Fitness Training (ACE IFT) Model as a comprehensive system for designing individualized programs based on each client's unique health, fitness, and goals. The information covered in this course and the ACE IFT Model will help students learn how to facilitate rapport, adherence, self-efficacy, and behavior change in clients, as well as design programs that help clients to improve posture, movement, flexibility, balance, core function, cardiorespiratory fitness, muscular endurance and strength, and sports performance.

EXSS 299 *Special Project* 1-3 credits

EXSS 302 *Exercise Physiology* 3 credits
 A study of the human physiology parameters as related to physical activity and work. Included is the development of fitness factors to provide a more well-defined personal fitness program. Prerequisites: BIO 268 or BIO 270.

EXSS 305 *Kinesiology* 3 credits
 A study of the anatomical and mechanical considerations involved in movement in an athletic or physical education setting. The last half of the course requires the application of biomechanical principles in the analysis of sport skills. Prerequisites: BIO 268 or BIO 270.

EXSS 318 *Psychology of Exercise & Sport* 3 credits
 This course is an examination of major psychological theories and research related to sport and exercise participation and performance. It is designed to introduce students to the field of sport and exercise psychology by providing an overview of topics, such as personality, motivation, coaching and leadership strategies, team dynamics, performance enhancing strategies, and gender and cultural issues. Prerequisite: PSY 190.

EXSS 334 Sport Law and Legal Issues 3 credits

This course will present comprehensive evaluation of legal principles and cases surrounding the administration of athletic programs. The purpose of the course is to introduce the student to areas of the legal system that impact the policies and procedures developed by athletic administrators. The course will also allow students to become familiar with necessary legal vocabulary and precedent setting cases which have played major roles in the progression of Sport Law. The course is designed to provide students with learning experiences that will equip them to identify potential areas of liability in athletic programs and approach them with viable, preventative solutions and strategies to lessen these potential areas of liability.

EXSS 336 Teaching Physical Education K-12 3 credits

Students in this course will study human growth and development related to the physical education of children in elementary, middle, and high school. Emphasis is placed on the impact of developmental movement experiences, curriculum, teacher behavior, class management, dance activities, play environments, materials, and developmentally appropriate activities. Prerequisites: EDU 110, EDU 319, and admittance to the Teacher Education Program. Same as EDU 336.

EXSS 337 Teaching Health K-12 3 credits

This course is a study of methods, materials, curriculum development with an emphasis on nutrition, safety and healthy lifestyle. Included is information for use in health activities and presentations for students in elementary, middle, and high school. It provides information on current health legislation and public policy. Prerequisites EDU 110, EDU 319, and admittance to the Teacher Education Program. Same as EDU 337.

EXSS 346 Diversity in Sport Organizations 3 credits

This course will provide an overview of diversity, description and details of the various forms of diversity and information and examples of how to effectively manage diversity in sport organizations. Prerequisite: EXSS 101.

EXSS 348 Sports Administration 3 credits

The purpose of this course is to prepare potential athletics administrators with a fundamental overview of the components involved in sports programming and athletics administration. Focus points will include history of sports administration, legal issues, ethics, management concerns, marketing, facilities, and leadership skills. In general, this course will provide an overview of the field of sports administration.

EXSS 354 Methods of Teaching Strength and Conditioning 3 credits

In this course students will develop an understanding of strength training. The focus will be on gaining an understanding of safety, room layout, equipment, how muscles develop (physically and chemically) and strategies of strength training. Prerequisite: EXSS 100 activity course: Weight Training.

EXSS 355 Administration of Intercollegiate Athletics 3 credits

This course will cover topics including the NCAA, its member divisions and conferences, athletic department administration and the responsibilities of the athletic directors, coaches and their staff, and management of student-athletes from multiple perspectives.

EXSS 360 Motor Learning 3 credits

An examination of factors that affect the acquisition and performance of motor skills. Topics include perception, psychomotor learning, practice methods and theories of neuromuscular integration. Prerequisites: BIO/ EXSS 268 or BIO 270, and junior or senior status.

EXSS 363 Sport Marketing 3 credits

The purpose of this course is to explore the basic concepts and principles of sports marketing as it relates to strategic planning, marketing analysis, legal considerations, and media concerns. This course will also focus on concepts as they relate to sports marketing such as

licensing, sponsorship, advertising, public relations, and consumer behavior. Prerequisite: BA 208.

EXSS 371 Planning Facilities for Physical Activity 3 credits

The purpose of this course is to familiarize students with the knowledge and foundational principles pertinent to the planning techniques concerning indoor and outdoor facility development used for college athletics, sport, recreation and physical education.

EXSS 403 Internship in EXSS 6 credits

A practical experience in a field situation under field/faculty supervision. A diary of the experience and a term paper are required.

EXSS 430 Research Methods in Exercise and Sport Studies 3 credits

This course introduces students to research in sport administration, ethical issues related to research projects, the step by step process to address research questions, common research designs used in sport administration, and the statistical methods utilized in the sport administration field. Prerequisites: EXSS 100 and EXSS 348 and MATH 220.

EXSS 435 Governance and Policy in Sport Organizations 3 credits

This course will identify the structure and function of sport organizations and the issues that sport managers will have to address. Where the power lies and how individual sport organizations fit into the greater sport industry play a critical role in how successful a sport manager will be in an ever more global sport industry. Prerequisite: EXSS 101.

EXSS 450 Special Topics 1-3 credits

EXSS 499 Special Project 1-3 credits

Finance

FIN 288 Personal Financial Management 3 credits

A study of financial decisions made by individuals. Topics include: financial planning, financial management, purchasing decisions, insurance decisions, personal investing and retirement planning.

FIN 310 Money and Capital Markets 3 credits

A study of the commercial banking system; thrift institutions; the Federal Reserve System; money, interest rates, savings and credit; government regulatory institutions and policies. Same as ECON 310. Prerequisite: ECON 161.

FIN 341 Corporate Financial Management 3 credits

An introduction to corporate financial management. Topics include financial statement analysis, time value of money, risk and return, bond valuation, stock valuation, capital budgeting and the capital asset pricing model. Prerequisites: ECON 161 and BA 202 or permission of instructor.

FIN 343 Investments 3 credits

An exploration of investing in stocks, bonds and other financial instruments; securities exchanges; financial planning; technical and fundamental analysis and market indicators. Prerequisite: FIN 341.

FIN 442 Intermediate Financial Management 3 credits

A study of long-term financial decisions made by managers (e.g., capital structure, dividend policy, lease-or-buy, mergers, issuance of new securities). Prerequisite: FIN 341.

FIN 444 New Venture Finance 3 credits

This course provides a framework for analyzing the relationship between strategy and finance and methods used to value a high-growth company. New ventures are analyzed in terms of their technical, competitive, and business risks. Prerequisites: BA 325, ECON 160, ECON 161 and FIN 341.

FIN 446 Bank Management 3 credits

This course examines the mechanics of and issues associated with making loans, buying and selling securities, competing for deposits, assessing risks, building the capital base and the consequences of making bad loans, operating with excessive leverage and inadequate liquidity. It also addresses related activities involving securitization and the use of financial derivatives. Prerequisite: FIN 341.

FIN 448 Options, Futures and Derivatives 3 credits

An inquiry into the application of financial hedging tools such as options, futures, forward markets and credit derivatives as mitigating tools for managing financial and commodity risk. Prerequisite: FIN 341.

First Year Seminar

FYS 105, 107, 109 First Year Seminar I 1 credit

FYS 106, 108, 110 First Year Seminar II 1 credit

Through an introduction and exploration of a discipline-specific topic this course continues to help students engage the learning process at UIU and beyond. During this course students will practice different processes and behaviors that support learning while exploring the UIU collegiate environment. Students will practice meeting collegiate expectations and align collegiate expectations to those of society. It is an expectation that all first-time, full-time students or students transferring fewer than 30 hours of college credit take the FYS course series during their first year of enrollment.

The majority of the course outcomes are “common” First Year Seminar (FYS) goals. That is, all FYS sections will address, practice, and evaluate these same outcomes. However, each section of FYS will be unique in the content used to accomplish these outcomes. This structure provides first-year students with common student learning outcomes and experiences which bring students together, and the format also offers exploratory content that may serve as a guide for personal exploration of their own.

Geography

GEOG 100 Introduction to Physical Geography 3 credits

This course provides a framework for understanding the areal and spatial interrelationships and processes that operate in the physical environment in order to develop a better comprehension of the physical world around us. The content of the course will examine Earth-sun relationships, latitude, longitude, maps, plus the physical factors associated with meteorology, climate, and earth surface processes.

GEOG 200 World Regional Geography 3 credits

This course provides an introduction to the basic concepts and supporting facts about contemporary world geography. Emphasis is placed upon component countries' world roles, physical and cultural characteristics, relation to other world areas and associated problems. The course examines population, economic activity, landforms, climate, cultural conflict and other pertinent natural and human processes that underlie the areal and spatial differentiation of the world.

GEOG 299 Special Project 1-3 credits

GEOG 311 Cartography 3 credits

This course introduces students to both historic and contemporary theories and techniques of cartography. Mental maps, the map as a physical object, and the mapping process are examined. Students apply techniques and tools to construction and use of maps in spatial analysis including gathering, manipulation, and representation of geographic data with an emphasis on thematic mapping and maps as a communication medium. The course covers introductory GIS, GPS, projections, and datum. Mapping projects may involve the surrounding community. Prerequisites: GEOG 100 or GEOG 200 recommended.

GEOG 356 Introduction to Geographic Information Systems 3 credits

Geographic information systems (GIS) are an increasingly important analysis tool in many fields. In this hands-on course, students develop

spatial reasoning ability and sharpen their skills in analyzing spatial data. Topics covered include principles of storing, analyzing and displaying spatial data; procurement of spatial information, and data manipulation and display techniques. Students will learn practical applications of GIS and the use of common spatial analytical techniques. Prerequisite: CS 102, or consent of instructor.

GEOG 386 GIS Applications 3 credits

Students will apply spatial analytical techniques and modeling to geographical problem solving in business, urban planning, natural resource management, and other fields. Prerequisite: GEOG356, or consent of instructor.

GEOG 426 Principles of Remote Sensing 3 credits

An understanding of the principles of remote sensing requires knowledge of the electromagnetic spectrum, interactions of electromagnetic energy with the atmosphere and Earth's surface, and remote sensing sensors and platforms. Students will learn to accurately interpret aerial photographs and to procure and process satellite imagery for use in mapping and decision support. Applications of GIS and remote sensing will include global monitoring, agriculture, and oceanography. Prerequisite: GEOG356, or consent of instructor.

GEOG 456 Geographic Information Systems Automation and Customization 3 credits

Students will utilize scripting and other techniques to perform spatial analysis, automate tasks and develop custom extensions. These techniques and capabilities are an essential foundation for more powerful analyses, efficient data pre-processing, and developing user interfaces and tools to provide access to GIS functionality to non-expert users across an organization. Prerequisite: GEOG 356, or consent of instructor.

Graphic Design

GRAF 112 Introduction to Graphic Design 3 credits

This course is an introduction to the theories and principles of graphic design. Student learners will explore the role of visual elements and design practices in various cultural, historical and material contexts, and will learn to evaluate design critically. This course requires use of professional editing software that may need to be purchased by students or accessed via lab fee.

GRAF 218 Digital Photography and Editing 3 credits

Digital photography processes and techniques that include image capture with digital cameras, digital editing in Photoshop, and image presentation in web-based and color print formats. Fieldwork emphasizes capturing artistic subjects in natural light and natural settings. Lab work includes optimizing resolution and editing for content and aesthetics. Students are expected to supply their own HD digital cameras (other than cell phones). Students create and share individual portfolios of original work that meet professional standards. This course requires use of professional editing software that may need to be purchased by students or accessed via lab fee.

GRAF 235 Advertising Design 3 credits

Acquaints the beginning designer with the basic principles, terminology and methods used to solve graphic design problems and explores the integration of typography and visual elements to communicate ideas. Students learn to understand and evaluate information and learn the value of research in creating design solutions. Assignments are devised to emphasize and encourage conceptual thinking. Students create and share individual portfolios of original work that meet professional standards. This course requires use of professional editing software that may need to be purchased by students or accessed via lab fee.

GRAF 250 Special Topics 3 credits

Special Topics courses are studies of selected problems, periods or movements in the subject area not otherwise included in the curricu-

lum. They are typically chosen from a faculty member's particular expertise and field of scholarly inquiry, and offered to a student or group of students forming an interest in the particular subject matter. The 250 designation denotes a General Education level of instruction and may include an appropriate General Education task to be completed. The 450 designation denotes a senior level degree of sophistication expected in both learning and instruction. A single course may be offered at both levels simultaneously, in which case the syllabus will clearly differentiate the course expectations and assessment measures for students enrolled at each of the two levels.

GRAF 280 Web Publishing and Social Media 3 credits

This course is an introduction to the elements and principles of web design. Students will explore the role of visual elements and design practices using professional software and social media. Students create and share individual portfolios of original work that meet professional standards. This course requires use of professional editing software that may need to be purchased by students or accessed via lab fee.

GRAF 299 Special Project 1-3 credits

A Special Project allows the student to expand on work already completed in previous coursework. It is undertaken with the guidance of one or more faculty members and is intended to encourage the student into original investigation of a defined problem within the discipline. Examples include theses and themed portfolios or exhibitions.

GRAF 319 Digital Video and Editing 3 credits

Digital video processes and techniques that include HD video capture with digital cameras, digital editing, and presentation in web-based and HD formats. Fieldwork emphasizes capturing artistic subjects in natural light and natural settings. Lab work includes editing for content and aesthetics. Students must provide their own cameras with HD video capability (other than cellphones). Students create and share individual portfolios of original work that meet professional standards. This course requires use of professional editing software that may need to be purchased by students or accessed via lab fee.

GRAF 332 Digital Imaging 3 credits

This course emphasizes digital techniques used to create and manipulate bitmap photographs and graphics in an artistic context. Students create a portfolio of work that demonstrates competency in editing, color correction, managing digital formats, conceptual thinking, and refinement of design. Students create and share individual portfolios of original work that meet professional standards. This course requires use of professional editing software that may need to be purchased by students or accessed via lab fee. Prerequisite: At least one 100-level or 200-level art or graphic design course.

GRAF 334 History of Graphic Design 3 credits

Survey of graphic design history with emphasis on the processes of cultural production explored within specific historical contexts. Prerequisites: ART 100, ART 211, ART 212 or GRAF 112.

GRAF 335 Publication Design 3 credits

Students learn to use appropriate materials, tools and techniques needed to show effective idea development and presentation methods required at the various stages of design problem solving. Students develop style guides to completed comprehensive presentations of several multi-page projects. Students create and share individual portfolios of original work that meet professional standards. This course requires use of professional editing software that may need to be purchased by students or accessed via lab fee. Prerequisite: At least one 100-level or 200-level art or graphic design course.

GRAF 355 Typography 3 credits

Essential experience in the craft of typography and type specification. Students develop a full understanding of the terminology used by typographers and learn to work with type intelligently and creatively.

Research into the history of type design and exploration of the symbolism inherent in different typefaces and their relationship to other graphic elements. Students may not receive credit for both ART 251 and GRAF 355. Students create and share individual portfolios of original work that meet professional standards. This course requires use of professional editing software that may need to be purchased by students or accessed via lab fee.

GRAF 403 Internship 3 credits

Advanced students work in art, graphic design, or marketing-related employment in the major area of interest. Students must meet minimum academic requirements and complete the internship application form prior to registration. Prerequisites: Complete at least 60 hours toward degree with GPA above 2.0. Must complete at least 120 hours and complete internship experience within six months of start of employment. Incomplete grades will be considered when either the student has not yet worked the minimum hours or the workplace supervisor has not submitted the final evaluation. Incompletes cannot be awarded to students who claim to need more time to write their reports.

GRAF 432 Digital Illustration 3 credits

This course emphasizes digital techniques used to create vector illustrations and enhance visual representation of information graphics, maps, and logos in an artistic context. Students create a portfolio of work that demonstrates competency of the Bezier tool, color matching, digital formats, conceptual thinking, and refinement of design. Students create and share individual portfolios of original work that meet professional standards. This course requires use of professional editing software that may need to be purchased by students or accessed via lab fee. Prerequisite: At least one 100-level or 200-level art or graphic design course.

GRAF 442 Digital Animation 3 credits

This course emphasizes digital techniques used to create web-based animated illustrations and graphics in an artistic context. Students create a portfolio of work that demonstrates competency in drawing, storyboarding, managing layers and timelines, digital formats, conceptual thinking, and refinement of design. Students create and share individual portfolios of original work that meet professional standards. This course requires use of professional editing software that may need to be purchased by students or accessed via lab fee. Prerequisite: At least one 100-level or 200-level art or graphic design course.

GRAF 450 Special Topics 3 credits

Special Topics courses are studies of selected problems, periods or movements in the subject area not otherwise included in the curriculum. They are typically chosen from a faculty member's particular expertise and field of scholarly inquiry, and offered to a student or group of students forming an interest in the particular subject matter. The 250 designation denotes a General Education level of instruction and may include an appropriate General Education task to be completed. The 450 designation denotes a senior level degree of sophistication expected in both learning and instruction. A single course may be offered at both levels simultaneously, in which case the syllabus will clearly differentiate the course expectations and assessment measures for students enrolled at each of the two levels.

GRAF 480 Senior Portfolio/Graphic Design 3 credits

This course emphasizes advanced web design techniques used to create innovative design solutions and interactivity in an artistic context. Students demonstrate an understanding of historical design styles and philosophies while refining work in print and digital formats. Students create and share individual portfolios of original work that meet professional standards. GRAF 480 fulfills the capstone requirement for the Graphic Design major and minor. This course requires use of professional editing software that may need to be purchased by students or accessed via lab fee. Prerequisite: To prepare for GRAF 480, students must successfully complete all of the major/minor required

studio courses, with the exception of GRAF 480 and no more than one other, and retain design projects from their previous courses that can be repurposed for their Senior Portfolios.

GRAF 499 Special Project 1-3 credits

A Special Project allows the student to expand on work already completed in previous coursework. It is undertaken with the guidance of one or more faculty members and is intended to encourage the student into original investigation of a defined problem within the discipline. Examples include theses and themed portfolios or exhibitions.

Health Services Administration

HSA 205 Introduction to the American Health System 3 credits

A macro-level examination of the origin, structure and operation of the American health system and its subsystems and components. Topics include the hospital system, public health system, long-term care systems, financing system, health services delivery systems, healthcare providers and contemporary issues confronting the American Health System.

HSA 240 Interdisciplinary Service Learning 3 credits

This course will provide student experience in a collaborative service-learning framework. Students will be expected to exhibit the skills to work with an interdisciplinary team, communicate efficiently, comprehend cultural and social factors that influence patients, and work effectively with community service organizations. Prerequisite: HSA 205.

HSA 241 Healthcare Informatics 3 credits

This course provides an overview of health informatics and data analytics as it relates to managing health services organizations. Health informatics principles and policies will be covered including health data content, collection, quality, access, and retention. The challenges faced by health services administrators related to health informatics including strategic plan alignment, governance, planning initiatives, and assessing and achieving value will also be discussed. Prerequisites: CS 102 and HSA 205 or consent of instructor.

HSA 306 Long-Term Care Administration 3 credits

An examination of the origins, organization and operations of long-term care facilities such as assisted living homes, hospice and nursing homes. Topics include the continuum of long-term care, and the role and relationship of various long-term care facilities and programs to acute care and the American Health System. Prerequisite: HSA 205.

HSA 312 Community and Public Health 3 credits

An examination of the origin, structure and issues relating to the provision of community and public health services. Topics include an introduction to epidemiology, community needs assessment, social and cultural influences on utilization of community and public health services and the problems related to community and public health. Prerequisite: HSA 205.

HSA 330 Teaching Methodology 3 credits

This course provides an overview of methods of teaching for successful learning. A wide variety of teaching/learning styles and assessment strategies will guide dental hygienists to provide effective education in patient care and in dental hygiene educational settings. Prerequisite: HSA 240.

HSA 344 Population Health Management 3 credits

Examines population health management focusing on strategies to improve health and quality of care with an emphasis on cost control management. Prerequisite: MATH 220 or HSA 241 or consent of instructor.

HSA 360 Health Care Law and Ethics 3 credits

This course is designed to provide an introduction to legal and ethical issues related to the operations of health services organizations. Topics will include an examination of major ethical theories, ethics and compliance

laws, HIPAA, DNR orders, living wills, power of attorney, informed consent, and an overview of the legal system as it relates to health services delivery. Prerequisite: HSA 205.

HSA 362 Financial Management of Health Services Organizations 3 credits

An analysis of the financial management of health services organizations and issues related to the financial management of health services organizations, particularly acute care facilities such as hospitals. Topics include the economic analysis of public and private financing, health insurance, and other forms of health services payment. Prerequisites: ACCT 201 and BA 210.

HSA 440 Health Services Administration 3 credits

An analysis of the structure and operation of various types of health services organizations, including their internal departments, and management of the facilities with particular emphasis on acute care facilities. Prerequisite: BA 210.

HSA 460 Health Services Policy and Regulation 3 credits

An examination of the regulatory environment and health policy formation process at the federal, state and local levels. Topics include the historical process of key health legislation such as Medicare and Medicaid, cost controls, regulatory compliance and oversight, utilization review, prospective payment system, value based purchasing, and political factors related to formulation and implementation of health policy.

HSA 475 Teaching Methodology Practicum 3 credits

This course correlates with HSA 330 Teaching Methodology, which provides an overview of teaching techniques for successful learning. A wide variety of teaching/learning styles and assessment strategies will guide dental hygienists to provide effective education to various audiences in patient care and in dental hygiene educational settings. This course requires students to observe, perform, and apply teaching methodologies for useful education in variable settings; in didactic and/or clinical dental hygiene educational programs or approved alternate sites such as private practice, public health, and professional mentoring situations. Prerequisite: HSA 330.

HSA 490 Health Program Planning and Evaluation 3 credits

An examination of the major concepts, methodologies and issues related to the planning and evaluation of health services delivery programs. Topics include internal and external validity threat, experimental, quasi-experimental and non-experimental study designs, and analysis techniques. Prerequisite: HSA 362.

History

HIST 100 World History to 1500 3 credits

This course provides a broad overview of world history, beginning with the development of agriculture in Neolithic times and ending with the Protestant Reformation in the 16th century. Major topics include ancient civilizations of Mesopotamia, Egypt, Indus Valley and Yellow River Valley; classical Greece; Roman Empire; development of Hinduism, Judaism, Buddhism, Confucianism, Taoism, Christianity and Islam; China and Japan through the 16th century; feudal Europe; the Renaissance; African societies; and pre-Columbian America and Reformation. Meets the social science requirement.

HIST 101 World History Since 1500 3 credits

This course is a continuation of HIST 100 and provides a broad overview of world history, beginning with European expansion over the globe in the 16th century and extending through the present. Major themes examined are colonization, slavery, the Industrial Revolution, imperialism, worldwide conflicts, East vs. West, decolonization and the collapse of communism. Meets the social science requirement.

HIST 110 American History to 1877 3 credits

This course provides a broad overview of U.S. history, from the earliest colonial settlements through the end of the Reconstruction period following the Civil War. Major themes examined are colonial society and life, the struggle for independence, adoption of the Constitution, the early national period, sectionalism, the Civil War and Reconstruction. Meets the social science requirement.

HIST 111 American History Since 1877 3 credits

This course is a continuation of HIST 110 and provides a broad overview of U.S. history from the end of the Reconstruction period following the Civil War through the present. Major themes examined are industrialization, urbanization, protest and reform movements, emergence of the U.S. as a world power, the Great Depression, World War II, the Cold War, the turbulent 1960s, and domestic and foreign problems of the 1970s and 1980s.

HIST 214 World at War, 1914-1945 3 credits

This course examines the causes, military struggles, home fronts, and consequences of both World War I and World War II. Other topics covered include the Holocaust, the rise of Nazism in Germany, Fascism in Italy, communism in the Soviet Union and Japanese militarism.

HIST 220 History of Wisconsin 3 credits

This course surveys Wisconsin's past, and focuses on the social history of its diverse peoples. It begins with the era prior to European exploration, and ends in the 1990s. Learners will be introduced to the "Wisconsin Character" concept. Meets the social science requirement.

HIST 222 History of Iowa 3 credits

This course is designed to introduce students to the political, economic, and social forces that have shaped Iowa history from settlement to present. Meets the social science requirement.

HIST 240 Your Community as Part of U.S. History 3 credits

This course will examine historical events and the impact they have had on a specific community or regional area of the United States. Meets the social science requirement.

HIST 245 Global Women's Activism 3 credits

This course examines how women all over the world have countered their low status and power with activism that advances the cause of global feminism. The course takes a cross cultural perspective covering women from different ethnicities, religions, backgrounds, sexual preferences, races, etc. The course will discuss women's activism as both local and national concepts and how that activism translates into an emerging global feminism that both unites women on like issues and separates them on individual cultural issues. For the most part, this course will have a twentieth and twenty-first century focus.

HIST 250 Special Topics 3 credits

Special Topics courses are studies of selected problems, periods or movements in the subject area not otherwise included in the curriculum. They are typically chosen from a faculty member's particular expertise and field of scholarly inquiry, and offered to a student or group of students forming an interest in the particular subject matter. The 250 designation denotes a General Education level of instruction and may include an appropriate General Education task to be completed. The 450 designation denotes a senior level degree of sophistication expected in both learning and instruction. A single course may be offered at both levels simultaneously, in which case the syllabus will clearly differentiate the course expectations and assessment measures for students enrolled at each of the two levels. A Special Topics course must be approved by the School of Arts and Science Curriculum Committee before it is offered, and it must address one or more Major Outcomes within the discipline.

HIST 270 Historical Methods and Historiography 3 credits

This course is designed to introduce students to the craft of doing history. Instead of learning about what happened in the past, this course

teaches students how to research and write about historical events, including learning and understanding the various interpretations of history or historiography. Topics covered include using research tools, evaluating primary and secondary sources, proper documentation, good writing, objectivity, critical thinking, and historiography. Prerequisites: sophomore status, history majors and minors only or consent of instructor.

HIST 281 Western Economic History: 1600-Present 3 credits

Same as ECON 281.

HIST 299 Special Project 1-3 credits

A Special Project allows the student to expand on work already completed in previous coursework. It is undertaken with the guidance of one or more faculty members and is intended to encourage the student into original investigation of a defined problem within the discipline. Examples include theses and themed portfolios or exhibitions.

HIST 302 Modern East Asia 3 Credits

This course explores the political, economic, intellectual, social, and cultural history of China and Japan from the late 19th century through the present. Prerequisite: Junior status or special permission from instructor.

HIST 330 African American History 3 credits

This course examines the experiences of African Americans in the United States from the colonial era to the present. Topics to be covered include the Trans-Atlantic slave trade; the development of slavery; slave culture; black abolition and northern black life: the Civil War and the black war effort; emancipation and the freedmen's community; Reconstruction; disfranchisement and segregation; Booker T. Washington and W.E.B. DuBois; black institution building; the Second World War and the black war effort; black protest movements and the civil rights era; and an assessment of the current state of blacks in American life.

HIST 342 The Development of American Foreign Policy 3 credits

A survey of U.S. foreign relations from colonial time to the present, with emphasis on the constitutional, institutional and political factors shaping the formation and execution of American diplomacy. Prerequisite: PS 100. Same as PS 342.

HIST 343 U.S. Women's History 3 credits

This course provides a survey of the major themes and events in the history of women in the United States from colonial settlement to the present. Particular attention is given to how women's experiences in the family, the work place and the political arena have been shaped and molded by persistent cultural ideals and by class and race. Prerequisite: HIST 110.

HIST 355 Modern World History 3 credits

This course provides a specialized examination of world history in the Twentieth Century. Prerequisite: HIST 101.

HIST 367 Atlantic Revolutions 3 credits

This course examines the causes, consequences, and inter-relatedness of the American, French, Haitian, and Spanish-American Revolutions from roughly 1763 to 1840. Topics covered include rights, slavery, social justice, political philosophy, and colonialism. Prerequisite: HIST 101 or HIS 110.

HIST 371 New Nation, 1787-1848 3 credits

This course covers the era of the New Nation, 1787-1848. It has three sections: the first covers the Early National Era, including the creation of a new government at the Constitutional Convention, the rise of political parties, and the early challenges for America's first presidents; the second covers the era of the Market Revolution, including the second war with Britain and the beginning of the Industrial Revolution; the third covers the antebellum era, including the growth of slavery and social reform. The course will focus on the social,

political, cultural, and economic aspects of the time periods covered. Prerequisite: HIST 110.

HIST 372 Civil War and Reconstruction, 1848-1877 3 credits

This course covers the pivotal period of the Civil War and Reconstruction, approximately 1848 to 1877. This course will cover the military, political, economic, social, and cultural events that worked to define the history of America during this period. This course is divided into three parts: The Sectional Conflict, The Civil War, and Reconstruction. Prerequisite: HIST 110.

HIST 373 Industrialization and Reform, 1877-1914 3 credits

This course focuses on American History from 1877 to 1914, focusing on the Industrial Revolution and subsequent Progressive reform movements. Other themes include the rise of Jim Crow, Populism, imperialism, urbanization, immigration, westward expansion, and American socialism. Prerequisite: HIST 111.

HIST 374 Modern America, 1945-Present 3 credits

This course provides specialized study of the historical period examined in the second half of HIST 111. Topics include World War II, the Cold War, the Civil Rights movement, Vietnam, Watergate, stagflation, the 1980s and contemporary American life. Prerequisite: HIST 111.

HIST 450 Special Topics 3 credits

Special Topics courses are studies of selected problems, periods or movements in the subject area not otherwise included in the curriculum. They are typically chosen from a faculty member's particular expertise and field of scholarly inquiry, and offered to a student or group of students forming an interest in the particular subject matter. The 250 designation denotes a General Education level of instruction and may include an appropriate General Education task to be completed. The 450 designation denotes a senior level degree of sophistication expected in both learning and instruction. A single course may be offered at both levels simultaneously, in which case the syllabus will clearly differentiate the course expectations and assessment measures for students enrolled at each of the two levels. A Special Topics course must be approved by the School of Arts and Sciences Curriculum Committee before it is offered, and it must address one or more Major Outcomes within the discipline.

HIST 496 Senior Thesis 3 credits

This course is the capstone course for the History major. Students will research and write original essays on a topic of their choosing. Prerequisite: Senior standing; History majors only.

HIST 499 Special Project 1-3 credits

A Special Project allows the student to expand on work already completed in previous coursework. It is undertaken with the guidance of one or more faculty members and is intended to encourage the student into original investigation of a defined problem within the discipline. Examples include theses and themed portfolios or exhibitions.

Honors

HON 100 Honors Freshman Seminar 3 credits

This course will ask students to engage in their academic experience, and thus is focused on critical thinking, identity, and critical and cultural literacy. The purpose of the Honors Freshman Seminar is to encourage students to become considered, thoughtful, and purposeful members of a community of learners, while challenging them to consider how they receive, process, and analyze the information they are confronted with every day. This class asks students to examine their own critical thinking process, and nurture an awareness of their individual learning process as well as their place in the world.

HON 110 Honors Arts and Humanities 3 credits

This course examines selected topics and traditions within the Arts and Humanities. The specific content of the course will depend on which of the General Education tasks the course meets. The selected

subjects will vary from year to year depending on the themes of respective honors cohort.

HON 120 Honors Behavioral Science 3 credits

This course examines selected topics within the Behavioral Sciences. The course will meet the Behavioral Science General Education Task, but the specific content of the course will vary from year to year depending upon the faculty teaching the course.

HON 130 Honors Natural Science 3 credits

This course examines selected topics within the Natural Sciences. The course will meet the Natural Sciences General Education Task, but the specific content of the course will vary from year to year depending upon the faculty teaching the course.

HON 200 Honors Cultures 3 credits

This course requires students to recognize and evaluate issues from a variety of cultural contexts and propose creative and culturally relevant solutions to those issues. The course will meet the Cultures general education task, but the specific content of the course will vary from year to year depending upon the faculty teaching the course.

HON 220 Honors Sophomore Seminar 3 credits

This course prepares students to carry out interdisciplinary research. Topics include information literacy and an introduction to research methods in multiple disciplines. The course culminates in the creation of a proposal for research. Prerequisites: Sophomore status and Honors standing.

HON 399 Honors Research 1 credit

This semester-long course is for junior and senior honors students to work on the individual interdisciplinary projects each will present as part of the Honors Senior Symposium (HON 499). This course is taken on a pass/fail basis only and may be repeated for up to three total credits. Prerequisite: HON 220.

HON 499 Honors Senior Symposium 1 credit

This semester-long course is the capstone course for the Honors Program, culminating in a public presentation of a student's Senior Honors Project. This course is taken on a pass/fail basis only. Prerequisite: HON 399.

Information Systems

IS 310 Systems Analysis and Design 3 credits

This course discusses how computer-based technologies and tools can most effectively contribute to business processes and methods. The course covers a systematic methodology for analyzing a business problem or opportunity, determining what role computer-based technologies can play in addressing the business need and articulating business requirements for the technology solution via in-house development, development from third-party providers, or purchased commercial-off-the-shelf (COTS) packages. Prerequisite: BA 222 and CS 130 or consent of instructor.

IS 320 Enterprise Architecture 3 credits

This course explores the design, selection, implementation and management of enterprise IT solutions. The focus is on applications and infrastructure and their fit with the business model including frameworks and strategies for infrastructure management, system administration, data/information architecture, content management, distributed computing, middleware, legacy system integration, system consolidation, software selection, total cost of ownership calculation, IT investment analysis, and emerging technologies. Prerequisite: BA 222, CS 332 (corequisite) and IS 310.

IS 348 Business Process Management 3 credits

This course is an introduction to key concepts and approaches to business process management and improvement. The course covers how to identify, document, model, assess, manage and improve core business processes using information technology. The course also covers

the technology challenges and approaches to organizational change, domestic and offshore outsourcing, and interorganizational processes. Prerequisites: BAA 222 and IS 320.

IS 360 IT Security and Risk Management 3 credits

This course is an introduction to the fundamental principles and topics of Information Technology Security and Risk Management at the organizational level. The course covers critical security principles that enable IS professionals to plan, develop, and perform security tasks. The course also covers hardware, software, processes, communications, applications, and policies and procedures with respect to organizational IT Security and Risk Management. Prerequisite: IS 320.

IS 370 IT Audit and Controls 3 credits

This course is an introduction to the fundamental concepts of the information technology audit and control function. The course covers information controls, the types of controls and their impact on the organization, and how to manage and audit them. The course also covers the concepts and techniques used in information technology audits, the process of creating a control structure with goals and objectives, audit an information technology infrastructure against it, and establish a systematic remediation procedure for any inadequacies. Prerequisite: IS 320.

IS 410 IS Strategy, Management, and Acquisition 3 credits

This course explores the issues and approaches in managing the information systems in organizations and how the IS integrates, supports, and enables various types of organizational capabilities. The course uses a senior management perspective in exploring the acquisition, development and implementation of plans and policies to achieve efficient and effective information systems. The course also addresses issues relating to defining the high-level IS infrastructure and the systems that support the operational, administrative and strategic needs of the organization. Prerequisite: BA 222 and IS 320.

