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: www.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in the printed copy and electronic version of this catalog, the information contained in the printed copy will be superseded by the electronic version of this catalog.
Upper Iowa University Will Meet Your Educational Needs

The University’s philosophy of education is found in our mission statement:

MISSION STATEMENT

Upper Iowa University provides student-centered undergraduate and graduate educational programs through flexible, multiple delivery systems in an environment in which diversity is respected, encouraged and nurtured.

VISION STATEMENT

Upper Iowa University will be recognized and respected as an exceptional and ascending institution of higher learning, developing global citizens who become lifelong learners prepared for leadership within society.
ACADEMIC CALENDAR

2009-2010

Fall Semester—Term I
New Students Arrive ................................................................. August 22
New Student Days ................................................................. August 22-23
Classes Begin ................................................................. August 24
Last Day to Add Courses ................................................................. August 26
Labor Day-No Classes ................................................................. September 7
Last Day to Drop Courses ................................................................. September 25
Final Exams ............................................................................. October 15-16
Fall Break ............................................................................. October 17-20

Fall Semester—Term II
Classes Begin ................................................................. October 21
Last Day to Add Courses ................................................................. October 23
Last Day to Drop Courses ................................................................. November 24
Thanksgiving Break .................................................................. November 26-29
Final Exams ............................................................................. December 16-17

Spring Semester—Term I
Classes Begin ................................................................. January 11
Last Day to Add Courses ................................................................. January 13
Last Day to Drop Courses ................................................................. February 12
Final Exam ............................................................................. March 4-5
Spring Break ............................................................................. March 6-14

Spring Semester—Term II
Classes Begin ................................................................. March 15
Last Day to Add Courses ................................................................. March 17
Easter Break ............................................................................. April 2-4
Last Day to Drop Courses ................................................................. April 19
Final Exams ............................................................................. May 6-7
Commencement Ceremony ................................................................. May 8

Interim
Classes Begin ................................................................. May 11
Last Day to Add Courses ................................................................. May 12
Last Day to Drop Courses ................................................................. May 20
Last Day of Classes ................................................................. May 28

Summer Session – I
Classes Begin ................................................................. June 2
Last Day to Add Courses ................................................................. June 4
Last Day to Drop Courses ................................................................. June 25
Fourth of July-No Classes ................................................................. July 4
Last Day of Classes ................................................................. July 9

Summer Session – II
Classes Begin ................................................................. July 12
Last Day to Add Courses ................................................................. July 14
Last Day to Drop Courses ................................................................. August 5
Last Day of Classes ................................................................. August 17
This catalog will tell you what “Upper Iowa Is...” and how it can help you as you further your education and choose a career. Although the catalog cannot take the place of a personal visit to the Fayette Campus, it can give you a general idea of what the University is like. Upper Iowa specializes in liberal arts education with an emphasis in certain specific areas. Our courses are designed with the individual student in mind and are career-oriented. Upper Iowa graduates join the ranks of successful business persons and professional and educational leaders. Many of our graduates go on to graduate or professional schools, and hundreds become successful teachers and coaches.

Table of Contents

Educational Programs ............................................................ 12
Academic Regulations ............................................................ 16
Undergraduate Program ......................................................... 25
  Division of Business .......................................................... 25
  Division of Education ....................................................... 34
  Division of Liberal Arts .................................................... 57
  Division of Science and Mathematics ................................. 68
Financial Aid ......................................................................... 80
Tuition and Fees .................................................................... 78
Services and Activities ........................................................... 82
Admission .............................................................................. 85
Course Descriptions .............................................................. 91
Graduate Program ................................................................ 142
Directories ........................................................................... 159
Index ................................................................................... 167
UPPER IOWA IS . . . A University with a Rich Heritage

The history of Upper Iowa University is the foundation of our traditions and values. Here are just a few of the most important highlights.

- **1854** — Elizabeth Alexander, a pioneer woman living near what is now Fayette, Iowa, proposes the idea of a college. Money and land are donated.

- **1855** — Construction begins on what is now called Alexander-Dickman Hall; it is built of native limestone blocks and at first houses classrooms, administrative offices, the president's quarters and student rooms.

- **1856** — The first Board of Trustees meeting is held, and articles of incorporation are adopted.

- **1857** — Classes begin January 7 in what is called the “Fayette Seminary of the Upper Iowa Conference.”

- **1858** — The name of the institution is changed on July 15 to “Upper Iowa University.”

- **1861** — A company of male students enlists in the Army and goes off to fight in the Civil War. The student-soldiers participate in 17 major battles, carrying a flag hand-sewn by UIU women.

- **1862** — The first commencement of baccalaureate degrees is held as an outdoor ceremony, June 26, in J. E. Robertson Grove.

- **1879** — Susan Angeline Colllins, Upper Iowa’s first African-American alumna, graduates; she later becomes a missionary in Africa.

- **1883** — The first issue of the campus newspaper, The Collegian, appears. Student John R. Mott goes on to become one of the founders of the Y.M.C.A. movement and receives the Nobel Peace Prize in 1946 for his work with prisoners of war.

- **1885** — Men’s and women’s residence halls are constructed on campus. Later on, an observatory is constructed.

- **1890** — An auditorium building is constructed. The students choose peacock blue and white as official UIU colors, and the peacock is adopted as school mascot.

- **1892** — The first gymnasium is constructed on campus.

- **1893** — The first football team is organized, with 14 men reporting for the squad. The team plays three games the first season.

- **1900** — John “Doc” Dorman graduates. Doc establishes a dental practice in Fayette and in 1907 becomes football coach at Upper Iowa, a position he is to hold for over 50 years. (Doc set the record for having coached football at one college longer than any other person in the U.S., and was elected to the National Coaches’ Hall of Fame.)

- **1902** — The David B. Henderson Library is completed, with funds donated by Andrew Carnegie in memory of Colonel Henderson, first U.S. Speaker of the House west of the Mississippi.

- **1909** — A memorial arch, marking the west entrance to the campus, is presented to the University by the graduating class.
• 1910-1913 — Several famous alumni classmates receive their diplomas: John C. Baker, inventor of enriched flour; Arlie V. Bock, the founding father of sports medicine; William Albright, instrumental in the interpretation of the Dead Sea Scrolls; Zinita B. Graf, noted Shakespearean actress.

• 1915 — The Alumnus magazine is begun, keeping alumni informed of campus events and news of their fellow classmates. The first yearbook, The Peacock, is published.

• 1917 — The U.S. enters World War I; the gym becomes a barracks, and the athletic field becomes the scene of military drill. Many male students enlist, and women students organize Red Cross classes.

• 1920 — A systematic program of extension work throughout northeastern Iowa is begun, with Upper Iowa referred to as “a pioneer in the field.” A new gym is built, with an indoor swimming pool.

• 1924 — Upper Iowa is a charter member of the Iowa Intercollegiate Athletic Conference and gains the football championship.

• 1934 — A new science hall is constructed.

• 1941 — Many students enter the military to serve in World War II.

• 1947 — Enrollments increase dramatically as veterans take advantage of the G.I. Bill to complete their education.

• 1948-1950 — Successful alumni William Andres and William Hiller graduate; both become CEO’s of Fortune 500 companies.

• 1951-Present — Upper Iowa is continuously accredited by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools.

• 1952-1970 — Enrollments increase again, and many new buildings are constructed: Colgrove-Walker Hall (with auditorium), Garbee Residence Hall, Zinita B. Graf Hall for women, a library addition and the Dorman Memorial Gymnasium.

• 1972 — Upper Iowa launches an external degree program, one of the first (and most successful) in the United States.

• 1974-1984 — As returning Vietnam veterans graduate and Iowa’s population of young people decreases, enrollment declines.

• 1984-1994 — The systematic establishment of learning Centers is begun: in Des Moines (Iowa) and Madison (Wisconsin) in 1984; in Waterloo (Iowa) in 1985; in Prairie du Chien (Wisconsin) in 1988; in Manchester (Iowa) in 1991; and at Fort Riley (Kansas) and in Milwaukee and Wausau (Wisconsin) in 1992. The University’s Administrative structure is reorganized and a new mission statement is adopted; in accordance with mission goals, academic programs are strengthened with new faculty and equipment, and student life is enhanced with new facilities and increased operating budgets. As a result of all these changes, enrollments quadruple. A master landscaping plan for the Fayette campus is developed and approved by the Board of Trustees, and implementation begins in 1991; land adjacent to the University is acquired. A visiting North Central accrediting team commends University personnel for the dramatic turnaround and revitalizing of the institution.
• **1994-2003 —** Continuation of the landscaping program brings exciting new changes to the campus each year, especially with the construction of Lee Tower Residence Hall. The expansion of the Extended University continues, with the establishment of new centers at Fort Polk (Louisiana), Janesville (Wisconsin), and Fort Leavenworth (Kansas). In 1995, North Central grants approval of the University’s new graduate program. In 1999, with the endorsement of North Central, degree programs are begun in Hong Kong, Malaysia, and Singapore, and in Vancouver, Canada. In the fall of 1999, the master’s degree program is offered on-line. The new millennium is inaugurated with the acquisition of a new physical plant building and the construction of a recreational center on the Fayette Campus. In 2003, the Waterloo Center moves into its own building and new centers open in Ankeny (IA) and Brooke City-Base (TX).

• **2004 —** Two significant events mark the year: the announcement of a major gift by Alumna Betty Andres to fund a new building, the Andres Center for Business and Education; and the appointment of Dr. Alan G. Walker as the 20th President of the University.

• **2005 —** The Andres Center is completed, and the University is accepted into the Continuous Quality Improvement Program (AQIP) developed by Upper Iowa’s accrediting agency. After a two-year reclassifying phase of membership in NCAA Division II athletics, the University moves to active membership status and is welcomed into the Northern Sun Intercollegiate Athletic Conference.

• **2006 —** An RN-to-BSN nursing program and a master’s in education are inaugurated.

• **2007 —** The university celebrated its 150th year and looks forward to the next 150!

• **2008 —** New centers were opened in Cedar Rapids, Iowa and Rockford, Illinois. Upper Iowa University’s Online Program is ranked number one nationally in the top online institutions of higher learning. The RN-BSN degree program received full accreditation from the Commission on Collegiate Nursing Education in addition to full approval by the Iowa Board of Nursing. The National Division II wrestling championship was hosted by Upper Iowa in Cedar Rapids, Iowa.

• **2009 —** Classes for the newly approved Master of Higher Education Administration (MHEA) begin in January 2009. Upper Iowa University Fayette campus breaks ground on $75 million capital improvement campaign, adding three of five new buildings. Shown below are the architect’s sketches of the new Liberal Arts building and Student Center.
UPPER IOWA IS . . . A University That is Committed to Bringing Higher Education to the Student

Upper Iowa recognizes the need of “nontraditional” students (those older than 18-22 years of age) to earn a four-year degree while continuing to work full time. To fulfill this need, the University has established off-campus centers in Iowa, Illinois, Louisiana, Kansas, and Wisconsin, and also has flourishing Online and External Degree Programs. The Centers, Online, and External Degree Programs are organized under the Extended University.

ACADEMIC EXTENSION

Off-Campus Centers

The Centers offer a convenient and unique approach. Six terms, each lasting eight weeks, are scheduled during the year. A three-semester-credit course meets for two and one-fourth hours, twice a week, for eight weeks. Students taking two courses each term are classified as full-time; and by attending class two nights a week for ten months, a student can complete 30 semester credits, the same number of credits that “traditional” campus students complete on a daytime schedule.

The Centers publish their own catalog, which is available from the Fayette Campus, on the Upper Iowa University web site at http://www.uiu.edu/centers/index.html, or from the individual center offices whose addresses are listed below:

Upper Iowa University
Alexandria Center
1410 Neel Kearby Blvd., Suite 125
Alexandria, LA 71303
318/484-2184 ext. 121

Upper Iowa University
Ankeny Center
1535 SE Delaware Ave
Ankeny, IA 50021
515/965-6050

Upper Iowa University
Blackhawk Center
6004 Prairie Road
PO Box 5009
Janesville, WI 53547
608/754-7490

Upper Iowa University
Cedar Rapids Center
700 Bell Drive, SW
Cedar Rapids, IA 52404
319/848-8488

Upper Iowa University
Des Moines Center
1119 5th Street
West Des Moines, IA 50265
515/225-1800

Upper Iowa University
Elkhorn Center
c/o Gateway Technical College
400 Cty. Hwy. H
Elkhorn, WI 53121
262/741-8454
Racine phone: 262/619-7042

Upper Iowa University
Fort Leavenworth Center
101 Harbord Road
Fort Leavenworth, KS 66027-1230
913/684-7341

Upper Iowa University
Fort Polk Center
7460 Colorado Ave.
Bldg 660, Room 104
Fort Polk, LA 71459
337/537-4465

Upper Iowa University
Fort Riley Center
Custer Avenue
Building 215, Room 140
Fort Riley, KS 66442
785/784-5225

Upper Iowa University
Madison Center
4601 Hammersley Road
Madison, WI 53711
608/278-0350


International Centers
In addition to United States locations, Upper Iowa University has expanded its off-campus centers to include locations in southeast Asia. For a current listing of locations visit www.uiu.edu/international or email international@uiu.edu.

Online Program
Upper Iowa University currently offers a Bachelor of Science (B.S.), Master of Business Administration (M.B.A.), Master of Public Administration (M.P.A.), and Master of Higher Education Administration (M.H.E.A.) through an online/internet delivery method. Majors available for the B.S. include Accounting, Business Administration, Public Administration, Public Administration with Fire Science emphasis, Public Administration with Law Enforcement emphasis, Management, Marketing, Management Information Systems, Criminal Justice, Financial Management, Human Resources Management, Health Services Administration, Emergency and Disaster Management, and Interdisciplinary Studies. The M.B.A. has six areas of emphasis from which to choose: Accounting, Corporate Financial Management, Global Business, Human Resource Management, Organizational Development, and Quality Management. The M.P.A. has four areas of emphasis from which to choose: Health and Human Services, Justice Administration, Public Personnel Management, and Homeland Security. The M.H.E.A. has two areas of emphasis from which to choose: Leadership or Community and Technical College Administration. 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 learners represent numerous professional fields allowing for diverse networking opportunities. For additional information about online courses and degree programs, contact the Online office at 1-877-225-3192 or online@uiu.edu.

Independent Study
For those who wish to study on their own time, at their own pace, the University offers an External Degree Program. Courses are designed for students to complete at home on their own schedule. Some courses are supported by video and computerized learning. Courses can lead to an associate degree in business or liberal arts, bachelor’s degree in business administration, financial management, human resource management, psychology, accounting, management, marketing, management information systems, public administration, general business, human services, criminal justice, social science, emergency and disaster management, health services administration, or interdisciplinary studies, as well as serve for general education use. For more information, call toll-free 888-877-3742 or email: extdegree@uiu.edu.

Summer Institute for Experiential Learning
Each summer in June, classes are also offered in a one-week format at several locations. The “Institute for Experiential Learning” allows students the opportunity to complete up to six semester credits of credit in two weeks. For further information, call the External Degree Office at 563-425-5252 or 1-888-877-3742 or contact the staff at any of our centers. Our fax number is 563-425-5353.

Servicemembers Opportunity Colleges
Upper Iowa University is a member of Servicemembers Opportunity Colleges, a consortium of over 1,200
institutions pledged to be reasonable in working with servicemembers trying to earn degrees while pursuing demanding, transient careers. As a SOC member we help servicemembers avoid duplication of credit, are reasonable in accepting transfer courses, limit academic residency to not more than 25 percent, require no final year or semester and fairly judge credit from nontraditional sources like testing and military training and experience. Additionally, as one of more than 100 SOCAD colleges we prepare a SOCAD Student Agreement degree plan after not more than two courses and participate in the course transfer guarantees of the network system.
UPPER IOWA IS . . . A University That is Culturally Diverse

Students at Upper Iowa come from all parts of the United States and the world. These different backgrounds, lifestyles and beliefs create a diverse community where all kinds of learning can take place.

UPPER IOWA IS . . . A University That is Scenically Located

Upper Iowa's Fayette Campus and the town of Fayette are situated in the Volga River Valley, which is nestled in the scenic wooded hills of northeast Iowa. Two major recreational areas are nearby, and the Mississippi River is only a short drive away. The University is within 3 1/2 hours driving distance from Minneapolis, Minn., 5 1/2 hours from Chicago, Ill., 3 hours from Des Moines, Iowa, and 4 1/2 hours from Milwaukee, Wis. The University provides organized group activities to take full advantage of the natural beauty surrounding it: canoeing and kayaking; boating and fishing; skiing and snowshoeing.

UPPER IOWA IS . . . A University Offering a Dynamic, Flexible Curriculum

The teaching faculty at Upper Iowa University's Fayette Campus have worked together to design a curriculum that is at once traditional, dynamic and flexible. Over 150 years of success have proven the value of our liberal arts curriculum in producing well-rounded individuals.

By keeping current with educational trends and the employment marketplace, we can concentrate on relatively few major areas of instruction, thus maintaining academic flexibility to tailor your program of studies to your individual career aspirations.
Expectations for Student Learning

Upper Iowa University has in place a Student Academic Assessment Plan. Through this assessment plan, continual evaluation of curriculum will occur to ensure excellence in teaching and effective learning. The faculty at Upper Iowa University have determined the following areas to be critical in the general education component: communications, critical thinking and problem solving, quantitative/scientific reasoning, information technology, global and national diversity, social responsibility and understanding of humanities. Courses offered in the general education component have been designed to explicitly teach and/or reinforce the above concepts. Students completing all of their general education courses at Upper Iowa University can expect to receive instruction in these areas.

Learning outcomes for each major were also designed by the faculty. The outcomes expected to be achieved by successfully passing all of the major requirements are a part of the student academic assessment plan.

Upper Iowa University is committed to the assessment of student academic achievement and uses assessment information to enhance the educational opportunities of its students.

Educational Programs

In keeping with our policy of flexibility, the Residential University 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 division. Once your individual plan is designed, it is sent to the division chair for approval, then filed in the Registrar’s Office.

Another feature of our curriculum that offers maximum flexibility is the May Interim. This program offers three semester credits of exciting instruction not taught during the regular academic year. Take a trip to London to see Shakespeare’s plays performed; visit Toltec ruins in Mexico; scuba dive in the Bahamas; experiment with creativity in music, theatre, literature, video, multimedia—these are just a few examples of the opportunities available. Special charges may be added for specific classes. (See special interim schedule.) Students will register for the interim at the same time they register for the spring semester.

Upper Iowa University offers a Study Abroad program through the Office of International Programs. 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 www.uiu.edu/international/study_abroad.html.

The International Collegiate Education Program (ICEP) is designed to introduce international students to the American college experience. This certificate is offered only to international students at the Fayette Campus. The program consists of 30 credits of freshman-level, general education courses along with the Wellness Strategies course and a HPER activity course. International students are advised by the International Programs staff while in this program.

Yet another feature of our flexible, dynamic academic program is the opportunity for study through our Directed Study, Special Project, Special Topics and Internship programs. Through Directed Study, the student and his or her professor work out a specialized study plan for an existing course. 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 Directed Study, Special Topics, Special Project and Internships.

Degrees Offered

As a student graduating from programs offered through the Residential University (Fayette Campus), you will receive a bachelor of arts degree if you major in business, liberal arts or education (except physical education or recreation). You will receive a bachelor of science degree if you major in science, mathematics, physical education or recreation. Those graduating from programs offered through the Extended University (the off-campus centers and external degree students) will receive a bachelor of science degree (bachelor of arts degree for teacher education students). Students cannot seek two of the same degrees at Upper Iowa University; i.e., if
an individual earns a bachelor of arts degree, then a second bachelor of arts degree is not allowed. However, if
you are the holder of a bachelor of arts degree from Upper Iowa University, you can seek the bachelor of science
degree from Upper Iowa.

In addition, the associate of arts degree is available in business and liberal arts.

    Majors are available in the following areas:

    Accounting
    Agricultural Business
    Applied Plant Science
    Art
    Athletic Training
    Biology
    Business, General
    Business Administration
    Chemistry
    Clinical Laboratory Science
    Communications
    Conservation Management
    Criminology
    Elementary Education
    English
    Environmental Science
    Exercise & Sports Studies
    Financial Management
    Forensic Science
    Graphic Design
    Health Care Administration
    Human Services
    Industrial Technology
    Information Technology
    International Business
    Life Science
    Management
    Management Information Systems
    Marketing
    Mathematics
    Mortuary Science
    Nursing
    Physical Education (Teaching)
    Prekindergarten-Grade 3
    Psychology
    Reading
    Science/All Science
    Social Science
    Sociology

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.

Choosing a minor field of study is optional. Minors are offered in accounting, art, biology, chemistry,
communications, criminology, English, financial management, general business, graphic arts, history, human
resources management, journalism, management, marketing, mathematics, political science, psychology,
sociology and Spanish.

Accreditation

Upper Iowa University is accredited by the Higher Learning Commission and is a member of the North
Central Association. The Commission may be contacted at 30 North LaSalle Street, Suite 2400, Chicago, IL
60602-2504; www.ncahigherlearningcommission.org or (312) 263-0456. Upper Iowa University is approved by
the Iowa Department of Education for teacher education and veterans’ benefits.

Memberships

The University is a member of the following educational organizations: American Association of University
Women; American Library Association; Council for the Advancement and Support of Education; Iowa Association
of Colleges of Teacher Education; Iowa College Foundation; Northern Sun Conference; National Association of
Independent Colleges and Universities; National Collegiate Athletic Association.
The Unique “Two-At-A-Time” Plan

As a Fayette Campus student, you will attend classes on the semester plan, but with a “twist.” The University offers you an unusual opportunity to concentrate your energies on two courses during each of two eight-week terms. The University believes this unique program will enhance your ability to balance and meet the diverse and often conflicting obligations and responsibilities of academic programs, athletics, work and family life. In some terms, an additional course will be needed to complete the program in four years.

Graduation Requirements

You will normally have seven years after initial enrollment to complete the associate or baccalaureate program under the requirements in effect at the time of your 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 certification requirements of the Iowa Department of Education may affect requirements for students seeking certification to teach. Financial aid guidelines may vary.

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.
2. Meet the general education requirements listed on page 14.
3. Achieve a cumulative grade point average of at least 2.00.
4. Successfully complete a major.
5. Achieve a minimum of a 2.00 average in the major, and in the minor, if any.
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.

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.

Requirements for an Associate of Arts Degree

The associate of arts degree is offered on the Fayette Campus in liberal arts and general business. To receive an associate of arts degree, a candidate must meet the following conditions:
1. Complete a minimum of 60 semester credits.
2. Meet the general education requirements listed on page 14.
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.

For the associate of arts degree in general business, the following courses must be completed: 201 Accounting Principles I; 208 Marketing Principles; 210 Management Principles; 160 Microeconomic Principles; 222 Management Information Systems; and 302 Business Law I.

For the associate of arts degree in liberal arts, the general education requirements must be completed, along with enough electives to total 60 semester credits.

General Education Requirements

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 the overall Academic Quality Improvement Program, Upper Iowa University seeks to continuously reflect on its vision to develop global citizens who become lifelong learners prepared for leadership.

To this end, the faculty has identified a number of tasks students will accomplish as they successfully complete their 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. Each course in the General Education has
its own vital goals and outcomes, as determined by its instructor and articulated on its individual syllabus. 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, History, Arts and Humanities, Mathematics, Information Systems, Behavioral Sciences, Communications, and Cultural Studies. These tasks are not to be construed as goals in and of themselves, and the courses 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 thirty-nine 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 scoring at the 85th percentile on the appropriate section of the Accuplacer examination. Requirements may vary for students enrolled in the Teacher Education Program.

The thirty-nine semester credits required in general education are as follows:

<table>
<thead>
<tr>
<th>Category</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>A freshman level writing course &amp; a sophomore level writing course:</td>
<td>6 credits</td>
</tr>
<tr>
<td>A communication course:</td>
<td>3 credits</td>
</tr>
<tr>
<td>A computer skills course:</td>
<td>3 credits</td>
</tr>
<tr>
<td>A mathematics course:</td>
<td>3 credits</td>
</tr>
<tr>
<td>A cultures course:</td>
<td>3 credits</td>
</tr>
<tr>
<td>Two nonperformance courses within the arts and humanities:</td>
<td>6 credits</td>
</tr>
<tr>
<td>Two courses within the natural sciences:</td>
<td>6 credits</td>
</tr>
<tr>
<td>Two courses within the social sciences:</td>
<td>6 credits</td>
</tr>
<tr>
<td>A history course</td>
<td>3 credits</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>39 credits</strong></td>
</tr>
</tbody>
</table>

**ARTS AND HUMANITIES** (6 credits)
- ART 100 Intro to Art
- ART 110 Drawing
- ART 111 Design
- 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
- ART 215 Photography
- ART 233 Intermediate Ceramics
- ART 235 Graphic Design
- ART 250 Environmental Art
- ART 272 World Art
- ART 280 Multimedia
- ART 355 Typography
- ART 372 American Art
- ENG 125 Intro to Literature
- ENG 135 Tolkien
- ENG 209 American Literature I
- ENG 210 American Literature II
- ENG 211 English Literature I
- ENG 212 English Literature II
- ENG 265 African American Literature
- ENG 275 Television
- ENG 290 Movies

**ARTS AND HUMANITIES** (continued)
- MUS 100 Intro to 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
- SPN 101 Beginning Spanish I
- SPN 102 Beginning Spanish II
- SPN 201 Intermediate Spanish I
- SPN 202 Intermediate Spanish II

**COMMUNICATIONS** (9 credits)
- ENG 101 Basic Composition
- One of the following:
  - ENG 102 English Composition II
  - ENG 201 Expository Writing
  - ENG 202 Writing for Business
  - ENG 203 Writing for Sciences
- One of the following:
  - COMM 100 Interpersonal Communications
  - COMM 105 Public Speaking
  - COMM 115 Effective Listening
  - COMM 206 Communication in the Workplace
  - COMM 305 Organizational Communications

**COMPUTER SKILLS** (3 credits)
- IT 101 Intro to Information Technology
- MIS 101 Intro to Computer Applications
The University faculty has determined which specific courses will include the completion and assessment of the various tasks and are listed below:

The Business Division offers a challenge exam for the computer skills requirement once per semester. The exam is scheduled prior to registration for the following semester. Students who pass this exam have the computer skills course waived, but do not earn credit for the exam. Contact the Chair of the Business Division for more information.