IS 420 Enterprise Systems and Integration 3 credits

This course explores the theoretic and practical issues related to the application of enterprise systems within organizations. The course covers how enterprise systems integrate information and organizational processes across functional areas with a unified system comprised of a single database and shared reporting tools. An integrated project, which requires the application of conceptual as well as technical (software) skills of students, will be required. Prerequisite: IS 320.

IS 436 ITIL System Administration I 3 credits

This course is part I of an introduction to the theory and concepts of information technology systems management based upon the standard best practices known as ITIL or the Information Technology Infrastructure Library. This course will describe the progression of ITIL through version 3 and cover topics from the service strategy, design, and transition to core volumes. Fundamental concepts, such as the process model based view of controlling and managing operations and BPMN business process modeling notation will also be covered. Prerequisite: BA 222 and IS 320.

IS 437 ITIL System Administration II 3 credits

This course is part II of an introduction to the theory and concepts of information technology systems management based upon the standard best practices known as ITIL or the Information Technology Infrastructure Library. This course will describe topics from the ITIL service transition, operation, and continual service improvement core volumes. Advanced concepts, such as contrasting ITIL to other service management frameworks and Six Sigma will also be covered. Prerequisite: IS 436 or consent of instructor.

IS 480 IS Senior Capstone 1 credit

In this course the student develops a project plan for a significant software system employing knowledge gained from courses throughout the program to be implemented in Capstone II. The course demonstrates the ability for the student to develop a project plan which includes the development of requirements, design of the product, implementation

schedule, and quality assurance. Students may follow any suitable process model, must pay attention to quality issues, and must manage the project themselves, following all appropriate project management techniques. Success of the project is determined in large part by whether the student has adequately solved the customer's problem. Prerequisite: CS 400 and IS 320.

IS 481 IS Senior Capstone II 2 credits

In this course the student implements the outcomes of the project plan outlined in Capstone I by employing knowledge gained from courses throughout the program. The course demonstrates the ability for the student to implement the details of the plan which includes the requirements, design of the product, implementation schedule, and quality assurance. Students may follow any suitable process model, must pay attention to quality issues, and must manage the project themselves following all appropriate project management techniques. Success of the project is determined in large part by whether students have adequately solved their customer's problem. Prerequisites: CS 400, IS 320 and IS 480.

IS 499 Special Project 1-3 credits

This course is for research projects in the Information Systems field.

Information Technology

IT 311 Networking 4 credits

The course introduces the student to machine to machine communication architectures for the modern computer systems. The student will be able to select, design, deploy, integrate, and administer network and communication infrastructures in an organization. In this course the student will develop a deep understanding of how networks work and how to work with them. Topics include LANs, WANs, service providers, packets, hubs, routers, switches, internet protocols, network administration and security. The course also covers the mathematical relationship of networking with trees, graphs, signal and network analysis. Prerequisites: CS 140, CS 213, and MATH 115.

IT 320 Web Systems and System Integration 4 credits

This course is an introduction to web technologies and systems integration. The course covers basic web design, configuration, management and security. The course also covers various P2M, M2P, and P2P, M2M communication standards and protocols and various frameworks and architectures used in web systems and system integration. Topics included are hypertext, self-descriptive text, web page design and development, web navigation systems, digital media, web services and vulnerabilities of web systems. Prerequisite: CS 140, CS 213 and CS 332.

IT 348 Advanced Networks 3 credits

This course covers the basic knowledge needed to design current and future networks capable of providing ubiquitous high-quality support in heterogeneous environments. This course also provides an in-depth view of networking issues and solutions which strengthens the student's understanding of fundamental concepts of network communication. Topics include the requirements and design of networks, congestion control, routing, scheduling, and overlay and wireless architectures. Prerequisite: IT 311.

IT 360 Computer Forensics and Incident Response 3 credits

This course is an introduction to the steps and techniques required for effective response to cybersecurity incidents. The course covers how to detect an incident, the actions that must be taken to mitigate harmful effects of the incident, how to identify of the vulnerabilities that led to incident, and the actions required to prevent similar occurrences in the future. The course also covers the strategies for developing appropriate security policies and procedures, as well as techniques for preserving evidence. Prerequisite: CS 206, CS 213 and IT 311.

IT 370 Network Management 3 credits

This course is an introduction to the application of networking concepts related to the management of computer networks. The course

covers the general challenges faced in the management of modern data and telecommunications networks with an emphasis on data network management. The OSI and TMN compliant Network Management Package is used as a real-world reference. Real-world examples are utilized to illustrate lecture topics and a case study/team project is researched and presented. Prerequisite: IT 311.

IT 390 *Programing for the WWW* 3 credits

This is an advanced web programing course focusing on multi-tiered design on Internet applications, transactions, creating components, and Web services using the .NET framework. Client-side and server-side facilities are covered. Prerequisite: IT 320 or consent of instructor.

IT 391 *e-Commerce Technology* 3 credits

This course covers emerging online technologies and trends and their influence on the electronic commerce marketplace. While the focus of this course is electronic commerce information technology, e-commerce web site planning, online store implementation, installation, administration, and security, students will be introduced to search engine prioritization concepts, web site statistics collection and analysis, online auctions, and various legal and ethical issues.

IT 410 *Information and System Security* 3 credits

This course is an introduction to Information Assurance and Security (IAS). The course covers the knowledge required for information assurance and security and how to apply this knowledge to manage the threats against computing, communication, and organizational systems. The course also covers the frameworks to be security aware, operational issues, policies and procedures, attacks and defense mechanisms, risk analysis, and incident recovery. Prerequisite: CS 206, CS 213 and IT 311.

IT 420 *System Security and Risks* 3 credits

This course is an introduction to the knowledge and implementation of attacks on systems for system security and testing purposes. The course goes into the hacker classification, the culture of hacking and cracking, social and technical attacks, and the defenses employed to counter these threats. Prerequisite: CS 206, CS 213 and IT 311.

IT 499 *Special Project* 1-3 credits

This course is for research projects in the Information Technology field.

Interdisciplinary

ID 200 *Short-Term International Travel* 3 credits

This course provides the opportunity for students to experience first-hand cultures outside the Anglo-American tradition. After initial preparation in the classroom, the class will then travel to the destination(s) being studied for a period between 7 and 21 days. Upon return, students will write a paper reflecting on the experiences and learning. The specific destination(s) and areas of academic focus will be determined by the instructor. Students will be responsible for paying all travel costs according to the payment schedule put in place by the instructor. This course is offered on a pass/fail basis only.

ID 301 *Critical Thinking* 3 credits

This course helps the student develop and strengthen the ability to reason soundly and critically. It addresses the purpose and process of critical thinking, language and critical thinking, patterns of argument, and modes of reasoning. Prerequisites: ENG 102 or 202. May not be used to satisfy a humanities general education requirement.

Liberal Arts

LA 298 *Associate of Arts Capstone* 1 credit

The Associate of Arts Capstone will be taken by students seeking the Associate of Arts with a Liberal Arts Emphasis degree in their final

term of coursework. Candidates for the degree will submit a portfolio and a reflection essay that addresses how their work fulfills the program's student learning outcomes. Prerequisite: At least 45 credits toward the completion of the Associate of Arts Liberal Art Emphasis degree.

LA 498 *Liberal Arts Capstone* 1 credit

This capstone will be taken by liberal arts majors in their senior year. Candidates will submit a portfolio and a reflection essay that addresses how their work participates in the discourse of the liberal arts.

Marketing

MKT 208 *Marketing Principles* 3 credits

This course surveys the role of marketing and its place in society, in profit and not-for-profit organizations. Emphasis is placed on consumer orientation, the marketing concept, product, price, distribution and promotion. The course provides a basis of understanding for advanced marketing courses.

MKT 315 *Sales Management* 3 credits

This course provides an introduction to the recruitment, training, motivation and management of a sales force. Included is an introduction to basic personal selling techniques. Emphasis is placed on sales as an integral element of the promotional mix. Prerequisites: MKT 208 and BA 210 or permission of instructor.

MKT 337 *Personal Selling* 3 credits

Examines the role of personal selling in the consumer and industrial marketplace. Describes selling processes and customer relations. Includes role playing and time management exercises, instruction in proper dress and field experience in sales. Prerequisites: MKT 208 and Junior standing or permission of instructor.

MKT 358 *Consumer Behavior* 3 credits

This course provides a survey of research findings on consumer behavior drawn from marketing, economics, sociology, psychology, and anthropology. Emphasis is placed on applications of research to consumer satisfaction and on developing an understanding of the consumer decision-making process. Prerequisite for Marketing majors: MKT 208 or permission of instructor. Recommended for all majors: MKT 208 and PSY 190 or SOC 110 or permission of instructor.

MKT 363 *Advertising and Integrated Marketing Communications* 3 credits

This course examines integrated marketing communication and its role in marketing. Included is a survey of the history of advertising, the media and communication models, and an introduction to the creative side of advertising. Emphasis is placed on the formulation of objectives for integrated marketing communication programs. Prerequisite: MKT 208 suggested, but not required for non-marketing majors.

MKT 403 *Internship* 3 credits

Advanced students work in business-related employment in the major area of interest. An internship is designed to assist students in taking maximum advantage of the educational potential and personal development opportunities found in an internship experience during the undergraduate business program. The internship provides a framework for students to be introspective about their personal growth objectives, understand their strengths and weaknesses in an organizational context, improve their professional maturity, develop their ability to assess and articulate their value to potential employers, evaluate their choice with respect to industry, company and role, as well as further clarify their career passion and prospective about their future career direction. The company, industry analysis and interview sections of the course also provide an opportunity to apply the knowledge gained from courses already completed.

MKT 414 New Product Development 3 credits
 This course will take learners through each phase of new product development-Problem/Opportunity Analysis, Ideation/Concept Generation, Concept Evaluation, Market Testing and Market Launch. Prerequisite: MKT 208.

MKT 424 Global Marketing 3 credits
 This course builds on topics from Marketing Principles, as applied to global situations. Emphasis is on the development of an appropriate marketing mix for international target markets. The importance of consumer orientation is stressed; international marketing research, consumer behavior and cultural sensitivity are examined. Prerequisites: MKT 358 and completion of all business core requirements.

MKT 451 Marketing Research 3 credits
 This course is an examination of the information link between organizations and the consumers they seek to serve. Emphasis is placed on developing an understanding of the nature of marketing problems, types of research available, sampling techniques, applied statistics and questionnaire formulation. The steps of the research process are explored in depth. Prerequisites: Completion of all other marketing/business core requirements.

MKT 459 Contemporary Topics in Marketing 3 credits
 This course description may change each session it is offered to cover the most contemporary marketing issues.

MKT 479 Branding 3 credits
 This course builds on topics from Marketing Principles and introduces students to one of the most powerful fields of study in marketing today, Branding. Emphasis is on the development of an appropriate brand strategy for current and potential target markets. Students will evaluate potential Branding opportunities addressing customer wants and needs, and they will study the processes from building a brand strategy to design, implementation, and delivering socially responsible messaging. Prerequisites: MKT 208.

MKT 489 Social Media Marketing 3 credits
 This course engages students in one of the fastest growing fields in marketing today, Social Media Marketing. This course will involve elements of customer engagement and interaction in a digital environment that includes mobile media, the internet, web-based marketing, and Artificial Intelligence enhanced marketing that leverages the customer engagement process. Prerequisite: MKT 208

MKT 499 Special Project 3 credits
 This course is designed to provide an opportunity to complete a special project related to marketing that is beyond the scope of courses offered. Proposals must include an overview or abstract of the study, indicate the anticipated learning outcomes of the project, the timeline of the study, and the deliverables (paper, presentation, project, etc.) upon which the study will be evaluated.

Mathematics

MATH 090 Foundations of Mathematics 3 credits
 This course emphasizes study skills for algebra and calculator use while covering the following topics: basic algebra including real numbers, variable expressions, solving equations and equation applications. This course is designed for students who have not had a mathematics course for several years or who have never had an algebra course. This course is the first in a series of two courses that will prepare the student for the general education requirement in mathematics. This course may not be taken for credit after successfully completing a higher level math course. Note: credit from courses below the 100-level does not count toward the minimum 120 hours required for graduation.

MATH 095 Beginning Algebra 3 credits
 This course covers topics needed to successfully complete the College Mathematics course. Topics include: polynomials and exponents, factoring and solutions of quadratic equations, rational expressions and equations and linear equations. This course will prepare students for the general education requirement in mathematics. This course may not be taken for credit after successfully completing a higher level math course. Note: credit from courses below the 100-level does not count toward the minimum 120 hours required for graduation. Prerequisite for Fayette campus only: Pass MATH 090 or ACT math score ≥ 15 or an alternative placement mechanism as approved by the math department or instructor approval.

MATH 100 Critical Reasoning and Quantitative Problem Solving 1 credit
 This course discusses a variety of mathematical techniques to improve the ability to critically reason and solve quantitative problems in realistic contexts. Topics Include; logical analysis, sets, unit analysis, money management.

MATH 105 College Mathematics with Applications 3 credits
 This course is a survey of mathematical applications of functions. Topics that will be covered include: fundamental concepts of algebra, algebraic equations and inequalities; functions and graphs; zeros of polynomial functions; exponential and logarithmic functions; systems of equations and inequalities. The mathematics of personal finance will also be studied. Prerequisite: Pass MATH 095 or ACT math score ≥ 19 or an alternative placement mechanism as approved by the math department or instructor approval.

MATH 107 College Algebra 3 credits
 This course is a study of functions, with specific focus on polynomial, rational, radical, exponential, logarithmic, and piecewise-defined functions. Representing functions, graphing functions, combining functions, and modeling with functions will be discussed. Prerequisite: Pass MATH 095 or ACT math score $>$ or equal to 21 or an alternative placement mechanism as approved by the math department or instructor approval.

MATH 109 Quantitative Methods 3 credits
 This course examines quantitative methods for treating problems arising in biological, management, and social sciences. Topics include a brief review of sets, algebra, graphs, and functions systems of linear equations and matrices; linear programming; probability, derivatives and integrals. Prerequisite: MATH 105 or approved course in Finite Mathematics or College Algebra.

MATH 115 Trigonometry and Analytic Geometry 3 credits
 This course is a study of trigonometry and analytic geometry. Topics include trigonometry, polar coordinates, vectors, conic sections, and parametric equations. Prerequisite: Pass MATH 107 or ACT math score $>$ or equal to 26 or an alternative placement mechanism as approved by the math department or instructor approval.

MATH 120 Calculus I 3 credits
 This is the first of four courses combining plane and solid analytic geometry and calculus. This course focuses on differentiation of all elementary and trigonometric functions, including parametric and polar functions. Prerequisite: MATH 115 or permission of the instructor.

MATH 200 Calculus II 3 credits
 This is a course in the calculus sequence. This course covers single variable integration techniques, and the application of single variable differential and integral calculus to curves in 2D and 3D. Prerequisite: MATH 120.

MATH 206 Rational Problem Solving with Real Systems 3 credits
 Students will learn how to find the optimal solution to problems involving realistic systems like those found in organizations or computer networks. Students will learn to find the optimal solution

of a problem via appropriate use of either rational decision making or mathematical modeling and optimization. Topics include introductions to reasoning and logic, cost benefit analysis, mathematical modeling, graph theory, algorithms, linear programming, network analysis, queuing theory, and simulation modeling. Prerequisites: MATH 115 (at least a "C-") and MATH 220 (at least a "C-") and CS 205 (at least a "C-") or instructor approval.

MATH 210 Calculus Series and Analysis 3 credits

This is a course in the calculus sequence. It covers sequences and series as well as going in depth into limits and analysis including basic proofs of calculus concepts. Prerequisite: MATH 200.

MATH 215 Multivariable Calculus 3 credits

This is a course in the calculus sequence. This course covers multiple variable function and vector field differential and integral calculus. Prerequisite: MATH 200.

MATH 220 Elementary Statistics 3 credits

An introduction to the simpler problems of statistical inference; descriptive statistics, probability distributions, estimation of parameters and level of significance, regression and correlation. This course may not be completed for additional credit by students who have completed MATH 226. Prerequisite: Pass (MATH 105 or above) or ((pass MATH 095 or ACT math score ≥ 19) and pass MATH 100) or ACT math score ≥ 24 or an alternative placement as approved by the math department or instructor approval.

MATH 250 Special Topics 3 credits

MATH 299 Special Project 1-3 credits

MATH 300 Differential Equations 3 credits

An introduction to ordinary differential equations with elementary applications. Prerequisite: MATH 215 or instructor approval.

MATH 301 Linear Algebra 3 credits

This course develops the algebra and geometry of finite-dimensional linear vector spaces and their linear transformations. Also studied are the algebra of matrices and the theory of eigenvalues and eigenvectors. Prerequisite: MATH 210.

MATH 302 Mathematical Statistics I 3 credits

This course examines simple probability models, random variables, discrete and continuous distributions, sampling, elementary hypothesis testing and the power of a test, as well as application of probability to statistical methods. Prerequisite: MATH 215 or instructor approval.

MATH 303 Mathematical Statistics II 3 credits

This course is the second part of a sequence course. It introduces students to various statistical inference topics: point estimation, interval estimation, and nonparametric tests. In addition, it also examines decision theory, regression analysis, correlation, design and analysis of experiments and time series/forecasting. Prerequisites: MATH 301, MATH 302 .

MATH 305 Discrete Mathematics 3 credits

This course is an introduction to combinatorics, graph theory, and number theory and their applications. Prerequisite: MATH 310.

MATH 310 Introduction to Advanced Mathematics 3 credits

This course provides a concentrated study of logic, sets, and proofs. Students will also learn more about mathematics as a field of study and the history of mathematics. Prerequisite: MATH 200.

MATH 333 Concepts of Geometry 3 credits

A study of non-Euclidean geometry and Euclidean geometry motivated by Euclid's Parallel Postulate. The course features a historical as well as mathematically rigorous approach to geometry. Topics include Euclid's Parallel Postulate, Hilbert's Axioms, Neutral Geometry, Non-Euclidean Geometry and Hyperbolic Geometry. Prerequisite: MATH 200.

MATH 340 Introduction to Real Analysis 3 credits

An introduction to the rigorous treatment of completeness of the real numbers, convergence of sequences, limits and continuity of functions, and differentiation and integration. Prerequisite: MATH 210 or permission of the instructor.

MATH 342 Numerical Analysis 3 credits

This is a computer-oriented course, introducing students to numerical methods of solutions to mathematical problems and the programming of these methods. Some knowledge of programming is required, along with calculus and elementary matrix theory. Prerequisite: MATH 215 or instructor approval.

MATH 382 Actuarial Science P Exam Preparation 1 credit

This course aims at helping students prepare for the Society of Actuaries P Exam on probability. The application of problems encountered in actuarial science is emphasized. To this end, students will spend their time working on past problems from actual P Exams. Students will be expected to bring their questions to class, and class time will be spent working through them. In order to succeed, students need to be able to analyze a problem and quickly choose an approach to its solution. Prerequisites: MATH 302, MATH 303, ECON 160, ACCT 201 .

MATH 391 Financial Mathematics I 3 credits

This course develops the student's understanding of the fundamental concepts of financial mathematics and how those concepts are applied in calculating present and accumulated values for various streams of cash flows as a basis for future use in reserving, valuation, pricing, asset/liability management, investment income, capital budgeting, and valuing contingent cash flows. Prerequisites: MATH 215, MATH 220, ECON 160, ECON 161, ACCT 202, FIN 341, FIN 343.

MATH 392 Financial Mathematics II and FM Exam Preparation 3 credits

This course is the second part of a sequence course. It develops the student's understanding of the fundamental concepts of financial mathematics and how those concepts are applied in calculating present and accumulated values for various streams of cash flows as a basis for future use in reserving, valuation, pricing, asset/liability management, investment income, capital budgeting, and valuing contingent cash flows. In addition, we also will work on some of the past Financial Mathematics Actuarial Science Exam (FM) problems to help students to prepare for the FM exam. Prerequisites: MATH 215, MATH 391, FIN 310

MATH 402 Introduction to Modern Algebra 3 credits

An introduction to the study of algebraic systems, including groups, rings and fields, homomorphisms and isomorphisms. Prerequisites: MATH 210 and consent of the instructor.

MATH 403 Internship 3 credits

MATH 450 Special Topics 1-3 credits

MATH 451 Seminar 1 credit

Students conduct an in-depth study of a mathematical topic of interest to them which has been approved by the mathematics faculty. An oral and written presentation will be made of their findings. This is a capstone course and is required of all mathematics majors. Prerequisite: Senior status.

MATH 499 Special Project 1-3 credits

Music

MUS 100 Introduction to Music 3 credits

A study of the elements that comprise all music and a survey of the world's greatest composers and their music, from the age of Bach and Handel to the present. Meets the humanities requirement.

MUS 121/122 Concert Choir **1 credit**
 Must be taken in combination with the following session to receive one semester hour. May be repeated each semester for credit.

MUS 200 American Jazz Styles **3 credits**
 A study of jazz styles from the beginning of jazz to the present. Emphasis is on the differences as well as the similarities between the various styles. Topics covered include the music and the performers, composers and other personalities in the world of this uniquely American art form. Meets the humanities requirement.

MUS 202 American Popular Music **3 credits**
 An overview of popular music throughout the history of this country, with emphasis on Stephen Foster, Tin Pan Alley, jazz, rock and other recent styles; also the composers, lyricists, performers and other persons whose work and creativity have contributed to the vast body of popular music. Meets the humanities requirement.

Nursing

NUR 170 Medical Terminology **3 credits**
 This course is designed to develop medical terminology language skills. Learners will demonstrate knowledge of word construction, definitions and use of terms related to all areas of health science. The course includes a basic understanding of anatomy of the human body, functions of health and disease, and the use of language in health careers. The use of medical dictionaries, Internet sites, and other modern technologies will be introduced.

NUR 301 Logic and Reasoning in Nursing **3 credits**
 Students are introduced to the processes of inductive and deductive reasoning while gaining the skills to interpret and/or evaluate arguments, perspectives and/or beliefs. These skills are applied while dissecting the components of an argument. Students practice the art of reflection using what is learned to develop strategies, materials, and interventions to be applied in the professional setting. Prerequisite: ENG 102

NUR 305 Professional Communication for Nurses **3 credits**
 This course focuses on concepts related to professional communication in the delivery of health care, both individual and collaborative. Students will explore verbal, written, and electronic communications as applied to the nursing profession and interprofessional teams, including legal and ethical considerations. The impact and integration of information technology in health care will be explored. Health literacy and effective teaching/learning strategies across the life span will be included. Prerequisite: Admission to the nursing program.

NUR 315 Professional Nursing Practice **3 credits**
 The course focuses on the identification, exploration, and analysis of concepts that influence professional nursing practice. Historical, social, political, professional, legal, and ethical factors will be examined. Traditional and emerging roles of the nurse will be analyzed to identify the present and future state of professional practice in the rapidly expanding field of nursing. Prerequisite: Admission to the nursing program.

NUR 325 Integrated Concepts of Nursing Care I **4 credits**
 Concepts related to health assessment, understanding of pathophysiology and effective nursing management of health care are presented. The interrelationships among concepts are explored as well as strategies to promote optimal restoration of health while providing safe, client centered, and quality driven health care. This is the first of a two-course sequence that must be completed to fully meet the competencies related to all body systems. Prerequisites: Admission to the nursing program and NUR 305.

NUR 331 Complementary and Alternative Health Care **1 credit**
 This course examines a diverse group of health care beliefs and practices used instead of, or in concert with, western health care beliefs and practices. Students are expected to critically examine the belief

systems, practices, and health outcomes for complementary, alternative, and western paradigms of health.

NUR 335 Integrated Concepts of Nursing Care II **4 credits**
 Concepts related to health assessment, understanding of pathophysiology and effective nursing management of health care are presented. The interrelationships among concepts are explored as well as strategies to promote optimal restoration of health while providing safe, client centered, and quality driven health care. This is the second of a two-course sequence that must be completed to fully meet the competencies related to all body systems. Prerequisites: Admission to the nursing program and NUR 325.

NUR 340 Community Health Nursing **4 credits**
 This course focuses on care of the community as client. Emphasis is on the role of the nurse in addressing the preventative health needs of populations at risk and other community groups at risk and other community groups in various community practice settings. Current public health problems, trends in health care delivery and community resources are examined. Students analyze the sociocultural, political, economic, ethical and environmental factors that influence community and global health. Students will implement a clinical project to meet the needs of an identified population. Prerequisite: NUR 335.

NUR 352 Exploring Transcultural Nursing **4 credits**
 This course prepares students to develop culturally sensitive perspectives on healing modalities of different cultures and their application to current nursing practice. An international or local practicum experience with the intent to create a deeper understanding and appreciation of the art and science of being a healer will be incorporated in the course. Jean Watson's 10 Carative Processes and Madeline Leininger's Transcultural Nursing form the theoretical framework guiding the exploration and integration of transcultural healing traditions. Prerequisite: Admission to the nursing program or permission of the nursing chair.

NUR 400 Evidence Based Practice in Nursing **3 credits**
 This course introduces the student to the research process and focuses on the translation of current evidence into practice. Emphasis is on critical analysis of published research studies to facilitate implementation of evidence-based decisions in nursing practice. Prerequisites: Admission to the nursing program and MATH 220 or its equivalent.

NUR 420 Nursing Leadership and Management **3 credits**
 In this course the student examines theory and concepts needed for successful leadership and management roles in the rapidly changing health care environment. Concepts of quality and safety are explored along with teamwork and effective communication for nurse leaders. Prerequisites: Admission to the nursing program and NUR 400.

NUR 430 History of Nursing **2 credits**
 Focus is on the history of nursing, nursing education, and health care from primitive times to current day. Course content includes study of historical periods and figures such as Florence Nightingale, Lavinia Doci, and Lillian Wald. Emphasis is on the relationship between nursing and society and the impact on modern nursing. Prerequisite: Admission to the university.

NUR 432 Honoring Self-Care: Balancing Mind, Body, and Spirit **2 credits**
 In this course students will explore the meaning of self-care, and its application to professional nursing. Multiple modalities will be introduced to expand the knowledge, understanding, and need for self-care. Students will also develop a personal self-care plan, implement the plan into their personal and professional lives, and evaluate the outcome. Prerequisite: Admission to the nursing program.

NUR 434 Introduction to Global Health **2 credits**
 This course introduces the student to global health concepts and the network of organizations working to advance health care internationally. Emphasis will be placed on the global burden of disease

and determinates of health students will be introduced to programs, systems, and policies affecting global health. Prerequisite: Admission to the nursing program.

NUR 436 *Understanding Nursing Theory* 3 credits

This course will introduce students to nursing theorists and the foundations of their theories. Emphasis will be made on the types of theories and how these theories affect nursing practice and patient centered care. Students will begin to understand the essentials of nursing theory and the theorists behind their development. Prerequisite: Admission to the nursing program.

NUR 438 *Our Image: The Image of Nursing* 2 credits

This image of the nurse in American culture has been varied, complex, and provocative. This course will introduce students to textual images of nurses in fiction, film, television, and visual arts within the contexts of American and nursing history. Prerequisite: Admission to the nursing program.

NUR 440 *Service Learning* 1-3 credits

The primary function of this course is to serve as a structured service learning opportunity that fosters academic growth, citizenship, leadership, and civic responsibility. All requirements will be related to conducting specific services related to nursing and the community. May only be taken once. Prerequisite: Admission to the nursing program.

NUR 442 *Understanding Healthcare Policy* 2 credits

This course focuses on the healthcare policy process and the impact on nursing practice, healthcare delivery, and healthcare quality. Social, political, economical, historical, legal, ethical, and professional influences will be explored. Prerequisite: Admission to the nursing program.

NUR 446 *Principles of Fiscal Resource Management* 3 credits

This course will explore basic principles of fiscal resource management within healthcare organizations. Emphasis will be placed on the role of nurse leaders and managers in a variety of settings. Influencing factors such as healthcare reform, quality initiatives and reimbursement policies on patient care delivery and budgetary decisions will be explored. Basic fiscal resource management principles will be applied through interactive case studies. Prerequisite: Admission to the nursing program.

NUR 450 *Nursing Concepts Capstone I* 2 credits

In this course students apply the concepts and skills acquired in the RN-BSN program to demonstrate growth as a competent, caring, professional nurse. Students research and design a capstone project intended to demonstrate scholarly inquiry, nursing excellence, leadership, and communication skills that integrate the general education learning outcomes with the learning outcomes in the major. Demonstration of baccalaureate level achievement is required. Prerequisites: senior status, 27 credits of the BSN curriculum, and 15 or fewer credits remaining to be completed through Upper Iowa University.

NUR 455 *Nursing Concepts Capstone II* 2 credits

In this course students apply the concepts and skills acquired in the RN-BSN program to demonstrate growth as a competent, caring, professional nurse. Students implement and evaluate a capstone project intended to demonstrate scholarly inquiry, nursing excellence, leadership, and communication skills that integrate the general education learning outcomes with the learning outcomes in the major. Demonstration of baccalaureate level achievement is required. This course includes the portfolio which serves as the summative evaluation and direct evidence of student achievement of individual program outcomes. Prerequisite: NUR 450.

Philosophy

PHIL 150 *Introduction to Philosophy* 3 credits

A survey of the significant theories and theorists that have shaped the way human beings perceive their relationship to, and place in, the

universe large. This course examines the classic questions of human existence: who are we, where did we come from and what is our destiny. Competing philosophical viewpoints will be represented. Ultimately, students will be encouraged to develop or explain critically their own positions regarding these fundamental problems. Meets the humanities requirement.

PHIL 202 *Contemporary Ethics* 3 credits

This course covers some of the main threats to doctrines and ideas of moral philosophy, including nihilism, relativism, egoism, utilitarianism, the categorical imperative, virtue, and the social contract. Rather than keeping these as pure theoretical constructs, these ideas will be applied to real life, practical situations, such as those involving ethics in the workplace, and important current debates. Meets the humanities requirement.

PHIL 250 *Special Topic* 3 credits

Special Topic courses are studies of selected problems, periods or movements in the subject area not otherwise included in the curriculum. They are typically chosen from a faculty member's particular expertise and field of scholarly inquiry, and offered to a student or group of students forming an interest in the particular subject matter. The 250 designation denotes a General Education level of instruction and may include an appropriate General Education task to be completed. The 450 designation denotes a senior level degree of sophistication expected in both learning and instruction. A single course may be offered at both levels simultaneously, in which case the syllabus will clearly differentiate the course expectations and assessment measures for students enrolled at each of the two levels. A Special Topics course must be approved by the School of Arts and Sciences Curriculum Committee before it is offered, and it must address one or more Major Outcomes within the discipline.

PHIL 299 *Special Project* 1-3 credits

A Special Project allows the student to expand on work already completed in previous coursework. It is undertaken with the guidance of one or more faculty members and is intended to encourage the student into original investigation of a defined problem within the discipline. Examples include theses and themed portfolios or exhibitions.

Physical Science/Physics

PHY 105 *Conceptual Physics* 3 credits

This course introduces a broad range of topics in physics covering mechanics, thermodynamics, electricity, waves, light, nuclear, and modern physics. This course can be used to satisfy the general education requirement for physical science. This course does not meet the requirements for pre-medical, some pre-professional programs or most science majors. This course cannot be used as an elective for the general science major.

PHY 109 *Introduction to Astronomy Laboratory* 1 credit

This course will expose students to laboratory exercises that will enhance their understanding of the fundamental principles learned in PHY 110. Co-requisite: PHY 110.

PHY 110 *Introduction to Astronomy* 3 credits

This course provides a fundamental understanding of the universe. Scientific principles will be discussed and used to explain observations about the universe and the celestial objects that exist within it. Major topics include gravity, light, and telescopes; as well as the formation and evolution of planetary systems, stars, galaxies, and the universe itself.

PHY 111 *Introductory Physics I* 3 credits

The first of two courses in introductory physics commonly taken by students majoring in biology, chemistry, health professions and other disciplines requiring introductory level physics. Topics include: kinematics, Newton's Laws, gravity, energy, momentum, rotational motion, solids and fluids, waves, sounds, and thermodynamics. Prerequisite/Co-Requisite: MATH 115 Trigonometry and Analytic Geometry or instructor approval.

PHY 112 Introductory Physics Laboratory I 1 credit

In this course, the laboratory experiments are used to help reinforce and physically demonstrate the concepts taught in PHY 111.

PHY 113 Introductory Physics II 3 credits

The second of two courses in introductory physics commonly taken by students majoring in biology, chemistry, health professions and other disciplines requiring introductory level physics. Topics include: electrostatics, electricity, magnetism, light, physical and geometric optics, and nuclear physics. Knowledge of algebra, geometry and trigonometry is assumed. Prerequisite: PHY 111 or consent of the instructor.

PHY 114 Introductory Physics Laboratory II 1 credit

In this course, the laboratory experiments are used to help reinforce and physically demonstrate the concepts taught in PHY 113.

PHY 250 Special Topics 3-4 credits

Political Science

PS 100 U.S. Government 3 credits

A survey of the basic constitutional principles, political institutions and public policies of American national government. Meets the social science requirement.

PS 211 International Relations 3 credits

A study of the changing international order and the collapse of Soviet communism; international conflict and cooperation; international organizations and a revitalized UN; the Third World and international diplomacy. Meets the social science requirement.

PS 212 Comparative Politics 3 credits

This course compares and contrasts various aspects of the political process in pluralistic democracies, modern authoritarian systems, and developing nations. Students are introduced to political institutions in different states and will learn how to compare them in order to develop a better understanding of events in the modern world.

PS 222 Introduction to Political Society 3 credits

This course contends that political symbolic action extends to popular culture. Individuals are exposed to the precepts of specific cultures through popular culture, which express current and prevailing ideas, values and social relations in political society. In an era when human beings in advanced industrial societies increasingly devote time to the consumption of popular culture, it becomes increasingly important to recognize that popular culture supports or challenges existing political organization.

PS 230 State and Local Government 3 credits

A survey of the basic principles, organizations and functions of government on the state, county, municipal, township and district levels. Meets the social science requirement.

PS 250 Special Topics 3 credits

Special Topics courses are studies of selected problems, periods or movements in the subject area not otherwise included in the curriculum. They are typically chosen from a faculty member's particular expertise and field of scholarly inquiry, and offered to a student or group of students forming an interest in the particular subject matter. The 250 designation denotes a General Education level of instruction and may include an appropriate General Education task to be completed. The 450 designation denotes a senior level degree of sophistication expected in both learning and instruction. A single course may be offered at both levels simultaneously, in which case the syllabus will clearly differentiate the course expectations and assessment measures for students enrolled at each of the two levels. A Special Topics course must be approved by the School of Liberal Arts Curriculum Committee before it is offered, and it must address one or more Major Outcomes within the discipline.

PS 299 Special Project 1-3 credits

A Special Project allows the student to expand on work already completed in previous coursework. It is undertaken with the guidance of one or more faculty members and is intended to encourage the student into original investigation of a defined problem within the discipline. Examples include theses and themed portfolios or exhibitions.

PS 342 The Development of American Foreign Policy 3 credits

Same as HIST 342.

PS 362 The Legislative Process 3 credits

A general introduction to American representative assemblies, with primary attention given to the U.S. Congress. Emphasis is on the interplay of relationships with legislative bodies affecting the shaping of legislation.

PS 368 Political Parties and Interest Groups 3 credits

This course is intended to provide an in-depth survey of American political parties and interest groups. This course is designed to examine not only theories concerning political parties and interest groups but also the practical operation and reality of political parties and interest groups in American politics. Prerequisite: PS 100 or permission of instructor.