**ACADEMIC REGULATIONS**

**Graduation**

Commencement is held once a year, in May. Each prospective graduate will file an Application for Graduation as a part of final registration prior to graduation. Check with the Registrar’s Office for application deadlines two terms in advance. The application for graduation is valid for one year.
Graduation with Honors

Graduation with honors signifies recognition of a student’s achievement of scholastic excellence as the baccalaureate program of study is completed at Upper Iowa. Diplomas bear one of the following inscriptions to recognize this excellence: summa cum laude, if the grade point average is at least 3.8; magna cum laude, if the grade point average is at least 3.6 but less than 3.8; or cum laude, if the grade point average is at least 3.3 but less than 3.6. A total of 60 graded semester credits must be earned at Upper Iowa University before these honors may be granted.

A transfer student who does not complete 60 credits at Upper Iowa University will be graduated cum laude if he or she has attained at least a 3.3 average at Upper Iowa and has completed at least 30 graded credits at Upper Iowa.

Grades earned in courses accepted for transfer will not be included in the grade point average maintained for purposes of determining graduation honors at Upper Iowa University.

Dean’s List of Scholars

Each semester those students who are enrolled as full-time students and who have achieved at least a 3.50 grade point average for the semester will have their names placed on the Dean’s List of Scholars. Students with I grades in the semester will not be included on this list. (I grades in field experiences, student teaching, internships or Math seminar are exempt.) Note: Classes taken during May interim do not apply toward Spring Dean’s List.

Classification of Students

You will be classified in the following ways 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. Unclassified (transient): A student who cannot be placed in one of the four regular classes (freshman, sophomore, junior or senior) and is not degree-seeking. Limited to 30 total semester credits of enrollment.
   3. Special Student: A student who is not a candidate for a degree at Upper Iowa.
   4. 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. Registration Status
   1. Full-time: A student registered for 12 or more credits in a semester.
   2. Part-time: A student registered for less than 12 credits in a semester.

C. 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 grades, typically you will register for six credits per term plus three credits of Interim.

Students registering for more than 19 credits total for Fall Semester Terms 1 and 2, or students registering for more than 19 credits total for Spring Semester Terms 1 and 2 (Interim not included), will be charged an overload fee. See page 79 for fee.

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. Nine (9) semester credits of ESL course work or six (6) semester credits of any combination of coursework numbered below the 100 level may be included in the 120 semester credits required for Upper Iowa’s bachelor’s degree. Courses numbered below 100 may not be accepted as transfer credit by other institutions. Those numbered 100-199 are designed for freshmen, 200-299 for sophomores, 300-399 for juniors and 400-499 for seniors. Courses numbered 500 and above are graduate courses.
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, you will need to consult with your 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.

Changes in Registration

To change your registration, follow these steps:

1. Go to the Registrar’s Office and ask for a Drop/Add form.
2. Complete the form and have your advisor, and all instructors involved, sign it.
3. Return the completed form to the Registrar’s Office. The change becomes effective on the date the Registrar receives the form.

You may add courses during the first three days of the eight-week block; you may drop courses at any time during the first five weeks of the eight-week block. To find out the last date to either add or drop a course, check the current academic calendar, since the dates vary with the interim and summer terms.

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 term and make the decision not to enroll the following term will be withdrawn from the University and will need to complete a modified admission process when they return to school. (Students will be required to complete the normal withdrawal process.)

Non-Attendance

Upon completion of the first week of every term 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 term in any given semester will receive the NA grade for the entire semester and will be considered withdrawn from the University.

Drops and Administrative Withdrawals

Students who are administratively withdrawn (AW) or voluntarily drop all of their classes in a particular term 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 normal withdrawal process.) Students will need to complete a modified admission process if they return to school the following term. (Interim is exempt; however, students not enrolled in Interim may not be allowed to live in the residence hall during Interim.)

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 your financial aid.

Hardship Leave of Absence

For extreme hardship circumstances concerning nonattendance, students need to contact the Chief Academic Officer.

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 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:

<table>
<thead>
<tr>
<th>Grades</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
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<tr>
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<td>D+</td>
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<td>1.00</td>
</tr>
<tr>
<td>D-</td>
<td>0.67</td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
</tr>
</tbody>
</table>

Individual instructors have the academic freedom to implement +/- grades in their courses at their discretion.

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 your major will include grades transferred into your major.

A grade of I is given only under extreme circumstances and is determined by the faculty member involved.
After the grade of I is given, the work must be completed by the end of the following academic semester.
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 term 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.)

Your official grade is the grade posted to myUIU at the end of the grading period. It is the student’s respon-
sibility 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 term 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 request a grade change, in writing, from the Chief Academic Officer (CAO).
3. The CAO will meet with the student, the instructor and any additional personnel as needed to discuss
the conflicting issues.
4. The CAO will render a decision in writing to the student within 60 days of receiving the request for grade
change.
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 terms 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 term or terms 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 terms completed prior to the student’s extended absence from Upper Iowa University.
4. All courses and grades for the chosen terms 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 term 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.

Evaluations

It is recommended that students make a declaration of their major no later than the end of their sophomore year. At the end of your sophomore year, be sure to complete an evaluation request in the Registrar’s Office. The Registrar’s Office will then complete an evaluation of your record, giving you up-to-date information on the progress you are making toward completing your desired program of study. Evaluations will be updated thereafter at your request. If you change your proposed program, be sure to request an evaluation documenting your new major.

Class Attendance

As an Upper Iowa University student, you are expected to attend class regularly and promptly in order to do satisfactory work. You 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. These expectations may be more stringent in some classes than in others.

When you must be absent from class because of certified illness or emergency, or because you are representing the University in an approved activity, you 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.

Note: Financial aid funds will not be released until attendance for the term has been verified. Historical attendance records are not available.

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

4. Financial aid may be changed if enrollment status changes.

Contact the Registrar’s Office for information concerning the appeal process for **AW** grades.

**Standard of Academic Progress**

To graduate, students must satisfy course and credit requirements for the degree they seek. A cumulative grade point average (GPA) of 2.0 is likewise required for graduation. Each student is expected to make normal progress toward completion of the degree.

Federal regulations mandate that colleges and universities determine whether a student is maintaining satisfactory academic progress before he or she can be awarded federally funded (Title IV) financial aid.

Satisfactory academic progress is based on Upper Iowa University grade point averages. Fayette Campus students enrolled in at least six semester credits per semester in any degree program are expected to meet or exceed the GPA standards stated below. These standards serve as guidelines for the Academic Review Committee to use in determining whether or not a student will be able to make satisfactory academic progress toward the 2.0 GPA graduation requirement.

**Semester Hour Completion Standards**

Each full-time student is required to complete a minimum of 10 semester credits per semester. The completion requirement for the year is 20 semester credits. Students can use course work during the summer to improve their completion rate to 20 semester credits per year if necessary. The summer work can be taken from UIU or transferred from another institution as long as the student is still an Upper Iowa degree-seeking student.

Completion standards are reviewed by the Director of Financial Aid on a yearly basis. Students not completing the required 10 semester credits per semester may become ineligible for financial aid benefits and assistance.

<table>
<thead>
<tr>
<th>Semester Credits Attempted</th>
<th>Upper Iowa University GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-30</td>
<td>1.50</td>
</tr>
<tr>
<td>31-45</td>
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<td>46-60</td>
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<tr>
<td>61-75</td>
<td>1.90</td>
</tr>
<tr>
<td>76-90</td>
<td>1.95</td>
</tr>
<tr>
<td>91+</td>
<td>2.00</td>
</tr>
</tbody>
</table>

**Academic Status**

Each semester the Academic Review Committee meets and reviews the records of all students who do not meet the minimum GPA standards for satisfactory academic progress. Several consequences may ensue:

- **Letter of Concern.** At the end of each term or enrollment period, students’ grades will be made available to the students’ advisors and/or the Coordinator of Academic Success. The Coordinator of Academic Success may issue a letter of concern to any student earning less than desirable grades. An entry of this action is made on the student’s academic record.

  The letter of concern may be followed by an individual meeting between the student and his/her advisor or the Coordinator of Academic Success. The intention of the letter is to have the student review and understand the importance of the academic progress policy, and to encourage him/her to utilize available academic resources.

- **Academic Warning.** Academic warning is intended as a warning to a student that he/she is not meeting the minimum standards established as guidelines.

  When a student falls below the required GPA, the student’s record will be reviewed, and the student will be notified in writing by the Chief Academic Officer (CAO) of the decision made by the Academic Review Committee that he/she has been placed on academic warning. The student will be encouraged to participate in institutional support services which may include tutoring, academic counseling and/or developmental studies as outlined in a plan prepared and monitored by the student’s advisor or Coordinator of Academic Success. The student will be provided with a letter stating the consequences of not meeting the academic progress guidelines. If the student makes progress towards meeting academic standards after a semester of academic warning status, but has not achieved satisfactory academic progress status, the academic warning status will continue. A student who does not make progress while on an academic warning status will be subject to the committee’s decision to place the
student on an academic suspension status. As long as a student continues to make progress, Federal Title IV aid will be available. An entry of this action is made on the student's academic record.

**Academic Suspension.** The student will be notified in writing by the Chief Academic Officer of the decision made by the Academic Review Committee that he/she has been placed on academic suspension for one full semester. The student will receive specific information on appeal procedures and consequences concerning financial aid. An entry of this action will be made on the student’s academic record, and a copy will be sent to the Financial Aid Office, Business Office and Student Services Office.

**Re-entry After Suspension**

Suspended students may submit a written appeal to the Chief Academic Officer (CAO) within two weeks of receipt of the suspension letter. The appeal letter should contain an explanation of your mitigating circumstances that would justify Upper Iowa University to set aside our written Satisfactory Academic Policy. The standards may be set aside for certain periods of time where a student may have been very ill, severely injured, lost a close relative or had other extenuating circumstances. The student will be advised in writing of the decision within three weeks.

Readmission. Suspended students may apply for readmission to Upper Iowa University. The student must demonstrate in writing to the Chief Academic Officer (CAO) a reasonable capability to raise and maintain his/her cumulative GPA. The CAO will either approve or deny readmission of the suspended student. The student will be notified of the decision in writing within three weeks. Upon approval of readmission, the student must make application through the Admission Center and complete the normal process of admission. Copies of the readmission letter will be sent to the Business Office, Registrar's Office and the Financial Aid Office. Students will be readmitted on an academic warning status.

Reenrollment. After satisfactorily completing the admission process, the student returning from suspension may register for classes through his/her previous advisor or the Coordinator of Academic Success. If the student does not satisfactorily progress off academic warning, he/she will become a candidate for academic suspension.

A student with two academic suspensions from Upper Iowa University may become a candidate for permanent suspension.

**Financial Aid and Standards of Academic Progress**

Financial aid will be available to all students as long as the Academic Review Committee determines that the student is making sufficient progress to meet graduation requirements. Should a student be suspended, all financial aid will be terminated as of the date of suspension.

A student readmitted to the University on academic warning will be eligible for financial aid on a probationary basis. If the student fails to show progress toward graduation requirements during that semester, further financial aid eligibility will be terminated.

Certain rules and regulations govern the awarding or continuation of Veterans Administration assistance and other financial aid that comes from federal or state government sources. Decisions on continuation or termination of Veterans Administration assistance are made by the Veterans Administration. Payment must be withheld if, in accordance with the standards and practices of Upper Iowa University, a student is not maintaining satisfactory progress in the course of study being pursued.

**Cheating and Plagiarism**

The term “cheating” means the use of unauthorized books, notes or other sources in the giving or securing of help in an examination or other course assignments. “Plagiarism” means the presentation of another’s published or unpublished work as one’s own. Because cheating and plagiarism are an affront to the University community as a whole and a denial of the offender’s own integrity, they will not be tolerated. Detected cheating or plagiarism will result in consequences that may, at the faculty member’s discretion, include course failure. In addition, an offender will be reported to University administration for possible disciplinary action, which may include suspension or dismissal from the University.

**Credit by Examination**

Credit by CLEP through the general examinations may apply to Upper Iowa’s general education requirements, and will be awarded if a score is achieved at the ACE recommended level.
**English Composition with Essay** — will satisfy the English Composition I requirement

**Humanities** — will satisfy the Arts and Humanities requirement

**Mathematics** — will satisfy the Mathematics requirement

**Natural Science** — will satisfy the Natural Science requirement

**Social Sciences and History** — will satisfy the Social Sciences requirement

In addition, credit may be earned through CLEP subject examinations in widely taught undergraduate courses. A score at the ACE recommended level or above will earn credit in that area. Subject examinations through the DANTES and/or ACT-PEP testing programs are also recognized on the same basis. If you wish to take an examination to earn credit at Upper Iowa University, consult the Registrar.

**Advanced Placement Credit**

If you took the Advanced Placement Tests of the College Entrance Examination Board while you were in high school, you may receive credit for those in which you scored a “3” or higher. Sophomore standing may be awarded through Advanced Placement Credit.

**Credit for Military Experience**

Credit will be awarded based upon the Guide to the Evaluation of Educational Experience in the Armed Services, published by the American Council on Education.

**Transfer Credit**

Transfer students normally receive full credit for college-level courses completed at other regionally accredited collegiate institutions. Grades earned in courses accepted for transfer will appear on the student’s Upper Iowa transcript. However, grade points earned at another institution are not transferred and are not figured into the cumulative grade point average maintained at Upper Iowa, but are included in calculating the major/endorsement grade point average.

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

- Other regionally accredited institutions
- Institutions with specialty accreditations as reviewed and approved by UIU
- International institutions that are approved/registered by their country’s Ministry of Education or other national educational governing body as reviewed and approved by UIU
- International institutions where transcripts for individual students are reviewed and evaluated by an approved foreign credential evaluators service and approved by UIU.

Course work completed at all other institutions may not be accepted in transfer to Upper Iowa University.

All transcripts from prior institutions outside of the United States that are not in English with the unit of credit identified, must be evaluated by an official evaluation service at the expense of the student. Credit will not be awarded prior to receiving the evaluation results.

A maximum of nine semester credits of activity or physical education credits (e.g., baseball or weight training) will be counted toward the bachelor’s degree.

A maximum of 90 semester credits will be allowed in transfer from four-year accredited institutions. Of those 90 credits, a maximum of 78 lower division semester credits will be transferred.

**Transfer of Lower Division College Semester Credits**

Credit earned from regionally accredited two-year institutions will normally be transferred and allowed toward graduation requirements as follows:

- Up to 78 semester credits of credit earned in associate of applied science or associate of science programs.
- Up to 78 semester credits of credit earned in associate of arts programs.
- Up to 78 semester credits of credit earned in two-year occupational diploma programs.
- Up to 30 semester credits of credit earned in one-year occupational diploma programs.

Credit earned through diploma and advanced diploma programs at schools approved by the Ministry of Education for the respective country will be normally transferred and allowed toward graduation requirements as follows:
• Up to 78 semester credits of credit earned at an institution with instruction offered at a level comparable to a lower division credit in the U.S.
• Up to 90 semester credits of credit earned at an institution with instruction offered at a level beyond that of a two-year college in the U.S. Of these, a maximum of 78 lower division semester credits will be transferred.

**Experiential Learning**

Upper Iowa University is committed to quality education and recognizes that students in higher education come with many experiences and from varied backgrounds. Therefore, UIU has developed a portfolio process to determine students’ achievements and demonstrated learning outcomes. A student can earn up to 30 semester credits of college credit for prior learning experience. Contact the Registrar’s Office for information on the guidelines and procedures.

**Transcripts**

Submit a written request by mail or fax. The request should include your printed name as well as your signature and the exact address of where you would like the transcript sent. A transcript request form may be printed from our website: [www.uiu.edu/current_students/services/transcript.html](http://www.uiu.edu/current_students/services/transcript.html). There is a U.S. $5.00 charge for each official copy. Fax requests to (563) 425-5287, Attn: Registrar or mail the request to Registrar’s Office, Upper Iowa University, P.O. Box 1857, Fayette, Iowa 52142. Please note that we do not accept transcript requests via E-mail. An official transcript cannot be issued if there is an unpaid University account outstanding.
UNDERGRADUATE PROGRAMS

DIVISION OF BUSINESS

The Division of Business has several degree programs that will prepare you to meet the challenge of a rapidly evolving and increasingly computer-dependent business environment. Special emphasis is placed on the organizational, analytical and professional skills required for success in the major business areas. Upper Iowa graduates are prepared to work with individuals, groups, ideas and technology.

The Division offers baccalaureate majors in accounting, agricultural business, business administration, financial management, health care administration, international business, management, marketing and management information systems (MIS). Some of these majors have related minors available, with an additional minor available in human resources management.

There is also a special teaching major in general business. This major is designed for those who are pursuing teacher licensure in business through the Division of Education; it is not intended for those planning careers in business or public administration.

Since career flexibility is becoming increasingly important, with the shift toward business orientation in most professions, the Division offers minors in general business, management and marketing to those whose majors are within the Division of Liberal Arts or the Division of Science and Mathematics.

GENERAL BUSINESS

The general business curriculum is designed for students in the associate of arts degree program and for baccalaureate students whose major interests lie in education, science or the humanities. The general business major is for students who wish to teach general business at the secondary school level. The major satisfies the Iowa Department of Education’s requirements for licensure in that area.

**Major in General Business (for teacher licensure)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA 160</td>
<td>Microeconomic Principles</td>
<td>3</td>
</tr>
<tr>
<td>BA 161</td>
<td>Macroeconomic Principles</td>
<td>3</td>
</tr>
<tr>
<td>BA 201</td>
<td>Accounting Principles I</td>
<td>3</td>
</tr>
<tr>
<td>BA 202</td>
<td>Accounting Principles II</td>
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</tr>
<tr>
<td>BA 208</td>
<td>Marketing Principles</td>
<td>3</td>
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<tr>
<td>BA 210</td>
<td>Management Principles</td>
<td>3</td>
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<tr>
<td>BA 222</td>
<td>Management Information Systems</td>
<td>3</td>
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<tr>
<td>BA 302</td>
<td>Business Law I</td>
<td>3</td>
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<td>BA 303</td>
<td>Business Law II</td>
<td>3</td>
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<tr>
<td>BA 358</td>
<td>Consumer Behavior</td>
<td>3</td>
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<tr>
<td>BA 370</td>
<td>Entrepreneurship &amp; Small Business Management</td>
<td>3</td>
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<tr>
<td>BA 300-400</td>
<td>Elective in Management</td>
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<tr>
<td><strong>One of the following:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BA 225</td>
<td>Business Ethics OR</td>
<td></td>
</tr>
<tr>
<td>PHIL 202</td>
<td>Contemporary Ethics</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits:** 39

**Minor in General Business**

This minor is designed for students majoring within the Division of Liberal Arts or the Division of Science and Mathematics.

<table>
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<tr>
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<tr>
<td>BA 210</td>
<td>Management Principles</td>
<td>3</td>
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</tbody>
</table>

**Total Credits:** 9
### BA 222 Management Information Systems 3
### BA 302 Business Law I 3
### MATH 109 Quantitative Methods I OR
### MATH 220 Elementary Statistics 3

### Concentration in General Business—Associate of Arts Degree

<table>
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<tr>
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<th>Title</th>
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<tr>
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<tr>
<td>BA 201</td>
<td>Accounting Principles I</td>
<td>3</td>
</tr>
<tr>
<td>BA 208</td>
<td>Marketing Principles</td>
<td>3</td>
</tr>
<tr>
<td>BA 210</td>
<td>Management Principles</td>
<td>3</td>
</tr>
<tr>
<td>BA 222</td>
<td>Management Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>BA 302</td>
<td>Business Law I</td>
<td>3</td>
</tr>
</tbody>
</table>

**21 Credits**

### BUSINESS

Students majoring in accounting, agricultural business, business administration, international business, management, management information systems, financial management or marketing must complete the 36-credit business core and the additional 18-24 credits in the specific area of emphasis. Please refer to the individual requirements listed in each major area.

#### Business Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA 160</td>
<td>Microeconomic Principles</td>
<td>3</td>
</tr>
<tr>
<td>BA 161</td>
<td>Macroeconomic Principles</td>
<td>3</td>
</tr>
<tr>
<td>BA 201</td>
<td>Accounting Principles I</td>
<td>3</td>
</tr>
<tr>
<td>BA 202</td>
<td>Accounting Principles II</td>
<td>3</td>
</tr>
<tr>
<td>BA 208</td>
<td>Marketing Principles</td>
<td>3</td>
</tr>
<tr>
<td>BA 210</td>
<td>Management Principles</td>
<td>3</td>
</tr>
<tr>
<td>BA 222</td>
<td>Management Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>BA 302</td>
<td>Business Law I</td>
<td>3</td>
</tr>
<tr>
<td>BA 341</td>
<td>Corporate Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>MATH 220</td>
<td>Elementary Statistics</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 202</td>
<td>Contemporary Ethics OR</td>
<td>3</td>
</tr>
<tr>
<td>BA 225</td>
<td>Business Ethics</td>
<td>3</td>
</tr>
<tr>
<td>BA 356</td>
<td>Quantitative Decisions in Business</td>
<td>3</td>
</tr>
</tbody>
</table>

**36 Credits**

#### Major in Accounting

The major in accounting gives students a complete exposure to all areas of accounting, preparing them for public, private or governmental accounting careers. *(To be taken with the 36-credit business core above.)*

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA 321</td>
<td>Intermediate Financial Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>BA 322</td>
<td>Intermediate Financial Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>BA 323</td>
<td>Federal Taxation I</td>
<td>3</td>
</tr>
<tr>
<td>BA 421</td>
<td>Managerial Cost Accounting OR</td>
<td>3</td>
</tr>
<tr>
<td>BA 422</td>
<td>Product Cost Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BA 425</td>
<td>Auditing</td>
<td>3</td>
</tr>
<tr>
<td>BA 431</td>
<td>Advanced Financial Accounting OR</td>
<td>3</td>
</tr>
<tr>
<td>BA 432</td>
<td>Accounting for Not-For-Profit Organizations</td>
<td>3</td>
</tr>
</tbody>
</table>

**One of the following:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA 317</td>
<td>International Management</td>
</tr>
<tr>
<td>BA 463</td>
<td>International Finance</td>
</tr>
<tr>
<td>BA 488</td>
<td>Economics of International Business</td>
</tr>
</tbody>
</table>

**21 Credits**
To meet requirements for taking the Uniform Certified Public Accountant examination in Iowa, and to be exposed to all topics presently covered on the exam, those who expect to sit for the exam should also take BA 324 Federal Taxation II, both BA 421 and BA 422 (see above), both BA 431 and BA 432 (see above), and BA 303 Business Law II. Most of these courses can be taken in conjunction with a minor in management (see page 29). Students should check with the accounting faculty regarding additional CPA examination requirements.

For the CPA examination requirements in other states, contact the accounting faculty or check with the Board of Accountancy in that state.

Transfer students will be required to take a minimum of nine semester credits of accounting course work with Upper Iowa University.

**Minor in Accounting**

This minor is designed for those who have a major in management, marketing, financial management, or management information systems.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA 202</td>
<td>Accounting Principles II</td>
<td>3</td>
</tr>
<tr>
<td>BA 421</td>
<td>Managerial Cost Accounting</td>
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<tr>
<td>BA 321</td>
<td>Intermediate Financial Accounting I</td>
<td>3</td>
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<tr>
<td>BA 322</td>
<td>Intermediate Financial Accounting II</td>
<td>3</td>
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<tr>
<td>BA 323</td>
<td>Federal Taxation I</td>
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<tr>
<td>BA 324</td>
<td>Federal Taxation II</td>
<td>3</td>
</tr>
<tr>
<td>BA 422</td>
<td>Product Cost Accounting</td>
<td>3</td>
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<tr>
<td>BA 425</td>
<td>Auditing</td>
<td>3</td>
</tr>
<tr>
<td>BA 431</td>
<td>Advanced Financial Accounting</td>
<td>3</td>
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<tr>
<td>BA 432</td>
<td>Accounting for Not-For-Profit Organizations</td>
<td>3</td>
</tr>
</tbody>
</table>

**Major in Agricultural Business**

Agricultural businesses, such as implement dealers, cooperatives, and agricultural lending institutions, support producers of agricultural crops and livestock. Employees in this field need to have sufficient knowledge of agricultural production to support the needs of their customers, along with basic business knowledge in areas of management, marketing and finance. This major takes advantage of cross-divisional opportunities within the institution and a cooperative relationship between Upper Iowa University (UIU) and Northeast Iowa Community College (NICC) in Calmar to provide both the agricultural and business knowledge necessary for success in these businesses.

**To be taken with the 36-credit business core on page 26.**

<table>
<thead>
<tr>
<th>NICC courses:</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGA:114 Principles of Agronomy</td>
<td>3</td>
</tr>
<tr>
<td>AGS:113 Survey of the Animal Industry</td>
<td>3</td>
</tr>
<tr>
<td>AGB:235 Intro to Ag Markets</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UIU courses:</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ES 220 Soil and Water Conservation</td>
<td>3</td>
</tr>
<tr>
<td>BA 310 Money and Banking</td>
<td>3</td>
</tr>
<tr>
<td>ES 326 Soil Genesis, Classification &amp; Morphology</td>
<td>3</td>
</tr>
<tr>
<td>BA 370 Entrepreneurship and Small Business Management OR</td>
<td></td>
</tr>
<tr>
<td>AGB:330 Farm Business Management (NICC course)</td>
<td>3</td>
</tr>
<tr>
<td>BA 403 Internship</td>
<td>3</td>
</tr>
</tbody>
</table>

**One of the following:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ES 315 Environmental Analysis Using GIS and Remote Sensing</td>
<td>3/4</td>
</tr>
<tr>
<td>BIO 323 Plant Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>BIO 428 Plant Pathology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 490 Entomology</td>
<td>3</td>
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</tbody>
</table>
Minor in Agricultural Sales
This minor is designed for those who have a major in Agricultural Business.