PS 380 Congress and the Presidency 3 credits

A study of the interaction in the policy-making roles of the President and Congress of the United States. Emphasis is on federal legislation, crisis politics and the system of checks and balances.

PS 403 Internship 3 credits

Academic credit can be received for internships in the state legislature, the U.S. Congress, election campaigns, governmental agencies, study abroad or other similar activities. Prior planning and approval is required.

PS 411 American Constitutional Law I 3 credits

This course examines the role of the judiciary and the U.S. Supreme Court in the American political system. A case approach is taken to the development of U.S. constitutional law. Topics include the powers of the President and Congress, Federalism, the commerce clause, the taxing and spending power, and the contract clause.

PS 412 American Constitutional Law II 3 credits

Topics covered include civil liberties, equal opportunity and equal protection under the law for minorities, freedom of speech and religion and the right to privacy, and the rights of those accused of crimes.

PS 450 Special Topics 3 credits

Special Topics courses are studies of selected problems, periods or movements in the subject area not otherwise included in the curriculum. They are typically chosen from a faculty member's particular expertise and field of scholarly inquiry, and offered to a student or group of students forming an interest in the particular subject matter. The 250 designation denotes a General Education level of instruction and may include an appropriate General Education task to be completed. The 450 designation denotes a senior level degree of sophistication expected in both learning and instruction. A single course may be offered at both levels simultaneously, in which case the syllabus will clearly differentiate the course expectations and assessment measures for students enrolled at each of the two levels. A Special Topics course must be approved by the School of Arts and Sciences Curriculum Committee before it is offered, and it must address one or more Major Outcomes within the discipline.

PS 499 Special Project 1-3 credits

A Special Project allows the student to expand on work already completed in previous coursework. It is undertaken with the guidance of one or more faculty members and is intended to encourage the student into original investigation of a defined problem within the discipline. Examples include theses and themed portfolios or exhibitions.

Psychology

PSY 190 General Psychology 3 credits

An introduction to the scientific study of behavior and mental processes, including major approaches and methodologies. The course samples a broad range of topics, including biological foundations, development, learning, cognition, personality, abnormal psychology and social behavior. Meets the social science requirement.

PSY 201 Adjustment 3 credits

A course designed to apply psychological approaches to normative events during life's developmental stages, with a focus on environmental factors and the psychology of stress in a changing world. Meets the social science requirement.

PSY 212 Developmental Psychology: Birth to Adolescence 3 credits

This course focuses on how individuals grow and change from conception to adolescence. It addresses the biological factors that exist at birth, the psychosocial factors that affect changes and the resulting developmental stages. Prerequisite: PSY 190. Meets the social science requirement.

PSY 221 Introduction to Human Services 3 credits

A survey of the professions, programs and agencies involved in the delivery of human services. Prerequisite: PSY 190.

PSY 222 Developmental Psychology: Young Adulthood to Late Adulthood 3 credits

This course takes the learner through the developmental stages of the human life cycle from the end of adolescence to the advanced stages of aging covering the physical changes, the social challenges and the psychological growth of an individual during those years. Prerequisite: PSY 190. Meets the social science requirement.

PSY 232 Group Dynamics 3 credits

An analysis of group behavior in small and large groups of various types. The focus is on social interaction in the formation and operation of groups, and on the social system's approach to understanding group behavior. Same as SOC 232. Meets the social science requirement.

PSY 240 Conflict Resolution 3 credits

An overview of conflict resolution and the mediation process as an alternative dispute resolution mechanism. Learning activities—conceptual and experiential in nature—are designed to promote an integration in the areas of problem solving behavior, skill development and personal awareness. Meets the social science requirement.

PSY 250 Special Topics 3 credits

Special Topics courses are studies of selected problems, periods or movements in the subject area not otherwise included in the curriculum. They are typically chosen from a faculty member's particular expertise and field of scholarly inquiry, and offered to a student or group of students forming an interest in the particular subject matter. The 250 designation denotes a General Education level of instruction and may include an appropriate General Education task to be completed. The 450 designation denotes a senior level degree of sophistication expected in both learning and instruction. A single course may be offered at both levels simultaneously, in which case the syllabus will clearly differentiate the course expectations and assessment measures for students enrolled at each of the two levels. A Special Topics course must be approved by the School of Arts and Sciences Curriculum Committee before it is offered, and it must address one or more Major Outcomes within the discipline.

PSY 260 Gender Roles 3 credits

An analysis of the changing cultural notions and social realities regarding male/female roles and relationships. Topics may include: cross-cultural research concerning gender differences; the role of various socializing agents in shaping sexual identities; and the effects of gender differences on political and economic processes. Same as SOC

260. Prerequisite: SOC 110 or PSY 190. Meets the social science requirement.

PSY 270 Human Sexuality 3 credits

An introduction to the biological, psychological and social aspects of human sexuality. The course includes a study of sexuality in relation to the life cycle.

PSY 299 Special Project 1-3 credits

A Special Project allows the student to expand on work already completed in previous coursework. It is undertaken with the guidance of one or more faculty members and is intended to encourage the student into original investigation of a defined problem within the discipline. Examples include theses and themed portfolios or exhibitions.

PSY 302 Substance Abuse 3 credits

The effects of psychoactive drugs are studied in this course, as well as the origins of substance abuse, characteristics of substance abusers, and consequences for the individual, family and society. Approaches to substance abuse treatment are discussed. Prerequisite: SOC 110 or PSY 190.

PSY 310 Social Psychology 3 credits

This course presents the social aspects of human behavior, including personal perception, social cognition, attitude formation and change, attribution, prosocial behavior and interpersonal attraction. Same as SOC 310. Prerequisite: SOC 110 or PSY 190.

PSY 311 Psychology of Women 3 credits

This course investigates issues, theories, and research findings that primarily concern women's psychological and sexual lives. It explores topics such as gender roles, feminism, sexism, sexuality, personality variables, cognitive abilities, education, violence against women, and mental health. Prerequisite: PSY 190.

PSY 321 Death and Dying 3 credits

This course offers a multidisciplinary view of death and dying in individuals, families, and across cultures. This course will explore personal and societal attitudes, social practices and institutions that facilitate and constrain grief and mourning. Prerequisite: ENG 101.

PSY 323 Cognition 3 credits

An analysis of cognitive processes, including attention, perception, concept formation, language, memory, problem solving and decision making. Prerequisite: PSY 190.

PSY 328 Reframing and Managing Stress in the 21st Century 3 credits

An in-depth analysis of the theories, methods, and strategies for managing stress in our day-to-day functioning. Students will learn the conceptual and operational definitions of stress, be exposed to the psychophysiological and psychological responses to stress, and trained in specific evidence-based stress reduction strategies they will be able to use in working with their clients. Prerequisite: PSY 190.

PSY 332 Personality 3 credits

A survey of the major theories of the nature and development of personality. Prerequisite: PSY 190.

PSY 335 Biological Psychology 3 credits

This course explores the relation of biological function and human behavior; the role of genetic, hormonal and neurological factors in intelligence, sex differences, biological rhythms and emotional disorders. Disturbances produced by agents such as drugs and disease are studied. Does not satisfy the general education science requirement. Prerequisite: PSY 190.

PSY 338 Motivation 3 credits

A review of the major theories that attempt to explain motivated behavior from a physiological, cognitive, social, environmental and/or

learning point of view. Application of motivation theories to organizations, education, sports and daily life. Prerequisite: PSY 190.

PSY 340 Industrial Psychology 3 credits

A study of the relationship between the individual worker and the work environment. Emphasis is on the exploration and application of the most influential theories. Topics include organizational dynamics, work motivation, job satisfaction, personnel selection and training, and work group influences. Prerequisite: PSY 190.

PSY 355 Skills and Strategies in the Helping Professions 3 credits

An overview of helping techniques, theory, and practice. Learning activities—conceptual and experiential in nature—are designed to promote growth in the areas of skill, development, and personal awareness. Prerequisite: PSY 190.

PSY 360 Abnormal Psychology 3 credits

A survey of the major classifications of psychopathology, including conceptual approaches to the understanding of psychopathology, etiology and treatment. Prerequisite: PSY 190.

PSY 373 Research Methods 3 credits

This course explores the development of skills essential to critical evaluation of behavioral research. The emphasis is on understanding scientific method, research, methodologies and statistical analysis. Prerequisites: SOC 110 or PSY 190 and MATH 220.

PSY 375 Methods in Human Services I 3 credits

This course explores the assumptions, strategies and techniques used in the delivery of human services, as well as problem identification and skill development. Same as SOC 375. Prerequisite: SOC 110 or PSY 190.

PSY 377 Methods in Human Services II 3 credits

This course is designed to educate the prospective human services/social worker with the newly emerging client population in America and to recognize the impact of the interaction between clients and their environments, looking at cultural barriers, diverse at-risk populations and the systems that sustain at-risk clients. Same as SOC 377. Prerequisite: PSY 375 or by permission of the instructor.

PSY 383 Human Behavior in the Social Environment 3 credits

An analysis of individual, group and cultural influences on human behavior. The emphasis is on contrasting levels of analysis and application to a variety of environmental settings. Note: Some background in both psychology and sociology is strongly recommended. Same as SOC 383. Prerequisite: SOC 110 or PSY 190.

PSY 391 Social Work Practice I: Individuals 3 credits

This course prepares the prospective human services worker for entry into the profession by emphasizing theory, practice, and personal awareness. Specific techniques of interviewing and working with individuals will be covered through reading, lecture, and in-class practice.

PSY 392 Social Work Practice II: Families and Groups 3 credits

This course prepares the prospective human services worker to work with families and groups. It covers theories of family and group dynamics and examines the values and ethics of social work as they apply to work with families and small groups. Specific techniques will be covered through reading, lecture, discussion, and in-class practice.

PSY 393 Social Work Practice III: Communities and Social Institutions 3 credits

This course prepares the prospective human services worker for entry-level work with communities and social institutions. It examines the values and ethics of social work as they apply to work with large groups. Specific information about organizations and working with them will be covered through reading, lecture, and in-class role play. Some field work in the community is required.

PSY 394 Psychology of Aging 3 credits

This course is designed to provide an analysis of the factors affecting

adult development and aging. Emphasis is on the psychological, cognitive, sensory, physical, personality and interpersonal changes occurring with age. Prerequisite: PSY 190.

PSY 397 Social Gerontology 3 credits

This course focuses on personal, interpersonal and societal factors in the human aging process. Emphasis is on family, community and governmental responsibility in defining and resolving problems of the aged in a modern industrial society. Prerequisite: PSY 190.

PSY 399 Special Project 1-3 credits

The special project is designed to provide the opportunity to allow the student to delve deeper into a specific topic of interest within the field of psychology or human services. The emphasis must be on scholarly research, analysis and synthesis, and consideration and conclusion. Learners will work one-on-one with a faculty member to develop their topic and prepare their research paper in accordance with APA standards. Prerequisite: PSY 190.

PSY 403 Internship 3 credits

Supervised field experience in a selected setting earning 120 hours. Consent of faculty and written reports are required. Prerequisites: PSY 190, ENG 102 or ENG 201, 30 or fewer credits remaining to be completed through Upper Iowa University, and consent of academic advisor.

PSY 409 Psychology of Disaster 3 credits

Focuses on the psychological and physiological human response to disasters. Using clinical research and case histories, this course studies normal and abnormal psychological reactions, the recovery process and principles of mental healthcare for victims of mass disasters. Differences between natural and man-made disasters are examined and factors that either worsen or mitigate the traumatizing after-effects are reviewed. Psychological aspects of Weapons of Mass Destruction (WMD) disasters are also considered. Learners explore how individuals react to natural disasters and terrorist mass-casualty incidents. Prerequisite: PSY 190.

PSY 444 Assessment 3 credits

An introduction to the assumptions and techniques of psychological assessment. Prerequisites: PSY 190 and MATH 220.

PSY 445 Learning and Memory 3 credits

An introduction to the basic principles of learning and behavior in human and nonhuman animals with emphasis on applications of Pavlovian conditioning, instrumental conditioning, and basic memory processes. Prerequisite: PSY 190.

PSY 450 Special Topics 3 credits

Special Topics courses are studies of selected problems, periods or movements in the subject area not otherwise included in the curriculum. They are typically chosen from a faculty member's particular expertise and field of scholarly inquiry, and offered to a student or group of students forming an interest in the particular subject matter. The 250 designation denotes a General Education level of instruction and may include an appropriate General Education task to be completed. The 450 designation denotes a senior level degree of sophistication expected in both learning and instruction. A single course may be offered at both levels simultaneously, in which case the syllabus will clearly differentiate the course expectations and assessment measures for students enrolled at each of the two levels. A Special Topics course must be approved by the School of Arts and Sciences Curriculum Committee before it is offered, and it must address one or more Major Outcomes within the discipline.

PSY 454 Issues and Ethics in the Helping Professions 3 credits

An analysis of issues and ethical problems involved in the helping professions and programs. Prerequisite: PSY 190.

PSY 498 Senior Project 3 credits

A capstone project intended to integrate the general education learning

outcomes with the learning outcomes in the major demonstrating baccalaureate level achievement. Prerequisites: ENG 102 and 30 or fewer credits remaining to be completed through UIU. PSY 49801 for psychology majors, PSY 49802 for human services majors, PSY 49803 for social science majors.

PSY 499 Special Project 3 credits

A Special Project allows the student to expand on work already completed in previous coursework. It is undertaken with the guidance of one or more faculty members and is intended to encourage the student into original investigation of a defined problem within the discipline. Examples include theses and themed portfolios or exhibitions. Prerequisite: PSY 373.

Public Administration

PA 250 Special Topics 3 credits

Special Topics courses are studies of selected problems, periods or movements in the subject area not otherwise included in the curriculum. They are typically chosen from a faculty member's particular expertise and field of scholarly inquiry, and offered to a student or group of students forming an interest in the particular subject matter. The 250 designation denotes a General Education level of instruction and may include an appropriate General Education task to be completed. The 450 designation denotes a senior level degree of sophistication expected in both learning and instruction. A single course may be offered at both levels simultaneously, in which case the syllabus will clearly differentiate the course expectations and assessment measures for students enrolled at each of the two levels. A Special Topics course must be approved by the School of Arts and Sciences Curriculum Committee before it is offered, and it must address one or more Major Outcomes within the discipline.

PA 305 Grant Writing 3 credits

This course is designed to introduce students to grantsmanship principles and practices. Students will develop grant-seeking and grant-writing skills through practical learning opportunities. Students will learn to develop strong problem statements and designs for grants, seek out resources for funding, write a proposal, and develop budget and management strategies for the proposed project. Prerequisite: ENG 102.

PA 306 Principles of Emergency Management 3 credits

This course introduces students to the field of emergency management. Learners will analyze various aspects of terrorism and emergency management and the responsibilities of public administrators for emergency management and preparedness in a variety of situations. Procedures and requirements for emergency management, including identification of hazards and response capabilities in both government and the private sector, will be examined.

PA 320 Political and Policy Basis of Emergency Management 3 credits

Introduces concepts and basic descriptive information about the political system within the context of disaster policy and explores how political factors play a role in all phases of emergency management—regardless of the type or nature of the disaster event. Prerequisites: PS 100, PS 230 and PA 306.

PA 332 Emergency Preparedness and Planning 3 credits

Explores the needs of public safety officials who have responsibility for emergency preparedness planning and response. Includes contexts for emergency planning—legal and jurisdictional; responsibility for planning and responding to emergencies; different types of emergencies, and an approach to planning that can be applied to emergency situations. Addresses specific issues associated with the planning process, including the role of the manager, the necessity for multi-agency involvement, various analytical techniques employed in planning, different levels of emergency planning, and different elements of the plan. Utilizes case analysis and discussion. Prerequisites: PA 306 and PA 320.

PA 346 Disaster Response and Recovery 3 credits

Theoretical examination and practical application of post-disaster management activities including human behavior in emergency situations, warning, evacuation, sheltering, triage, damage assessment, disaster declaration, debris removal, media relations, crisis counseling, individual and public assistance, and other relevant functions. Decision making, incident command, EOC operations, coordination and service delivery strategies are also discussed. Prerequisite: PA 332.

PA 364 Public Administration 3 credits

A study of politics, administration and bureaucratic policy making at local, state and national levels, with emphasis on the relationship between governmental bureaucracies and the political system in the United States.

PA 371 Urban Management 3 credits

This course examines the history, growth and development of the modern urban area. Urban problems are identified, along with the management skills necessary to deal effectively with them. Urban politics and their impact on policy determination are also examined.

PA 403 Internship 3 credits

Supervised field experience in a selected setting. Consent of the academic advisor/center director and written report are required.

PA 404 Integrated Emergency Management 3 credits

Through a case/scenario driven approach, learners deal with scenario-related threat events of increasing complexity, urgency, and intensity. Participants develop emergency policies, plans, and procedures to ensure an effective response. Preparedness and Response, Recovery and Mitigation, Public and Media Relations, and Political/Public Policy issues are integrated through the case/scenario. Prerequisite: PA 306.

PA 414 Principles and Practice of Hazards Mitigation 3 credits

Exploration of natural and man-made hazard mitigation and its role in disaster management; analysis of past and current government and private sector programs; examination of new approaches; structural versus non-structural actions; role of the natural environment in mitigating natural hazards; role of prevention/preparedness in reducing the impacts of future terrorism events. Prerequisites: BA 210 and PA 306.

PA 430 Cases in Public Administration 3 credits

A concentrated study of the techniques of public administration, including the public budgeting process, law enforcement administration, recreation administration, and the administration of other public services. Prerequisite: PA 364.

PA 440 Public Budgeting Process 3 credits

Areas studied include budget planning, formulation, execution, and auditing; the sharing of taxing and spending power between the executive and legislative branches; the agency role of advocacy in budget preparation; budgets as a reflection of public policy.

PA 445 Administrative Law 3 credits

Areas explored include bureaucracy and the regulatory process; judicial review of administrative action; the Administrative Procedures Act of 1946; delegation, standing, exhaustion, sovereign immunity, rulemaking, tort liability, evidence, discretion, investigation and enforcement.

PA 498 Senior Project 3 credits

A capstone project intended to integrate the general education learning outcomes with the learning outcomes in the major demonstrating baccalaureate level achievement. Prerequisites: ENG 102 and 30 or fewer credits remaining to be completed through Upper Iowa University.

PA 499 Special Project 1-3 credits

A Special Project allows the student to expand on work already completed in previous coursework. It is undertaken with the guidance of one or more faculty members and is intended to encourage the student into original investigation of a defined problem within the discipline.

Examples include theses and themed portfolios or exhibitions.

Religion

REL 120 Introduction to World Religions 3 credits

An investigation of the phenomenon of religion with a special emphasis on systems of belief, codes of conduct, use of ritual and notions of the sacred. Several religious traditions (e.g., Hinduism, Buddhism, Taoism, Judaism, Christianity, Islam) will be examined and compared with reference to these issues. Meets the humanities requirement.

REL 125 Introduction to the Old Testament 3 credits

This course is an introductory study of the Old Testament. The topics to be explored include the roots, meaning and place in history of this important book.

REL 126 Introduction to the New Testament 3 credits

An introductory study of the New Testament. The topics to be explored include the roots, meaning and place in history of this important book.

REL 205 Religions of Asia 3 credits

This course is intended to serve as an introduction to the major religious and cultural traditions of South and East Asia. The main countries involved are India, China, and Japan with some additional consideration of Sri Lanka, Tibet, central Asia, Korea, Myanmar and Thailand. The course will proceed primarily by textual analysis with an emphasis on historical development within each religious tradition. Meets the humanities requirement.

REL 250 Special Topics 3 credits

Special Topics courses are studies of selected problems, periods or movements in the subject area not otherwise included in the curriculum. They are typically chosen from a faculty member's particular expertise and field of scholarly inquiry, and offered to a student or group of students forming an interest in the particular subject matter. The 250 designation denotes a General Education level of instruction and may include an appropriate General Education task to be completed. The 450 designation denotes a senior level degree of sophistication expected in both learning and instruction. A single course may be offered at both levels simultaneously, in which case the syllabus will clearly differentiate the course expectations and assessment measures for students enrolled at each of the two levels. A Special Topics course must be approved by the School of Arts and Sciences Curriculum Committee before it is offered, and it must address one or more Major Outcomes within the discipline.

REL 299 Special Project 1-3 credits

A Special Project allows the student to expand on work already completed in previous coursework. It is undertaken with the guidance of one or more faculty members and is intended to encourage the student into original investigation of a defined problem within the discipline. Examples include theses and themed portfolios or exhibitions.

Sociology

SOC 110 Principles of Sociology 3 credits

A basic introduction to sociology as a scientific analysis of the social relations and practices of human beings. Specific attention is given to social psychology, various forms of social stratification and inequality, social institutions and social change. Meets the social science requirement.

SOC 220 Social Problems 3 credits

A critical investigation of selected social problems: their causes, development and the alternative social policies that address these problems. Topics will include: substance abuse, the problems of family life, poverty and its relation to different forms of social inequality. Meets the social science requirement.

SOC 232 Group Dynamics 3 credits

Same as PSY 232.

SOC 240 Diversity in the United States 3 credits

This course provides sociological perspectives for recognizing the diversity within our society and for analyzing the development and current position of complex subcultures within the structure of modern America. Meets firstly the cultures requirement or secondly the social science requirement, but not both.

SOC 250 Special Topics 3 credits

Special Topics courses are studies of selected problems, periods or movements in the subject area not otherwise included in the curriculum. They are typically chosen from a faculty member's particular expertise and field of scholarly inquiry, and offered to a student or group of students forming an interest in the particular subject matter. The 250 designation denotes a General Education level of instruction and may include an appropriate General Education task to be completed. The 450 designation denotes a senior level degree of sophistication expected in both learning and instruction. A single course may be offered at both levels simultaneously, in which case the syllabus will clearly differentiate the course expectations and assessment measures for students enrolled at each of the two levels. A Special Topics course must be approved by the School of Arts and Sciences Curriculum Committee before it is offered, and it must address one or more Major Outcomes within the discipline.

SOC 260 Gender Roles 3 credits

Same as PSY 260.

SOC 299 Special Project 1-3 credits

A Special Project allows the student to expand on work already completed in previous coursework. It is undertaken with the guidance of one or more faculty members and is intended to encourage the student into original investigation of a defined problem within the discipline. Examples include theses and themed portfolios or exhibitions.

SOC 304 Globalization 3 credits

This course explores the impacts of globalization on social institutions, structures, and relationships. Particular emphasis is placed on global economies, organizations, and political arrangements and their roles in shaping world inequality, cultural change, and environmental impacts. Students will be required to demonstrate understanding of global societies and networks, and their position in the global society.

SOC 310 Social Psychology 3 credits

Same as PSY 310.

SOC 334 Introduction to Sociological Research Methods 3 credits

This course is an introduction to use of the scientific method of observation in sociology. Quantitative and qualitative research approaches are defined. Data collection techniques including experiments, survey research, field research, and unobtrusive observation are addressed in detail. Population sampling strategies and data analysis techniques are covered. Prerequisite: MATH 220.

SOC 347 Deviance and Social Control 3 credits

Basic theories of the causes and consequences of deviant behavior, the contribution of agents and agencies of social control in the labeling of deviant actors and their subsequent careers. Prerequisite: SOC 110.

SOC 361 Marriage and the Family 3 credits

This course represents a sociological approach to understanding the family as a social institution: courtship, marital and family practices, the family as an agent of socialization, and changes in the family in the 20th century. Prerequisite: SOC 110.

SOC 363 Social Stratification 3 credits

An analysis of major theoretical perspectives on social stratification, with emphasis on the social dynamics involved. Consequences of different forms of social stratification will be emphasized. Topics may include: social mobility, social inequality, the relations between stratification and the distribution of power and the effects of industrialization on class differences. Prerequisite: SOC 110.

SOC 375 *Methods in Human Services I* **3 credits**
Same as PSY 375.

SOC 377 *Methods in Human Services II* **3 credits**
Same as PSY 377.

SOC 381 *Political Sociology* **3 credits**
This course addresses the manifestation and use of power in society. Three major theories of social power are addressed. The negotiation of power arrangements between groups and the institutionalization of power within state structures is addressed. Particular emphasis is placed on the role of social power in determining resource distributions, inequality, and the formation of laws.

SOC 383 *Human Behavior in the Social Environment* **3 credits**
Same as PSY 383.

SOC 384 *Social Welfare Programs and Policies* **3 credits**
An analysis of social policies in the United States, with emphasis on the dimensions of choice and alternative policies, along with assessment of contemporary social welfare issues, programs and legislation. Prerequisite: SOC 110.

SOC 392 *Sociological Theory* **3 credits**
Development of social theory from Auguste Comte to Anthony Giddens. A critical appreciation of the concepts, models and analytical schemes employed in contemporary theories. Prerequisites: junior status and nine credits of sociology.

SOC 403 *Internship* **3 credits**
In this course, students gain supervised field experience in a selected setting. **Note:** Consent of the academic advisor/center director is required. Prerequisite: SOC 110.

SOC 418 *Applied Research Methods* **3 credits**
Applied Research Methods is the capstone experience for sociology majors. Students will demonstrate their understanding of sociological theory and methods of scientific, sociological inquiry. Students will be required to demonstrate understanding of the discipline of sociology through formation of a sociological research question, completing a review of current literature, and developing a research proposal.

SOC 450 *Special Topics* **3 credits**
Special Topics courses are studies of selected problems, periods or movements in the subject area not otherwise included in the curriculum. They are typically chosen from a faculty member's particular expertise and field of scholarly inquiry, and offered to a student or group of students forming an interest in the particular subject matter. The 250 designation denotes a General Education level of instruction and may include an appropriate General Education task to be completed. The 450 designation denotes a senior level degree of sophistication expected in both learning and instruction. A single course may be offered at both levels simultaneously, in which case the syllabus will clearly differentiate the course expectations and assessment measures for students enrolled at each of the two levels. A Special Topics course must be approved by the School of Arts and Sciences Curriculum Committee before it is offered, and it must address one or more Major Outcomes within the discipline.

SOC 491 *Sociology Minor Portfolio* **1 credit**
A compilation of student work produced for completion of the Sociology Minor, along with evaluation of that work. Required for successful completion of the Sociology Minor. Prerequisites: Completion of (or current enrollment in) all courses required for the Sociology minor.

SOC 498 *Senior Project* **3 credits**

SOC 499 *Special Project* **1-3 credits**
A Special Project allows the student to expand on work already completed in previous coursework. It is undertaken with the guidance of one or more faculty members and is intended to encourage the student

into original investigation of a defined problem within the discipline. Examples include theses and themed portfolios or exhibitions.

Software Engineering

SE 200 *Advanced Computer Programming* **4 credits**

This course is an introduction to the concepts of object oriented programming and modern programming practices. The course covers object oriented programming paradigm with the definition and use of classes, object and methods along with the fundamentals of object-oriented design including encapsulation, inheritance, polymorphism, and events. Topics also include an overview of programming language principles, simple analysis of algorithms, basic searching and sorting techniques, and an introduction to software engineering issues. Prerequisite: CS 140.

SE 256 *Game Design and Programming* **4 credits**

Students will study the principles of game design and use this knowledge to program their own games. Students will also learn about a game's components: the representation of the player, of artifacts, the virtual environment that contains them, and the interaction between them and the player. Prerequisite: CS 140 or consent of instructor.

SE 300 *Data Structures and Algorithms* **4 credits**

This course is an introduction to the fundamental concepts of data structures and the algorithms that proceed from them. Topics include recursion, the underlying philosophy of object oriented programming, fundamental data structures (including stacks, queues, linked lists, hash tables, trees, and graphs), the basics of algorithmic analysis, and an introduction to the principles of language translation. Prerequisite: SE 200.

SE 310 *Software Application and Interface Design* **4 credits**

This course is an introduction to requirements, design, reviewing, implementation and testing of simple software solutions that interact with an operating system, a database, and network communication, and that involves graphical user interfaces. The course covers the effective use of simple data structures, frameworks, evolutionary patterns and AP is when implementing and maintaining designs. The course also covers the use of simple design patterns and the drawing simple UML class, package, and component diagrams. Prerequisite: SE 300 and CS 332.

SE 348 *Informatics and Knowledge Engineering* **3 credits**

The course introduces students to information and systems theories, information technologies, analysis and design of information systems, information problem identification and practical problem solving, and supporting decision making. The course covers both conceptual building blocks and practical dimensions of informatics. Students will also be introduced to statistical analysis, programming for informatics, and knowledge engineering. Information processing applications to solve real world problems in broad domains will be emphasized. Prerequisites: MATH 303 and SE 300 or consent of instructor.

SE 360 *Visualization and Graphics* **3 credits**

This course provides students with principles and a working knowledge of visualization, and Computer Graphics. The course includes the creation of graphics simulations for various applications such as games, scientific visualization, and virtual-reality based learning environments. Students will acquire working knowledge of the advanced techniques in graphics, and should be able to understand the role of visualization, and identify potential scientific problems. Students should be able to actively apply this knowledge to solve today's scientific problems in the area of technology, game design, engineering, and science. Prerequisites: MATH 301 and SE 300 or consent of instructor.

SE 370 *Big Data Processing, Warehousing, Data Mining* 3 credits

This course presents the concepts, algorithms, techniques, and systems in Data warehousing, Data mining and Big Data. The course introduces students to data preprocessing, data warehouse and OLAP systems, frequent pattern and association analysis, classification and prediction, clustering analysis and analysis of large amounts of data and the algorithms that are commonly used to build predictive models and find relevant patterns in data. Prerequisites: MATH 303 and SE 300 or consent of instructor.

SE 410 *Software Testing, Validation and Verification* 3 credits

This course is an introduction of testing techniques and principles. The course covers the concepts of defects vs. failures, equivalence classes, boundary testing, black-box vs. structural testing and types of defects. The course also covers test instrumentation and tools, developing test plans, managing the testing process, problem reporting, tracking, analysis and testing strategies, including unit testing, integration testing, profiling, test driven development, state based testing, configuration testing, compatibility testing, and web site testing (Alpha, beta, and acceptance testing). Prerequisite: SE 310.

SE 420 *Applications of Visualization Techniques* 3 credits

This course presents the concepts, techniques, and algorithms for creating effective visualizations based on principles from graphic design, visual art, perceptual psychology, and cognitive science. The course will cover the practical application of visualization, as well as building better visualization tools and systems, the available visualization techniques, and their characteristics. The course will also cover the use of available visualization toolkits to enable the rapid development of visualizations. Prerequisites: MATH 301 and SE 300 or consent of instructor.

SE 499 *Special Project* 1-3 credits

This course is for research projects in the Software Engineering field.

Spanish

SPN 101 *Beginning Spanish I* 3 credits

Students learn and practice the following skills in Spanish on the basic level: understanding, speaking, reading, and writing. During this course students are also exposed to and become familiar with various aspects of the cultures of Spain and Latin American countries, such as dialectal variation, customs, and everyday life situations, as well as some historical events and geopolitical circumstances in Spanish speaking territories. Native speakers of Spanish may not take this course. SPN 101 is meant for true beginners. Students with questions about their language level are strongly advised to consult the instructor before signing up for the class. Meets the humanities general education requirement.

SPN 102 *Beginning Spanish II* 3 credits

Continuation of learning Spanish on the introductory level, with emphasis on expanding grammatical structures, vocabulary, and communication skills. Native speakers of Spanish may not take this course. Students with questions about their language level are strongly advised to consult the instructor before signing up for the class. Prerequisite: SPN 101 or consent of the instructor. Meets the humanities general education requirement.

SPN 125 *Introduction to Hispanic Culture and Society* 3 credits

The Hispanic world has long been a world of cultural contact. This course is a sweeping introduction to the wide range of New-World Hispanic cultures covering a period of over a millennium. The course will incorporate a variety of subjects and approaches (anthropology, history, art, religion, political science, etc.) to look at the "lifeways" of a variety of countries and civilizations. Meets the cultures or the social science general education requirement, but not both.

SPN 201 *Intermediate Spanish I* 3 credits

The course is meant to reinforce a student's existing knowledge of

Spanish and to expand it, fostering communication skills in the language through: comprehension, speaking, reading, and writing. In all class activities, we pay close attention to grammatical accuracy, correct pronunciation/orthography and learning new vocabulary in order to achieve proficiency on the intermediate level. More in-depth cultural information about Spain and Latin American countries constitutes the background for class activities and allows the understanding of dialectal differences in Spanish and the realities of native Spanish speakers. Students with questions about their language level are strongly advised to consult the instructor before signing up for this class. Prerequisite: SPN 102 or consent of the instructor. Meets the humanities general education requirement.

SPN 202 *Intermediate Spanish II* 3 credits

Continuation of learning Spanish on the intermediate level, with emphasis on expanding grammatical structures, vocabulary, and communication skills. Native speakers of Spanish may not take this course. Students with questions about their language level are strongly advised to consult the instructor before signing up for the class. Prerequisite: SPN 201 or consent of the instructor. Meets the humanities general education requirement.

SPN 250 *Special Topics* 3 credits

Special Topics courses are studies of selected problems, periods or movements in the subject area not otherwise included in the curriculum. They are typically chosen from a faculty member's particular expertise and field of scholarly inquiry, and offered to a student or group of students forming an interest in the particular subject matter. The 250 designation denotes a General Education level of instruction and may include an appropriate General Education task to be completed. The 450 designation denotes a senior level degree of sophistication expected in both learning and instruction. A single course may be offered at both levels simultaneously, in which case the syllabus will clearly differentiate the course expectations and assessment measures for students enrolled at each of the two levels. A Special Topics course must be approved by the School of Arts and Sciences Curriculum Committee before it is offered, and it must address one or more Major Outcomes within the discipline.

SPN 299 *Special Project* 1-3 credits

A Special Project allows the student to expand on work already completed in previous coursework. It is undertaken with the guidance of one or more faculty members and is intended to encourage the student into original investigation of a defined problem within the discipline. Examples include theses and themed portfolios or exhibitions.

SPN 301 *Advanced Spanish I* 3 credits

The course is meant to deepen a student's knowledge of Spanish and to teach steps towards fluency. Students are expected to show grammatical accuracy, use correct pronunciation/orthography, display a rich vocabulary, and demonstrate cultural awareness about Spain and Latin American countries in all class activities. Students with questions about their language level are strongly advised to consult the instructor before signing up for a Spanish class. Prerequisite: SPN 202 or consent of the instructor. Meets the humanities general education requirement.

SPN 302 *Advanced Spanish II* 3 credits

Continuation of learning Spanish on the advanced level. Students should demonstrate the ability to communicate in the language and work towards achieving proficiency in line with this level in all facets. Students with questions about their language level are strongly advised to consult the instructor before signing up for the class. Prerequisite: SPN 301 or consent of the instructor. Meets the humanities general education requirement.

SPN 306 *Culture and Society of Spain* 3 credits

This course provides a look at the world of Spain in all facets: culture, society, politics, and economy. It provides a general historical overview, with the greatest degree of material focusing on the past century, beginning with the Restoration and Spain's loss of the final pieces of its empire with the Spanish American War (1898), and touching on important events and the cultural climate and forms of Spain, from literature to regime

changes. Prerequisite: at least one prior social science or cultures course. Meets the cultures or the social science general education requirement, but not both.

SPN 320 *Introduction to Modern Hispanic Literature* 3 credits
Survey of contemporary Hispanic literature, preceded by a short review of the historical literary development through sampling brief fragments of a few pillar writers. Course activities consist of reading in Spanish and discussing selections from the short stories, essays, novels, dramas and poetry of various Spanish-language authors. Prerequisite: SPN 202 or consent of the instructor.