**NICC courses:**
- AGB:336 Agricultural Selling 3
- AGM:361 Commercial Grain Handling 1
- AGB:436 Grain Merchandising 2

**UIU courses:**
- BA 358 Consumer Behavior 3
- BA 315 Sales Management OR
- BA 337 Personal Selling 3
- BA 355 Retailing OR
- BA 363 Advertising & Integrated Marketing Communication 3
- Marketing Elective 3

Total Credits: 18

Major in Business Administration
The business administration major is designed for students who wish to gain a broad-based understanding of business. May not be taken with a management or marketing major. **(To be taken with the 36-credit business core on page 26)**

**Credits**
- BA 361 Human Resources Management 3
- BA 423 Production & Operations Management 3
- BA 454 Management Cases 3

**One of the following:**
- BA 310 Money and Banking 3
- BA 343 Investments 3
- BA 421 Managerial Cost Accounting 3

Total Credits: 3

**One of the following:**
- BA 315 Sales Management 3
- BA 358 Consumer Behavior 3
- BA 363 Advertising & Integrated Marketing Communication 3

Total Credits: 3

**One of the following:**
- BA 317 International Management 3
- BA 424 Global Marketing 3
- BA 463 International Finance 3
- BA 488 Economics of International Business 3

**One of the following:**
- BA 403 Internship 3
- BA 499 Special Project 3

Total Credits: 21

Major in International Business
The international Business major is designed to provide an integrative framework that will help students develop the knowledge and skills necessary to compete successfully in a global business environment. **(To be taken with the 36-credit business core on page 26.)**

**Credits**
- BA 317 International Management 3
- BA 367 Cross-Cultural Leadership 3
- BA 403 Internship 3
- BA 415 Cross-Cultural Negotiation 3
- BA 424 Global Marketing 3
- BA 460 Strategic Management in the Multinational Corporation 3

**One of the following:**
- BA 463 International Finance 3
- BA 488 Economics of International Business 3
- Foreign Language 12

Total Credits: 35
**Major in Management**

The management curriculum gives students the knowledge and skills that managers use to marshal the human, material and financial resources of organizations (business, government or nonprofit) to achieve their objectives. *(To be taken with the 36-credit business core on page 26.)*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA 317</td>
<td>International Management</td>
<td>3</td>
</tr>
<tr>
<td>BA 361</td>
<td>Human Resources Management</td>
<td>3</td>
</tr>
<tr>
<td>BA 403</td>
<td>Internship OR</td>
<td></td>
</tr>
<tr>
<td>BA 499</td>
<td>Special Project</td>
<td>3</td>
</tr>
<tr>
<td>BA 423</td>
<td>Production and Operations Management</td>
<td>3</td>
</tr>
<tr>
<td>BA 454</td>
<td>Management Cases</td>
<td>3</td>
</tr>
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</table>

**One of the following**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA 362</td>
<td>Supervision</td>
<td></td>
</tr>
<tr>
<td>BA 365</td>
<td>Leadership Theory</td>
<td></td>
</tr>
<tr>
<td>BA 367</td>
<td>Cross-Cultural Leadership</td>
<td></td>
</tr>
<tr>
<td>BA 370</td>
<td>Entrepreneurship and Small Business Management</td>
<td></td>
</tr>
<tr>
<td>BA 411</td>
<td>Labor Relations and Negotiation</td>
<td></td>
</tr>
<tr>
<td>BA 415</td>
<td>Cross-Cultural Negotiations</td>
<td></td>
</tr>
<tr>
<td>BA 421</td>
<td>Managerial Cost Accounting</td>
<td></td>
</tr>
<tr>
<td>PSY 338</td>
<td>Motivation</td>
<td></td>
</tr>
<tr>
<td>PSY 440</td>
<td>Industrial Psychology</td>
<td></td>
</tr>
<tr>
<td>BA 445</td>
<td>Contemporary Topics in Management</td>
<td></td>
</tr>
<tr>
<td>BA/PSY 474</td>
<td>Organizational Behavior</td>
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</table>

**Credits:** 18

**Minor in Management I**

This minor is designed for students who have a major in accounting, marketing, financial management, or management information systems.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA 361</td>
<td>Human Resources Management</td>
<td>3</td>
</tr>
<tr>
<td>BA 423</td>
<td>Production and Operations Management</td>
<td>3</td>
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</table>

**Four of the following:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
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<td>Business Law II</td>
<td></td>
</tr>
<tr>
<td>BA 362</td>
<td>Supervision</td>
<td></td>
</tr>
<tr>
<td>BA 370</td>
<td>Entrepreneurship and Small Business Management</td>
<td></td>
</tr>
<tr>
<td>BA 403</td>
<td>Internship OR</td>
<td></td>
</tr>
<tr>
<td>BA 499</td>
<td>Special Project</td>
<td></td>
</tr>
<tr>
<td>BA 411</td>
<td>Labor Relations and Negotiation</td>
<td></td>
</tr>
<tr>
<td>BA 421</td>
<td>Managerial Cost Accounting</td>
<td></td>
</tr>
<tr>
<td>BA 445</td>
<td>Contemporary Topics in Management</td>
<td></td>
</tr>
<tr>
<td>BA 454</td>
<td>Management Cases</td>
<td></td>
</tr>
</tbody>
</table>

**Credits:** 18

**Minor in Management II**

This minor is designed for students majoring within the Division of Liberal Arts or the Division of Science and Mathematics.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA 201</td>
<td>Accounting Principles I</td>
<td>3</td>
</tr>
<tr>
<td>BA 210</td>
<td>Management Principles</td>
<td>3</td>
</tr>
<tr>
<td>BA 160</td>
<td>Microeconomic Principles</td>
<td>3</td>
</tr>
<tr>
<td>BA 222</td>
<td>Management Information Systems</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Electives in Management</td>
<td></td>
</tr>
</tbody>
</table>

**Credits:** 21
Minor in Human Resources Management

This minor is designed to complement a major in accounting, management, marketing, financial management, or management information systems.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA 361</td>
<td>Human Resources Management</td>
<td>3</td>
</tr>
<tr>
<td>BA 362</td>
<td>Supervision</td>
<td>3</td>
</tr>
<tr>
<td>BA 411</td>
<td>Labor Relations and Negotiation</td>
<td>3</td>
</tr>
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</table>

**Three of the following:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>BA 303</td>
<td>Business Law II</td>
</tr>
<tr>
<td>BA 358</td>
<td>Consumer Behavior</td>
</tr>
<tr>
<td>BA 403</td>
<td>Internship OR</td>
</tr>
<tr>
<td>BA 499</td>
<td>Special Project</td>
</tr>
<tr>
<td>BA 423</td>
<td>Production and Operations Management</td>
</tr>
<tr>
<td>BA 424</td>
<td>Global Marketing</td>
</tr>
<tr>
<td>BA 454</td>
<td>Management Cases</td>
</tr>
<tr>
<td>BA 488</td>
<td>Economics of International Business</td>
</tr>
<tr>
<td>SOC 220</td>
<td>Social Problems</td>
</tr>
<tr>
<td>SOC/PSY 232</td>
<td>Group Dynamics</td>
</tr>
<tr>
<td>SOC 240</td>
<td>Diverse Cultures in America</td>
</tr>
<tr>
<td>BA/SOC 390</td>
<td>Complex Organizations</td>
</tr>
</tbody>
</table>

**18 Credits**

Major in Management Information Systems

Information technology is a driving force in the world of business today. The management of systems is essential in making businesses more effective. The MIS major is intended to prepare individuals to manage hardware and software systems, as well as make effective decisions relating to information technology. *(To be taken with the 36-credit business core on page 26.)*

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MIS 201</td>
<td>Principles of Computer Programming</td>
<td>3</td>
</tr>
<tr>
<td>MIS 210</td>
<td>COBOL Programming</td>
<td>3</td>
</tr>
<tr>
<td>MIS 377</td>
<td>Systems Analysis and Design</td>
<td>3</td>
</tr>
<tr>
<td>MIS 384</td>
<td>Advanced Computer Programming</td>
<td>3</td>
</tr>
<tr>
<td>MIS 388</td>
<td>Telecommunications and Networks</td>
<td>3</td>
</tr>
<tr>
<td>MIS 415</td>
<td>Database Management</td>
<td>3</td>
</tr>
<tr>
<td>MIS 435</td>
<td>Information Systems Strategies (Cases)</td>
<td>3</td>
</tr>
</tbody>
</table>

**One of the following:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA 317</td>
<td>International Management</td>
<td>3</td>
</tr>
<tr>
<td>BA 424</td>
<td>Global Marketing</td>
<td></td>
</tr>
<tr>
<td>BA 463</td>
<td>International Finance</td>
<td></td>
</tr>
<tr>
<td>BA 488</td>
<td>Economics of International Business</td>
<td></td>
</tr>
</tbody>
</table>

**24 Credits**

Major in Marketing

The marketing curriculum includes both descriptive and analytical approaches to marketing. The major gives the student the needed marketing skills for all areas of business, as well as governmental and not-for-profit organizations. *(To be taken with the 36-credit business core on page 26.)*

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA 358</td>
<td>Consumer Behavior</td>
<td>3</td>
</tr>
<tr>
<td>BA 403</td>
<td>Internship OR</td>
<td></td>
</tr>
<tr>
<td>BA 499</td>
<td>Special Project</td>
<td>3</td>
</tr>
<tr>
<td>BA 451</td>
<td>Marketing Research</td>
<td>3</td>
</tr>
<tr>
<td>BA 456</td>
<td>Marketing Cases</td>
<td>3</td>
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</tbody>
</table>
One of the following:  
BA 424 Global Marketing  
BA 488 Economics of International Business

One of the following:  
BA 315 Sales Management  
BA 317 International Management  
BA 337 Personal Selling  
BA 355 Retailing  
BA 363 Advertising & and Integrated Marketing Communication  
BA 380 Marketing Management  
BA 424 Global Marketing  
BA 445 Contemporary Topics in Management  
BA 459 Contemporary Topics in Marketing  
BA 488 Economics of International Business  

**Minor in Marketing I**

This minor is designed for students who have a major in accounting, management, financial management, management information systems, or agribusiness.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BA 358</td>
<td>Consumer Behavior</td>
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<tr>
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<tr>
<td>BA 303</td>
<td>Business Law II</td>
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<tr>
<td>BA 315</td>
<td>Sales Management</td>
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<tr>
<td>BA 337</td>
<td>Personal Selling</td>
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<tr>
<td>BA 355</td>
<td>Retailing</td>
<td></td>
</tr>
<tr>
<td>BA 363</td>
<td>Advertising &amp; and Integrated Marketing Communication</td>
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<tr>
<td>BA 380</td>
<td>Marketing Management</td>
<td></td>
</tr>
<tr>
<td>BA 403</td>
<td>Internship OR</td>
<td></td>
</tr>
<tr>
<td>BA 499</td>
<td>Special Project</td>
<td></td>
</tr>
<tr>
<td>BA 424</td>
<td>Global Marketing</td>
<td></td>
</tr>
<tr>
<td>BA 445</td>
<td>Contemporary Topics in Management</td>
<td></td>
</tr>
<tr>
<td>BA 451</td>
<td>Marketing Research</td>
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</tr>
<tr>
<td>BA 456</td>
<td>Marketing Cases</td>
<td></td>
</tr>
<tr>
<td>BA 488</td>
<td>Economics of International Business</td>
<td></td>
</tr>
</tbody>
</table>

**Minor in Marketing II**

This minor is designed for students majoring within the Division of Liberal Arts or the Division of Science and Mathematics.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA 201</td>
<td>Accounting Principles I</td>
<td>3</td>
</tr>
<tr>
<td>BA 208</td>
<td>Marketing Principles</td>
<td>3</td>
</tr>
<tr>
<td>BA 160</td>
<td>Microeconomic Principles</td>
<td>3</td>
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<tr>
<td>BA 222</td>
<td>Management Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>Electives in Marketing</td>
<td></td>
<td>9</td>
</tr>
</tbody>
</table>

**Major in Financial Management**

Financial institutions have become essential to modern living. Sparked by the changing business environment and technological changes, finance as an academic discipline continues to change and develop at an ever-increasing pace. Also, financial aspects are becoming pivotal to the role of management in a dynamic world of mergers, acquisitions and risk management. This major in financial management is intended to prepare individuals to make effective financial decisions and be able to compete in the contemporary business world. (To be taken with the 33-credit business core on page 26.)
BA 310  Money and Banking  3
BA 343  Investments  3
BA 442  Intermediate Financial Management  3
BA 480  Seminar in Finance  3

One of the following:  3
BA 463  International Finance
BA 488  Economics of International Business

One of the following:  3
BA 321  Intermediate Financial Accounting I
BA 370  Entrepreneurship and Small Business Management
BA 403  Internship
BA 421  Managerial Cost Accounting
BA 450  Personal Financial Management
BA 488  Economics of International Business
BA 499  Special Project

Minor in Financial Management
This minor is designed for students who have a major in accounting, management, marketing, or management information systems.

BA 310  Money and Banking  3
BA 343  Investments  3
Four of the following:  12
BA 321  Intermediate Financial Accounting I
BA 322  Intermediate Financial Accounting II
BA 370  Entrepreneurship and Small Business Management
BA/HIST 281  American Economic History
BA 403  Internship
BA 421  Managerial Cost Accounting
BA 424  Global Marketing
BA 442  Intermediate Financial Management
BA 450  Personal Financial Management
BA 450  Special Topics (approved)
BA 488  Economics of International Business
BA 499  Special Project

DIVISION OF BUSINESS—INDEX

Accounting

201  Accounting Principles I  3
202  Accounting Principles II  3
321  Intermediate Financial Accounting I  3
322  Intermediate Financial Accounting II  3
323  Federal Taxation I  3
324  Federal Taxation II  3
421  Managerial Cost Accounting  3
422  Product Cost Accounting  3
425  Auditing  3
431  Advanced Financial Accounting  3
432  Accounting For Not-For-Profit Organizations  3
## Finance

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>310</td>
<td>Money and Banking</td>
<td>3</td>
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<tr>
<td>327</td>
<td>Financial Markets and Institutions</td>
<td>3</td>
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<tr>
<td>341</td>
<td>Corporate Financial Management</td>
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<tr>
<td>343</td>
<td>Investments</td>
<td>3</td>
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<tr>
<td>442</td>
<td>Intermediate Financial Management</td>
<td>3</td>
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<tr>
<td>463</td>
<td>International Finance</td>
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<tr>
<td>488</td>
<td>Economics of International Business</td>
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<tr>
<td>480</td>
<td>Seminar in Finance</td>
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## General Business

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<th>Course</th>
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<tr>
<td>211</td>
<td>Macroeconomic Principles</td>
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<tr>
<td>212</td>
<td>Microeconomic Principles</td>
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</tr>
<tr>
<td>225</td>
<td>Business Ethics</td>
<td>3</td>
</tr>
<tr>
<td>250</td>
<td>Special Topics</td>
<td>3</td>
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<tr>
<td>299</td>
<td>Special Project</td>
<td>3</td>
</tr>
<tr>
<td>302</td>
<td>Business Law I</td>
<td>3</td>
</tr>
<tr>
<td>303</td>
<td>Business Law II</td>
<td>3</td>
</tr>
<tr>
<td>365</td>
<td>Leadership Theory</td>
<td>3</td>
</tr>
<tr>
<td>381</td>
<td>American Economic History</td>
<td>3</td>
</tr>
<tr>
<td>390</td>
<td>Complex Organizations</td>
<td>3</td>
</tr>
<tr>
<td>403</td>
<td>Internship</td>
<td>3</td>
</tr>
<tr>
<td>450</td>
<td>Special Topics</td>
<td>3</td>
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<tr>
<td>474</td>
<td>Organizational Behavior</td>
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<td>499</td>
<td>Special Project</td>
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## Management

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<tr>
<td>210</td>
<td>Management Principles</td>
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<tr>
<td>222</td>
<td>Management Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>317</td>
<td>International Management</td>
<td>3</td>
</tr>
<tr>
<td>356</td>
<td>Quantitative Decisions in Business</td>
<td>3</td>
</tr>
<tr>
<td>361</td>
<td>Human Resources Management</td>
<td>3</td>
</tr>
<tr>
<td>362</td>
<td>Supervision</td>
<td>3</td>
</tr>
<tr>
<td>367</td>
<td>Cross-Cultural Leadership</td>
<td>3</td>
</tr>
<tr>
<td>370</td>
<td>Entrepreneurship and Small Business Management</td>
<td>3</td>
</tr>
<tr>
<td>411</td>
<td>Labor Relations and Negotiation</td>
<td>3</td>
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<tr>
<td>415</td>
<td>Cross-Cultural Negotiation</td>
<td>3</td>
</tr>
<tr>
<td>423</td>
<td>Production and Operations Management</td>
<td>3</td>
</tr>
<tr>
<td>445</td>
<td>Contemporary Topics in Management</td>
<td>3</td>
</tr>
<tr>
<td>454</td>
<td>Management Cases</td>
<td>3</td>
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<td>460</td>
<td>Strategic Management in the Global Corporation</td>
<td>3</td>
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<tr>
<td>488</td>
<td>Economics of International Business</td>
<td>3</td>
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## Marketing

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>208</td>
<td>Marketing Principles</td>
<td>3</td>
</tr>
<tr>
<td>315</td>
<td>Sales Management</td>
<td>3</td>
</tr>
<tr>
<td>337</td>
<td>Personal Selling</td>
<td>3</td>
</tr>
<tr>
<td>355</td>
<td>Retailing</td>
<td>3</td>
</tr>
<tr>
<td>358</td>
<td>Consumer Behavior</td>
<td>3</td>
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<tr>
<td>363</td>
<td>Advertising &amp; Integrated Marketing Communication</td>
<td>3</td>
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</table>
Management Information Systems

<table>
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<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>101</td>
<td>Introduction to Computer Applications</td>
<td>3</td>
</tr>
<tr>
<td>201</td>
<td>Principles of Computer Programming</td>
<td>3</td>
</tr>
<tr>
<td>210</td>
<td>COBOL Programming</td>
<td>3</td>
</tr>
<tr>
<td>220</td>
<td>Web Design and Authoring</td>
<td>3</td>
</tr>
<tr>
<td>354</td>
<td>C++ Programming</td>
<td>3</td>
</tr>
<tr>
<td>377</td>
<td>Systems Analysis and Design</td>
<td>3</td>
</tr>
<tr>
<td>384</td>
<td>Advanced Computer Programming</td>
<td>3</td>
</tr>
<tr>
<td>388</td>
<td>Telecommunications and Networks</td>
<td>3</td>
</tr>
<tr>
<td>415</td>
<td>Database Management</td>
<td>3</td>
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<tr>
<td>435</td>
<td>Information Systems Strategies (Cases)</td>
<td>3</td>
</tr>
<tr>
<td>461</td>
<td>Accounting Information Systems</td>
<td>3</td>
</tr>
</tbody>
</table>

HEALTH CARE ADMINISTRATION

The Health Care Administration program provides students with the opportunity to seek employment as an administrator in a variety of hospital, nursing home, allied health and clinical offices, with a primary emphasis in long-term care.

Major in Health Care Administration – Option A

This major is designed for students who already have an associate of science degree in health care administration.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA 208</td>
<td>Marketing Principles</td>
<td>3</td>
</tr>
<tr>
<td>BA 210</td>
<td>Management Principles</td>
<td>3</td>
</tr>
<tr>
<td>BA 160</td>
<td>Microeconomic Principles</td>
<td>3</td>
</tr>
<tr>
<td>BA 222</td>
<td>Management Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>PSY/SOC 384</td>
<td>Social Welfare Programs</td>
<td>3</td>
</tr>
<tr>
<td>PSY 454</td>
<td>Issues and Ethics in the Helping Profession</td>
<td>3</td>
</tr>
</tbody>
</table>

In addition, free electives used to fulfill the degree requirements must include at least nine semester credits of upper level work (300-400 level courses).

Major in Health Care Administration – Option B

This major is designed for students who are seeking licensure as administrators of nursing homes. This major is designed according to a cooperative agreement with Mount Mercy College. The majority of the liberal arts core can be completed at Upper Iowa University or at Mount Mercy. All of the specific Health Care courses must be completed at Mount Mercy College. Applicants for this option must apply to and be accepted in the Health Care Administration Program at Mount Mercy College.

DIVISION OF EDUCATION AND HEALTH, PHYSICAL EDUCATION, AND RECREATION

The Division of Education and Health, Physical Education, and Recreation offers programs in early childhood, elementary, middle level and secondary education, instructional strategist I: mild/moderate, instructional strategist II: LD/BD, English as a Second Language (ESL), physical education, health, athletic training, coaching, and exercise and sport studies with emphases in sports administration, fitness and wellness, recreation, and sports studies.
Through cooperation with the Division of Liberal Arts, teaching licensure is available in American government, American history, art, economics, English/language arts, journalism, psychology, reading, social studies, sociology, Spanish, and speech communications.

Through cooperation with the Division of Business and the Division of Science and Mathematics, licensure is also offered in business—general, business—marketing/management, earth science, economics, biology, chemistry, general science, mathematics and physical science.

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.

**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.

Current trends in teacher preparation include performance-based assessment and practical teaching experience. The education curriculum at Upper Iowa University has been designed to meet the changing educational demands of curriculum including literacy development, integrated instruction, higher order thinking skills and practical skills (flexible management, computer 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 need to start education courses late in their freshman year or at the beginning of their sophomore year in order to be in sequence for graduation. Students must also successfully pass a basic academic skills exam (writing, English/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 re-take 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.

**Note:** To obtain licensure from the State of Iowa, individuals need to be at least 21 years of age.

**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 content area endorsement. Students may prepare for secondary classroom endorsement (grades 5-12) in a specific content area by completing the professional education requirements (the professional education core, see page 38) 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 K-8 and 5-12 levels. Contact the Director of Teacher Education for specific requirements of the K-8 and 5-12 endorsements and to learn the requirements for obtaining certification to teach additional grade levels or subject matter.

The endorsement areas and grade levels in which a student may be prepared at Upper Iowa University are as follows:
**Endorsement Number**

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>Teacher—Prek-3 with Special Education</td>
<td>Prek-3</td>
</tr>
<tr>
<td>101</td>
<td>Athletic Coach</td>
<td>K-12</td>
</tr>
<tr>
<td>102</td>
<td>Teacher—Elementary Classroom</td>
<td>K-6</td>
</tr>
<tr>
<td>103</td>
<td>Teacher—Prekindergarten-Kindergarten</td>
<td>Prek-K</td>
</tr>
<tr>
<td>104</td>
<td>ESL Teacher</td>
<td>K-12</td>
</tr>
<tr>
<td>106</td>
<td>Teacher—Prekindergarten-Grade 3</td>
<td>Prek-3</td>
</tr>
<tr>
<td>113/114</td>
<td>Art</td>
<td>K-8</td>
</tr>
<tr>
<td></td>
<td>Business</td>
<td>5-12</td>
</tr>
<tr>
<td>115</td>
<td>General Business</td>
<td>5-12</td>
</tr>
<tr>
<td>117</td>
<td>Marketing/Management</td>
<td>5-12</td>
</tr>
<tr>
<td>119/120</td>
<td>English/Language Arts</td>
<td>K-8</td>
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<tr>
<td>137/138</td>
<td>Health</td>
<td>K-8</td>
</tr>
<tr>
<td>133/134</td>
<td>Foreign Language—Spanish</td>
<td>K-8</td>
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<tr>
<td>140</td>
<td>Industrial Technology</td>
<td>5-12</td>
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<tr>
<td>141</td>
<td>Journalism</td>
<td>5-12</td>
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<tr>
<td>142/143</td>
<td>Mathematics</td>
<td>K-8</td>
</tr>
<tr>
<td>146/147</td>
<td>Physical Education</td>
<td>K-8</td>
</tr>
<tr>
<td>148/149</td>
<td>Reading</td>
<td>K-8</td>
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<td></td>
<td>Science</td>
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<td>150</td>
<td>Basic Science</td>
<td>K-8</td>
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<tr>
<td>151</td>
<td>Biological</td>
<td>5-12</td>
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<tr>
<td>152</td>
<td>Chemistry</td>
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<td>Earth Science</td>
<td>5-12</td>
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<td>154</td>
<td>General Science</td>
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<td>155</td>
<td>Physical Science</td>
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<td>American History</td>
<td>5-12</td>
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<td>Economics</td>
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<td>Sociology</td>
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<td>Speech Communication/Theatre</td>
<td>K-8</td>
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<tr>
<td>186</td>
<td>All Social Science</td>
<td>5-12</td>
</tr>
<tr>
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<td>Teacher—Middle School Classroom</td>
<td>K-8</td>
</tr>
<tr>
<td>260/261</td>
<td>Instructional Strategist I: Mild/Moderate</td>
<td>K-8</td>
</tr>
<tr>
<td>263</td>
<td>Instructional Strategist II: Behavior Disorders/Learning Disabilities</td>
<td>K-12</td>
</tr>
<tr>
<td>264</td>
<td>Instructional Strategist II: Mental Disabilities</td>
<td>K-12</td>
</tr>
</tbody>
</table>

**Admission to the Teacher Education Program**

Students must meet three general requirements: (1) gain admission to the Teacher Education Program; (2) meet standards required by the University for licensure and; if seeking initial licensure, (3) take the course EDU 110 Foundations of American Education (this course cannot be transferred in). These standards reflect the fact that teachers are expected, by parents and by boards of education, to attain levels of professional qualification that are above the average in all areas relating to the education of the students entrusted to them. (For additional requirements, contact the Director of Education).

Application for admission to the Teacher Education Program will be made following the successful completion of EDU 110 Foundations of American Education. Applications for admission to Teacher Education are approved by the Teacher Education Committee and forwarded to the Division of Education for formal acceptance.

**Requirements for admission into the Teacher Education Program:**

1. Student 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, score “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. Learner must have positive recommendations from two learner-selected instructional staff members,
learner must have a “Teacher Education Dispositions Rubric: Admittance to Teacher Education Program” overall score of 10 or higher.

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 an unlimited number of times. (Praxis I PPST scores of 170 minimum 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 courses required in their programs.**

**Student Teaching**

Student Teaching, the teacher education capstone experience, takes place at the end of the student’s program. Requirements for student teaching must be met. Application for student teaching must be filed according to deadlines established by the Teacher Education Program. Failure to adhere to deadlines may delay student teaching placement. Students will not be allowed to register for any courses during the terms in which their student teaching will take place.