SPN 401 *Professional Spanish* 3 credits
This course develops effective oral and written communication skills for a variety of professional situations, including: business, health care, education, and human services. Emphasis is placed on use of the language in specific professional environments, in line with student needs. Prerequisite: SPN 302 or consent of the instructor.

SPN 450 *Special Topic* 3 credits
Special Topics courses are studies of selected problems, periods or movements in the subject area not otherwise included in the curriculum. They are typically chosen from a faculty member's particular expertise and field of scholarly inquiry, and offered to a student or group of students forming an interest in the particular subject matter. The 250 designation denotes a General Education level of instruction and may include an appropriate General Education task to be completed. The 450 designation denotes a senior level degree of sophistication expected in both learning and instruction. A single course may be offered at both levels simultaneously, in which case the syllabus will clearly differentiate the course expectations and assessment measures for students enrolled at each of the two levels. A Special Topics course must be approved by the School of Arts and Sciences Curriculum Committee before it is offered, and it must address one or more Major Outcomes within the discipline.

SPN 499 *Special Project* 1-3 credits
A Special Project allows the student to expand on work already completed in previous coursework. It is undertaken with the guidance of one or more faculty members and is intended to encourage the student into original investigation of a defined problem within the discipline. Examples include theses and themed portfolios or exhibitions.

Special Education

SPED 250 *Special Topics* 1-3 credits
Special Topics courses cover special topics not covered by current courses taught in the department. The particular topic selected is to be determined by the department according to the current need and interest. This course required department chair approval.

SPED 299 *Special Project* 1-3 credits
Special Project courses are designed to provide an opportunity to complete a special project related to a student's field of study that is beyond the scope of courses offered within the university. Proposals must include an overview or abstract of the study, indicate the anticipated learning outcomes of the project, the timeline for the study and the deliverables (paper, presentation, project, etc.) upon which the study will be evaluated. Required department chair approval.

SPED 304 *Exceptional Persons* 3 credits
This course is an introduction to students with disabilities. English language learners, students placed at risk, and students who are gifted are also addressed. Upon completion of this course, the pre-service educator should have basic knowledge of teaching strategies and instructional modifications and accommodations for inclusive education. Prerequisite: none, but EDU 110 is highly recommended.

SPED 434 *Student Teaching Prekindergarten Including Special Education* 4 credits

SPED 450 *Special Topics* 1-3 credits

SPED 459 *Home, School and Community Relations* 3 credits
This course will develop the skills of listening, supporting, guiding and assisting behaviors to be utilized in developing strong relationships with parents and community members. Pre-service educators will examine the impact of cultural diversity, factors which place families at risk, advocacy and public policy. Pre-service educators will become familiar with community resources. Pre-service educators will also explore the effective use of parent-teacher conferences, home visits and interviews. Prerequisites for Instructional Strategist I endorsements: EDU 110 and admittance to the Teacher Education Program. Prerequisites for Early Childhood endorsements: EDU 110 and admittance to the Teacher Education Program.

SPED 462 *Individual Behavior and Classroom Management* 3 credits

This course provides strategies for identifying, anticipating, preventing and managing individual and group behavior difficulties within a class setting. The course focuses on creating positive learning environments and structuring individual and group learning activities so that instruction is enhanced, social interactions are increased and problem behaviors are prevented.

SPED 465 *Methods/Curriculum: Behavior Disorders PreK-12* 3 credits

This course provides knowledge of characteristics and application of definitions and methods for managing and teaching PreK-12 students with behavior disorders. The course will include strategies and curriculum for preventing behavior disruptions and provide opportunities for students to develop and justify the components of Individual Education Plans (IEPs). Pre-service educators and teachers will examine appropriate assistive technology service and devices. A minimum of 10 clock hours will be spent in observing and/or assisting in a special education setting. Prerequisites: EDU 110, SPED 304, and admittance to the Teacher Education Program.

SPED 467 *Characteristics of Individuals with Disabilities PreK-12* 3 credits

This is a prekindergarten-12 introductory course for providing educational services to students with disabilities. This course will include characteristics of and current trends and issues for serving these students, basic theoretical and practical approaches, educational alternatives, implication of federal and state statutes and related services and the importance of the multidisciplinary team in providing appropriate educational programming. A minimum of 10 clock hours of field experience will be spent in observing and/or assisting with students with disabilities. Prerequisites: EDU 110, SPED 304, and admittance to the Teacher Education Program.

SPED 468 *Coordination of Occupational Programs* 3 credits

The course will provide students the opportunity to understand how to establish collaborative community relationships in order to develop cooperative occupational programs for students with exceptional needs. Students will become aware of existing services within the community and various supports to ensure smooth transitioning from education to postsecondary occupational settings. Students will examine the role of a work experience coordinator in effectively managing on-the-job training and making instructional decisions pertaining to on-the-job training. This class includes information on assessing students' job skills, locating and placing students in work experience opportunities, working with students and the job site sponsors to insure that effective training is occurring, evaluating student performance, and other related activities. Prerequisites: SPED 304, SPED 477 and admittance to the Teacher Education program.

SPED 469 *Methods/Curriculum: Learning Disabilities K-12* 3 credits

The purpose of this course is to extend the knowledge of learning disabilities for those who seek to work with students with learning disabilities ages 5-21. Addressed in this course are characteristics of learning disabilities, definitions, history, assessment, medical aspects,

teaching of preschoolers through adolescents, and research-based curriculum and teaching strategies for preacademic learning, oral language, reading, writing, mathematics, and social-emotional development. Pre-service educators and teachers will examine appropriate assistive technology services and devices. A 10-hour experience in the field is a requirement of this course. Prerequisites: EDU 110, SPED 304, SPED 467 and admittance to the teacher education program.

SPED 473 *Methods/Curriculum: Intellectual Disabilities* 3 credits

The purpose of this course is to extend the knowledge of intellectual disabilities for those who seek to work with students with intellectual disabilities ages birth-21. This course emphasizes empirically-validated practices in the education of students with intellectual disabilities: assessment of instructional needs, instructional strategies, research-based curriculum, classroom management and behavioral support, promotion of social and communication skills, promotion of self-determination, and utilization of appropriate assistive technology services and devices. A 10-hour experience in the field is a requirement of this course. Prerequisites: SPED 304, SPED 467 and admittance to the teacher education program.

SPED 475 *Methods/Curriculum: Mild/Moderate Disabilities 5-12* 3 credits

This course provides knowledge of appropriate empirically-based curriculum and strategies useful for pre-service educators and teachers in developing methods, strategies and curriculum and adapting traditional materials for use with secondary students receiving special education services. A minimum of 10 clock hours will be spent in observing and/or assisting in a special education setting. Prerequisites: EDU 110, SPED 304, SPED 467, and admittance to the Teacher Education Program.

SPED 477 *Career and Vocational Programming* 3 credits

This course provides knowledge and application of career planning and transition for adolescents from school to adult living, including major laws, suggestions for planning and developing assessment and instructional procedures and coverage of some of the major issues facing schools, parents and students today. Included will be practice developing Individual Education Plans (IEPs) and transition services under the mandate of the Individuals with Disabilities Education Act (IDEA). The pre-service educators and teachers will spend a minimum of 10 field experience hours observing and/or completing activities in a secondary special education setting. Prerequisites: EDU 110, SPED 304, and admittance to the Teacher Education Program.

SPED 478 *Methods/Curriculum: Mild/Moderate Disabilities Prekindergarten-8* 3 credits

This course requires application of content from SPED 467 to consider the learning support needs of students with mild and/or moderate disabilities in PreK-8 multicategorical and inclusive settings. It focuses on instructional design, methods, and curriculum for teaching and supporting the success of students with mild and/or moderate disabilities in the areas of reading, writing, math, and study/learning skills. Development of Individual Education Plans, use of assistive technology, support of English Learners, and social/emotional/behavioral supports are also addressed. A minimum of 10 clock hours will be used to observe and assist in a special education setting. Prerequisite: SPED 467.

SPED 479 *Student Teaching Instructional Strategist* 4 credits

SPED 480 *Student Teaching Instructional Strategist Elementary/Secondary* 4 credits

SPED 482 *Student Teaching Instructional Strategist* 8 credits

SPED 483 *Student Teaching Instructional Strategist Elementary/Secondary* 8 credits

SPED 484 *Student Teaching Prekindergarten Inc. Special Education* 8 credits

SPED 499 *Special Projects* 1-3 credits

Student Teaching

Student teaching is the capstone experience of the Teacher Education Program. The student teacher accepts the major responsibilities and performs the activities of a full-time instructor under the supervision of the cooperating teacher. The minimum experience for those seeking initial licensure is 16 weeks (16 semester credits) and must be completed in two consecutive sessions. Placements are made by the Teacher Education personnel. During student teaching enrollment in other courses does not occur. Prerequisites: See Student Teaching. Admittance to the Teacher Education Program is required.

ST 447 *K-12 Instructional Strategist II BD/LD/ID with K-12 English as a Second Language* 16 credits

ST 448 *K-12 Instructional Strategist II Behavior Disorders/Learning Disabilities/Intellectual Disabilities with Instructional Strategist I K-8*

ST 449 *K-12 Instructional Strategist II Behavior Disorders/Learning Disabilities/Intellectual Disabilities with Instructional Strategist I K-8 and Instructional Strategist I 5-12*

ST 450 *K-12 Instructional Strategist II Behavior Disorders/Learning Disabilities/Intellectual Disabilities with K-8 Instructional Strategist I and Elementary Education*

ST 445 *K-12 Instructional Strategist II Behavior Disorders/Learning Disabilities/Intellectual Disabilities with K-6 Elementary Education*

ST 446 *K-12 Instructional Strategist II Behavior Disorders/Learning Disabilities/Intellectual Disabilities with Instructional Strategist I 5-12*

ST 456 *Elementary and Secondary Schools with K-6 Elementary Education*

ST 457 *Elementary and Secondary Schools with Instructional Strategist II ID K-12*

ST 458 *Elementary and Secondary Schools with Instructional Strategist II BD/LD K-12*

ST 459 *Elementary and Secondary Schools with Instructional Strategist I 5-12*

ST 460 *Elementary and Secondary Schools with Instructional Strategist I K-8*

ST 464 *Secondary School with Instructional Strategist I 5-12 and English as a Second Language*

ST 465 *Secondary School with English as a Second Language*

ST 466 *Secondary School with Instructional Strategist II ID K-12*

ST 467 *Secondary School with Instructional Strategist II BD/LD K-12*

ST 468 *Secondary School with Instructional Strategist I K-8 and 5-12*

ST 469 *Secondary School with Instructional Strategist I K-8*

ST 470 *Secondary School with Instructional Strategist I 5-12*

ST 474 *Birth-Grade 3: Inclusive Settings with Instructional Strategist I K-8 and K-6 Elementary Education*

ST 475 *Birth-Grade 3: Inclusive Settings with Instructional Strategist I K-8 and Instructional Strategist II ID and Instructional Strategist II BD/LD*

ST 476 *Birth-Grade 3: Inclusive Settings with English as a Second Language*

ST 477 *Birth-Grade 3: Inclusive Settings with Instructional Strategist I K-8 and English as a Second Language*

| | |
|--------|---|
| ST 478 | <i>Birth-Grade 3: Inclusive Settings with Instructional Strategist I K-8 and 5-12</i> |
| ST 479 | <i>Birth-Grade 3: Inclusive Settings with Instructional Strategist I 5-12</i> |
| ST 480 | <i>Birth-Grade 3: Inclusive Settings with Instructional Strategist I K-8</i> |
| ST 481 | <i>Prekindergarten-Grade 3 (valid only through December 2019)</i> |
| ST 482 | <i>Elementary Education with English as a Second Language</i> |
| ST 483 | <i>Elementary School with Birth-Grade 3: Inclusive Settings</i> |
| ST 484 | <i>Elementary School with Prekindergarten-Grade 3 (valid only through December 2019)</i> |
| ST 485 | <i>Elementary School with Prekindergarten-Kindergarten and Birth-Grade 3: Inclusive Settings</i> |
| ST 486 | <i>Elementary School with Prekindergarten-Kindergarten</i> |
| ST 487 | <i>Elementary School with Instructional Strategist II BD/LD K-12, Instructional Strategist I K-8, and English as a Second Language</i> |
| ST 488 | <i>Elementary School with Instructional Strategist I K-8, Instructional Strategist II BD/LD K-12, Instructional Strategist II ID K-12, and English as a Second Language</i> |
| ST 489 | <i>Elementary School with Instructional Strategist I K-8 and Instructional Strategist II ID K-12</i> |
| ST 490 | <i>Elementary School with Instructional Strategist II BD/LD and Instructional Strategist II ID K-12</i> |
| ST 491 | <i>Elementary School with Instructional Strategist II ID K-12</i> |
| ST 492 | <i>Elementary School with Instructional Strategist II BD/LD K-12</i> |
| ST 493 | <i>Elementary School with Instructional Strategist I K-8</i> |
| ST 494 | <i>K-12 Instructional Strategist II Behavior Disorders/Learning Disabilities/Intellectual Disabilities</i> |
| ST 495 | <i>Elementary and Secondary Schools</i> |
| ST 496 | <i>Secondary School</i> |
| ST 497 | <i>Birth-Grade 3: Inclusive Settings</i> |
| ST 498 | <i>Elementary School</i> |

Theatre

THE 110 Introduction to Theatre **3 credits**
An introduction to the world of theatre through a survey of its interdependent parts: (1) the unique qualities of its varied dramatic forms, (2) genres or types of theatre into which most plays can be categorized, and (3) the relationships that exist between an audience and the major participants of a play-playwright, director, designer and actor.

THE 213 Principles of Acting **3 credits**
A technique-oriented approach for beginning actors. This course will provide students with both theoretical and practical experience in character analysis, research, inanimate elements of production, and voice and movement with a special emphasis on the British Method of working from the outside in.

THE 240 Oral Interpretation **3 credits**
This course introduces students to performance studies theory and embodied performance through the staged interpretation of works of fiction, nonfiction, and poetry. Students will select texts to perform, gain appreciation and understanding of their chosen texts, and communicate their interpretation of the text through purposeful performance choices on stage.

THE 250 Special Topics **3 credits**
Special Topics courses are studies of selected problems, periods or movements in the subject area not otherwise included in the curriculum. They are typically chosen from a faculty member's particular expertise and field of scholarly inquiry, and offered to a student or group of students forming an interest in the particular subject matter. The 250 designation denotes a General Education level of instruction and may include an appropriate General Education task to be completed. The 450 designation denotes a senior level degree of sophistication expected in both learning and instruction. A single course may be offered at both levels simultaneously, in which case the syllabus will clearly differentiate the course expectations and assessment measures for students enrolled at each of the two levels. A Special Topics course must be approved by the School of Arts and Sciences Curriculum Committee before it is offered, and it must address one or more Major Outcomes within the discipline.

THE 260 Storytelling **3 credits**
Students explore the intersections of identity, storytelling, and performance by crafting personal narratives and adapting them into staged performances. Students will explore how lived histories and experiences with friends, family, and community contribute to who we are and how we move through the world while experimenting with different methods and theories for adapting written narratives texts into staged performances.

THE 299 Special Project **3 credits**
A Special Project allows the student to expand on work already completed in previous coursework. It is undertaken with the guidance of one or more faculty members and is intended to encourage the student into original investigation of a defined problem within the discipline. Examples include theses and themed portfolios or exhibitions.

GRADUATE PROGRAMS

MASTER OF BUSINESS ADMINISTRATION (MBA)

- Accounting
- Corporate Financial Management
- General Management
- Human Resources Management
- Organizational Development

MASTER OF EDUCATION (M.Ed.)

- Teacher Leadership
- Instructional Strategist
- ESL
- Reading
- Early Childhood
- Higher Education
- Talented and Gifted

MASTER OF PUBLIC ADMINISTRATION (MPA)

- Emergency Management and Homeland Security
- Government Administration
- Healthcare Management
- Nonprofit Organizational Management
- Public Management

MASTER OF SCIENCE IN COUNSELING (MSC)

MASTER OF SPORT ADMINISTRATION (MSA)

- Sport Management
- Coaching and Leadership Education

GRADUATE PROGRAM GENERAL INFORMATION

Applying for Admission

To qualify for admission to the Upper Iowa University Graduate Program, the student must meet the requirements listed in this section. The graduate academic advisor will evaluate prior educational experience and grades to determine admission to Upper Iowa University's Graduate Program. The student will be notified in writing of the approval or denial of admission.

A student should check with the program staff to determine whether graduate degrees are offered with the student's learning experience.

MBA, M.Ed., MPA, MSC, MSA

Admission Requirements:

1. A baccalaureate degree from an institution accredited by an agency that is recognized by the U.S. Department of Education Office of Post-secondary Education (USDE-OPE) or by the Council for Higher Education Accreditation (CHEA). (If from a foreign institution, an English translation and evaluation must accompany the record.)
2. GPA or GRE/GMAT score:
 - a) A cumulative GPA of 2.75 or better in undergraduate degree, or
 - b) For MBA, MPA, MSC and MSA, an acceptable GRE or GMAT score. An acceptable score is 1090 for GRE, 308 for GRE revised General Test, or 550 for GMAT. An official GRE/GMAT transcript, which is only available for five years following completion of the GMAT or GRE must be submitted directly to Upper Iowa University. See www.gre.org or www.gmat.org for information on these exams.
3. Verification of English language proficiency requirements. See page 20.
4. International students must provide proof of financial responsibility. Contact advisor for more information.

Additional requirements for MSC:

1. 5 years work related experiences beyond their degree.
2. Completion of a Criminal Background Check and Child Abuse check through the Department of Human Services is required by agencies that host practicum students and interns.
3. Two professional and/or academic letters of recommendation.

If the minimum GPA or GRE/GMAT test score is not met, additional documentation may be requested by the graduate program chair or director for further consideration.

1. MBA: Resume; an essay may also be requested

2. M.Ed: Complete two graduate courses as non-degree seeking and earn a grade of B or above in each course to be considered for admission to the program
3. MPA: Two letters of reference, resume, and essay
4. MSC: Interview and 3.0 GPA or better in the student's first 12 credit hours
5. MSA: Two letters of reference, resume, and essay

Foundational courses are available through UIU's Undergraduate Program.

Application Procedure

1. Submit an application for admission. Apply online at uiu.edu/apply.
2. Submit official transcripts from each college or university attended. Send directly to Upper Iowa University, Attn: Student Enrollment Center, PO Box 1857, Fayette, IA 52142.
3. The complete admission file will be reviewed and a letter will be forwarded to the student concerning admission status.
4. Once admitted, the student may register for classes.

Students who complete the admission process and do not enroll within one year may be required to resubmit certain documents.

Transferring Credits

The MBA, M.Ed, MPA, MSC and MSA programs will accept up to 12 relevant graduate credits from graduate institutions and/or programs accredited by an agency recognized by the U.S. Department of Education Office of Post-secondary Education (USDE-OPE) or by the Council for Higher Education Accreditation (CHEA). Transfer credit should be arranged at the time of application. Only courses in which the student has earned a grade of B or above are eligible for transfer. All graduate transfer credit is subject to review and credit will be transferred only from institutions recognized by the above listed agencies or graduate level ACE evaluated coursework. Experiential learning without an ACE recommendation is not an option in the graduate program. All credit transferred must be closely related to the student's program. The substitution of any transferred course for a core or emphasis course will be based on an evaluation of the student's exposure to equivalent subject matter. Approved transfers of credit will be officially recorded after the student is accepted in the program and completed at least one course with Upper Iowa University. All requests for transfer of credit must be submitted in writing by the student to the graduate academic advisor, Upper Iowa University, PO Box 1857, Fayette, IA 52142.

Transferring within UIU Graduate Programs

Students who have been admitted to an UIU graduate program but would like to switch to a different UIU graduate program will need to complete the Change of Major form located on myUIU. The completed form is emailed by the student to uiuregistrar@uiu.edu

and the student's academic advisor. To be considered for admission into the new program, the applying student must meet the new program's admission and foundational requirements. Transferring students must meet all foundational requirements before taking graduate courses in the new program. Non-matriculated students (as defined on page 21 of the 2019-2020 Academic Catalog) must meet all foundational requirements before taking more than six graduate credits.

Military Tuition Assistance: Active-duty Army, Army National Guard, and Army Reserve personnel must register through the GoArmyEd portal. All other military personnel using military tuition assistance (MTA) will have their education officer approve the class and submit the completed TA form to an academic advisor. All military tuition assistance forms must be received before the first day of the session. Forms may be mailed to Upper Iowa University, SEC, PO Box 1857, Fayette, IA 52142 or scanned and emailed to distance@uiu.edu. If a student needs assistance applying for Military Tuition Assistance, they should contact the respective education office.

Employee Tuition Assistance: If a student is receiving tuition assistance, a voucher approved by Upper Iowa University must accompany any portion of the payment for which the student is responsible. Contact an academic advisor for more details.

Writing

The ability to write clearly and succinctly is essential for success in the graduate program. Students should expect that assignments in every course will require demonstrated writing competency. All graduate courses require the use of a current style guide for all formal assignments.

Graduate Tuition and Fees

| | |
|--|-----------|
| Tuition per graduate semester credit for MEd/MSA courses, due prior to the first day of session. | \$482 |
| Tuition per graduate semester credit for MSC courses, due prior to the first day of session. | \$460 |
| Tuition per graduate semester credit for MPA courses, due prior to the first day of session. | \$555 |
| Tuition per graduate semester credit for MBA courses, due prior to the first day of session. | \$585 |
| Application and evaluation fee | |
| U.S. Online and Center Programs | \$50 |
| MEd comprehensive exam fee | \$300 |
| Transcripting credit as recommended by ACE guidelines, including PEP, DSST and CLEP | No Charge |
| Transcripts, per copy by email or mail | \$8 |
| Transcripts, per copy by fax | \$10 |
| Graduation fee, payable at time of application for graduation | \$70 |

All fees are in U.S. dollars

Students receiving financial aid will be required to pay, at the time of registration or the first day of the semester, any difference between total expenses and the aid. Expenses may be

charged to VISA, Discover, American Express or MasterCard, or may be paid by personal check or money order.

Student refunds will be processed the 25th calendar day of each semester if a student has completed all requirements for registration, financial aid, and attendance validation per the course catalog.

Books or instructional materials are generally required with each course. Some courses may require additional fees. Book costs are estimated at \$100-\$300 per graduate course.

Online Program Information

Online Program Registration

New students must register with their admissions advisor.

All returning Upper Iowa University students register through myUIU, Upper Iowa University's online portal. Access to myUIU is on the University website at <https://my.uiu.edu/ics>. Step-by-step instructions for course registration are listed on the student tab and also found under the student handouts portlet. All students are issued an username and password during the admissions process.

Tuition and any course-related fees are due at the time of registration or by the Wednesday before the start of the session. Payment may be made through the myUIU portal in a secure environment.

Registration begins approximately six weeks before the start of each session. Students are strongly encouraged to register early as capacity is limited in all classes.

Session start dates are published on the website at uiu.edu/online. No registrations will be accepted after the published last day to register for the session.

Auditing a course is not an available option in the Online Program.

Changes in Registration (Drop Procedures)

Students may drop a class at any time during the registration period and up to the last day prior to the first day of the semester.

Changes in Enrollment Validation of Enrollment/Non-Attendance

Registration for each online course must be validated by attending class (posting one or more times to any area of the online classroom) during the first seven days of the session. Failure to validate enrollment when courses begin will result in a grade of NA (never attended) and removal from the course. An NA will be recorded on the student's transcript and financial aid funding may be affected.

Withdrawal

If a student wishes to withdraw from an active course, an academic advisor must be notified by email prior to the published last

day to drop a class, which is the last day of the of the fifth week of the session. A grade of **W** will be recorded on the transcript. Informing the course faculty member is not sufficient notice for a drop or withdrawal.

Administrative Withdrawal

During weeks one through six of an eight-week session, students who have not yet posted (attended by discussion post, reply to a post, quiz completion, or dropbox submission) for 14 consecutive days will be administratively withdrawn from the course. A grade of AW will be recorded in the student's permanent record. Students who post in week 5 or after will not be administratively withdrawn.

During weeks one through five of a six week session, students who have not yet posted (attended by discussion post, reply to a post, quiz completion, or dropbox submission) for 14 consecutive days will be administratively withdrawn from the course. A grade of AW will be recorded in the student's permanent record. Students who post in week 4 or after will not be administratively withdrawn.

Administrative withdrawal will affect financial aid funding. If financial aid funds have been released to the student because of a credit balance on the student's account at Upper Iowa University, then the student may be required to repay some or all of the amount released to the student. This policy is subject to federal regulations. Contact the Financial Aid Office for details.

Course Attendance and Participation

The Online Program course week begins on Monday and ends the following Sunday. Students will be given access to their classroom the first day of the course.

A student is expected to actively participate and contribute to the learning experience in the course at least four of each seven day academic week. Participation means providing substantive comments, questions and contributions that advance the learning process for the student and other learners in the course.

Attainment of the minimum expected participation is representative of an average learner. Participation in excess of the minimum is expected of superior learners. For grading purposes, the faculty member will determine the number and quality of postings for participation. If the student actively participates in the course, the student should not have an attendance issue.

If a student does not meet the minimum attendance requirement (attended by discussion post, reply to a post, quiz completion, or dropbox submission) for 14 consecutive days, the student will receive an AW for the course which may affect financial aid funds for payment of the course. Financial aid and tuition adjustments will be calculated based on the day the student last posted to the online classroom. Merely logging into the online classroom website is not considered a posting for attendance or participation purposes.

Collaborative Learning

Online courses may incorporate one or more collaborative learning assignments that utilize "virtual teaming." In collabora-

tive assignments a group of students works on and submits an assignment as a team. Work done in the group is not considered participation for grade purposes. In general, all members of the group will earn the same grade on the assignment. If the faculty member determines that one or more group members did not do a fair share of the assignment, those students may receive a lower grade. Some faculty members assign the members of groups while others allow students to self-select their group. A faculty member's policy on this will be in the course syllabus.

Technical Requirements

It is UIU's goal to make the student's learning experience the best it can be. One way to achieve this goal is to ensure that certain essential tools are available when the student accesses their web-based course. Information related to technical requirements for the Upper Iowa University learning management system, uiuLearn, can be found under the browser information section on the uiuLearn homepage at uiuLearn.uiu.edu. The system automatically checks the user's browser to determine its compatibility. A message will appear if compatibility is not met. In the event issues arise, support information is also located at uiuLearn.uiu.edu.

Learning Management System

Upper Iowa University utilizes Desire2Learn Brightspace learning management system (LMS). UIU has branded the LMS with the name uiuLearn. All students who enroll in online classes are expected to complete the student orientation tutorial and have appropriate knowledge to use the system effectively. The system is supported by a 24/7 helpdesk available at helpdesk@d2l.com or 877-325-7778. Failure to post correctly and submit assignments/exams as required does not provide the basis for appeals of tuition and/or resubmission.

U.S. Center Program Information

Center Program Registration

- New students must register at the center.
- Currently enrolled students need to register through myUIU.

All Upper Iowa University students register through myUIU, Upper Iowa University's online portal. Access to myUIU is on the University website at uiu.edu. Step-by-step instructions for course registration are listed on the student tab and also found under the student handouts portlet. All students are issued a username and password through their center/program after their first Upper Iowa University registration.

Registration begins at least six weeks before the start of each semester. Students are strongly encouraged to register early. Classroom capacity may limit the size of classes, but, if enrollments dictate and there is adequate lead time to make the necessary arrangements, a second section of a course may be added. Without adequate lead time, courses may close when enrollment reaches classroom capacity.

Tuition and any course-related fees are due at the time of registration or before the first night of class. International students need to contact their advisor regarding specific information on admission and registration.

Changes in Center Program Registration

Note the following policies for changing registration:

1. A student may not add a course after it meets for 1/8 of the total hours it is scheduled to meet.
2. If a student wishes to withdraw from a course, the student must complete a Course Withdrawal Card (contact the center office) prior to the last day of the fifth week of the session. Failure to attend class does not constitute withdrawal. Students who register for a course and fail to attend it will be assigned a grade of **NA** unless a withdrawal form is completed prior to the first day of the session.

Validation of Enrollment

Registration for each course must be validated by attending at least one of the first three class sessions. Failure to validate enrollment when courses begin will result in a grade of **NA** (never attended) and removal from the course.

Administrative Withdrawal

During weeks one through six of an eight-week session if a student's consecutive absences exceed the number of class meetings per week, three absences for classes meeting twice per week or two absences for classes meeting once per week, the center director will initiate the administrative withdrawal procedure and the staff will contact the student. In the absence of extenuating circumstances, a grade of **AW** will be recorded and the student will be removed from the class. A student enrolled in the Senior Project who does not submit the rough draft of the project to the instructor by the end of week five will be withdrawn from the course and a grade of **AW** will be recorded.

Please contact the center advisor for specific guidelines regarding administrative withdrawal during a six week session.

Excused Absences/Leaves of Absence

In accordance with #34CFR668.22 Department of Education Regulation, a student may request a Leave of Absence using the criteria below. All requests will be reviewed and either approved or denied by the Provost in consultation with the appropriate stakeholders.

1. Student must submit a written request explaining the circumstances in detail and attach supporting documentation.
2. Included in the request, student must state his/her intention to return to Upper Iowa University and state intention not to enroll at other colleges during the leave of absence.
3. Student must sign and date request.
4. The maximum leave of absence is 180 days in a 12-month period.
5. Students who return within the 180 days will retain their eligibility for admission and eligibility for institutional aid.

6. Students granted a Leave of Absence will receive a "W" for all current courses.
7. Student will complete an information update form upon returning to UIU.

Delivery, Schedule, and Refund

Delivery & Schedule

The goal of Upper Iowa University is to offer its curriculum on a schedule that allows students to take courses and continue their careers. Please contact the program office for the course schedule and exact starting dates. A schedule is available at uiu.edu/online.

Refund Policy and Course Withdrawal

If a student decides to withdraw from the University before the end of a semester or session, the student's charges, financial aid, tuition assistance, and/or veteran benefits could be affected. All students should consult with the Business Office and Financial Aid Office to understand the financial impact of withdrawing prior to initiating the withdrawal process.

Tuition adjustments are independent from academic and financial aid deadlines. Tuition will be adjusted based on the percentages listed in the following table for the weeks completed in the eight-week enrollment period. If the course meets on an alternative schedule, consult the center for the refund schedule. The student's last date of attendance is the official withdrawal date that will be used when calculating a refund.

For students from Wisconsin, state laws apply.

| Fall Semester 2019 | | Session 1 Aug 26 - Oct 17 | Session 2 Oct 28 - Dec 19 |
|----------------------|--------|------------------------------|-------------------------------|
| Charge | Refund | Last Date of Attendance | Last Date of Attendance |
| 25% | 75% | Aug 26 - Sep 1 | Oct 28 - Nov 3 |
| 50% | 50% | Sep 2 - Sep 8 | Nov 4 - Nov 10 |
| 100% | 0% | After Sep 8 | After Nov 10 |
| Spring Semester 2019 | | Session 3 Jan 13 - Mar 5 | Session 4 Mar 16 - May 7 |
| Charge | Refund | Last Date of Attendance | Last Date of Attendance |
| 25% | 75% | Jan 13 - Jan 19 | Mar 16 - Mar 22 |
| 50% | 50% | Jan 20 - Jan 26 | Mar 23 - Mar 29 |
| 100% | 0% | After Jan 26 | After Mar 29 |
| Summer Semester 2019 | | Session 5 May 18 - July 9 | Session 6 July 13 - Aug 20 |
| Charge | Refund | Last Date of Attendance | Last Date of Attendance |
| 25% | 75% | May 18 - May 24 | July 13 - July 19 |
| 50% | 50% | May 25 - May 31 | July 20 - July 26 |
| 100% | 0% | After May 31 | After July 26 |

These percentages will also be used to determine eligibility for state aid the student may have received. Examples of refund calculations are available online www.uiu.edu/financialaid or upon request in the Financial Aid Office.

Course withdrawal may impact financial aid eligibility. A financial aid counselor is available to discuss this decision with students.

Upper Iowa University is required to use a pro rata schedule to determine the amount of Title IV aid the student has earned at the time of withdrawal. If financial aid funds have been released to the student because of a credit balance on the student's account at Upper Iowa University, the student may be required to repay some or all of the amount released to the student. This policy is subject to federal regulations. Contact the Financial Aid Office for details.

Withdrawing from a course in progress may result in significant student account charges. Consult with the Business Office before withdrawing. For more information on financial aid implications, go to: uiu.edu/financialaid.

Classification and Course Loads

Classification of Graduate Students

Registration Status

1. Full-time: A student registered in a graduate division for six or more credits each semester.
2. Half-time: A student registered for three to five credits per semester.
3. Less than half-time: A student registered for less than three credits per semester.
4. Non-Matriculated: A student attending classes for the purpose of obtaining credit, but not a candidate for degree.

Course Loads

Students enrolled in the UIU Graduate Program are considered full-time with the completion of six or more graduate credits during each semester. Enrollment in six semester graduate credits during an eight-week session is allowed as long as the student is successfully completing the course requirements. Graduate students should carefully consider personal time management issues, including outside the university commitments, before enrolling in more than one graduate course in a session.

Graduation Requirements

A student will have five years after initial enrollment in the first of either a foundational or graduate level course to complete the graduate program under the requirements in effect at the time of enrollment. If the student does not complete the graduate degree program within the five-year period, the requirements in effect at the time of the next enrollment will be used to determine the student's graduation requirements. Upper Iowa University reserves the right to make changes in its academic regulations

and requirements when, in its judgment, the best interests of the institution are served.

Additional Coursework

Students completing a graduate degree with Upper Iowa University may not take additional courses exceeding the required credits to graduate. If additional courses are desired, a letter of request must be submitted to the graduate advisor/program director with information supporting the reason for the additional courses, including but not limited to transfer of courses for an additional degree or required for employment or certification. The request must be received four weeks prior to the session start and must specifically list the courses and sessions the student plans to complete. The graduate advisor will review the request and, following discussion with the student, approve or deny the request. In general, a request will not be approved if taking the additional courses would delay or interfere with the student's progress towards a degree. Students using financial aid for degree-required courses are not eligible for additional funds for courses that do not count towards the degree.

Multiple Masters Degrees

Students who have earned one master degree at Upper Iowa University may desire to earn one or more additional masters degrees at UIU. There may be certain courses in common for these programs.

1. A student may use a graduate course taken at UIU in satisfaction of one graduate degree towards the requirements of another graduate degree provided that the grade earned was B or better. This grade requirement is consistent with the grade requirement for graduate courses transferred to UIU from external graduate programs.
2. Not more than 12 semester credits in total from a prior UIU master's degree or transferred from another institution may be used towards a subsequent UIU master's degree.

Graduate degrees represent attainment of advanced knowledge in specific disciplines. Therefore, each graduate degree will have its own grade point average calculation (GPA). Courses not part of the graduate degree will not be included in the calculation of a student's GPA for that degree.

Students may complete only one area of emphasis in each graduate degree. Students who wish to change areas of emphasis should submit a petition to do so to their Graduate Academic Advisor who will approve or disapprove the petition based on whether the change is justified by changes in the student's career circumstances.