Teachers who are already licensed at a particular level (i.e., K-6) 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 the Student Teaching Sequence:**

1. Student must be admitted to the Teacher Education Program.
2. Student must successfully complete appropriate field experience 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. Student must provide two positive recommendations for (includes measures of disposition-score of 2 or higher on each criterion) student teaching (one from a teacher education faculty and one from a faculty member in the major content area or content endorsement area).
5. Student must complete the University’s general education requirements listed on page 14 with these specific qualifications:
   a. The following courses must be completed with a grade of “C-” or above:
      - Basic Composition
      - Expository Writing, English Composition II, Writing for Business, or Writing for Sciences
      - Public Speaking, Interpersonal Communications, Communication in the Workplace or Organizational Communication.

      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.
   b. A physical science and a biological science course must be used to meet the natural science requirement.
   c. EDU 162 Diversity for Teachers may be used to meet the culture requirement.
   d. EDU/PSY 142 Human Growth, Development and Guidance may be used to meet one of the social science requirements.
6. Student must complete all required education courses (prefix EDU) with a grade of “C-” or above.
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 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 Director of Teacher Education.

**Note:** A student may have no more than six general education semester credits of total course work remaining prior to the start of the student teaching experience. The remaining course work 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, speech, and computer applications.

Federal regulation requires learners wishing to be recommended for Iowa licensure to teach in an elementary classroom to take a content test and attain a qualifying score. Completion of the teacher education program and a qualifying score on the content test do not guarantee a candidate recommendation for teacher licensure. Serious deficiencies shown by the candidate in one or more areas of personal or professional development or in assessment could result in no recommendation or additional preparation by the candidate.

**Professional Education Requirements**

Candidates for an initial teaching license must complete a major in elementary education or a minimum 30 semester credit major in a teaching subject area. Candidates must complete the following approved professional education courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 110</td>
<td>Foundations of American Education</td>
<td>3</td>
</tr>
<tr>
<td>EDU/PSY 142</td>
<td>Human Growth, Development and Guidance</td>
<td>3</td>
</tr>
<tr>
<td>EDU 152</td>
<td>Assessment and Psychology</td>
<td>3</td>
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<tr>
<td>EDU 162</td>
<td>Diversity for Teachers</td>
<td>3</td>
</tr>
<tr>
<td>EDU 206</td>
<td>Field Experience I: Elementary*</td>
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</tr>
<tr>
<td>EDU 226</td>
<td>Field Experience II: Elementary* OR</td>
<td>2</td>
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<tr>
<td>EDU 207</td>
<td>Field Experience I: Secondary*</td>
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</tr>
<tr>
<td>EDU 227</td>
<td>Field Experience II: Secondary* OR</td>
<td>2</td>
</tr>
<tr>
<td>EDU 208</td>
<td>Field Experience I: Elementary/Secondary*</td>
<td>2</td>
</tr>
<tr>
<td>EDU 228</td>
<td>Field Experience II: Elementary/Secondary*</td>
<td>2</td>
</tr>
<tr>
<td>EDU 210</td>
<td>Methods: Birth-Elementary AND/OR</td>
<td>3</td>
</tr>
<tr>
<td>EDU 233</td>
<td>Methods: Secondary</td>
<td>3</td>
</tr>
<tr>
<td>EDU 252</td>
<td>Computers and Instructional Technology</td>
<td>3</td>
</tr>
<tr>
<td>EDU 300</td>
<td>Secondary majors must have a methods course in each area of endorsement</td>
<td>3</td>
</tr>
<tr>
<td>EDU 304</td>
<td>Exceptional Persons</td>
<td>3</td>
</tr>
<tr>
<td>EDU 425</td>
<td>Content Area Literacy (secondary majors only)</td>
<td>3</td>
</tr>
<tr>
<td>EDU 462</td>
<td>Individual Behavior and Classroom Management Pre-Kindergarten-12</td>
<td>3</td>
</tr>
<tr>
<td>EDU 49</td>
<td>A Student Teaching experience at the level and subject area(s) in which licensure is sought</td>
<td>14</td>
</tr>
</tbody>
</table>

**Total**

42 or 48

*Professional Education Core Field Experiences must be taken concurrently with methods courses. For Elementary Education majors, EDU 206 Field Experiences I: Elementary must be taken concurrently with EDU 210. EDU 226 Field Experience II: Elementary is to be taken concurrently with EDU 305 Teaching Elementary Science, EDU 315 Teaching Elementary Social Studies, EDU 325 Teaching Elementary Math, or EDU 335 Teaching Elementary Language Arts. Secondary majors complete EDU 207 Field Experience I: Secondary concurrently with EDU 233. EDU 227 Field Experience II: Secondary is to be taken concurrently with EDU 300. For K-12 majors, EDU 208 Field Experience I: Elementary/Secondary must be taken concurrently with EDU 233. EDU 228 Field Experience II: Elementary/Secondary must be taken concurrently with EDU 347 Teaching Health/Physical Education Secondary or EDU 300-8 Teaching Secondary School Art.

**Major in Elementary Education**

This major consists of 61 semester credits (including professional education core requirements). In addition, to qualify for licensure, students must also meet the requirements of an endorsement in a specific area. **Note:** A double major between elementary education and prekindergarten through grade three is not allowed. The courses in the major include:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 110</td>
<td>Foundations of American Education</td>
<td>3</td>
</tr>
</tbody>
</table>
K-8 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.

### K-8 ART #113 (26 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 110 Drawing</td>
<td>3</td>
</tr>
<tr>
<td>ART 202 Painting</td>
<td>3</td>
</tr>
<tr>
<td>ART 310 Printmaking</td>
<td>3</td>
</tr>
<tr>
<td>ART 313 Teaching Creative Arts</td>
<td>2</td>
</tr>
<tr>
<td>One of the following:</td>
<td>3</td>
</tr>
<tr>
<td>ART 222 Ceramics</td>
<td></td>
</tr>
<tr>
<td>ART 320 Sculpture</td>
<td></td>
</tr>
<tr>
<td>One of the following:</td>
<td>3</td>
</tr>
<tr>
<td>ART 100 Introduction to Art</td>
<td></td>
</tr>
<tr>
<td>ART 211 Art History I</td>
<td></td>
</tr>
<tr>
<td>ART 212 Art History II</td>
<td></td>
</tr>
<tr>
<td>Electives in Art</td>
<td>9</td>
</tr>
</tbody>
</table>

### K-8 ENGLISH/LANGUAGE ARTS #119 (26 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 313 Teaching Creative Arts</td>
<td>2</td>
</tr>
<tr>
<td>EDU 326 Developmental Reading</td>
<td>3</td>
</tr>
<tr>
<td>EDU 333 Literature: Birth-Adolescence</td>
<td>3</td>
</tr>
<tr>
<td>One of the following:</td>
<td>3</td>
</tr>
<tr>
<td>ENG 209 American Literature I</td>
<td></td>
</tr>
<tr>
<td>ENG 210 American Literature II</td>
<td></td>
</tr>
<tr>
<td>Electives in English, Language Arts, Speech, Drama, Theatre, and/or Reading (must include both written and oral communication components)</td>
<td>15</td>
</tr>
</tbody>
</table>

### K-12 English as a Second Language (ESL) #104 (19 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 443 Concepts of English</td>
<td>3</td>
</tr>
<tr>
<td>EDU 444 Curriculum and Methods of ESL</td>
<td>3</td>
</tr>
<tr>
<td>EDU 445 Second Language Acquisition</td>
<td>3</td>
</tr>
<tr>
<td>EDU 446 Practicum in ESL</td>
<td>1</td>
</tr>
<tr>
<td>EDU 447 Problems in English Grammar</td>
<td>3</td>
</tr>
<tr>
<td>EDU 448 Cultural and Linguistic Diversity</td>
<td>3</td>
</tr>
<tr>
<td>EDU 449 Student Teaching in ESL</td>
<td>3</td>
</tr>
</tbody>
</table>
K-8 HEALTH #137 (27 credits)  
HPER 102    First Aid/CPR/AED Program 2  
EDU/HPER 223  Child, Family Health and Nutrition 3  
HPER 280    Personal, School and Community Health 3  
PSY 201     Adjustment 3  
PSY 302     Substance Abuse 3  
EDU/HPER 327  Teaching Health and Physical Education: Birth - Elementary 3  
One of the following: 3  
SOC 220    Social Problems  
SOC 361    Marriage and Family  
Electives in health-related areas of HPER, PSY or SOC with consent of advisor. 7  

K-8 MATHEMATICS #142 (26 credits)  
MATH 105    College Algebra with Applications 3  
MATH 111    Pre-Calculus Mathematics 3  
MATH 120    Analytic Geometry and Calculus I 3  
MATH 200    Analytic Geometry and Calculus II 3  
MATH 223    Mathematics for Elementary and Middle School Teachers 3  
MATH 220    Elementary Statistics 3  
MATH 305    Discrete Math 3  
Elective in Computer Programming (200 level or above) 3  
EDU 325    Teaching Elementary Math 2  

K-8 PHYSICAL EDUCATION #146 (27 credits)  
Major in Physical Education listed on page 51 of Bulletin  
HPER 102    First Aid/CPR/AED Program 2  
HPER 118    Gymnastics and Dance 2  
HPER 130    Teaching Team and Individual Sports 2  
HPER 166    Care and Prevention of Athletic Injuries 2  
HPER 226    Foundations of Physical Fitness 2  
HPER 240    Adapted Physical Education 2  
HPER/BIO 268  Intro to Human Anatomy and Physiology 4  
HPER 302    Exercise Physiology 3  
EDU/HPER 327  Teaching Health and Physical Education: Birth-Elementary 3  
HPER 354    Methods of Teaching Strength and Conditioning 2  
HPER 360    Motor Learning 2  
HPER xxx    Elective 1  

K-8 READING/LANGUAGE ARTS #148 (24 credits)  
EDU/PSY 142  Human Growth, Development & Guidance 1*  
EDU 304    Exceptional Persons 3  
EDU 326    Developmental Reading and Language Arts 3  
EDU 333    Literature: Birth-Adolescence 3  
EDU 335    Teaching Elementary Language Arts 2  
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 485    Advanced Problems in Reading and Language Arts 3  
*Only one credit of this three credit course is used in this endorsement.  

K-8 BASIC SCIENCE #150 (26 credits)  
Biology (Two of the following three) 8  
BIO 135    Principles of Biology I  
BIO 110    General Zoology  
BIO 120    General Botany  
Physical Science  
CHEM 151    General Chemistry I 4  
PHY 111    Introduction to Physics I 3  
PHY 112    Introduction to Physics Lab 1  
One of the following three: 4  
CHEM 152    General Chemistry II  
PHY 109/110  Intro to Astronomy and Lab  
PHY 113/114  Physics II and Lab
### Earth Science (Two of the following three)  \( \text{Credits} \) 6
- ES 100 Introduction to Geology
- ES 114 Conservation of Natural Resources
- ES 115 Environmental Chemistry

### ALL SCIENCE I (5-8) #184 (28 credits)  
This endorsement is designed for students wishing to teach all sciences grades 5-8. The holder of this endorsement must also hold the Middle School Endorsement.

#### Biology (Two of the following three)  \( \text{Credits} \) 8
- BIO 135 Principles of Biology I
- BIO 110 General Zoology
- BIO 120 General Botany

#### Chemistry  \( \text{Credits} \) 4
- CHEM 151 General Chemistry I
- CHEM 152 General Chemistry II

#### Physics (Two of the following three)  \( \text{Credits} \) 8
- PHY 109/110 Introduction to Astronomy and lab
- PHY 111/112 Introduction to Physics and lab
- PHY 113/114 Introduction to Physics II and lab

### Earth Science (Two of the following three)  \( \text{Credits} \) 6
- ES 100 Introduction to Geology
- ES 114 Conservation of Natural Resources
- ES 115 Environmental Chemistry

### K-8 SOCIAL SCIENCE/SOCIAL STUDIES #164 (24 credits)  
HIST 110 American Civilization I 3
HIST 111 American Civilization II 3
World History Elective 3
One of the following: 3
- PS 100 U.S. Government 3
- PS 230 State and Local Government 3

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

### K-8 SPECIAL EDUCATION INSTRUCTIONAL STRATEGIST I #260 (30-34 credits)  
EDU 304 Exceptional Persons 3
EDU 407 Diagnostic and Corrective Reading and Language Arts 3
EDU 459 Home, School and Community Relations 3
EDU 462 Individual Behavior and Classroom Management K-12 3
EDU 464 Methods: Behavior Disorders Prek-6 3
EDU 467 Characteristics of Mild/Moderate Disabilities Prek-12 3
EDU 471 Assessment of Individuals with Disabilities Prek-12 3
EDU 476 Curriculum, Organization and Development of Special Education Programs Prek-12 3
EDU 478 Methods: Mild/Moderate Disabilities Prek-6 3
One of the following:
- EDU 479 Student Teaching: Instructional Strategist 3
- EDU 482 Student Teaching: Instructional Strategist 7