Grading System

Grades in the program are:

| Grades | Quality Points |
|--------|----------------|
| A | 4.00 |
| A- | 3.67 |
| B+ | 3.33 |
| B | 3.00 |
| B- | 2.67 |
| C+ | 2.33* |
| C | 2.00 |
| C- | 1.67 |
| F | 0.00 |

* C+ grades and lower are below the standard expected of graduate students.

Individual instructors have the academic freedom to implement +/- grades in their courses at their discretion. The instructor's course syllabus will outline the grading scale being used.

P – Pass (for internship only)

I – Incomplete

A temporary grade assigned by the faculty member that will be changed to a letter grade of A-F by the end of the following session (center or online courses) or semester (Fayette Campus courses).

W – Withdrawal

The grade **W** is used to denote courses dropped (student-initiated) between the first and the fifth week of an eight-week session or between the first and fourth week of a six-week session. Courses no longer attended after the fifth week of the eight-week session will be issued a letter grade based on work completed in relation to total course requirements.

AW – Administrative Withdrawal

The grade **AW** is assigned to courses in which the student has been administratively withdrawn.

NA – Non-Attendance

If a student has not attended class (or posted in each of the student's registered online class(s) one or more notes to the main class meeting during the first week of the session) the student will be considered to be in non-attendance and will be withdrawn from the course. An **NA** will be recorded on the student's transcript and financial aid funding will be affected.

A student's official grade is the grade posted to myUIU at the end of the grading period. It is the student's responsibility to check myUIU grades for accuracy. Grades leading to academic concern, warning, or suspension apply to one three-semester credit course or any combination of courses that equal three semester credits. A cumulative grade point average of 3.0 in graduate-level courses is required to receive a graduate degree from Upper Iowa University.

Grade Appeal Process

The grade for any given course is based on the achievement or success of the student as defined by the individual instructor. This may be a quantitative score or a qualitative and subjective

decision. The grade received for a course is final unless the instructor makes a formal grade change.

If, under unusual circumstances, a student wishes to appeal a grade and have it changed, the student must follow these procedures within one session after the grade was earned:

1. The student will notify the instructor in writing that he or she will appeal the grade received for a specific course.
2. The student will submit a written grade appeal with supporting documentation to the Dean of the school in which the course resides.
3. The Dean of the school will obtain information from the instructor and may meet with the student or additional personnel as needed.
4. The Dean of the school will render a decision in writing to the student and faculty within 60 days of receiving the grade appeal.
5. The Dean of the school will submit a grade change to the Registrar if the grade is changed.

Standards for Academic Standing

Please refer to page 11 for additional information regarding Standards for Academic Standing

Satisfactory Academic Progress Policy

Please refer to pages 11-13 for information regarding the Satisfactory Academic Policy.

Academic Misconduct

Cheating, academic dishonesty, and plagiarism constitute a violation of the offender's own integrity, as well as the integrity of the entire University; they will not be tolerated. Violators will receive sanctions based on the level of academic misconduct.

Cheating includes, but is not limited to:

1. The use of unauthorized books, notes or other sources in the giving or securing of help in an examination or other course assignments.
2. The copying of other students' work or allowing others to copy your work. The submission of work that is not your own or allowing others to submit your work as theirs.
3. The submission of the same work for two or more classes without the approval of the instructors involved.

Academic dishonesty includes, but is not limited to:

1. Sharing academic materials knowing they will be used inappropriately.
2. Accessing another person's work without permission.
3. Providing false or incomplete information on an academic document.
4. Changing student records without approval.

5. Obtaining and using texts or other materials intended for instructor use only.

Plagiarism includes, but is not limited to:

1. The presentation of another's published or unpublished work as one's own.
2. Taking words or ideas of another and either copying them or paraphrasing them without proper citation of the source.
3. Using images, charts, graphs, statistics or tables without proper citation.

Levels of Academic Misconduct and Sanctions

The faculty member teaching the course has the primary responsibility for resolving allegations of academic dishonesty, though egregious violations will be resolved by the School administration, the Academic Misconduct Board, or some combination thereof. The final decision on the level of a violation rests with the Academic Misconduct Board. Options for resolving an alleged case of academic dishonesty range from dismissing the allegation with no negative sanction to being expelled from the university. A negative sanction is defined as an action taken by the faculty member that affects the student's grade for the assignment or his or her cumulative grade for the course. Anytime academic misconduct is detected, the procedures outlined will be followed. The incident will be maintained in a searchable database maintained by the Office of Academic Affairs.

Additional information regarding sanctions is located in Policy 107 at uiu.edu/about/policies.

Master of Business Administration School of Business and Professional Studies

The Master of Business Administration (MBA) Program prepares graduates to find innovative solutions to marketplace opportunities. The program offers emphases in accounting, corporate financial management, general management, human resources management, and organizational development. Skill and competence in specific business areas are developed through individual and team assignments and application of relevant theories to practical case study situations. The program provides a balance of quantitative and qualitative studies to strengthen contemporary managerial skills.

Teaching Strategies

Each course focuses on applying theoretical principles and practical experience to business situations and problems. Case studies, report writing and class discussions are blended to assure students an opportunity to clarify and assimilate course learning outcomes. Assessments can take a variety of forms including team projects, individual reports and case study analysis. Participation in discussions is crucial to student success.

The program concludes with BA 590 Research Seminar providing a capstone experience for the student to apply the concepts of the program in the development of a business report or proposal. The report or proposal is presented to peer students and/or business leaders using presentation software. The researched report or proposal provides the student an opportunity to demonstrate integration of the core curriculum and emphasis acquired knowledge and skills using graduate level communication and critical thinking skills.

Program Learning Outcomes

- Analyze the implications of regulatory and legal issues for corporations competing in the current economic environment.
- Identify and resolve problems, create change, or develop recommendations using analytical tools for business decision making.
- Explain the interdependence of corporate functional responsibilities.
- Evaluate effective business and management practices of corporations competing in the global or domestic economy.

Requirements for a Master of Business Administration Degree

The Upper Iowa University Master of Business Administration degree requires a minimum of 36 semester credits of graduate level course work with a minimum cumulative grade point average of 3.0 on a 4.0 scale for completion. At UIU, three-semester-credit courses are scheduled in five eight-week sessions and one six-week session each year.

The student completes 18 semester credit hours in core requirements, 3 semester credit hours in the capstone, 15 semester credit hours in a chosen area of emphasis and any required prerequisite credits. Students choosing an emphasis with an elective can select courses in another emphasis or graduate program relevant to the student's area of emphasis.

Students entering the MBA program are required to hold a BS or BA in a business discipline or be able to demonstrate a basic level of knowledge and achievement in accounting and finance. Students who have not completed a bachelor's degree in business and cannot demonstrate a basic level of knowledge as listed above will be required to take MBA 500 -Accounting and Finance Principles. This course is a prerequisite course to BA 513 - Financial Management. At the time of admission, the student's file is reviewed and it is determined if MBA 500 is required.

Degree Completion

To receive the Master of Business Administration degree, the student must successfully complete 36 semester credits of graduate work, including a final research project, and earn a cumulative GPA of not less than 3.0 on a 4.0 point scale. A graduate student will have five years after initial enrollment in the first graduate level course to complete the graduate program under the requirements in effect at the time of enrollment. If pro-

gram requirements change, the student can elect to complete the revised curriculum or to complete under the original curriculum.

If the student does not complete the graduate degree program within the five-year period, the requirements in effect at the time of the next enrollment will be used to determine the student's graduation requirements.

Upper Iowa University reserves the right to make changes in its academic regulations and requirements when, in its judgment, the best interests of the institution are served.

Program Requirements

Core requirements:

The core curriculum is a forward-thinking academic program developing comprehension and competence in financial risk, economics and change, innovation through sustainability, current legal implications, product improvement and market analysis. Many courses include group work that prepares students to work in teams in the corporate world, a skill sought by many organizations.

| | Credits |
|--|----------------|
| MBA 501 Managerial Communication | 3 |
| MKT 504 Marketing and Product Management | 3 |
| BA 506 Organizational Strategy and Economic Change | 3 |
| BA 508 Current Issues in Corporate Law and Ethics | 3 |
| BA 511 Corporate Entrepreneurship and Sustainability | 3 |
| FIN 513 Financial Management | 3 |
| Capstone | |
| BA 590 Research Seminar | 3 |
| | <u>21</u> |

Areas of emphasis

Accounting

The Accounting Emphasis integrates management skills with accounting theory and practice. It is Strongly recommended that students have an undergraduate degree in accounting when pursuing this emphasis. The Accounting Emphasis will provide students an opportunity to meet the 150 credit requirement for the Uniform CPA examination. The completion of the Accounting Emphasis does not guarantee that the requirements to sit for the Uniform CPA examination have been met. Contact the Board of Accountancy in the state that the student wishes to sit for the examination for that state's specific requirements.

| | Credits |
|--|----------------|
| ACCT 533 Advanced Accounting Information Systems | 3 |
| ACCT 551 Taxation for Corporations | 3 |
| ACCT 552 Forensic Accounting | 3 |
| ACCT 553 Advanced Managerial Accounting | 3 |
| Graduate Elective | 3 |
| | <u>15</u> |

Corporate Financial Management

The Corporate Financial Management Emphasis provides

students with a broad understanding of financial management, financial institutions, and investment strategies. Graduates will evaluate investments, develop management strategies using corporate financial information, and apply various corporate financial management strategies to evaluate risk.

| | Credits |
|--|----------------|
| FIN 531 Financial Markets and Financial Strategy | 3 |
| FIN 551 Financial Data Analysis | 3 |
| FIN 552 Investment Management | 3 |
| ACCT 553 Advanced Managerial Accounting | 3 |
| Graduate Elective | 3 |
| | <u>15</u> |

General Management

The General Management Emphasis allows learners, in collaboration with their academic advisor, to develop a program that meets their specific needs and goals. Electives can be selected from any area of emphasis or graduate program that is relevant to the student's desired outcomes.

| | Credits |
|-------------------|----------------|
| Graduate Elective | 3 |
| Graduate Elective | 3 |
| Graduate Elective | 3 |
| Graduate Elective | 3 |
| Graduate Elective | 3 |
| | <u>15</u> |

Human Resources Management

The Human Resources Management Emphasis assists students as they explore the theories and methods to manage the personnel resources of an organization. The emphasis has been reviewed and aligns with SHRM curriculum guidelines.

| | Credits |
|--|----------------|
| BA 524 Managing in the International Environment | 3 |
| BA 540 Labor/Management Relations | 3 |
| BA 544 Organizational and Management Theories | 3 |
| BA 546 Compensation and Benefits | 3 |
| BA 548 Development & Management of HRM | 3 |
| | <u>15</u> |

Organizational Development

The Organizational Development Emphasis provides students with the skills and understanding of organizational structure and culture and the ability to analyze and diagnose problems to develop recommendations supporting long-term change.

| | Credits |
|--|----------------|
| BA 520 Training and Development | 3 |
| BA 553 Organizational Development | 3 |
| BA 555 Organizational Culture | 3 |
| BA 560 Organizational Diagnosis and Intervention | 3 |
| BA 570 Team Building Techniques | 3 |
| | <u>15</u> |

The student is responsible to complete all prerequisite requirements for elective courses. Exceptions must be approved by the MBA Program Director.

School of Business Post-Graduate Certificate Programs

The Upper Iowa University Post-Graduate Certificate Program provides students an opportunity to be life-long learners by offering students the opportunity to pursue additional course work within specific emphasis areas. The 15 credit hour certificates provide a framework for professional development that challenges students to find innovative solutions to marketplace opportunities.

Admission Requirements

To be unconditionally accepted into the Post-Graduate Certificate Program a learner must hold a conferred Graduate Degree from an accredited institution recognized by the U.S. Department of Education or the Council of Higher Education Accreditation.

Transfer Credits

The MBA Post-Graduate Certificate Program will accept up to 3 relevant graduate credits from institutions recognized by the U.S. Department of Education or the Council of Higher Education Accreditation. This would require that 12 additional credits be completed through UIU.

Certificate Completion

A graduate student will have five years after initial enrollment in the first graduate level course to complete the certificate program under the requirements in effect at the time of enrollment. If program requirements change, the student can elect to complete the revised curriculum or to complete under the original curriculum.

If the student does not complete the certificate degree program within the five-year period, the requirements in effect at the time of the next enrollment will be used to determine the student's certificate requirements.

Upper Iowa University reserves the right to make changes in its academic regulations and requirements when, in its judgment, the best interests of the institution are served.

Certificate Areas and Requirements

Accounting Requirements

| | |
|-------------------|---|
| ACCT 533 | Advanced Accounting Information Systems |
| ACCT 551 | Taxation for Corporations |
| ACCT 552 | Forensic Accounting |
| ACCT 553 | Advanced Managerial Accounting |
| Graduate Elective | |

Corporate Financial Management

| | |
|-------------------|--|
| FIN 531 | Financial Markets and Financial Strategy |
| FIN 551 | Financial Data Analysis |
| FIN 552 | Investment Management |
| ACCT 553 | Advanced Managerial Accounting |
| Graduate Elective | |

Human Resources Management

| | |
|--------|---|
| BA 524 | Managing in the International Environment |
| BA 540 | Labor/Management Relations |
| BA 544 | Organizational and Management Theories |
| BA 546 | Compensation and Benefits |
| BA 548 | Development & Management of HRM |

Organizational Development

| | |
|--------|---|
| BA 520 | Training and Development |
| BA 553 | Organizational Development |
| BA 555 | Organizational Culture |
| BA 560 | Organizational Diagnosis and Intervention |
| BA 570 | Team Building Techniques |

Note: Financial aid is not available for certificate programs.

Master of Education Andres School of Education

Upper Iowa University's Master of Education (M.Ed.) program is designed to increase an educator's skill set when working with students as well as enhance knowledge, skills, and dispositions to be an effective leader in the educator's discipline. Classes are taught by individuals who have strong hands-on experience teaching in K-12 and working in higher education. Within the M.Ed. emphases, we offer advanced coursework that targets the needs of those seeking endorsements in Special Education, Early Childhood Education, English as a Second Language, Talented and Gifted, and Reading. We also offer emphases in Higher Education and Teacher Leadership. We expect to serve those students who seek to earn certain teaching license endorsements and/or meet the requirements for the Master of Education degree. Students may earn one or more of the following Iowa endorsements:

- Instructional Strategist I: Mild/Moderate (K-8 and/or 5-12)
- Instructional Strategist II: Behavior Disorders/Learning Disabilities K-12
- Instructional Strategist II: Intellectual Disabilities K-12
- Reading (K-8 and/or 5-12)
- Reading Specialist
- ESL K-12
- Early Childhood (PreK-K)
- Early Childhood Unified (Birth-Grade 3: Inclusive Settings)
- Talented and Gifted

All students who complete endorsements are encouraged to complete the additional graduate work to earn a Master of Education degree in one of the following areas of emphasis:

- Instructional Strategist
- Talented and Gifted

- Reading
- ESL
- Teacher Leadership
- Early Childhood

To be eligible for admission to the Master of Education program, the applicant must have earned a bachelor's degree from an institution recognized by its own regional accreditation association and must have earned a cumulative undergraduate grade point average of 2.75 (A = 4.0) or above.

Program Planning

There are three categories of graduate students- those just seeking a teaching license endorsement, those seeking a graduate certificate and those seeking the Master of Education degree. Students in all three categories must follow the degree plan/advising worksheet developed for the individual. The degree plan is developed by the student and his/her graduate advisor in a manner consistent with expectations of the graduate program.

Degree Requirements

To be awarded the Master of Education, students must earn a minimum of 36 credits in an approved program of study and achieve a minimum cumulative grade point average of 3.00 for all graduate courses. All requirements for the Master of Education degree must be completed within five years from the date of admission to the graduate program.

Master of Education Program Goals

Learners successfully completing the Master of Education core and an emphasis in Teacher Leadership, Special Education, Reading, Early Childhood, English as a Second Language, Talented and Gifted, or Higher Education will be able to:

1. Read and evaluate educational research and/or engage in a research project.
2. Using the student' knowledge of different backgrounds, ethnicities and cultures, explain how to collaborate effectively with constituents.
3. Identify and solve problems in program finance, legal issues, distance learning, curriculum design, methods, or assessment using research.
4. Demonstrate effective leadership decision making and analytical skills.

Areas of Emphasis

The Masters of Education is offered in the following areas of emphasis:

- Teacher Leadership
- Instructional Strategist
- ESL (English as a Second Language)
- Reading
- Early Childhood
- Higher Education

- Talented and Gifted

Generally, students who pursue the Master of Education Instructional Strategist, Reading, Talented and Gifted, Early Childhood and/or ESL sequence of courses seek a teaching license endorsement. These students must complete the Iowa State Department of Education approved Upper Iowa University endorsement requirements, successfully complete the Master of Education core requirements and additional coursework in the Teacher Leadership area of emphasis, if necessary, to meet the Master of Education degree credit hour requirements.

Teacher Leadership

To be awarded the Master of Education, Teacher Leadership emphasis, the student must earn a minimum of 36 approved graduate credit hours that include the following courses:

| Core Requirements | | Credits |
|-------------------|---|---------|
| EDU 512 | Educational Research Methods | 3 |
| EDU 531 | Teaching and Working in a Multicultural Setting | 3 |
| EDU 590-06 | Capstone Seminar Teacher Leadership | 3 |

Teacher Leadership Emphasis Requirements

| | | |
|---------|--|-----------|
| EDU 516 | Best Practices: Research-Based Teaching Strategies | 3 |
| EDU 519 | Teaching with Technology | 3 |
| EDU 522 | Assessment for Learning | 3 |
| EDU 524 | Issues in Educational Psychology and Learning | 3 |
| EDU 526 | Selective Methods | 3 |
| EDU 532 | Professional Learning Communities | 3 |
| EDU 534 | Instructional Coaching | 3 |
| EDU 536 | Classroom Curriculum Design | 3 |
| EDU 538 | Educational Policy and Reform | 3 |
| | | <u>36</u> |

Instructional Strategist

To be awarded the Master of Education, Instructional Strategist I emphasis, the student must earn a minimum of 36 approved graduate credit hours that include the following courses/requirements:

| Instructional Strategist I K-8 Core Requirements | | Credits |
|--|---|---------|
| EDU 512 | Educational Research Methods | 3 |
| EDU 531 | Teaching and Working in a Multicultural Setting | 3 |
| EDU 590-04 | Capstone Seminar Instructional Strategist | 3 |

Instructional Strategist I Emphasis Requirements

| | | |
|----------|---|---|
| SPED 304 | Exceptional Persons (required for licensure, not available for graduate credit) | |
| EDU 507 | Diagnostic and Corrective Reading and Language Arts | 3 |
| SPED 559 | Home, School, and Community Relations | 3 |
| SPED 562 | Individual Behavior and Classroom Management Prek-12 | 3 |
| SPED 565 | Methods/Curriculum: Behavior Disorders Prek-12 | 3 |

| | | |
|--------------------|--|---|
| SPED 567 | Characteristics of Individuals with Disabilities Prek-12 | 3 |
| SPED 578 | Methods/Curriculum: Mild/Moderate Disabilities PreK-8 | 3 |
| SPED 579 | Clinical Teaching Experience: Instructional Strategist | 4 |
| | or | |
| SPED 582 | Clinical Teaching Experience: Instructional Strategist | 8 |
| Graduate Electives | | 6 |
| | (EDU 516 and EDU 519 recommended.) | |

To complete the 36 credit hour requirements for the Master of Education degree, students will be advised on an individual basis about appropriate coursework.

| Instructional Strategist I 5-12 Core Requirements | | Credits |
|--|---|----------------|
| EDU 512 | Educational Research Methods | 3 |
| EDU 531 | Teaching and Working in a Multicultural Setting | 3 |
| EDU 590-04 | Capstone Seminar Instructional Strategist | 3 |

Instructional Strategist I 5-12 Emphasis Requirements

| | | |
|-------------------|---|---|
| SPED 304 | Exceptional Persons (required for licensure, not available for graduate credit) | |
| EDU 507 | Diagnostic and Corrective Reading and Language Arts | 3 |
| SPED 559 | Home, School, and Community Relations | 3 |
| SPED 562 | Individual Behavior and Classroom Management Prek-12 | 3 |
| SPED 565 | Methods/Curriculum: Behavior Disorders Prek-12 | 3 |
| SPED 567 | Characteristics of Individuals with Disabilities Prek-12 | 3 |
| SPED 575 | Methods/Curriculum: Mild/Moderate Disabilities 5-12 | 3 |
| SPED 577 | Career and Vocational Programming | 3 |
| SPED 579 | Clinical Teaching Experience: Instructional Strategist | 4 |
| | or | |
| SPED 582 | Clinical Teaching Experience: Instructional Strategist | 8 |
| Graduate Elective | | 3 |

To complete the 36 credit hour requirements for the Master of Education degree, students will be advised on an individual basis about appropriate coursework.

| Instructional Strategist II: Behavior Disorders/Learning Disabilities K-12 Core Requirements | | Credits |
|---|---|----------------|
| EDU 512 | Educational Research Methods | 3 |
| EDU 531 | Teaching and Working in a Multicultural Setting | 3 |
| EDU 590-04 | Capstone Seminar Instructional Strategist | 3 |

Instructional Strategist II: Behavior Disorders/Learning Disabilities K-12 Emphasis Credits

| | | |
|-------------------|---|---|
| SPED 304 | Exceptional Persons (required for licensure, not available for graduate credit) | |
| EDU 507 | Diagnostic and Corrective Reading and Language Arts | 3 |
| SPED 559 | Home, School, and Community Relations | 3 |
| SPED 562 | Individual Behavior and Classroom Management Prek-12 | 3 |
| SPED 565 | Methods/Curriculum: Behavior Disorders Prek-12 | 3 |
| SPED 567 | Characteristics of Individuals with Disabilities Prek-12 | 3 |
| SPED 569 | Methods/Curriculum: Learning Disabilities K-12 | 3 |
| SPED 577 | Career and Vocational Programming | 3 |
| SPED 579 | Clinical Teaching Experience: Instructional Strategist | 4 |
| | or | |
| SPED 582 | Clinical Teaching Experience: Instructional Strategist | 8 |
| Graduate Elective | | 3 |

To complete credit hour requirements for the Master of Education degree, students will be advised on an individual basis about appropriate coursework.

Instructional Strategist II: Intellectual Disabilities K-12

| Core Requirements | | Credits |
|--------------------------|---|----------------|
| EDU 512 | Educational Research Methods | 3 |
| EDU 531 | Teaching and Working in a Multicultural Setting | 3 |
| EDU 590-04 | Capstone Seminar Instructional Strategist | 3 |

Instructional Strategist II: Intellectual Disabilities K-12 Emphasis

| | | |
|------------------------------|---|---|
| Current certification in CPR | | |
| SPED 304 | Exceptional Persons (required for licensure, not available for graduate credit) | |
| EDU 507 | Diagnostic and Corrective Reading and Language Arts | 3 |
| SPED 559 | Home, School, and Community Relations | 3 |
| SPED 562 | Individual Behavior and Classroom Management Prek-12 | 3 |
| SPED 567 | Characteristics of Individuals with Disabilities Prek-12 | 3 |
| SPED 573 | Methods/Curriculum: Intellectual Disabilities | 3 |
| SPED 577 | Career and Vocational Programming | 3 |
| SPED 579 | Clinical Teaching Experience: Instructional Strategist | 4 |
| | or | |
| SPED 582 | Clinical Teaching Experience: | |

| | |
|----------------------------------|---|
| Instructional Strategist | 8 |
| Graduate Electives | 9 |
| EDU 516 and EDU 519 recommended. | |

To complete the 36 credit hour requirements for the Master of Education degree, students will be advised on an individual basis about appropriate coursework.

Reading

To be awarded the Master of Education, Reading emphasis, the student must earn a minimum of 36 approved graduate credit hours that include the following courses/requirements:

Reading K-8 Credits

Core Requirements

| | | |
|------------|---|---|
| EDU 512 | Educational Research Methods | 3 |
| EDU 531 | Teaching and Working in a Multicultural Setting | 3 |
| EDU 590-05 | Capstone Seminar Reading | 3 |

Reading K-8 Emphasis

| | | |
|----------|---|---|
| SPED 304 | Exceptional Persons* | |
| EDU 326 | Developmental Reading and Language Arts* | |
| EDU 333 | Literature: Birth-Adolsecence* | |
| EDU 335 | Teaching Elementary Language Arts* | |
| EDU 507 | Diagnostic and Corrective Reading and Language Arts | 3 |
| EDU 509 | Practicum: Elementary Reading and Language Arts | 3 |
| EDU 525 | Content Area Literacy | 3 |
| EDU 545 | Language Acquisition | 3 |
| EDU 585 | Advanced Problems in Reading and Language Arts | 3 |

| | |
|------------------------------------|----|
| Graduate Electives | 12 |
| (EDU 516 and EDU 519 recommended.) | |

*Prerequisites; not available for graduate credit

To complete the 36 credit hour requirements for the Master of Education degree, students will be advised on an individual basis about appropriate coursework.

Reading 5-12 Credits

Core Requirements

| | | |
|------------|---|---|
| EDU 512 | Educational Research Methods | 3 |
| EDU 531 | Teaching and Working in a Multicultural Setting | 3 |
| EDU 590-05 | Capstone Seminar Reading | 3 |

Reading 5-12 Emphasis

| | | |
|----------|---|---|
| SPED 304 | Exceptional Persons* | |
| EDU 326 | Developmental Reading and Language Arts* | |
| EDU 333 | Literature: Birth-Adolsecence* | |
| EDU 507 | Diagnostic and Corrective Reading and Language Arts | 3 |
| EDU 510 | Practicum: Secondary Reading | |

| | | |
|---------|--|---|
| | and Language Arts | 3 |
| EDU 525 | Content Area Literacy | 3 |
| EDU 545 | Language Acquisition | 3 |
| EDU 585 | Advanced Problems in Reading and Language Arts | 3 |

| | | |
|----------------------------------|------------------------|---|
| One of the following: | | 3 |
| ENG 102 | English Composition II | |
| ENG 201 | Expository Writing | |
| An equivalent composition course | | |

| | |
|----------------------------------|----|
| Graduate Electives | 12 |
| EDU 516 and EDU 519 recommended. | |

*Prerequisites; not available for graduate credit

To complete credit hour requirements for the Master of Education degree, students will be advised on an individual basis about appropriate coursework.

Reading K-12 Specialist Credits

Core Requirements

| | | |
|------------|---|---|
| EDU 512 | Educational Research Methods | 3 |
| EDU 531 | Teaching and Working in a Multicultural Setting | 3 |
| EDU 590-05 | Capstone Seminar Reading | 3 |

Reading K-12 Specialist Emphasis

| | | |
|---------|---|---|
| EDU 507 | Diagnostic and Corrective Reading and Language Arts | 3 |
| EDU 522 | Assessment for Learning | 3 |
| EDU 525 | Content Area Literacy | 3 |
| EDU 534 | Instructional Coaching | 3 |
| EDU 545 | Language Acquisition | 3 |
| EDU 580 | Best Practices in Literacy Intervention | 3 |
| EDU 581 | Administration of Literacy Programs | 3 |
| EDU 585 | Advanced Problems in Reading and Language Arts | 3 |
| EDU 589 | Reading Specialist/Literacy/Coaching Internship | 3 |

Note: must also hold a masters degree, standard license and a teaching endorsement and have at least one year of experience which included the teaching of reading as a significant part of the responsibility.

ESL

To be awarded the Master of Education ESL emphasis, the student must earn a minimum of 36 approved graduate credit hours that include the following courses/requirements:

K-12 English as a Second Language (ESL) Credits

Core Requirements

| | | |
|------------|---|---|
| EDU 512 | Educational Research Methods | 3 |
| EDU 531 | Teaching and Working in a Multicultural Setting | 3 |
| EDU 590-02 | Capstone Seminar English as a Second Language | 3 |

English as a Second Language Emphasis

| | | |
|---------|---------------------|---|
| EDU 543 | Concepts of English | 3 |
|---------|---------------------|---|

| | | |
|---------|-------------------------------------|---|
| EDU 544 | Curriculum and Methods of ESL | 3 |
| EDU 545 | Language Acquisition | 3 |
| EDU 546 | Practicum in ESL | 3 |
| EDU 547 | Problems in English Grammar | 3 |
| EDU 548 | Cultural and Linguistic Diversity | 3 |
| EDU 549 | Clinical Teaching Experience in ESL | 1 |

Graduate Electives 9
(EDU 516 and EDU 519 recommended.)

To complete the 36 credit hour requirements for the Master of Education degree, students will be advised on an individual basis about appropriate coursework.

Early Childhood

To be awarded the Master of Education Early Childhood emphasis, the student must earn a minimum of 36 approved graduate credit hours that include the following courses/requirements:

Prekindergarten – Kindergarten Core Requirements Credits

| | | |
|------------|---|---|
| EDU 512 | Educational Research Methods | 3 |
| EDU 531 | Teaching and Working in a Multicultural Setting | 3 |
| EDU 590-01 | Capstone Seminar Early Childhood | 3 |

Early Childhood Prekindergarten – Kindergarten Emphasis

| | | |
|----------|---|---|
| EDU 142 | Human Growth, and Development (required for licensure, not available for graduate credit) | 3 |
| EDU 326 | Developmental Reading (required for licensure, not available for graduate credit) | 3 |
| ECE 502 | Field Exp. Prekindergarten | 2 |
| ECE 523 | Health, Safety, and Nutrition in Early Childhood | 3 |
| ECE 551 | Introduction to Early Childhood | 3 |
| ECE 552 | Observation and Assessment in Early Childhood | 3 |
| ECE 556 | Admin/Supervision Early Childhood | 3 |
| ECE 557 | Methods/Curriculum Early Childhood | 3 |
| SPED 559 | Home, School, Community Relations | 3 |
| ECE 536 | Clinical Teaching Experience: Prekindergarten-Kindergarten (4) OR | |
| ECE 596 | Clinical Teaching Experience: Prekindergarten-Kindergarten | 8 |

Graduate Electives 9
(EDU 516 and EDU 519 recommended.)

To complete the 36 credit hour requirements for the Master of Education degree, students will be advised on an individual basis about appropriate coursework.

Birth - Grade 3: Inclusive Settings Core Requirements Credits

| | | |
|---------|------------------------------|---|
| EDU 512 | Educational Research Methods | 3 |
| EDU 531 | Teaching and Working | |

| | | |
|------------|----------------------------------|---|
| | in a Multicultural Setting | 3 |
| EDU 590-01 | Capstone Seminar Early Childhood | 3 |

Birth - Grade 3: Inclusive Settings Emphasis

Current certification in infant CPR and first aid.

| | | |
|----------|--|---|
| EDU 306 | Field Exp. I: Elementary (undergraduate credit) (40 clock hours in grades K, 1, 2, or 3) | 2 |
| SPED 304 | Exceptional Persons (prereq to the following courses, not available for graduate credit) | 3 |
| ECE 501 | Field Exp: Infant/Toddler | 1 |
| ECE 502 | Field Exp. Prekindergarten | 2 |
| ECE 523 | Health, Safety, and Nutrition in Early Childhood | 3 |
| ECE 551 | Introduction to Early Childhood | 3 |
| ECE 552 | Observation and Assessment in Early Childhood | 3 |
| ECE 556 | Admin/Supervision Early Childhood | 3 |
| ECE 557 | Methods/Curriculum Early Childhood | 3 |
| EDU 507 | Diagnostic and Corrective Reading and Language Arts | 3 |
| SPED 559 | Home, School, Community Relations | 3 |
| SPED 562 | Individual Behavior/Classroom Mgmt. | 3 |
| SPED 565 | Methods/Curriculum: Behavior Disabilities Prek-12 | 3 |
| SPED 567 | Characteristics of Individuals with Disabilities | 3 |
| SPED 578 | Methods/Curriculum: Mild/Moderate PreK-8 | 3 |
| ECE 537 | Clinical Teaching Experience: Kindergarten - Grade 3 | 4 |
| SPED 534 | Clinical Teaching Experience: Prekindergarten Including Special Education | 4 |

Note: If not endorsed in elementary education, please contact an advisor for additional requirements.

To complete the 36 credit hour requirements for the Master of Education degree, students will be advised on an individual basis about appropriate coursework.

Higher Education

To be awarded the Master of Education Higher Education Emphasis, the student must earn a minimum of 36 approved graduate credit hours that include the following courses/requirements:

Higher Education Core Requirements Credits

| | | |
|------------|---|---|
| EDU 512 | Educational Research Methods | 3 |
| EDU 531 | Teaching and Working in a Multicultural Setting | 3 |
| EDU 590-03 | Capstone Seminar Higher Education | 3 |

Higher Education Emphasis Requirements

| | | |
|---------|--|---|
| HEA 504 | Student Affairs Practice in Higher Education | 3 |
| HEA 508 | Ethical and Legal Issues for the Administrator | 3 |
| HEA 509 | Student Development Theory | 3 |
| HEA 511 | Leadership and Governance | |

| | | |
|-------------------|---|----------|
| HEA 512 | in Higher Education Finance and Budgeting | 3 |
| HEA 521 | in Higher Education Politics in Higher Education | 3 |
| HEA 556 | Strategic Decision Making in Higher Education | 3 |
| HEA 558 | Quality Improvement and Accreditation | 3 |
| Graduate Elective | | <u>3</u> |
| | | 36 |

To complete the 36 credit hour requirements for the Master of Education degree, students will be advised on an individual basis about appropriate coursework.

Talented and Gifted (TAG)

| Core requirements | | Credits |
|-------------------|--|---------|
| EDU 512 | Educational Research Methods | 3 |
| EDU 531 | Teaching and Working in a Multicultural Setting | 3 |
| EDU 590-07 | Capstone Seminar TAG | 3 |

Talented and Gifted Emphasis

| | | |
|---------|---|---|
| EDU 516 | Best Practices: Research-Based Teaching Strategies | 3 |
| EDU 519 | Teaching with Technology | 3 |
| EDU 524 | Issues in Educational Psychology and Learning | 3 |
| EDU 539 | Introduction to Gifted Education | 3 |
| EDU 540 | Methods and Curriculum: Gifted Education PreK-12 | 3 |
| EDU 541 | Administration and Supervision of Gifted Programs | 3 |
| EDU 542 | Practicum: Gifted Programs | 3 |

| | | |
|--------------------|--|----------|
| Graduate Electives | | <u>6</u> |
| | | 36 |

To complete the 36 credit hour requirements for the Master of Education degree, students will be advised on an individual basis about appropriate coursework.

Certificates

M.Ed. Literacy Coach

| Certificate Course Requirements | | Credits |
|---------------------------------|--|----------|
| EDU 425/525 | Content Area Literacy | 3 |
| EDU 534 | Instructional Coaching | 3 |
| EDU 580 | Best Practices in Literacy Intervention | 3 |
| EDU 581 | Administration in Literacy Programs | 3 |
| EDU 589 | Reading Specialist/Literacy Coaching Internship | <u>3</u> |
| | | 15 |

M.Ed. Teacher Leadership

| Certificate Course Requirements | | Credits |
|---------------------------------|---|---------|
| EDU 516 | Best Practices: Research-based Teaching Strategies | 3 |
| EDU 531 | Teaching and Working | |

| | | |
|---------|-----------------------------------|----------|
| EDU 532 | in a Multicultural Setting | 3 |
| EDU 534 | Professional Learning Communities | 3 |
| EDU 536 | Instructional Coaching | 3 |
| | Classroom Curriculum Design | <u>3</u> |
| | | 15 |

Note: Financial aid is not available for certificate programs.

Master of Public Administration School of Arts and Sciences

The Master of Public Administration (MPA) degree at Upper Iowa University prepares students to assume managerial and leadership positions at all levels of government and in nonprofit organizations. The core courses are designed to give students a broad overview of the discipline while preparing them to develop their analytical, communication, and leadership skills.

Curriculum

The Upper Iowa University MPA degree provides students with the current theories, concepts and learning models necessary to assume managerial and leadership roles in a public sector or nonprofit agency with an emphasis in government administration, healthcare management, emergency management and homeland security, nonprofit organization or public management. Graduates will be positioned to make significant contributions to their organizations.

Program Mission

The UIU MPA program is a diverse community of students and faculty dedicated to the development of leadership, managerial, and analytical skills in a well-managed, collaborative and inclusive environment that ensures students' academic and professional success and guides students and faculty to promote the public interest and strengthen core democratic values through public service in government and non-profit organizations in accordance with applicable laws and policies.

Program Values

The UIU MPA program identifies diversity, democracy, and due process as the "core democratic values" described in our mission statement.

- Diversity:** Diversity obligates public administrators to respect the humanity of all people.
- Democracy:** Public administrators are committed to the inclusive, effective, and constructive participation of stakeholders in the political process by providing them with transparent, clear, accurate, and relevant information.
- Due Process:** Due process includes all processes that provide important checks (procedural and substantive) on the discretionary authority of unelected public administrators.

Program Goals and Outcomes

Goal 1: Develop and maintain a collaborative and inclusive learning environment that promotes the values of diversity, democracy, and due process.

Goal 2: Develop and maintain a high-quality curriculum that develops students' leadership, managerial, and analytical skills for public service in government and non-profit organizations.

Goal 3: Develop a culture of intellectual inquiry for faculty to pursue teaching excellence and for both students and faculty to pursue scholarship that advances the public administration field.

Program Core Competencies

The MPA degree is a flexible program designed for those who wish to hold management and leadership positions in the government sector or in nonprofit agencies. The program core competencies are those recommended by the National Association of Schools of Public Affairs and Administration. The program is designed to promote and develop the following:

1. To lead and manage: Public Management is the mobilization of organizational resources to accomplish the goals by balancing competing values including effectiveness and efficiency in an ethical and legal manner. Public Leadership is the ability to articulate goals consistent with laws and public policies and influence others to achieve those goals in a moral and ethical manner.
2. To participate in and contribute to the public policy process: To be a relevant and involved actor in the policy process requires our students to have the ability to structure problems, collect policy relevant information, and offer viable policy recommendations.
3. To analyze, synthesize, think critically, solve problems and make decisions, the UIU MPA program uses 1987 definition of critical thinking developed by the National Council for Excellence in Critical Thinking: "Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action."
4. To articulate and apply a public service perspective: Relying on the UIU MPA program's core values of democracy, diversity, and due process, students demonstrate the ability to determine how public administrators in public organizations should operate and how they interact with their stakeholders.
5. To communicate and interact productively with a diverse and changing workforce and citizenry: The ability to effectively communicate, both verbally and non-verbally, complex ideas to a diverse citizenry.

MPA Foundational Requirement

MATH 220 Elementary Statistics is a foundational requirement for the MPA program and must be completed with a grade of C or better.

Requirements for a Master of Public Administration Degree

The Upper Iowa University Master of Public Administration degree requires 36 semester credits of graduate level course work with a minimum cumulative grade point average of 3.0 on a 4.0 scale for completion.

Degree Completion

A graduate student will have five years after initial enrollment in the first of either a foundational or graduate level course to complete the graduate program under the requirements in effect at the time of enrollment. If program requirements change, the student can elect to complete the revised curriculum or to complete under the original curriculum.

If the student does not complete the graduate degree program within the five-year period, the requirements in effect at the time of the next enrollment will be used to determine the student's graduation requirements.

Upper Iowa University reserves the right to make changes in its academic regulations and requirements when, in its judgment, the best interests of the institution are served.

Degree Requirements

Master of Public Administration

Students completing the 18 credit MPA core requirements will have a broad overview of the discipline with an understanding of organizations, ethics, policy and research methods. Students must take PA 500, PA 501, PA 502 and PA 503 sequentially as their first four graduate courses. The 18 credit emphasis areas provide more in-depth knowledge into the areas of healthcare management, public management, nonprofit organizations, emergency management and homeland security or government administration. PA 590 is the last course in the program. It cannot be taken concurrently with any other course.

Core requirements:

| | | Credits |
|-----------|---|----------------|
| PA 500 | Writing for Public Administrators | 3 |
| PA 501 | Graduate Survey of Public Administration | 3 |
| PA 502 | Introduction to Program Evaluation | 3 |
| PA 503 | Program Evaluation Implementation and Evaluation | 3 |
| PA 504 | Political Economy and Regulatory Policy for Public Administrators | 3 |
| PA 511 | Gov't and NFP Financial Mgmt and Control | 3 |
| Capstone: | | |
| PA 590 | Research Seminar | 3 |
| | | <u>21</u> |

Areas of emphasis:

Emergency Management and Homeland Security

This emphasis area is designed to prepare students for leadership positions in agencies and organizations with missions to protect life, liberty, and property.

Emphasis Competency: Students will possess the knowledge needed to provide strategic leadership for an all hazards/ Whole Community approach to an emergency event given a networked environment operating within a democratic political system.

| | Credits |
|---|----------------|
| Graduate Elective | 3 |
| Choose four of the following: | 12 |
| PA 508 Terrorism and Politics | |
| PA 522 Psychology and Culture of Terrorism | |
| PA 523 Emergency Management, Homeland Security, and Public Policy | |
| PA 524 Leadership Issues with Critical Incidents | |
| PA 525 Comparative Strategies of National Security | |
| PA 526 Emergency Management: Mitigation, Recovery, and Continuity | |
| PA 535 Counter-Terrorism | |
| PA 543 Emergency Management: Planning and Response | |
| PA 555 Critical Infrastructure: Vulnerability Analysis and Protection | |
| | <u>15</u> |

Government Administration

This emphasis area is intended for students who are pursuing leadership positions in local, state, or national government.

Emphasis Competency: To analyze, develop, and utilize government capacity: Capacity refers to the “ability of people and institutions to do what is required of them” (Newland, 1981). Honadle (1981) provides some clarification by identifying specific activities an organization must master in order to fully develop its capacity. These activities include becoming a proactive organization that can identify where it is going, attract the resources necessary to get there, leverage its resources to maximum effect, and be adaptable in a changing environment.

| | Credits |
|--|----------------|
| Graduate Elective | 3 |
| Choose four of the following: | 12 |
| PA 507 Ethics of Public Service | |
| PA 562 Seminar in Federalism and Intergovernmental Relations | |
| PA 563 Administrative Law | |
| PA 564 Seminar in State and Local Government Management | |
| PA 565 Advanced Policy Analysis and Evaluation | |
| PA 566 Economic Development: Theory and Practice | |
| | <u>15</u> |

Healthcare Management

This emphasis area is designed to provide students with specialized knowledge of the issues and challenges facing leaders in health and human services organizations.

Emphasis Competency: The student demonstrates an understanding of how to create and maintain a system of continuous quality improvement in healthcare organizations.

| | | Credits |
|--|--|----------------|
| PA 537 Healthcare Quality Assessment and Improvement | | 3 |
| PA 539 Healthcare Informatics Technology Management | | 3 |
| Choose three of the following: | | 9 |
| PA 530 Public Policy and Healthcare | | |
| PA 531 Introduction to the Healthcare Systems | | |
| PA 534 Healthcare Economics | | |
| PA 536 Healthcare Law and Ethics | | |
| PA 538 Healthcare Financial Management | | |
| Graduate Elective | | <u>15</u> |

Nonprofit Organizational Management

This emphasis is designed to prepare students with the knowledge and skills necessary to lead organization in the growing nonprofit sector.

Emphasis Competency: The student shows readiness for effective nonprofit organizational leadership by demonstrating the knowledge and skills needed for the development and responsible use of financial and human resources from both the public and private sectors in compliance with local, state, and federal regulations and laws.

| | | Credits |
|--|--|----------------|
| Graduate Elective | | 3 |
| Choose four of the following: | | 12 |
| PA 515 Grant Writing and Contract Management | | |
| PA 541 Nonprofit Philanthropy and Fundraising | | |
| PA 546 Nonprofit Marketing and Public Affairs Advocacy | | |
| PA 547 Volunteer Recruitment and Management | | |
| PA 567 Board Governance and Strategic Management | | |
| PA 569 Gov’t and NFP Accounting and Budgeting | | |
| | | <u>15</u> |

Public Management

This emphasis is designed to assist students develop the knowledge and skills necessary to successfully manage in complex and dynamic public organizational settings.

Emphasis Competency: The student demonstrates the knowledge, skills and ability to evaluate and apply contemporary managerial research, theories, concepts and principles in order to successfully maximize the potential of diverse human talent in order to develop contributing and productive public employees and teams

so they are able to serve the needs of diverse citizen groups.

| | |
|---|----------------|
| | Credits |
| Graduate Elective | 3 |
| Choose four of the following: | 12 |
| PA 505 Organizational Behavior | |
| PA 509 Theories of Leadership | |
| PA 532 Human Resources Management in Public Organizations | |
| PA 544 Productivity Improvement in Government | |
| PA 545 Labor Relations and Conflict Resolution in the Public Sector | |
| PA 548 Advanced Issues in Public Management | |
| | — |
| | 15 |

Internship

Students may complete, as an elective, an internship (PA 594). This means obtaining a full-time paid or unpaid position for a period of eight weeks (not less than 320 hours) in a public sector or not-for-profit agency. The internship typically involves the student working on an administrative policy or management issue confronting a public or not-for-profit organization. It is an opportunity for the student to relate her/his academic experience in the master’s program to the issue that is the focus of the experience.

Internship positions are coordinated by the MPA Program Chair. Some internships are competitive in nature and are available on a regular basis with federal, state, county, and local governments. Others are posted from time to time as they are made known to the University. Still others become available on an ad hoc basis through the initiative of the student. A student’s progress in an internship is monitored by the student’s immediate supervisor at the agency sponsoring the internship and by the instructor.

The student prepares a report on the internship documenting the experience and its product, indicating the value of the experience for the student, and offers personal reflection on:

- Achievement of the the core and emphasis area competencies.
- Opportunities for integration of program values in practice.
- Future career directions based on the experience and related learning.

The report incorporates documentation prepared for and submitted to the sponsoring organization regarding the issue studied, and is submitted to the instructor of record for PA 594 as the evidence of completion of the experience. The sponsoring organization will prepare a report on the work and effectiveness of the student. These reports, along with the student’s work product, will be considered in assigning a grade to the Internship. The report is graded on a pass/fail basis.

The Internship (PA 594) is graded pass/fail for transcript purposes.

MPA Graduate Certificate

Students need to meet UIU’s current admission requirements and pass MATH 220 Elementary Statistics with a grade of C or better.

A certificate is offered in Public Management. A certificate is composed of 15 graduate credits. Students are required to earn at least a 3.0 cumulative GPA in the required certification course work.

Public Management

Required:

PA 500 Writing for Public Administrators

Select four of the following:

- PA 505 Organizational Behavior
- PA 509 Theories of Leadership
- PA 532 Human Resources Management in Public Organizations
- PA 544 Productivity Improvement in Government
- PA 545 Labor Relations and Conflict Resolution
 in the Public Sector
- PA 548 Advanced Issues in Public Management

Note: Financial aid is not available for certificate programs.

Master of Science in Counseling School of Arts and Sciences

Counseling

The Master of Science in Counseling (MSC) program is a master’s degree program that prepares students for practice as a mental health counselor in Iowa. The program was developed to meet CACREP standards and includes a high degree of hands-on training to teach the knowledge and skills necessary to practice.

| | |
|--|----------------|
| | Credits |
| CNSL 510 Professional Orientation and Ethical Practice | 3 |
| CNSL 515 Human Development: Theory/Research | 3 |
| CNSL 520 Research Methods | 3 |
| CNSL 540 Multicultural Counseling | 3 |
| CNSL 543 Career Counseling | 3 |
| CNSL 550 Diagnosis and Treatment Planning | 3 |
| CNSL 552 Group Counseling | 3 |
| CNSL 554 Helping Relationships | 3 |
| CNSL 570 Advanced Counseling: Application of Theory | 3 |
| CNSL 573 Psychological Assessment | 3 |
| CNSL 575 Psychopathology | 3 |
| CNSL 576 Psychopharmacology | 3 |
| CNSL 580 Couples, Marriage, and Family Systems | 3 |
| CNSL 582 Child and Adolescent Psychology | 3 |
| CNSL 584 Addiction Counseling | 3 |
| CNSL 590 Practicum | 3 |
| CNSL 595 Comprehensive Examination | 3 |
| CNSL 597 Internship I | 3 |
| CNSL 598 Internship II | 3 |
| CNSL 599 Internship III | 3 |
| | 60 |

Master of Sport Administration Andres School of Education

The Master of Sport Administration (MSA) degree at Upper Iowa University offers students the opportunity for a market advantage by delivering business administration skills alongside sector specific knowledge in the areas of collegiate athletics, professional sport and sports business. The program offers emphases in Sport Management or Coaching and Leadership Education. A Leadership Certificate is also available.

The MSA provides a balance of quantitative and qualitative studies to strengthen contemporary sports administration skills. The degree prepares learners for wide ranging variety of career opportunities that might include civic/regional sports, sporting goods manufacturers, high school athletic departments, college and university athletics departments, professional sports leagues, faculty positions and not-for-profit sports programs.

Program Objectives

- Evaluates the roles, functions, and interrelationships among collegiate athletics, professional sport and sport business' major constituents.
- Analyze the economic, legal, political, and technological issues that affect higher education collegiate athletics, professional sport and sport businesses and plan for changes in these issues.
- Demonstrate skills including break-even analysis, management of operational budgets, financial planning and the basis for financial compliance in higher education collegiate athletics, professional sport and sport businesses.
- Evaluate the educational, fiscal, and political elements of administrative decision-making in organizations, including hiring and dismissal practices, of higher education collegiate athletics, professional sport and sport business.
- Apply tested research designs and techniques to solve problems and discover opportunities in higher education collegiate athletics, professional sport and sport business.
- Integrate a holistic view of higher education collegiate athletic, professional sport and sport business administration that includes historical, social and political dimensions.
- Evaluate the role of leadership in higher education collegiate athletics, professional sport and sport business organizations.
- Analyze and assess facility needs within sport, including physical property and its planning, design and construction, financing, economic impact, risk management and legal issues.
- Value diversity both in and out of the workplace, model behavior becoming of a sport administration professional and practice global understanding.

- Evaluate the technical, tactical and mental training aspects of coaching.

Degree Requirements

Students are required to complete 18 credits of core requirements and 18 credits in one of the emphasis areas for a total of 36 semester credits.

| Core Requirements | | Credits |
|-------------------|--|---------|
| SA 501 | Sport Administration | 3 |
| SA 503 | Ethics in Sports | 3 |
| SA 515 | Sport Communication and Marketing | 3 |
| SA 525 | Sport Law and Contract Negotiation | 3 |
| SA 570 | Research Methods in Sport Administration | 3 |
| | or | |
| EDU 512 | Educational Research Methods | 3 |
| SA 590 | Capstone Seminar | 3 |
| | | 18 |

| Emphasis in Sport Management | | Credits |
|------------------------------|------------------------------------|---------|
| SA 510 | Managing Intercollegiate Athletics | 3 |
| SA 520 | Sport Finance | 3 |
| SA 575 | Sport Facilities Management | 3 |
| SA 580 | International Sport Management | 3 |
| SA 582 | Current Issues in Sport | 3 |
| SA 5xx | Sport Administration Elective | 3 |
| | | 18 |

| Emphasis in Coaching and Leadership Education | | Credits |
|---|-------------------------------------|---------|
| BA 570 | Team Building Techniques | 3 |
| SA 530 | Sport Leadership | 3 |
| SA 535 | Sport Psychology | 3 |
| SA 536 | Strength and Conditioning for Sport | 3 |
| SA 537 | Technology in Sport | 3 |
| SA 5xx | Sport Administration Elective | 3 |
| | | 18 |

Graduate Course Descriptions

Accounting

ACCT 533 *Advanced Accounting Information Systems* **3 credits**

Students explore advanced topics in Accounting Information Systems (AIS) needed to understand and use technologies in making decisions in key practice areas of the accounting profession: managerial accounting, financial accounting, auditing, and tax accounting. Course topics include the technologies involved in AIS, types of AIS applications and systems, use of systems technology and database concepts as a philosophy of AIS, internal control issues of AIS, audit issues related to AIS, and systems development issues including the Software Development Life Cycle and current trends in AIS design. Prerequisite: Undergraduate degree in accounting or 30 semester credits of undergraduate accounting.

ACCT 547 *Contemporary Topics in Financial Accounting* **3 credits**

This course covers contemporary issues in the accounting field. This class may include recent pronouncements of the Financial Accounting Standards Board (FASB), accounting and technology, cash flow analysis, and globalization in the accounting field. The focus of this class will change as the accounting field changes. Prerequisite:

Undergraduate degree in accounting or 30 semester credits of undergraduate accounting.

ACCT 551 Taxation for Corporations 3 credits

This course focuses on advanced topics of taxation related to business entities. The class is designed to introduce students to topics related to tax research, corporate taxation, partnership taxation, limited liability companies, and capital structure. Students will also examine how these topics effect organizational strategy and management decisions.

ACCT 552 Forensic Accounting 3 credits

This course is designed to enhance a student's understanding of the emerging field of forensic accounting. The course is structured to enhance the ability of students to think critically and to develop the knowledge, skills and attitudes necessary to compete effectively in the rapidly changing world of information technology.

ACCT 553 Advanced Managerial Accounting 3 credits

Managerial Accounting at the graduate level examines various methods that are utilized to make decisions within the context of organizational strategy. Effective decisions are linked with management concepts such as strategic position analysis, value chain analyses, and the effects that decisions have on the organization's competitive position. Students will learn how to use both non-financial and financial information to create strategic recommendations for the organization.

ACCT 554 Governmental and Not-For-Profit Accounting 3 credits

This course will cover financial reporting, managerial, auditing, taxation, and information systems issues in governmental and nonprofit entities. Ethics and professional standards, as well as communication and analytical skills, are developed. Students will develop skills at analyzing transactions in a governmental entity and follow their effect on the financial statements.

Business

BA 506 Organizational Strategy/Economic Change 3 credits

The course will examine strategy and economic systems to manage risk and assess the impact of economic changes including regionalism, government regulations, corporate governance, international fiscal and monetary policies, and the balance of payments for strategy development.

BA 507 Ethics and Business Law for Accounting/Financial Managers 3 credits

This course reviews and debates the concepts of business law and ethical issues. This course will examine all elements of contract law, negotiable entrustments, business organizations, debtor-creditor relationships and property. The focus of this course will include interpretive responses and thorough written/oral communication. This course will also investigate ethical issues in contemporary topics of professional occupations with detailed examination in the accounting field.

BA 508 Current Issues in Corporate Law and Ethics 3 credits

The course will examine ethical theories and styles in contemporary organizational decision making, examining the ethics of current regulatory and legal issues impacting organizations.

BA 509 Theories of Leadership 3 credits

This course will include the investigation of leadership theories and explore the role of leadership in organizations. The course will also focus on the characteristics of leadership and the implications leadership has for organizations. Same as PA 509.

BA 510 Financial Accounting Theory 3 credits

This course describes the framework of accounting theory and provides application of theory to relevant issues facing modern accountants, including income concepts, financial statement presentations, long-term assets and liabilities, disclosure requirements

and ethical responsibilities. Prerequisite: Undergraduate degree in accounting or 30 semester credits of undergraduate accounting.

BA 511 Corporate Entrepreneurship and Sustainability 3 credits

The course synthesizes the responsibility of an organization as a leader in supporting global sustainability and integration of sustainability through entrepreneurial innovation and opportunities using industry analysis, competitive leverage, funding strategies, etc. within the organization.

BA 520 Training and Development 3 credits

This course work provides a detailed review of the principles and methods for training and developing human resources in a work environment. Learning theory and principles of effective training provide the foundation, but the emphasis is on applied delivery including training and presentation skills. Methods for analyzing training and development needs and the principles and techniques of program evaluation are also emphasized. Development of a training proposal is a key element. This course provides "hands-on" experience in designing and implementing training programs.

BA 524 Managing in the International Environment 3 credits

This is a survey course of the issues presented to managers in the international environment. Students explore a variety of topics utilizing discussion, researched reports and case analysis. Students will explore issues including: the nature of international business, the external environment of international business, strategy and planning, marketing, trade practices, human resources management, financial management, and operations management in an international environment. Students also explore the ethical considerations faced by international managers in decision making.

BA 526 International Law 3 credits

An analysis of the U.S. and foreign laws governing international trade.

BA 537 Mergers, Acquisitions and Divestitures 3 credits

Students will explore the analyses, valuation, financing and processes associated with both private and tendered acquisitions and mergers from the viewpoint of both the target and acquiring organizations. Anti-takeover defenses will be studied, including their effect on value and their effectiveness. Identification and valuation of operations to be divested will be covered, as well as common techniques such as full sale, spin-off, partial divestiture, and tracking stock.

BA 539 Regulatory Environment of Financial Management 3 credits

Students will explore the regulatory environment in which senior financial executives operate including SEC regulations and filings, NYSE and NASDAQ regulations and filings, and legislative requirements such as the Securities and Exchange Act and the Sarbenes-Oxley Act.

BA 540 Labor/Management Relations 3 credits

An investigation of the National Labor Relations Act and its implications to businesses. Labor legislation, labor unions and collective bargaining are topics to explore.

BA 544 Organizational and Management Theories 3 credits

This course provides an overview of the major principles of organization and management, in an integrated context. Frameworks for the analysis of managerial problems and decisions will be explored. Starting with basic organization theory and concluding with theories of micro-level processes, this course will introduce the different lenses with which to view behavioral processes within and between organizations. Special emphasis on issues of managing in a global business environment, the changing nature of governance, shareholder and stakeholder rights, multiculturalism in organizations, organiza-

tional power and domination and alternative organizational forms will be woven throughout.

BA 545 Business Study Travel Course 3 credits

This course is an intensive study of business in a specific country/region of the world. The course is a combination of classroom lectures and site visits to businesses. Classroom lectures and site visits provide students the basis to study the impact of economic, social, financial, infrastructure, and international elements on business. Destination of study travel course may change each time course is offered. The course will be conducted in English.

BA 546 Compensation and Benefits 3 credits

A study of the design and functioning of the entire compensation system with emphasis on wage and salary determination, individual group incentives, employee benefits, and non-economic rewards.

BA 548 Development and Management of Human Resources Management 3 credits

An exploration of the principles and practices required to forecast and acquire the human resources necessary to implement operational and strategic plans in organizations. Students will develop a plan for a specific project. Topics can include compensation, motivation and quality of work life.

BA 550 Special Topics Seminar 3 credits

This seminar is designed to examine in-depth current developments in specific areas of practice and research. Specific content of the seminar will change with each offering and will be announced prior to the session in which it is offered.

BA 553 Organizational Development 3 credits

An explanation of the core values and behavioral science theories that have shaped the field and defined the practice for organizational development and a prerequisite to understanding collaborative processes for managing planned change. Students are familiarized with the intellectual legacies of the major theorists and practitioners that have influenced the evolution of organization development as well as the traditional organizational development concepts, models and interventions. Contemporary practices and future trends in the field are also examined.

BA 555 Organizational Culture 3 credits

This course focuses on managing the informal organization, individual idiosyncrasies, the organization as a social system, and organization politics. The course reviews various models of organizational culture, including origins and purposes, how to establish and nourish a business-supporting culture, culture audits, and culture change.

BA 560 Organizational Diagnosis and Intervention 3 credits

This course utilizes the conceptual foundations acquired in Organizational Development and Organizational Culture as a basis for analyzing and diagnosing organizational performance and designing appropriate interventions. A primary focus is on understanding and applying organizational functioning, and becoming familiarized with different interventions and organizational development technologies. Heavy emphasis is placed on applying various diagnostic models. Both in-class case analysis of organizations and outside projects which require learners to conduct a diagnosis and assessment in an organizational setting are used to facilitate the acquisition of diagnostic competence.

BA 561 Continuous Quality Improvement 3 credits

Continuous Quality Improvement (CQI) will be examined both as a concept and a process. The course material includes how CQI applies to organizations from all sectors, the new emerging paradigms that are represented by CQI, a focus on customers, an understanding of variation, the needed cultural change for a successful CQI implementation,

as well as case studies. Emphasis will be placed on practical application of CQI concepts as they apply to organizations.

BA 563 International Accounting 3 credits

This course presents a conceptual framework for the understanding and application of international accounting standards. The impact of cultural and environmental factors on diverse accounting practices world wide, will be examined. Accounting practices in a numbers of countries, representing various political and economic systems, will be analyzed. Prerequisite: Undergraduate degree in accounting or 30 semester credits of undergraduate accounting.

BA 565 Implementation of Quality Systems 3 credits

A course designed to give the student an understanding of the requirements for the effective implementation of a quality system in an organization. Emphasis will be given to the practical application of implementation strategies and processes. Prerequisite: BA 561.

BA 567 Quality Management and Productivity 3 credits

This course focuses on the concepts of continuous improvement and quality management, viewing quality as a systematic process that improves customer satisfaction. The course covers methods and technologies that will aid managers in assuring that the organization's quality system is effectively meeting the organization's continuous improvement goals.

BA 569 Operations Research 3 credits

This course focuses on quantitative decision making tools, theory, and statistical process control. Topics covered include capacity management, inventory control, queuing, and scheduling. The course includes transportation decisions and project management techniques.

BA 570 Team Building Techniques 3 credits

A course that will illustrate how teams benefit organizations and analyze how teams function. The student will obtain and analyze techniques used to improve group dynamics and obtain skills in how to facilitate an effective meeting.

BA 576 Global Supply Chain Management 3 credits

Introduces students to the concept of the supply chain management with a focus on the issues of the global business environment. Topics covered include the sets of business processes called "channels," channel integration, management functions of planning, organizing, and controlling, and collaboration. The context of the supply chain in today's world is treated as highly significant and issues of culture and globalization will be addressed throughout the course.

BA 586 Global Business Strategy 3 credits

Students will explore and apply the essential theories of strategic management and operations concepts employed by best-practice companies in the transnational, international and global environments. Students will examine critical success factors in establishing and operating businesses in the global environment, including companies and their environments and the various external and internal issues not normally faced when operating solely in the domestic environment.

BA 590 Research Seminar 3 credits

The emphasis serves to integrate the student's studies in Business Administration by examining in depth an issue or problem of significance and special interest to the student. Research, writing, and presentation skills are employed in this course. Each student will design his/her own project, subject to approval of the faculty member, in order to fulfill the course requirements. The project shall demonstrate (1) integration of the MBA program objectives, (2) graduate-level writing skills using APA format, (3) graduate level critical thinking skills and (4) in-depth understanding and application of the objectives of the area of emphasis utilizing appropriate research techniques. A PowerPoint™ presentation of the project, suitable for senior-level decision makers, is also required. Prerequisite: 9 semester credit hours or fewer remaining in program.

MBA 500 Accounting & Finance Principles 3 credits

This course provides an introduction to financial concepts and principles. The course provides learners with an overview of the acquisition, analysis, and reporting of accounting information from the perspective of effective management decision-making in a global business environment. Attention is also given to the role of the financial system in the economy, investment analysis, and the financial decisions of business firms as related to capital budgeting, capital structure, and responsibility in the conduct of business financial operations. Prerequisite: Graduate Standing. This course will not satisfy a Graduate Elective in any emphasis area of any graduate program.

MBA 501 Managerial Communication 3 credits

Communication skills have consistently been ranked in the top five characteristics of successful managers for many years. Being able to communicate effectively is also a key component for success in academic situations as well. Through-out this course students will examine various communication strategies used in the 21st Century marketplace; additionally students will learn how to utilize these strategies to communicate information effectively using a variety of communication styles/tools. The course will provide students with the feedback, tools and coaching for both their academic and professional careers.

Counseling**CNSL 510 Professional Orientation and Ethical Practice 3 credits**

This course is designed to provide an understanding of all of the following aspects of professional counseling, including history, roles, organizational structures, standards, and credentialing.

CNSL 515 Human Development: Theory and Research 3 credits

This course is designed to provide an understanding of the nature and needs of persons at all developmental levels within both lifespan and multicultural contexts.

CNSL 520 Research Methods 3 credits

This course will provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation.

CNSL 540 Multicultural Counseling 3 credits

This course is designed to explore the cultural context of relationships, issues, and trends in a multicultural and diverse society, and how these impact the therapist-client relationship and the counseling profession.

CNSL 543 Career Counseling 3 credits

This course will explore career development and the interrelationships among work, family, and other life factors.

CNSL 550 Diagnosis and Treatment Planning 3 credits

This course will train students to use clinical interviewing and documentation of intake assessment that will support the assigned diagnosis using the DSM5. Students will also learn to develop evidence based treatment plans that will identify specific treatment modalities and methods of measuring outcomes.

CNSL 552 Group Counseling 3 credits

This course will explore both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society. Prerequisite: CNSL 510.

CNSL 554 Helping Relationships 3 credits

This course shall provide students an understanding of counseling theories used in individual, family and couples work as well as interviewing and counseling skills to counsel patients. Students will learn about wellness as well as suicide prevention and crisis intervention.

CNSL 570 Advanced Counseling: Application of Theory 3 credits

This course is designed to build on the Counseling Theories course by providing an understanding of case conceptualization and application of theory within the counseling process. Prerequisite: CNSL 510, CNSL 550, CNSL 554.

CNSL 573 Psychological Assessment 3 credits

This course will provide an understanding of individual and group approaches to assessment and evaluation. This material will include the concepts of personality, intelligence, functional behavior analysis, and other common tools of assessment in a counseling setting.

CNSL 575 Psychopathology 3 credits

This course will provide an understanding of the description, classification and diagnosis of behavior disorders and dysfunction.

CNSL 576 Psychopharmacology 3 credits

This course extends the study of brain chemistry into the topic of drugs and the chemical treatment of emotional and behavior disorders. This course provides an overview of drugs and biological interventions commonly used in clinical practice, their underlying brain mechanisms, and the research to support their effectiveness. Students will also discuss cultural and ethical issues related to the use of medication in specific populations.

CNSL 580 Couples, Marriage, and Family Systems 3 credits

This course will cover an introduction to systems theory, major approaches to couples, marriage, and family therapy, and the research on family systems concepts, in-session processes, and therapy outcomes. Prerequisites: CNSL 510, CNSL 550 and CNSL 554.

CNSL 582 Child and Adolescent Psychology 3 credits

Explores clinical psychological treatments for children and adolescents. Specific methods currently utilized by professionals in the field to treat various forms of child psychotherapy are introduced. Specific topics include humanistic, behavioral, cognitive, play, and eclectic therapies. Prerequisites: CNSL 510, CNSL 550, CNSL 554

CNSL 584 Addiction Counseling 3 credits

Provides an overview of the biological, psychological, social, and spiritual dimensions of addictions and addictive behavior. Addictive behaviors are presented as part of a continuum of mental and emotional disorders. Emphasizes the biological substrate and development course of addictions and the relationship of addictive behavior to common psychological disorders. Models and theories of addictive behavior that the professional counselor needs to understand when treating clients with addictive and co-occurring disorders are reviewed. Prerequisites: CNSL 510, CNSL 550 and CNSL 554.

CNSL 590 Practicum 3 credits

This is a 16 week (semester long) course. Students gain a working knowledge of the theoretical concepts learned in other courses by observing licensed clinicians practice with actual clients. Students are encouraged to observe and shadow only during this introductory stage of the practicum to enhance their knowledge, skills, and confidence. Each week students will meet with other students participating in practicum to discuss what was learned at their sites and discuss issues related to their experiences. Students must complete supervised practicum experiences that total a minimum of 100 clock hours. Prerequisites: CNSL 510, CNSL 515, CNSL 540, CNSL 543, CNSL 550, CNSL 554, CNSL 575.

CNSL 595 Comprehensive Examination 3 credits

This course provides each student an opportunity to provide a comprehensive account of his/her theoretical orientation. Students will prepare a scholarly paper outlining a clearly defined statement of his/her theoretical orientation, a theoretically-based, culturally sensitive treatment plan for this client to illustrate the way in which the theory was developed to put into practice, and three session notes documenting how this was accomplished. Students shall identify at least three ethical dilemmas and/or decisions that were encountered in one or more practicum and/or intern-

ship sites with references from the 2014 ACA Code of Ethics as well as a discussion of how these issues were resolved. Prerequisites: CNSL 597, CNSL 598.

CNSL 597 Internship I 3 credits

The program requires completion of a supervised internship in the student's designated program area of 600 clock hours over three 8-week registration periods taken in sequential registration periods, begun after successful completion of the practicum. The internship is intended to reflect the comprehensive work experience of a professional counselor appropriate to the designated program area. Each week students will meet with other students participating in practicum to discuss what was learned at their sites and discuss issues related to their experiences. Prerequisite: CNSL 590.

CNSL 598 Internship II 3 credits

The program requires completion of a supervised internship in the student's designated program area of 600 clock hours over three 8-week registration periods taken in sequential registration periods, begun after successful completion of the practicum. The internship is intended to reflect the comprehensive work experience of a professional counselor appropriate to the designated program area. Each week students will meet with other students participating in practicum to discuss what was learned at their sites and discuss issues related to their experiences. Prerequisite: CNSL 590.

CNSL 599 Internship III 3 credits

The program requires completion of a supervised internship in the student's designated program area of 600 clock hours over three 8-week registration periods taken in sequential registration periods, begun after successful completion of the practicum. The internship is intended to reflect the comprehensive work experience of a professional counselor appropriate to the designated program area. Each week students will meet with other students participating in practicum to discuss what was learned at their sites and discuss issues related to their experiences. Prerequisite: CNSL 590.

Early Childhood Education

ECE 501 Field Experience: Infant/Toddler 1 credit

This field experience requires a minimum of 20 clock hours at the infant/toddler level. The focus is observation and discussion of environments, interactions, and activities appropriate for infants/toddlers. Iowa's Early Learning Standards will be emphasized.

ECE 502 Field Experience: PreKindergarten 2 credits

This field experience requires a minimum of 40 clock hours at the prekindergarten level. The focus is observation and discussion of the role of a prekindergarten teacher. Designing and delivering lessons is also required. Iowa's Early Learning Standards, Iowa Quality Preschool Program Standards, and Creative Curriculum will be emphasized.

ECE 523 Health, Safety, and Nutrition in Early Childhood 3 credits

This course helps students understand how health, safety, and nutrition affect the growth and development of children birth through age 8. The focus is on preventive health and working with families to promote wellness in young children. Topics addressed include chronic diseases and medical conditions, medical emergencies, abused and neglected children, nutrients and nutrition guidelines, health and safety education, and planning for safety in indoor and outdoor environments.

ECE 536 Clinical Teaching Experience Prekindergarten - Kindergarten 4 credits

Clinical teaching is a capstone experience. The student teacher accepts the major responsibilities and performs the activities of a full-time instructor under the supervision of the cooperating teacher.

ECE 537 Clinical Teaching Experience Kindergarten - Grade 3 4 credits

Clinical teaching is a capstone experience. The student teacher accepts the major responsibilities and performs the activities of a full-time instructor under the supervision of the cooperating teacher.

ECE 538 Clinical Teaching Experience Birth - PreK 4 credits

Clinical teaching is a capstone experience. The student teacher accepts the major responsibilities and performs the activities of a full-time instructor under the supervision of the cooperating teacher.

ECE 550 Special Topics in Early Childhood 1-3 credits

ECE 551 Introduction to Early Childhood 3 credits

This course provides students with a historical and philosophical foundation of early childhood education. Topics addressed include issues and trends in the field early childhood, theoretical perspectives related to child development, the importance of play, developmentally appropriate practice, and careers and professionalism for early childhood educators. Ten clock hours of observation in an early childhood setting are required.

ECE 552 Observation and Assessment in Early Childhood 3 credits

This course provides guidance on the administration, organization, and operation of high quality early childhood programs for children birth to age eight. Topics include roles and responsibilities associated with the director role, state and federal guidelines, staff selection, supervision, and evaluation, planning developmentally appropriate curriculum, financial and facility management, policy development, partnerships with families, and advocacy for young children. Prerequisites: ECE 451 or ECE 551

ECE 556 Administration and Supervision of Early Childhood 3 credits

This course provides guidance on the administration, organization, and operation of high quality early childhood programs for children birth to age eight. Topics include roles and responsibilities associated with the director role, state and federal guidelines, staff selection, supervision, and evaluation, planning developmentally appropriate curriculum, financial and facility management, policy development, partnerships with families, and advocacy for young children. Prerequisites: ECE 451 or ECE 551

ECE 557 Methods and Curriculum of Early Childhood 3 credits

This course addresses the development of environments and curriculum for young children birth to preschool. Topics include developmentally appropriate practice, indoor and outdoor learning environments, the importance of play, anti-bias considerations, and exploration of curriculum models. Students will plan curricula that incorporates dramatic play, art, music, fine and gross motor activities, sensory activities, science, social studies, math, literacy, and construction. Prerequisites: ECE 451 or ECE 551

ECE 588 Clinical Teaching Experience Birth - Prekindergarten 8 credits

Clinical teaching is a capstone experience. The student teacher accepts the major responsibilities and performs the activities of a full-time instructor under the supervision of the cooperating teacher.

ECE 596 Clinical Teaching Experience Prekindergarten-Kindergarten 8 credits

Clinical teaching is a capstone experience. The student teacher accepts the major responsibilities and performs the activities of a full-time instructor under the supervision of the cooperating teacher.

ECE 598 Clinical Teaching Experience Kindergarten - Grade 3 8 credits

Clinical teaching is a capstone experience. The student teacher accepts the major responsibilities and performs the activities of a full-time instructor under the supervision of the cooperating teacher.

ECE 599 *Special Project in Early Childhood* **1-3 credits**

Education

EDU 507 *Diagnostic and Corrective Reading and Language Arts* **3 credits**

This course specifies how to assess students and how to use assessment results to provide effective instruction. The following components are included: knowledge of existing standardized diagnostic reading instruments, development and implementation of informal reading inventories and teacher-developed instruments, determination of reading and writing instructional strategies (including content area reading strategies) linked to assessment, and writing summative reports for stakeholders. A 15 hour tutoring experience is required.

EDU 509 *Practicum: Elementary Reading* **3 credits**

This course develops the student's understanding and application of curriculum development, individual assessment of student's reading, writing, language arts and integrated research abilities, and group management and motivation at the elementary/secondary level. In this course, students accept responsibilities within the classroom setting to assist in the reading instructional program by working under the guidance of the cooperating teacher in both individualized and group reading situations. Sixty clock hours of practicum required. Prerequisite: EDU 507. Prerequisite or Co-requisite: EDU 585.

EDU 510 *Practicum: Secondary Reading* **3 credits**

This course develops the student's understanding and application of curriculum development, individual assessment of student's reading, writing, language arts and integrated research abilities, and group management and motivation at the secondary level. In this course, students accept responsibilities within the classroom setting to assist in the reading instructional program by working under the guidance of the cooperating teacher in both individualized and group reading situations. Sixty clock hours of practicum required. Prerequisites: EDU 507. Prerequisite or Co-requisite: EDU 585.

EDU 512 *Educational Research Methods* **3 credits**

This course primarily introduces Master of Education candidates in learning how to read and evaluate educational research. Candidates will also translate administrative questions into problem statements and research questions in preparation for conducting and writing a literature review. Various research designs will be studied: ethnographic, action, evaluation, descriptive, historical, correlational, experimental, quasi-experimental, and causal-comparative.

EDU 516 *Best Practices: Research-Based Teaching Strategies* **3 credits**

This course provides an opportunity to learn best practice related to creating effective and supportive classroom and school learning environments. In this course, learners will examine instructional strategies designed specifically to improve student feedback, enhance delivery of content, and meet the contextual needs of students. A final research paper examines actual research results supporting instructional strategies of interest.

EDU 519 *Teaching with Technology* **3 credits**

This course focuses on the design, development, and integration of educational technology methods for teaching, learning, and personal productivity. This course engages the student in the application of current research and theory into the instructional design process. Students will complete an action research project in their specialized areas. Students should be able to use basic computer software (word processing, spreadsheets, database management) upon entrance to the program.

EDU 520 *Middle School Curriculum, Design, and Strategies* **3 credits**

This course will provide the requisite middle school methodology to

use along with the elementary or secondary school major. Curriculum design and instructional knowledge will be presented including teaming, pedagogy and instructional methodology for a middle school. A minimum of 15 clock hours will be spent in observing and/or assisting in a middle school setting. Prerequisite: Licensed teacher.

EDU 521 *Middle School Students' Growth, Development, and Management* **3 credits**

This course will provide the requisite middle school knowledge of the growth and development of the middle school age student to include emotional, physical and mental characteristics and needs. Management of middle school students will be discussed in relation to being able to use a variety of instructional strategies learned from either elementary or secondary methods courses to modify for use with middle school age students. Specific middle school scenarios and management situations will also be discussed in relation to unique middle school management techniques. A minimum of 15 clock hours will be spent in observing and/or assisting in a middle school setting. Prerequisite: Licensed teacher

EDU 522 *Assessment for Learning* **3 credits**

This course provides the theoretical foundation for student-involved classroom assessment. The course focuses on the role of classroom assessment in measuring student understanding and achievement as well as the various methods available to assess a variety of achievement targets. It provides complete coverage of educational assessment, including developing plans that integrate teaching and assessment, evaluating students and discussing evaluations with parents. No formal coursework in statistics or college mathematics is necessary to complete the course. The course includes comprehensive treatment of traditional and alternative assessments designed to provide practical use for classroom teachers.

EDU 524 *Issues in Educational Psychology and Learning* **3 credits**

This course focuses on developments in educational psychology and cognitive science as they apply to student learning and teaching. Emphasized in this course are brain-based learning, multiple intelligences, motivational theory and practice, issues related to diversity and learning as well as other current topics in educational psychology.

EDU 525 *Content Area Literacy* **3 credits**

This course provides instruction in how to develop individualized content reading skills for elementary, middle school, junior high and high school students; how to evaluate readability of textbooks and students' ability to read texts through informal teacher made assessments; how to integrate technology in content area reading and how to develop strategies to assist students in reading their content area textbooks. In addition, participants develop knowledge of the different types of writing; knowledge of narrative, expressive, persuasive, informational, and descriptive writing; writing as communication; and differentiated instructional strategies for reading and writing in the content areas.

EDU 526 *Selective Methods* **3 credits**

This course focuses on the various instructional methods that have been identified through research to be the most effective at enhancing student achievement. Learners will investigate the targeted strategies addressed in the Selective Methods course. The intention is to provide learners enough experience with the strategies to use them effectively in the classroom.

EDU 531 *Teaching and Working in a Multicultural Setting* **3 credits**

This course will assist students in developing their own understandings of historical and contemporary issues related to diversity, equity and inclusion or inclusivity. It will examine how we research and think about race, class, gender, ethnicity, nationality, religion, age, ability and sexuality. Students will explore how the issues of personal and institutional racism and classism impact student achievement, in particular the achievement gap in American K-12 schools as well as within higher education. Broad-

er theoretical constructs related to culture and identity will be drawn upon to inform our understanding and analysis of students within the preschool to college context.

EDU 532 Professional Learning Communities 3 credits

This course affords participants an opportunity to gain a deeper understanding about the effective use of professional learning communities. This course utilizes the *Learning by Doing* handbook for professional learning communities to help PLC leaders and participants learn how to improve PLC's and increase their impact on student achievement. The process of creating common formative and common summative assessments will be explored as well as using the data from those assessments to improve learning. The final project for this course requires students to complete a PLC Action Plan that incorporates the concepts learned in the class to a practical plan of action for achieving an effective PLC.

EDU 534 Instructional Coaching 3 credits

This course focuses on the role of the instructional coach in the PreK-12 educational setting. Class participants will learn to become reflective about their own teaching effectiveness and apply that knowledge to instructional coaching practices. Teachers will learn to critique instructional delivery according to research-based models, especially Marzano's Art and Science of Teaching Model. Class participants are expected to observe and conference with peers toward the goal of improved instruction.

EDU 536 Classroom Curriculum Design 3 credits

This course focuses on backward design. Using the Understanding by Design framework of Wiggins and McTighe, students will design curriculum that is rigorous, engaging and connected to state or national standards. Particular attention is devoted to the alignment of goals, objectives, activities and assessments of learning. Students design actual units of instruction, integrating their knowledge of design, curriculum, methods, and assessment.

EDU 538 Educational Policy Seminar 3 Credits

This course focuses on the societal and political contexts in which schools operate. After first becoming aware of various theories regarding educational policy issues and the various dimensions (or frames of reference) from which they can be viewed, learners will examine various issues that are likely to have an impact on classroom teaching and learning. Each week the learner will defend a personal stance based on the readings and additional supportive research. Educational policy areas likely to be considered include those having to do with governance, curriculum, accountability, personnel development, and school finance.

EDU 539 Introduction to Gifted Education 3 credits

This course discusses the characteristics, social and emotional needs, and special populations of gifted children. Identification, assessment, counseling, parenting, and program interventions for gifted children are introduced. Prerequisite: Licensed Teacher.

EDU 540 Methods and Curriculum: Gifted Education PreK-12 3 credits

This course provides knowledge and application of characteristics, methods, and curriculum for teaching gifted students. Methods for teaching differentiated strategies, collaborative strategies, and critical thinking strategies throughout the PreK-12 curriculum are addressed. Prerequisites: Licensed Teacher and EDU 539.

EDU 541 Administration and Supervision of Gifted Programs 3 credits

This course explains the process in identifying gifted students and how to respond with appropriate programming. Designing, conducting, and reporting program evaluation and assessment are also explained. Prerequisite: Licensed Teacher and EDU 539.

EDU 542 Practicum: Gifted Programs 3 credits

This course develops the educator's understanding and application of

curriculum, methods, assessment and program evaluation for gifted programs. Educators accept responsibilities within the classroom setting to assist the instruction program by working under the guidance of the cooperating teacher in both individualized and group situations. Sixty (60) clock hours of practicum are required in a classroom with gifted students. Prerequisite: Licensed Teacher and EDU 539 and EDU 541. May be taken as a co-requisite with EDU 540.

EDU 543 Concepts of English 3 credits

The course is for the purpose of developing awareness and understanding of the fundamental concepts and principles involved in writing the English language. Grammar and composition will be highlighted. Highly recommended: 3 credit hours of foreign language at the college level.

EDU 544 Curriculum and Methods of ESL 3 credits

This course will assist preservice educators and teachers to develop the capacity to address the differential learning and transition needs of culturally and linguistically diverse students. Understanding changes occurring in the American classroom and understanding significant factors in those changes, such as students and their families who are culturally and linguistically diverse, are goals of this course. Effective programming models are an additional understanding. In the context of these understandings, appropriate content-based instructional practices, accommodations to facilitate students' access to the curriculum, and assessment of student learning become the main foci of this course.

EDU 545 Language Acquisition 3 credits

Language Acquisition provides ideas for pre-service educators and teachers to promote oral language, reading, and writing development in English for K-12 English Language Students. It will provide pre-service educators and teachers with language acquisition theory, classroom organization, strategies, and assessment procedures for effective English student instruction.

EDU 546 Practicum in ESL 3 credits

This course develops the student's understanding and application of curriculum and methods in ESL. In this course, students accept responsibilities within the classroom setting to assist in the instructional program by working under the guidance of the cooperating teacher in both individualized and group situations. Sixty (60) clock hours of practicum are required in a classroom with ELLs present. Prerequisites: EDU 543, EDU 544 (co-requisite).

EDU 547 Problems in English Grammar 3 credits

This course will investigate the grammatical system of English; emphasis will be placed on tools and processes used to identify, assess, and teach grammatical patterns in written and spoken English for English Language Students. Prerequisite: EDU 543.

EDU 548 Cultural and Linguistic Diversity 3 credits

In this course students will study how cultural and linguistic diversity are linked and how teachers must be prepared to effectively teach students whose backgrounds are different from their own. Specifically, students will study the following: 1) language, text, and context, 2) teacher ideologies and motivation for change, 3) issues of diversity and literacy learning, 4) out-of-classroom influences on literacy learning, and 5) sociolinguistics.

EDU 549 Clinical Experience Teaching in ESL 1 credit

EDU 550 Special Topics 3 credits

These courses will address specific instructional approaches that are timely and relevant to current K-12 classrooms. The topics will vary based on the identified needs of K-12 teachers and the expertise available to address these needs.

EDU 550-1 Special Topics 1 credit

EDU 550-2 Special Topics 2 credits

EDU 550-3 Special Topics 3 credits**EDU 561 Environmental Issues Instruction 2 credits**

This course is designed as professional development in environmental education for pre-service and in-service educators in all subject areas. The Environmental Issues Instruction (eii) teaching model is presented in a hands-on, inquiry-based approach. Application of the model in the classroom is required to complete the course. Emphasis is placed on using research-based instructional strategies in the teaching of this environmental issues unit. This course may be repeated with different topics.

EDU 580 Best Practices in Literacy Intervention 3 credits

Best Practices in Literacy Intervention is a course that explores best practices in interventions and reading strategies. The course will utilize the Teaching Reading Sourcebook, which will provide an extensive list of reading strategies targeted by skill area. Along with the Reading Sourcebook students in the course will examine the book Simplifying Response to Intervention to reflect on best practices when it comes to both school and district work regarding the three tiers of instruction and intervention work. This course is designed to prepare students for work in both a Reading Specialist and Leadership position.

EDU 581 Administration of Literacy Programs 3 credits

This course examines the development, implementation and evaluation of reading programs for PreK through 12 learners. This course will provide a wide system overview of reading programs in schools focusing on the administrative responsibilities needed to oversee such programs. This course will examine carefully at how legislation impacts instruction in schools. Within the course, learners will work to promote parent and community involvement as an important partnership in literacy work.

EDU 585 Advanced Problems in Reading and Language Arts 3 credits

This course is a continuation of the study of various types of reading problems confronting elementary and secondary school students. The course includes problems in aspects of literacy (phonemic awareness, word identification/phonics, vocabulary, fluency, and comprehension) with appropriate strategies for remediation based on scientifically-based reading research. Effective strategies that facilitate the learning of standard English by all students are included. There is a required 15-clock-hour practicum. Prerequisites: EDU 507. May be taken concurrently with EDU 509 or EDU 510.

EDU 589 Reading Specialist/Literacy Coaching Internship 3 credits

The reading specialist/ literacy coach internship prepares teachers to collaborate with teachers in grades K-12 toward the goal of improving reading instruction. Throughout this internship candidates will utilize diagnostic reading assessments to provide research-based targeted instruction. Participants will study leadership qualities and reflect and demonstrate the skills needed to serve as a teacher leader in the area of literacy. The internship can be completed within one's own school district. The internship requires a minimum of 60 hours with a detailed log of literacy work and collaboration. Prerequisite or Co-requisite: EDU 580 and EDU 581.

EDU 590 Capstone Seminar 3 credits

This seminar serves to integrate the student's coursework in education by examining in-depth an issue or problem of significance and special interest to the student. Research, writing, and presentation skills are employed in this course. Each student will design his/her own project, subject to approval of the faculty member, in order to fulfill the course requirements. The project shall demonstrate (1) integration of the M.Ed. program objectives, (2) graduate level writing skills using APA format, (3) graduate level critical thinking skills and (4) in-depth understanding and application of the objectives of the area of emphasis utilizing appropriate research techniques. A research paper and a PowerPoint presentation are required. Prerequisite: completion

of all courses in emphasis area (may take one area of emphasis course concurrently).

EDU 590-01 Capstone Seminar Early Childhood
EDU 590-02 Capstone Seminar English as a Second Language
EDU 590-03 Capstone Seminar Higher Education
EDU 590-04 Capstone Seminar Instructional Strategist
EDU 590-05 Capstone Seminar Reading
EDU 590-06 Capstone Seminar Teacher Leadership
EDU 590-07 Capstone Seminar Talented and Gifted

EDU 599-1 Special Project 1 credit**EDU 599-2 Special Project 2 credits****EDU 599-3 Special Project 3 credits****Finance****FIN 513 Financial Management 3 credits**

This course analyzes contemporary theories of finance as applied to management decision-making including cash flow analysis, capital budgeting, risk and return, valuation models, financial instruments, statement analysis and capital structure. Prerequisites: MBA 500 or baccalaureate degree in a business discipline or basic level of knowledge in accounting or finance.

FIN 531 Financial Markets and Financial Strategy 3 credits

Students will explore domestic and international financial markets and the environments in which they function with emphasis on the operation, regulation, use, and evaluation of principal financial markets and institutions. Related issues explored include monetary policy, arbitrage, and their effects on business valuation. Students will examine the choices available to finance businesses and selection of optimal capital structures.

FIN 536 Derivatives and Risk Management 3 credits

This course introduces the student to derivative securities and their application in the context of corporate decision-making. Students will explore issues associated with the valuation, trading, hedging, and use of derivative securities covering options, swaps, forwards, and futures that are traded or negotiated. Identification and valuation of options embedded in financial and operational decisions will be explored. Students will also explore issues including the use of insurance to transfer risk and the recognition, measurement, and management of portfolio risk.

FIN 551 Financial Data Analysis 3 credits

This class will examine various information technology solutions used to manage financial data/statistics and their applications. Topic coverage will include financial statement analysis, forecasting, and quantitative approaches used in conducting financial analysis.

FIN 552 Investment Management 3 credits

Students will review principles of investment used to develop financial plans for individuals and businesses. Through analyses of financial forecasting in a dynamic environment, students will be prepared to create limited risk solutions. They will also examine accountability of financial managers to their clients in a volatile market.

FIN 564 International Financial Management 3 credits

Students will explore the financial management issues faced by organizations that operate in the global economy. The course integrates macroeconomic theory with financial theory as applied to a multinational corporation operating in the global arena.

Higher Education Administration**HEA 504 Student Affairs Practice in Higher Education 3 credits**

This course examines the history, philosophy, purpose and functions of student affairs in a variety of higher education settings. Students will review topical areas: student services, issues, problems as well as

implementing, managing and evaluating student affairs programs in college settings.

HEA 508 Ethical and Legal Issues for Administrators 3 credits

This course will assist present and future administrators to apply sensitivity and help with ethical and legal decision making in higher education. Issues include student, faculty, and classroom discrimination, equity, due process, disabilities, compliance, and academic freedom.

HEA 509 Student Development Theory 3 Credits

This course analyzes the role of the student affairs professional and the process by which development occurs. Theories of human development and learning, strategies for advising and retaining traditional and non-traditional learners are examined.

HEA 511 Leadership and Governance in Higher Education 3 credits

This course addresses the characteristics of fundamental reform and transformational change impacting leadership, administration, organization, and governance in contemporary higher education. An examination of the role of leadership in institutions of higher learning, including style, knowledge of the position, self-knowledge, personal characteristics, and ability to effectively initiate change, will be described. Unique challenges and opportunities effecting governance and organization in a global, market oriented, competitive system of higher education will be analyzed.

HEA 512 Finance and Budgeting in Higher Education 3 credits

An examination of higher education finance and budgeting systems, practices and issues. Topics include revenues vs. expenditures, cost vs. productivity the role of the public sector, student issues and budgeting.

HEA 521 Politics in Higher Education 3 credits

This course examines the complex political systems that shape higher education. Political actors include legislatures, interest groups, professional organizations, governmental analysts, and employee unions. Topics include accreditation, tuition, and affirmative action. Explores how to shape political options.

HEA 550 Special Topics in Higher Education 3 credits

This course explores in depth critical and current issues in the field of higher education, from the perspective of administrator and addresses how these critical issues impact two-year, four-year, public, private, for-profit and not-for-profit institutions.

HEA 556 Strategic Decision Making in Higher Education 3 credits

A survey of the theories and best practices of strategic planning and decision making in higher education. Provides students with major studies and models. Includes implementation techniques and outcomes evaluation, the impact of futuristic technologies, emerging new providers of higher education, and accreditation bodies.

HEA 558 Quality Improvement and Accreditation 3 credits

This course is an examination of higher education assessment and accreditation practices and the utilization of quality principles for continuous improvement. Topics include assessment models, assessment practices, quality in higher education, the quality principles and using the quality principles for continuous improvement.

HEA 599 Special Projects in HEA 1-3 credits

Marketing

MKT 504 Marketing and Product Management 3 credits

The course will synthesize marketing and product development models in, but not limited to, the creation of customer value, consumer buying patterns, product innovation and development, strategy development, and the delivery of goods and services in a

culturally diverse marketplace.

MKT 522 Global Marketing 3 credits

This course introduces students to marketing concepts used by domestic and foreign companies seeking to market products in global markets. Students will recognize the opportunities and challenges in today's international business climate and understand how these opportunities and challenges are an important factor in modern marketing strategies and planning. A marketing plan/national audit of a specific product in a specific foreign market will also be designed.

Public Administration

PA 500 Writing for Public Administrators 3 credits

This course provides students with the skills necessary to write a variety of documents commonly produced by public administrators in the field. There are two overriding focal points for the course: 1) Introducing students to writing as a democratic process that will likely involve controversial issues and many different internal and external stakeholders, and 2) Learning about the contemporary writing conventions of government and non-profit organizations. Critical thinking skills will also be emphasized throughout the course.

PA 501 Graduate Survey of Public Administration 3 credits

This course serves as a broad, graduate level introduction to the study and practice of public administration. Using the overriding values of diversity, democracy, and due process, students will examine key historical and contemporary developments in the field within the context of economic, legal, political, and socio-cultural environments. Select public administration subfields will also be explored.

PA 502 Introduction to Program Evaluation 3 credits

A systematic approach to the planning and design of a program evaluation including the reporting of its results. This course provides students with an opportunity to employ the methodology and the qualitative tools used by evaluators to assess public programs. Students will also gain valuable experience by learning how to critically analyze evaluation research and use cost benefit analysis. (Prerequisite: PA 501 or permission of the program chair.)

PA 503 Program Evaluation Implementation and Evaluation 3 credits

An application of the principles of program evaluation research design is the focus of this course. Students will have an opportunity to apply quantitative research methods to program evaluation process. The basics of good program evaluation reporting will also be covered. (Prerequisite: PA 502 or permission of the program chair.)

PA 504 Political Economy and Regulatory Policy for Public Administrators 3 credits

This course introduces students to the method and history of political economy allowing students to compare and contrast political and market solutions to collective problems. This course also examines the underlying value judgments and ideological commitments that fuel the debates over public policy.

PA 505 Organizational Behavior 3 credits

Students will develop an understanding of organizational behavior by understanding what goes on in the minds of managers and employees when they interact in organizations. Students will explore motivation as well as individual and group behavior in the communication process. Management for performance will be emphasized.

PA 507 Ethics of Public Service 3 credits

Analyzes and discusses the role of ethics for the practice of public administration. The development of ethical codes is traced from moral and constitutional roots. Explores the conflicts faced by program managers between ethical behavior and political/program expediency utilizing case studies and legal precedents. Focuses on the role of organizational, societal, and individual values in ethical public admin-

istration, consequences of ethical and unethical behaviors, and models for resolving ethical and values-based conflict in public organizations.

PA 508 Terrorism and Politics 3 credits

This course reviews the history of terrorism, especially since the French Revolution; its evolving definition, and how it relates to state violence; and its protean contemporary forms.

PA 509 Theories of Leadership 3 credits

Same as BA 509.

PA 511 Government and Nonprofit Financial Management and Control 3 credits

This course is designed to cover various financial management functions. Students will develop the analytical skills necessary to make managerial decisions based on information contained in the financial statements. The political, economic, and social context of financial decisions will be explored.

PA 515 Grant Writing and Contract Management 3 credits

A study of the administration and management of the grants and funding contracts in public and nonprofit organizations including the basic principles, skills, methods, and techniques of grant writing. Students will explore the sources of grants, funding contracts, types of grants and contracts available, and strategies to submit proposals for grants. Students will examine the reporting requirements for contracted programs and services and prepare related materials. In addition, using hypothetical programs, students will identify applicable requests for proposals and will develop a responsive grant proposal.

PA 522 Psychology and Culture of Terrorism 3 credits

This course will review the definition and various forms of terrorism, as well as the strengths and weaknesses of terrorism and terrorist typologies. Various forms of political, religious, and cultural terrorism will be examined, as well as their causes. The course draws on theories and research from psychology, sociology and cultural studies to assist in reaching an understanding of terrorism from a psychological and cultural perspective.

PA 523 Emergency Management, Homeland Security, and Public Policy 3 credits

This course will introduce the student to the dynamic environment faced by intergovernmental actors as they strive to protect the homeland from man-made and naturally occurring incidents. The evolution of emergency management and homeland security policy will be discussed. Students will discuss how policy choices affect the practice of emergency management and homeland security.

PA 524 Leadership Issues with Critical Incidents 3 credits

This course examines concepts and theoretical approaches to managing critical incidents. Case studies will be used to examine the application of emergency management and homeland security strategies. This course builds on roles and responsibilities of all levels of government and the non-profit organizations in emergency management operations. Specifically, the Incident Command System, and the National Response Framework and the Stafford Act will be discussed.

PA 525 Comparative Strategies of National Security 3 credits

This course will examine transnational nature of crime, terrorism and assess national security strategies employed by the U.S. and other nations. This course will allow students to evaluate global threats that may impact the U.S. security interests. The focus of this course is to allow students to analyze how U.S. and foreign governments counter criminal activities and terrorism. The emphasis will be on current global and regional threats to the U.S. national security.

PA 526 Emergency Management: Mitigation, Recovery, and Continuity 3 credits

This course will explore strategic efforts to improve emergency management mitigation and recovery efforts at the local, state, and national level. The role of domestic and international organizations

in helping prevent and recover from incidents will be explored. In addition, strategies to maintain uninterrupted government functions will be introduced.

PA 530 Public Policy and Healthcare 3 credits

An exploration of the analysis, development, implementation, and evaluation of policies and programs affecting health. Focuses on healthcare institutions, with some attention to managing health problems with non-medical interventions at the community level. Uses the case method applied to realistic situations in which specific decisions must be made by health managers or officials.

PA 531 Introduction to Healthcare Systems 3 credits

The course is designed to familiarize students with the financing, operation, regulation, and structure of the American health care system. Attention will be paid to environmental forces that shape and define the healthcare system.

PA 532 Human Resources Management in Public Organizations 3 credits

This course is designed to examine human resources management in public organizations. Topics examined in the course are from a public manager perspective and emphasize the importance of the human dimension in contributing to organizational effectiveness and productivity. The course explores due process, diligence, diversity and equal opportunity in regards to the classification, recruitment, appointment, development, compensation and overall satisfaction of public employees. Democratic principles and various associated paradoxes within the context of public service to include employee rights are investigated.

PA 534 Healthcare Economics 3 credits

Students explore the effect of macro- and micro-economic theory on the design, implementation, and outcomes of health and human services programs. Students explore optimization, consumer/client demand, production/service delivery, investment decisions, market structure, and information problems as applied to the public and not-for-profit health and human services sectors.

PA 535 Counter-Terrorism 3 credits

This course will include an analysis of counter-terrorist global policies, strategies, operations, and organizations since September 11. Students will become familiar with radical extremist organizations to evaluate current U.S. counterterrorism strategy to defeat these groups. A comparison will be made of U.S. counterterrorism strategy to other western nations' strategy to defeat terrorism. Given a scenario, students will critically analyze a terrorist organization's motives, methods, and tactics to develop a counterterrorism strategy. Prerequisite: PA 508: Terror and Politics.

PA 536 Healthcare Law and Ethics 3 credits

Explores the legal and regulatory issues faced by executives responsible for delivering healthcare and social services in the not-for-profit and government sectors. The course uses readings and case analyses to develop an understanding of the range of actions available to healthcare and social service executives and the effect limitations on actions can have on the quality, efficiency, and effectiveness of the services provided. The issues of privacy concerns, conflicts of interest, and fiduciary responsibility are explored.

PA 537 Health Care Quality Assessment And Improvement 3 credits

This course examines the quality assessment of both business practices and health care delivery focusing on outcome measurements, process/outcome relationships, and methods for process improvement. Quality management tools and techniques are reviewed with a focus on patient safety, clinical quality, care outcomes, and cost benefit analysis in patient care.

PA 538 Healthcare Financial Management 3 credits

Explores the processes and methods of financial management in the healthcare industry. Patterns of healthcare expenditures, methods

of financing healthcare, financial planning and development, third party reimbursement, and internal controls in health institutions and programs management.

**PA 539 Health Care Informatics
Technology Management 3 credits**

This course addresses the importance of information systems and information technology in improving decision-making in healthcare organizations and provides an overview of the integration of technology in the health care setting. Students will examine the processes used in the selection, application, and evaluation of computer software and hardware. Methods and processes to make informed business decisions related to the application and use of technology in health care will be discussed. Students will learn how integrated computer-based information systems can lead to decisions that improve and better coordinate care, allow for better management of medical records and orders, increase the timeliness of care, improve cost controls, enhance supply inventory and management, and become familiar with administrative data sets and information technology used in decision support.

PA 541 Nonprofit Philanthropy and Fundraising 3 credits
Students examine the ideal of philanthropy and sources of revenue for nonprofit organizations. It allows for students to expand their understanding of the theories, best practices, and skills required to generate private funds for nonprofit organizations.

**PA 543 Emergency Management:
Planning and Response 3 credits**

Examines the theory and practice of strategic and operational planning for hazards and disasters. Reviews the principles associated with evaluation of threats, risk and vulnerabilities as related to the formulation of prevention programs and plans. The principles of risk identification and communication, management and coordination of resources, and public education will be examined. The organizational aspects of emergency management and its position within local, state, and national governments will be discussed from the federal, state, local and tribal perspectives.

PA 544 Productivity Improvement in Government 3 credits

Explores and analyzes current topics on productivity in public organizations, with particular attention to change management, transparency, performance, accountability, work management processes, private sector management practice, outcome measurement, E-Government strategy, and labor-management relations. Contemporary productivity theories of a more generalized nature also will be explored. Integrates conceptual works in productivity with case studies that describe actual operations of public productivity programs. Cases cover concepts of measurement, management practice, technology and capital investment, and labor-management relations, with an emphasis on understanding the linkages between theory and practice.

**PA 545 Labor Relations and Conflict Resolution
in the Public Sector 3 credits**

Labor relations in public organizations including collective bargaining and employment law will be examined. Theories of conflict and methods of alternative dispute resolution will be introduced.

**PA 546 Nonprofit Marketing and
Public Affairs Advocacy 3 credits**

Introduction to the theories of advocacy in democratic processes including the ethical, legal, and regulatory issues surrounding its practice. It also examines communication and marketing theories nonprofit organizations use to effectively connect with vital stakeholders and constituencies and to promote activities, programs, positions, and services.

PA 547 Volunteer Recruitment and Management 3 credits

A critical examination of how nonprofit organizations must compete for volunteers, in an increasingly competitive market. This includes

analyzing the potential conflict between nonprofit values, mission, and the requirements to manage resources efficiently and effectively.

PA 548 Advanced Issues In Public Management 3 credits

Examines how managers in public and nonprofit agencies can secure and utilize legal authority, human resources, and funds to accomplish organizational goals. Employs case studies to explore current problems and emerging issues of public administration.

**PA 555 Critical Infrastructure: Vulnerability
Analysis and Protection 3 credits**

Students will explore the issues, complexities and challenges associated with developing vulnerability analyses and the subsequent allocation of resources once the vulnerability analysis has been done. The emphasis of the course is on how to use technologies such as SCADA to create a model-based vulnerability analysis in order to protect critical sectors. How to integrate vulnerability analysis into emergency management and homeland security policy and decision making will be explored.

**PA 562 Seminar in Federalism and
Intergovernmental Relations 3 credits**

Seminar examining the evolution and practice of federalism and intergovernmental relations among American national, state, metropolitan, local, and tribal governments. Students will utilize different theoretical perspectives to analyze and critically evaluate the rationale for assigning and justifying which unit of government is best situated to develop, implement, monitor, and evaluate public policy.

PA 563 Administrative Law 3 credits

An introductory exploration of the regulatory process including rule making, enforcement, and adjudication. Students will examine the history and evolution of administrative law, its role in defining the power and discretion of unelected officials, and the impact it has on the democratic process.

**PA 564 Seminar in State and
Local Government Management 3 credits**

An introduction to how the American political system defines, constrains, and shapes public management at the state and local level. Of particular interest will be the role and responsibilities of public managers in promoting and upholding the public trust.

PA 565 Advanced Policy Analysis and Evaluation 3 credits

This course will introduce students to the tools and techniques used by policy analysts. Students will gain an appreciation for the political and logistical issues surrounding policy implementation. They will then explore the difficulties in evaluating program efficiency and effectiveness.

PA 566 Economic Development: Theory and Practice 3 credits

This is a seminar examining the theories, analytical tools, and political context of economic development at the state and local level. Students will examine current trends, issues, and controversies involving government-sponsored economic development.

PA 567 Board Governance and Strategic Management 3 credits

The theory and practice of strategic management in public and nonprofit organizations will be examined. It will include a discussion of the roles and responsibilities of actors involved in strategic management including the ethical dimension of strategic planning. Students will also be introduced to the fundamentals of board governance and trusteeship.

**PA 569 Government and Nonprofit Accounting
and Budgeting 3 credits**

This course is designed to allow students an opportunity to explore the foundation of government and non-profit accounting theory from a management perspective. Students will analyze and apply Generally Accepted Accounting Principles established for governmental and non-profit organizations and will become familiar with building basic fund-based financial statements. This course will also examine the budgeting policies

and practices of not-for-profit and governmental organizations. Budgeting techniques will be addressed as will theories of fiscal policy.

PA 590 Research Seminar 3 credits

The seminar serves to integrate the learner's studies in public administration by conducting a compliance audit type program evaluation beginning with the development of appropriate standards for each of the five program competencies and the competency established for the student's emphasis area. The evaluation will demonstrate (1) integration of the MPA program objectives and competencies, (2) graduate-level writing skills using APA format (3) graduate level critical thinking skills and (4) in-depth understanding and application of the objectives of the area of emphasis utilizing appropriate research techniques. Prerequisites: completion of all core and area of emphasis courses or permission of the program chair.

PA 594 Internship 3 credits

Supervised field experience in a public sector or not-for-profit agency. Consent of MPA Coordinator and written report are required. Prerequisite: completion of courses in the emphasis area. This course is graded on a pass/fail basis.

Sport Administration

SA 501 Sport Administration 3 credits

This course provides an overview of the components involved in sports programming and athletic administration. Specifically the course will focus on planning, organizing, leading and controlling sport situations.

SA 503 Ethics in Sport 3 credits

This course will investigate multiple aspects of sport ethics through a review of a wide range of literature in sport.

SA 510 Managing Intercollegiate Athletics 3 credits

This course will examine the leadership and management skills necessary for a fully functioning athletic department at the junior/community college level (NJCAA), and at the Division I, II & III (NCAA) levels.

SA 515 Sport Communication and Marketing 3 credits

This course will explain and evaluate all aspects of sport communication and its impact on the management, marketing and operational goals of sport organizations.

SA 520 Sport Finance 3 credits

This course will examine the impact that finances have on decision making in sport organizations. Short case studies will be utilized throughout the course to clarify a variety of procedures and policies.

SA 521 Management and Performance Analytics in Sports 3 credits

A discussion of the theories, concepts and development of analytics in sports administration today. Students will evaluate and analyze the methods of sport analytics, player performance, player management, sports data strategies, team management, game day operations and strategies. They will also explore methods used in sports team marketing and communications, ticket pricing, loyalty and sponsorship program development, and customer relationship marketing. This is a case-study and project-based course involving extensive sports team business data analysis.

SA 525 Sport Law and Contract Negotiation 3 credits

This course will outline how legal issues intertwine with sport leader duties and responsibilities, and how to best use that information to make sound operational decisions.

SA 530 Sport Leadership 3 credits

This course will provide a comprehensive overview of the leadership skills needed to work in the field of sport. Research information as well as practical examples will be utilized. Decision making, organizational

change, emotional intelligence, vision, strategic planning and crisis management will be reviewed.

SA 531 Sports Coaching Methodology 3 credits

This course is designed to provide students with a conceptual blueprint for teaching sport and the fundamentals associated with sports coaching to include theory of coaching, principles of physical training and principles of sports management.

SA 535 Sport Psychology 3 credits

This course is an examination of major psychological theories and research related to sport and exercise participation and performance. It will provide information on topics, such as motivational theories, cognitive theories, emotional theories, attribution theories, mental conditioning and the humanistic approach, team dynamics, performance enhancing strategies, and gender and cultural issues.

SA 536 Strength and Conditioning for Sport 3 credits

This course develops an understanding of, and analyzes highly effective performance training programs for any level of athlete. Areas of focus include basic physiology, periodization, nutrition, professional standards, high performance models and leadership.

SA 537 Technology in Sport 3 credits

This course will provide a comprehensive overview of contemporary sport technology from multiple perspectives. Innovation and improvement of sports performance will be the main emphasis areas.

SA 540 Coaching Baseball 3 credits

This course explores the theory and methods of coaching baseball, covering the technical, administrative, and organizational aspects of the process.

SA 541 Coaching Women's Basketball 3 credits

This course explores the theory and methods of coaching women's basketball, covering the technical, tactical, administrative, and organizational aspects of the process.

SA 542 Coaching Men's Basketball 3 credits

This course explores the theory and methods of coaching men's basketball, covering the technical, tactical, administrative, and organizational aspects of the process.

SA 543 Coaching Cross Country 3 credits

This course explores the theory and methods of coaching cross country, covering the technical, tactical, administrative, and organizational aspects of the process.

SA 544 Coaching Football 3 credits

This course explores the theory and methods of coaching football, covering the technical, tactical, administrative, and organizational aspects of the process.

SA 545 Coaching Golf 3 credits

This course explores the theory and methods of coaching golf, covering the technical, tactical, administrative, and organizational aspects of the process.

SA 546 Coaching Hockey 3 credits

This course explores the theory and methods of coaching hockey, covering the technical, tactical, administrative, and organizational aspects of the process.

SA 547 Coaching Lacrosse 3 credits

This course explores the theory and methods of coaching lacrosse, covering the technical, tactical, administrative, and organizational aspects of the process. Coaching men's and women's lacrosse will be addressed in this course.

SA 548 Coaching Soccer 3 credits

This course explores the theory and methods of coaching soccer, covering

the technical, tactical, administrative, and organizational aspects of the process.

SA 549 Coaching Softball 3 credits

This course explores the theory and methods of coaching softball, covering the technical, tactical, administrative, and organizational aspects of the process.

SA 550 Special Topics 3 credits

This course is designed to examine in-depth current developments in specific areas of interest to the student within the coaching field. Content will be developed between the academic advisor and the student as requested on an individual basis.

SA 551 Coaching Swimming 3 credits

This course explores the theory and methods of coaching swimming, covering the technical, tactical, administrative, and organizational aspects of the process.

SA 552 Coaching Tennis 3 credits

This course explores the theory and methods of coaching tennis, covering the technical, tactical, administrative, and organizational aspects of the process.

SA 553 Coaching Track and Field 3 credits

This course explores the theory and methods of coaching track and field, covering the technical, tactical, administrative, and organizational aspects of the process.

SA 554 Coaching Volleyball 3 credits

This course explores the theory and methods of coaching volleyball, covering the technical, tactical, administrative, and organizational aspects of the process.

SA 555 Coaching Wrestling 3 credits

This course explores the theory and methods of coaching wrestling, covering the technical, tactical, administrative, and organizational aspects of the process.

SA 570 Research Methods in Sport Administration 3 credits

This course will break down the research process as it relates to sport management. Research design, implementation, analysis and assessment will be discussed and a research project will be conducted.

SA 575 Sport Facilities Management 3 credits

This course will analyze and evaluate the management of sport facilities at all levels. Risk management and security issues, the history of the industry and financing will be discussed.

SA 580 International Sport Management 3 credits

This course will address specific issues affiliated with international sport management such as structure of governance, policies and procedures, and cultural differences and expectations. Discussion will also occur regarding the interrelationship between all business aspects and international sports including but not limited to sport media, sport facilities, sport event management and sport tourism.

SA 582 Current Issues in Sport 3 credits

This course is an overview of major issues in sport including but not limited to globalization, race and ethnicity, gender equity/Title IX, media/social media, performance enhancing drugs, youth specialization and the finance implications.

SA 590 Capstone Seminar 3 credits

This seminar serves to integrate the student's coursework in sport administration by examining in depth an issue or problem of significance and special interest to the student. Research, writing, and presentation skills are employed in this course. Each student will design his/her own project, subject to approval of the faculty member, in order to fulfill the course requirements. The project shall demonstrate (1) integration of the MSA program objectives, (2) graduate-level writing skills using APA format, (3) graduate level critical thinking skills and (4) in-depth under-

standing and application of the objectives of the area of emphasis utilizing appropriate research techniques. A research paper and a PowerPoint presentation are required. Prerequisite: completion of all courses in the MSA program (may take one other course concurrently).

SA 599 Special Project 3 credits

This course will be available to students who wish to work with their advisors on a special project that is outside the realm of the regular classes. The project will be developed on an individual basis and during the session that fits the student and advisor's schedules.

Special Education

SPED 534 Clinical Teaching Experiences: Prekindergarten inc. Special Education 4 credits

Clinical teaching is a capstone experience. The student teacher accepts the major responsibilities and performs the activities of a full-time instructor under the supervision of the cooperating teacher.

SPED 550 Special Topics in Instructional Strategist 1-3 credits

SPED 559 Home, School, and Community Relations 3 credits

This course will develop the skills of listening, supporting, guiding, and assisting behaviors utilized in developing strong relationships with parents and community members. Students will examine the impact of cultural diversity, factors which place families at-risk, advocacy, and public policy. Students will become familiar with community resources. Students will also explore the effective use of parent-teacher conferences, home visits, and interviews.

SPED 562 Individual Behavior and Classroom Management PreK-12 3 credits

This course provides strategies for identifying, anticipating, preventing, and managing individual and group behavior difficulties within a class setting. The course focuses on creating positive learning environments, and structuring individual and group learning activities, so instruction is enhanced, social interactions are increased, and problem behaviors are prevented.

SPED 565 Methods/Curriculum: Behavior Disorders PreK-12 3 credits

This course provides knowledge of characteristics and application of definitions and methods for managing and teaching PreK-12 students with behavior disorders. The course will include strategies and curriculum for preventing behavior disruptions and provide opportunities for students to develop and justify the components of Individual Education Plans (IEPs). Pre-service educators and teachers will examine appropriate assistive technology service and devices. A minimum of 10 clock hours will be spent in observing and/or assisting in a special education setting.

SPED 567 Characteristics of Individuals with Disabilities PreK-12 3 credits

This course will address characteristics of and current trends and issues in serving students with disabilities. It offers basic theoretical and practical approaches, educational alternatives, implications of federal and state statutes and related services, and rationale for the multidisciplinary team in providing appropriate educational programming. A minimum of 10 hours of field experience is required.

SPED 568 Coordination of Occupational Programs 3 credits

The course will provide students the opportunity to understand how to establish collaborative community relationships in order to develop cooperative occupational programs for students with exceptional needs. Students will become aware of existing services within the community and various supports to ensure smooth transitioning from education to postsecondary occupational settings. Students will examine the role of a work experience coordinator in effectively managing on-the-job training and making instructional decisions pertaining to on-the-job training. This class includes information on assessing stu-

den's job skills, locating and placing students in work experience opportunities, working with students and the job site sponsors to insure that effective training is occurring, evaluating student performance, and other related activities. Prerequisite: SPED 577

SPED 569 *Methods/Curriculum: Learning Disabilities K-12* 3 credits

The purpose of this course is to extend the knowledge of learning disabilities for those who seek to work with students with learning disabilities ages 5-21. Addressed in this course are characteristics of learning disabilities, definitions, history, assessment, medical aspects, teaching of preschoolers through adolescents, and research-based curriculum and teaching strategies for preacademic learning, oral language, reading, writing, mathematics, and social-emotional development. Pre-service educators and teachers will examine appropriate assistive technology services and devices. A 10-hour experience in the field is a requirement of this course. Prerequisite: SPED 567

SPED 573 *Methods/Curriculum: Intellectual Disabilities K-12* 3 credits

The purpose of this course is to extend the knowledge of intellectual disabilities for those who seek to work with students with intellectual disabilities ages birth-21. This course emphasizes empirically-validated practices in the education of students with intellectual disabilities: assessment of instructional needs, instructional strategies, research-based curriculum, classroom management and behavioral support, promotion of social and communication skills, promotion of self-determination, and utilization of appropriate assistive technology services and devices. A ten-hour experience in the field is a requirement of this course. Prerequisite: SPED 567

SPED 575 *Methods/Curriculum: Mild/Moderate Disabilities 5-12* 3 credits

This course provides knowledge of appropriate empirically-based curriculum and strategies useful for pre-service educators and teachers in developing methods, strategies and curriculum and adapting traditional materials for use with secondary students receiving special education services. A minimum of 10 clock hours will be spent in observing and/or assisting in a special education setting. Prerequisites: SPED 567

SPED 577 *Career and Vocational Programming* 3 credits

This course provides knowledge and application of career planning and transition for adolescents from school to adult living, including major laws, suggestions for planning and developing assessment and instructional procedures, and coverage of some of the major issues facing schools, parents, and students today. Included will be practice developing Individual Education Plans (IEPs) and transition services under the mandate of Individuals with Disabilities Education Act (IDEA). The student will spend a minimum of 10 field experience hours observing and/or completing classroom assignments in a secondary special education setting.

SPED 578 *Methods/Curriculum: Mild/Moderate Disabilities PreK-8* 3 credits

This course requires application of content from SPED 567 to consider the learning support needs of students with mild and/or moderate disabilities in PreK-8 multicategorical and inclusive settings. It focuses on instructional design, methods, and curriculum for teaching and supporting the success of students with mild and/or moderate disabilities in the areas of reading, writing, math, and study/learning skills. Development of Individual Education Plans, use of assistive technology, support of English Learners, and social/emotional/behavioral supports are also addressed. A minimum of 10 clock hours will be used to observe and assist in a special education setting. Prerequisite: SPED 567

SPED 579 *Clinical Teaching Experience: Instructional Strategist* 4 credits

Clinical teaching is a capstone experience. The student teacher accepts the major responsibilities and performs the activities of a full-time instructor under the supervision of the cooperating teacher.

SPED 582 *Clinical Teaching Experience: Instructional Strategist* 8 credits

Clinical teaching is a capstone experience. The student teacher accepts the major responsibilities and performs the activities of a full-time instructor under the supervision of the cooperating teacher.

SPED 584 *Clinical Teaching Experience: Prekindergarten Inc. Special Education* 8 credits

Clinical teaching is a capstone experience. The student teacher accepts the major responsibilities and performs the activities of a full-time instructor under the supervision of the cooperating teacher.

SPED 599 *Special Projects in Instructional Strategist* 1-3 credits

DIRECTORIES

FACULTY

School Of Arts and Sciences

Dana Bates, Assistant Professor of Mathematics (2018)

B.S., B.S., M.A., Ph.D., University of Iowa

Jeffrey Butikofer, Professor of Chemistry (2005)

B.S. Upper Iowa University; Ph.D. University of Wyoming

NiCole Dennler, Full-Time Term Lecturer of Communications (2014)

B.A. Wartburg College; M.S. University of Wisconsin-La Crosse

Scott Figdore, Professor of Science/Robert L. Fox Endowed Chair of Science (1992)

B.S. Pennsylvania State University; M.S., Ph.D. University of Wisconsin-Madison

Adrienne Finlay, Associate Professor of English (2008)

B.A. State University of New York at New Paltz; M.A., Ph.D. Binghamton University

Matt Foy, Assistant Professor of Communications (2014)

B.A. Waldorf College; M.A. University of Northern Iowa; Ph.D. Southern Illinois University-Carbondale

Nigel George, Professor of Mathematics and Physics (2003)

B.S., M.Sc. University of Auckland; M.S., Ph.D. Yale University

Laura Gleissner, Assistant Professor of Art (2015)

B.A. University of Northern Iowa; M.F.A. Northern Illinois University

John Grummel, Associate Professor of Political Science (2008)

B.A. San Jose State University; M.A.T. College of Notre Dame; M.A. San Francisco State University; Ph.D. Kent State University

Melinda Heinz, Associate Professor of Psychology (2013)

B.A. University of Northern Iowa; MS., Ph.D. Iowa State University

Edward W. Huffstetler, Dean of the School of Arts and Sciences, Professor of English (2016)

B.A. Coker College; M.A., Ph.D. University of Iowa

William Jones, Associate Professor of Biology (2012)

B.S. Iowa State University; Ph.D. Baylor College of Medicine

Meghan Jordan, Assistant Professor of English (2015)

B.A. Bard College; M.A. The University of Chicago; Ph.D. Binghamton University

Thomas Jordan, Associate Professor of English (2013)

B.A., Providence College; M.A., Binghamton University; Ph.D., Binghamton University

Shelby Kaura, Associate Professor of Human Services (2007)

B.A., M.S., Ph.D. Iowa State University

Kimberly King, Full-Time Term Lecturer of Counseling (2016)

B.A., M.A. University of Northern Iowa; Ph.D. University of Iowa

Tiffany Kragnes, Assistant Professor of Criminal Justice (2014)

B.A. Iowa State University; M.P.A. Upper Iowa University; J.D. Drake Law School

Peggy Lockhart, Lecturer of Psychology (2019)

B.S. University of Dubuque; M.F.C.S., Ph.D. Iowa State University

Mitchell Lorenz, Assistant Professor of Psychology (2018)

B.A. Simpson College; M.S. Western Illinois University; Ph.D. Saint Louis University

Panos Markopoulous, Lecturer of Masters of Counseling (2019)

B.A. Western Kentucky University; M.A. National & Capodistrian University; M.A. Eastern Kentucky University; Ph.D. University of New Orleans

Katherine McCarville, Professor of Geosciences (2005)

B.S. University of California at Los Angeles; M.Sc., Colorado School of Mines; Ph.D. South Dakota School of Mines and Technology

Douglas McReynolds, Bissell Professor of English (1980)

B.A., M.A. University of Missouri; Ph.D. University of Denver

Matthew Mettler, Full-Time Term Lecturer of History (2017)

B.A. Adolphus College; M.A. Stanford University; M.A., Ph.D. University of Iowa

Meghan Mettler, Assistant Professor of History (2014)

B.A. Haverford College, M.A., Ph.D. University of Iowa

Erik Olson, Professor of Chemistry (1994)

B.A. Juniata College; Ph.D. Dartmouth College

Mary Reding, Writing Center Director and Full-Time Term Lecturer of English (2018)

B.A. University of Northern Iowa; M.A. Iowa State University

Sara Reed, Program Director of the Master of Public Administration and Assistant Professor of Public Administration (2018)

B.S. University of Minnesota, M.P.A. University of Nebraska, Ph.D. Northern Illinois University

David Ruppel, Post-Doctoral Instructor in Biology (2019)

B.A. Northern Michigan University; M.S., Ph.D. Texas State University

Charles Nick Serra, Professor of English (1999)

B.A. University of Notre Dame; M.A. Drake University; Ph.D. Binghamton University

Rebecca Schmidt, Associate Professor of Biology (2013)

B.A. Lawrence University; Ph.D. Mayo Graduate School

Sara Sheeley, Associate Professor of Biology (2010)

B.S. University of Northern Iowa; Ph.D. University of Iowa

Paul Skrade, Assistant Professor of Biology (2015)

B.A. Luther College, Ms., Ph.D., Iowa State University

Isaiah Stansbery, Assistant Professor of Criminal Justice (2018)

B.A., B.S., M.S. Columbia College; D.B.A. Northcentral University

Melle Starsen, Associate Professor of Communications (2000)

B.S., M.A. Northern Arizona University; Ed.D. Fielding Graduate University

Jennifer Stoffel, Associate Professor of Biology (2009)

B.S. Loras College; M.S., Ph.D. University of Wisconsin-Madison

Roland Vazquez, Professor of Social Science and Anthropology (2001)

B.S. Bucknell University; M.A., M.Phil., Ph.D. Rutgers University

Elissa Wenthe, Associate Professor of Art (2008)

B.A., B.F.A. University of Minnesota; M.F.A. Ohio University

Nickie Wild, Assistant Professor of Sociology (2019)

B.A. New York University; M.A. University of Wisconsin-Milwaukee; Ph.D. University of Albany

School of Business and Professional Studies**Kristopher Blanchard, Full-Time Term Lecturer of Business (2012)**

B.S., M.B.A. Indiana State University; Ph.D. Capella University

Kofi Britwuan, Assistant Professor of Economics (2019)

B.S. Kwame Nkrumah University of Science and Technology; M.S. University of Delaware; Ph.D. University of Nebraska-Lincoln

Mary Cecil, Assistant Professor of Computing Sciences (2015)

B.S. Southern Illinois University; M.S. University of Phoenix; Ph.D. Northcentral University

Sheila Crook-Lockwood, Associate Professor of Nursing (2013)

B.S.N. Coe College; M.S.N. University of Phoenix

Karla Gavin, Associate Professor of Sport Administration/Interim Chair for Masters of Sports Administration Program (2010)

B.S. Moorhead State University; M.A. Mankato State University

Phillip Heckman Jr., Assistant Professor of Marketing (2018)

B.A. Boston University; M.B.A. University of Phoenix

Julie Hinders, Assistant Professor of Health Services Administration (2016)

B.S. Upper Iowa University; MHA Des Moines University of Osteopathic Medicine; Ph.D. Walden University

Redmond Humphrey, Associate Professor of Management (2007)

B.S. Southern Illinois University; M.B.A. Hawaii Pacific University

James Jacobs, Associate Professor of Information Technology (2011)

B.S., M.S., Ph.D. University of Southern Mississippi

Christopher Kragens, Associate Professor of Business (2010)

B.A. Baker University, M.B.A., J.D., Drake University

Don McComb, Professor of Graphic Design (2000)

B.A. Wartburg College; M.A. University of Iowa; Ph.D. University of Iowa

Md. Manzoor Murshed, Associate Professor of Management Information Systems (1999)

B.Sc., M.Sc., Dhaka University; M.S. Iowa State University

Richard Patrick, Professor of Business (2009)

B.A. Simpson College; M.S. Purdue University; Ph.D. University of Nebraska-Lincoln

Mariea Schnor, Assistant Professor of Accounting (2017)

B.S., M.B.A. Upper Iowa University; C.P.A.

Blair Seim, Assistant Professor of Accounting (2016)

B.A., M.Acc. University of Northern Iowa; C.P.A. State of Iowa

Steven Smith, Associate Professor of Business (2007)

B.A. Mount Senario College; M.S. Cardinal Stritch University

Christa Steffens, Director of Nursing and Assistant Professor of Nursing (2013)

B.S.N. University of Iowa; M.S.N. Kaplan University; Ed.D. Allen College

Amy Stewart, Assistant Professor of Nursing (2017)

B.S.N. University of Phoenix, M.S.N. Grand Canyon University

Lisa Thuerauf, Associate Professor of Nursing (2012)

B.S.N., B.S. Mount Mercy University; M.S.N. Clarke University

Stephanie Tippin, Associate Professor of Nursing (2012)

B.A. University of Saint Francis; M.S.N. Ball State University

Harold Waterman, Full-Time Term Lecturer of Graphic Design (2015)

B.A. Upper Iowa University; M.A.F. Full Sail University

Betty Whitesell, Dean of the School of Business and Professor of Business (2011)

B.S., M.B.A. Regis University; Ph.D. Capella University

Rebecca Wissmiller, Director of the Masters of Business Administration Program and Lecturer of Business (2014)

B.A. Luther College; M.S. Western Illinois University

Summer Zwanziger Elsinger, Associate Professor of Business (2010)

B.S. Drake University; M.B.A. University of St. Thomas; MSc. Glasgow Caledonian University; Ph.D. Capella University

Andres School of Education**Sue Burrack, Assistant Professor of Education (2013)**

B.A., M.Ed. University of Northern Iowa

Billie Cowley, Associate Professor of Education (2008), Master of Education Chair

B.A., M.Ed. Upper Iowa University; Ed.D. University of Northern Iowa

Mariah Cushion, Lecture of Exercise and Sports Studies (2019)

B.A. Clarke College; M.Ed. Upper Iowa University

Barbara Ehlers, Associate Professor of Education (2010)

B.A. Wartburg College; M.A. University of Northern Iowa; Ed.D. University of Northern Iowa

Dawn Jacobsen, Associate Professor of Education (2008)

B.S. Iowa State University; B.A. University of Northern Iowa; M.A. Viterbo University; Ed.D. University of Northern Iowa

Sarah Klingaman, Lecturer of Education (2019)

B.A. Cornell College; M.A. Drake University

Katherine Meaney, Lecturer of Education (2019)

B.A., M.A. University of Northern Iowa

Gina Kuker, Professor of Education (2001)

B.A. Concordia College; M.Ed. University of North Texas; Ed.D. University of Northern Iowa

Angela Leete, Associate Professor of Athletic Training & Director of Athletic Training Education (2006)

B.S. Iowa State University; M.S. Emporia State University

Susan Massey, Assistant Professor of Education (2018)

B.S. University of Illinois; M.Ed. Millersville University of Pennsylvania; Ph.D. University of Virginia

Rachel Majewski, Associate Professor and Clinical Coordinator of Athletic Training (2009)

B.A. Coe College; M.S., Ed.D. University of Northern Iowa

Amy Moore, Lecturer of Education (2019)

B.A., M.A. University of Northern Iowa; Ed.D. Drake University

Gail Moorman Behrens, Dean of the Andres School of Education and Professor of Education (1995)

B.A., M.A., Ed.D. University of Northern Iowa

Karen Potter, Assistant Professor of Education (2018)

B.A., B.S., New Mexico State University; M.A., Ph.D. University of New Mexico

Latisha Smith, Assistant Professor of Education (2010)

B.A. University of Northern Iowa; M.Ed. Upper Iowa University

Emeritus Faculty**Maureen Busta**, Professor of Mathematics (1994-2017)**James Janecke**, Delano Professor of Science, Professor of Mathematics and Physics (1966-1997)**Robert Jones**, Professor Emeritus of Music (1985-1994)**Janet Kehe**, Professor of Education (1997-2017)**Rick Klann**, Delano Professor of Science (1989-2017)**Aldrich K. Paul**, President Emeritus; Professor Emeritus of Speech (1970-78)**James Rocheleau**, President Emeritus (1984-1994)**Emmett Van Buskirk**, Professor Emeritus of Art (1968-2000)**Cynthia Waters**, Professor of Education (2002-2017)

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Upper Iowa University Locations

Upper Iowa University - Alexandria Center

1410 Neel Kearby Blvd.
 Alexandria, Louisiana 71303
 Phone: 318-484-2184 Ext. 121
 Fax: 318-443-4333
 Email: alexandria@uiu.edu
 Website: uiu.edu/alexandria

Upper Iowa University – Baton Rouge Center

2431 So. Acadian Thruway, St. 287
 Baton Rouge, Louisiana 70808
 Phone: 225-923-2331
 Fax: 225-923-2333
 Email: batonrouge@uiu.edu
 Website: uiu.edu/batonrouge

Upper Iowa University – Blackhawk Center

c/o Blackhawk Technical College
 6004 South Cty. Road G
 PO Box 5009
 Janesville, Wisconsin 53547
 Phone: 608-754-7490
 Fax: 608-743-4407
 Email: blackhawk@uiu.edu
 Website: uiu.edu/blackhawk

Upper Iowa University – Cedar Rapids Center

700 Bell Drive SW
 Cedar Rapids, Iowa 52404
 Phone: 319-848-8488
 Fax: 319-848-8489
 Email: cedarrapids@uiu.edu
 Website: uiu.edu/cedarrapids

Upper Iowa University – Online and Self-Paced Degree Program

605 Washington St; PO Box 1857
 Fayette, Iowa 52142
 Toll-Free Phone: 800-553-4150
 Phone: 563-425-5200
 Fax: 563-425-5287
 Email: distance@uiu.edu
 Website: uiu.edu/online

Upper Iowa University – DeRidder Center

401 W 1st Street
 DeRidder, LA 70634
 Phone: 337-202-7823
 Fax: 337-202-7824
 Email: deridder@uiu.edu
 Website: uiu.edu/deridder

Upper Iowa University – Des Moines Center

5000 Westown Parkway, Suite 200
 West Des Moines, Iowa 50266
 Phone: 515-225-1800
 Fax: 515-225-1919
 Email: desmoines@uiu.edu
 Website: uiu.edu/desmoines

Upper Iowa University – Elkhorn Center

c/o Gateway Technical College
 400 County Hwy H
 Elkhorn, Wisconsin 53121-2046
 Phone: 262-741-8454
 Racine Phone: 262-619-7042
 Fax: 262-741-8107
 Email: elkhorn@uiu.edu
 Website: uiu.edu/elkhorn

Upper Iowa University – Fayette Campus

605 Washington St; PO Box 1857
 Fayette, Iowa 52142
 Phone: 563-425-5200
 Website: uiu.edu

Upper Iowa University – Fort Hood Course Location

Bldg 33009, Rm G259
 761st Tank Bn Ave
 Fort Hood, Texas 76544
 Phone: 254-392-0342

Upper Iowa University – Fort Leavenworth Center

101 Harbord Road
 Fort Leavenworth, Kansas 66027
 Phone: 913-684-7341
 Fax: 913-682-0940
 Email: ftleavenworth@uiu.edu
 Website: uiu.edu/fortleavenworth

Upper Iowa University – Fort Polk Center

7460 Colorado Avenue, Bldg. 660, Rm 104
 Fort Polk, Louisiana 71459
 Phone: 337-537-4465
 Fax: 337-537-4269
 Email: ftpolk@uiu.edu
 Website: uiu.edu/fortpolk

Upper Iowa University – Fort Riley Center

Bldg. 211, Room 102
 Custer Avenue
 Fort Riley, Kansas 66442
 Phone: 785-784-5225
 Fax: 785-784-5325
 Email: friley@uiu.edu
 Website: uiu.edu/fortriley

Upper Iowa University – Fort Sill Center

Fort Sill Welcome Center
4700 Mow-Way Road, Suite 502
Fort Sill, Oklahoma 73503
Phone: 580-595-9338
Fax: 580-595-9480
Email: ftsill@uiu.edu
Website: uiu.edu/fortsill

Upper Iowa University – Hong Kong Center

3/F, Max Share Centre
373 King's Road
North Point, Hong Kong
Phone: +852-2510-8991
Fax: +852-2510-8996
Email: info@uiu.edu.hk

Upper Iowa University – Madison Center

3 Point Place, Suite 150
Madison, Wisconsin 53719
Phone: 608-278-0350
Fax: 608-278-0354
Email: madison@uiu.edu
Website: uiu.edu/madison

Upper Iowa University – Mesa Center

1601 W. Main St., Bldg. 15
Mesa, Arizona 85201
Phone: 480-461-6790
Fax: 480-461-6797
Email: mesa@uiu.edu
Website: uiu.edu/mesa

Upper Iowa University – Milwaukee Center

620 S. 76th Street, Suite 100
Milwaukee, Wisconsin 53214
Phone: 414-475-4848
Fax: 414-475-4849
Email: milwaukee@uiu.edu
Website: uiu.edu/milwaukee

Upper Iowa University – New Orleans Center

Physical Address:
Jackson Barracks
6400 St Claude Ave STOP 207
New Orleans, Louisiana 70117
Mailing Address:
PO Box 334
Arabi, LA 70032
Phone: 504-682-6792
Fax: 504-682-6793
Email: neworleans@uiu.edu
Website: uiu.edu/neworleans

Upper Iowa University – Prairie du Chien Center

133 South Michigan Street, Suite 200
Prairie du Chien, Wisconsin 53821
Phone: 608-326-4292
Fax: 608-326-6410
Email: prairie@uiu.edu
Website: uiu.edu/prairie

Upper Iowa University – Quad Cities Center

1401 Kimberly Rd
Bettendorf, Iowa 52722
Phone: 563-359-7111
Fax: 563-359-7110
Email: quadcities@uiu.edu
Website: uiu.edu/quadcities

Upper Iowa University – Rockford Center

1161 Tebala Blvd.
Rockford, Illinois 61108
Phone: 815-332-1414
Fax: 815-332-5375
Email: rockford@uiu.edu
Website: uiu.edu/rockford

Upper Iowa University – Waterloo Center

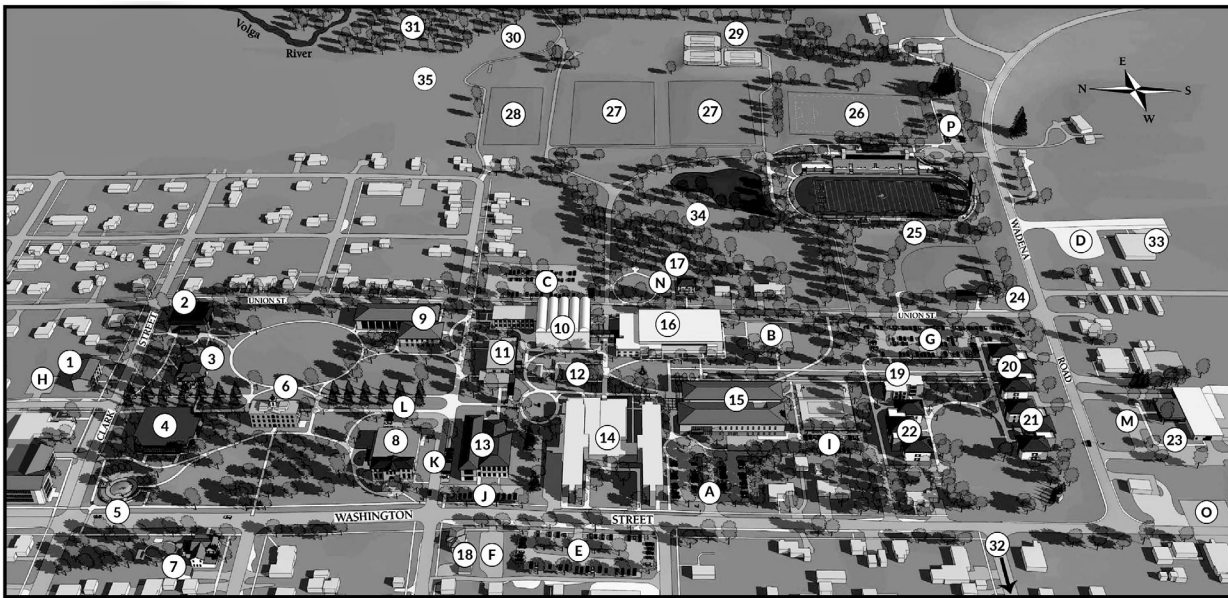
3563 University Ave
Waterloo, Iowa 50701
Phone: 319-232-6980
Fax: 319-232-6971
Email: waterloo@uiu.edu
Website: uiu.edu/waterloo

Upper Iowa University – Wausau Center

c/o Northcentral Technical College
1000 W. Campus Drive, Room A222
Wausau, Wisconsin 54401
Phone: 715-675-2775
Fax: 715-675-1537
Email: wausau@uiu.edu
Website: uiu.edu/wausau

Fayette Campus Map

Find online at: uiu.edu/resources/map-directions.html



CAMPUS LEGEND

Buildings

- | | | |
|---|--|--------------------------------------|
| 1. Hofmaster Apartments 301 E. Clark Street* | 14. Garbee Hall 605 Washington Street* | 28. Football Practice Field |
| 2. Edgar Fine Arts 312 E. Clark Street* | 15. Student Center/Dining 603 Washington Street* | 29. Tennis Complex |
| 3. Parker-Fox Hall 300 E. Clark Street* | 16. Recreation Center 514 Union Street* | 30. 9 Hole Disc Golf Course |
| 4. Colgrove-Walker Hall 301 Washington Street* | 17. Alumni House 513 Union Street* | 31. Low Ropes Course |
| 5. Peacock Plaza | 18. Winston House | 32. Robertson-Woods Athletic Fields |
| 6. Alexander-Dickman Hall 401 Washington Street* | 19. Lee Tower 700 1/2 Union Street* | 33. Peacock Arts and Athletic Center |
| 7. President's Home & Formal Garden 308 Washington Street* | 20. South Village Hall I 211 A Wadena Road* | 34. Tailgate and Shelter Area |
| 8. Henderson-Wilder Library 411 Washington Street* | 21. South Village Hall II 211 A Wadena Road* | 35. Lew Churbuck Prairie |
| 9. Liberal Arts 408 Union Street* | 22. South Village Hall III 211 A Wadena Road* | |
| 10. Dorman Memorial Gymnasium 500 Union Street* | 23. Facilities Management & Services 211 Wadena Road* | |
| 11. Baker-Hebron Science 500 1/2 Union Street* | 24. Eischeid Softball Complex | |
| 12. Grace Meyer Square | 25. Harms-Eischeid Football Stadium | |
| 13. Andres Center for Business and Education 501 Washington Street* | 26. Pattison Soccer Field | |
| | 27. Soccer Practice Field | |

Parking

- A. Student Center
- B. Recreation Center
- C. Dorman Memorial Gymnasium
- D. Peacock Arts and Athletic Center
- E. Garbee Hall
- F. Commuter
- G. South Villages and Lee Tower
- H. Hofmaster
- I. Student Center Staff
- J. Andres Center Faculty
- K. Andres Center
- L. Henderson-Wilder Library
- M. Facilities Management & Services
- N. Center for International Education
- O. South Campus
- P. Harms-Eischeid Football Stadium

*911 Address

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605 Washington Street — PO Box 1857 — Fayette, IA 52142

uiu.edu — 800.553.4150 — info@uiu.edu