### K-8 FOREIGN LANGUAGE-SPANISH ENDORSEMENT #133 (24 credits)  
SPN 101 Beginning Spanish I OR 3
- SPN 102 Beginning Spanish II 3
- 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
### K-8 SPEECH COMMUNICATION/THEATRE ENDORSEMENT #167 (26 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THE 110</td>
<td>Introduction to Theatre</td>
<td>3</td>
</tr>
<tr>
<td>THE 213</td>
<td>Principles of Acting</td>
<td>3</td>
</tr>
<tr>
<td>COMM 100</td>
<td>Interpersonal Communications</td>
<td>3</td>
</tr>
<tr>
<td>COMM 105</td>
<td>Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>COMM 115</td>
<td>Effective Listening</td>
<td>3</td>
</tr>
<tr>
<td>COMM 306</td>
<td>Communication in the Workplace</td>
<td>3</td>
</tr>
<tr>
<td>COMM 132</td>
<td>Writing for Media</td>
<td>3</td>
</tr>
<tr>
<td>EDU 326</td>
<td>Developmental Reading</td>
<td>3</td>
</tr>
<tr>
<td>EDU 335</td>
<td>Teaching Elementary Language Arts</td>
<td>3</td>
</tr>
</tbody>
</table>

### PREKINDERGARTEN-KINDERGARTEN ENDORSEMENT #103 (22 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU/HPER 223</td>
<td>Child, Family Health and Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>EDU 235</td>
<td>Field Experience Prekindergarten</td>
<td>2</td>
</tr>
<tr>
<td>EDU 451</td>
<td>Introduction to Early Childhood</td>
<td>3</td>
</tr>
<tr>
<td>EDU 455</td>
<td>Methods and Curriculum of Early Childhood</td>
<td>2</td>
</tr>
<tr>
<td>EDU 456</td>
<td>Administration and Supervision of Early Childhood</td>
<td>2</td>
</tr>
<tr>
<td>EDU 459</td>
<td>Home, School and Community Relations</td>
<td>3</td>
</tr>
<tr>
<td>EDU 496</td>
<td>Student Teaching: Pre Kindergarten - Kindergarten</td>
<td>7</td>
</tr>
</tbody>
</table>

### PREKINDERGARTEN-GRADE 3 ENDORSEMENT #106 (25 Credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 206</td>
<td>Field Experience I: Elementary</td>
<td>2</td>
</tr>
<tr>
<td>EDU 234</td>
<td>Field Experience: Infant/Toddler (20 clock hours infant-toddler)</td>
<td>1</td>
</tr>
<tr>
<td>EDU 235</td>
<td>Field Experience: Prekindergarten (40 clock hours prekindergarten)</td>
<td>2</td>
</tr>
<tr>
<td>EDU/HPER 223</td>
<td>Child, Family Health and Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>EDU 451</td>
<td>Introduction to Early Childhood</td>
<td>3</td>
</tr>
<tr>
<td>EDU 455</td>
<td>Methods and Curriculum of Early Childhood</td>
<td>2</td>
</tr>
<tr>
<td>EDU 456</td>
<td>Administration and Supervision of Early Childhood</td>
<td>2</td>
</tr>
<tr>
<td>EDU 459</td>
<td>Home, School and Community Relations</td>
<td>3</td>
</tr>
<tr>
<td>EDU 488</td>
<td>Student Teaching: Birth-Prekindergarten</td>
<td>7</td>
</tr>
</tbody>
</table>

### Major in Prekindergarten-Grade Three

This major consists of 75 semester credits (including professional education core requirements).

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 110</td>
<td>Foundations of American Education</td>
<td>3</td>
</tr>
<tr>
<td>EDU 142</td>
<td>Human Growth, Development and Guidance</td>
<td>3</td>
</tr>
<tr>
<td>EDU 152</td>
<td>Assessment and Psychology</td>
<td>3</td>
</tr>
<tr>
<td>EDU162</td>
<td>Diversity for Teachers</td>
<td>3</td>
</tr>
<tr>
<td>EDU 234</td>
<td>Field Experience: Infant/Toddler</td>
<td>1</td>
</tr>
<tr>
<td>EDU 235</td>
<td>Field Experience: Prekindergarten</td>
<td>2</td>
</tr>
<tr>
<td>EDU 206</td>
<td>Field Experience I: Elementary</td>
<td>2</td>
</tr>
<tr>
<td>EDU 210</td>
<td>Methods: Birth-Elementary</td>
<td>3</td>
</tr>
<tr>
<td>EDU 223</td>
<td>Child, Family Health and Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>EDU 252</td>
<td>Computers and Instructional Technology</td>
<td>3</td>
</tr>
<tr>
<td>EDU 304</td>
<td>Exceptional Persons</td>
<td>3</td>
</tr>
<tr>
<td>EDU 305</td>
<td>Teaching Elementary Science</td>
<td>2</td>
</tr>
<tr>
<td>EDU 313</td>
<td>Teaching Creative Arts</td>
<td>2</td>
</tr>
<tr>
<td>EDU 315</td>
<td>Teaching Elementary Social Studies</td>
<td>2</td>
</tr>
<tr>
<td>EDU 325</td>
<td>Teaching Elementary Math</td>
<td>2</td>
</tr>
<tr>
<td>EDU 326</td>
<td>Developmental Reading/Language Arts</td>
<td>3</td>
</tr>
<tr>
<td>EDU/HPER 327</td>
<td>Teaching Health and Physical Education: Birth to Elementary</td>
<td>3</td>
</tr>
<tr>
<td>EDU 333</td>
<td>Literature: Birth-Adolescence</td>
<td>3</td>
</tr>
<tr>
<td>EDU 335</td>
<td>Teaching Elementary Language Arts</td>
<td>2</td>
</tr>
<tr>
<td>EDU 451</td>
<td>Introduction to Early Childhood</td>
<td>3</td>
</tr>
<tr>
<td>EDU 455</td>
<td>Methods and Curriculum of Early Childhood</td>
<td>2</td>
</tr>
<tr>
<td>EDU 456</td>
<td>Administration and Supervision of Early Childhood</td>
<td>2</td>
</tr>
<tr>
<td>EDU 459</td>
<td>Home, School and Community Relations</td>
<td>3</td>
</tr>
<tr>
<td>EDU 462</td>
<td>Individual Behavior and Classroom Management Prek-12</td>
<td>3</td>
</tr>
<tr>
<td>EDU 488</td>
<td>Student Teaching Birth-Prekindergarten (7 weeks)</td>
<td>7</td>
</tr>
<tr>
<td>EDU 498</td>
<td>Student Teaching Kindergarten-Grade 3 (7 weeks)</td>
<td>7</td>
</tr>
</tbody>
</table>

75
Major in Prekindergarten-Grade 3 including Special Education (Unified Endorsement 100)

This major consists of 95 semester credits and authorizes the holder of this endorsement to teach children from birth through grade three.

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPER 102 First Aid/CPR/AED Program</td>
</tr>
<tr>
<td>EDU 110 Foundations of American Education</td>
</tr>
<tr>
<td>EDU 142 Human Growth, Development, and Guidance</td>
</tr>
<tr>
<td>EDU 152 Assessment and Psychology</td>
</tr>
<tr>
<td>EDU162 Diversity for Teachers</td>
</tr>
<tr>
<td>EDU 234 Field Experience: Infant/Toddler</td>
</tr>
<tr>
<td>EDU 235 Field Experience: Prekindergarten</td>
</tr>
<tr>
<td>EDU 206 Field Experience I: Elementary</td>
</tr>
<tr>
<td>EDU 210 Methods: Birth-Elementary</td>
</tr>
<tr>
<td>EDU 223 Child, Family Health and Nutrition</td>
</tr>
<tr>
<td>EDU 252 Computers and Instructional Technology</td>
</tr>
<tr>
<td>EDU 304 Exceptional Persons</td>
</tr>
<tr>
<td>EDU 305 Teaching Elementary Science</td>
</tr>
<tr>
<td>EDU 313 Teaching Creative Arts</td>
</tr>
<tr>
<td>EDU 315 Teaching Elementary Social Studies</td>
</tr>
<tr>
<td>EDU 325 Teaching Elementary Math</td>
</tr>
<tr>
<td>EDU 326 Developmental Reading/Language Arts</td>
</tr>
<tr>
<td>EDU 327 Teaching Health and Physical Education: Birth to Elementary</td>
</tr>
<tr>
<td>EDU 333 Literature: Birth-Adolescence</td>
</tr>
<tr>
<td>EDU 335 Teaching Elementary Language Arts</td>
</tr>
<tr>
<td>EDU 407 Diagnostic and Corrective Reading and Language Arts</td>
</tr>
<tr>
<td>EDU 451 Introduction to Early Childhood</td>
</tr>
<tr>
<td>EDU 455 Methods and Curriculum in Early Childhood</td>
</tr>
<tr>
<td>EDU 456 Administration and Supervision in Early Childhood</td>
</tr>
<tr>
<td>EDU 459 Home, School and Community Relations</td>
</tr>
<tr>
<td>EDU 462 Individual Behavior and Classroom Management Prek-12</td>
</tr>
<tr>
<td>EDU 464 Methods Behavior Disorders Prek-8</td>
</tr>
<tr>
<td>EDU 467 Characteristics of Individuals with Disabilities Prek-12</td>
</tr>
<tr>
<td>EDU 471 Assessment of Individuals with Disabilities Prek-12</td>
</tr>
<tr>
<td>EDU 476 Curriculum, Organization and Development of Special Education Programs Prek-12</td>
</tr>
<tr>
<td>EDU 478 Methods: Mild/Moderate Disabilities Prek-8</td>
</tr>
<tr>
<td>EDU 488 Student Teaching Birth-Prekindergarten (7 weeks)</td>
</tr>
<tr>
<td>EDU 498 Student Teaching Kindergarten-Grade 3 (7 weeks)</td>
</tr>
</tbody>
</table>

95

Endorsement in Special Education - Instructional Strategist I 5-12 #261

This endorsement consists of 33-37 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.

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 304 Exceptional Persons</td>
</tr>
<tr>
<td>EDU 407 Diagnostic and Corrective Reading and Language Arts</td>
</tr>
<tr>
<td>EDU 459 Home, School and Community Relations</td>
</tr>
<tr>
<td>EDU 462 Individual Behavior and Classroom Management Prek-12</td>
</tr>
<tr>
<td>EDU 467 Characteristics of Individuals with Disabilities Prek-12</td>
</tr>
<tr>
<td>EDU 471 Assessment of Individuals with Disabilities Prek-12</td>
</tr>
<tr>
<td>EDU 474 Methods: Behavior Disorders 7-12</td>
</tr>
<tr>
<td>EDU 475 Methods: Mild/Moderate Disabilities 7-12</td>
</tr>
<tr>
<td>EDU 476 Curriculum, Organization and Development of Special Education Programs Prek-12</td>
</tr>
<tr>
<td>EDU 477 Career and Vocational Programming</td>
</tr>
</tbody>
</table>
Endorsement in Special Education – Instructional Strategist II K-12 # 264

This endorsement consists of 32-36 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.

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 304</td>
<td>Exceptional Persons</td>
<td>3</td>
</tr>
<tr>
<td>EDU 407</td>
<td>Diagnostic &amp; Corrective Reading</td>
<td>3</td>
</tr>
<tr>
<td>EDU 459</td>
<td>Home, School &amp; Community Relations</td>
<td>3</td>
</tr>
<tr>
<td>EDU 462</td>
<td>Individual Behavior and Classroom Management Prek-12</td>
<td>3</td>
</tr>
<tr>
<td>EDU 467</td>
<td>Characteristics of Individuals with Disabilities Prek-12</td>
<td>3</td>
</tr>
<tr>
<td>EDU 471</td>
<td>Assessment of Individuals with Disabilities Prek-12</td>
<td>3</td>
</tr>
<tr>
<td>EDU 473</td>
<td>Methods: Mental Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>EDU 476</td>
<td>Curriculum, Organization &amp; Development of Special Education Programs Prek-12</td>
<td>3</td>
</tr>
<tr>
<td>EDU 477</td>
<td>Career and Vocational Programming</td>
<td>3</td>
</tr>
<tr>
<td>HPER 102</td>
<td>First Aid/CPR/AED Program</td>
<td>2</td>
</tr>
<tr>
<td>EDU 479</td>
<td>Student Teaching Instructional Strategian</td>
<td>3</td>
</tr>
<tr>
<td>EDU 482</td>
<td>Student Teaching Instructional Strategian</td>
<td>7</td>
</tr>
</tbody>
</table>

32-36

Middle School Endorsement, 5-8 #182 (no major offered)

A person seeking this endorsement must already be the holder of or concurrently seeking a valid Iowa teaching license with an elementary classroom endorsement or a secondary teaching endorsement. Courses required for this endorsement are as follows:

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 428</td>
<td>Middle School Curriculum Design and Strategies</td>
<td>3</td>
</tr>
<tr>
<td>EDU 435</td>
<td>Middle School Students’ Growth, Development and Management</td>
<td>3</td>
</tr>
<tr>
<td>Social Studies</td>
<td>(to include course work in American History, World History and Geography)</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics</td>
<td>(to include course work in algebra)</td>
<td>6</td>
</tr>
<tr>
<td>Sciences</td>
<td>(to include course work in life science and physical science)</td>
<td>6</td>
</tr>
<tr>
<td>Language Arts</td>
<td>(to include course work in grammar, composition, and speech)</td>
<td>6</td>
</tr>
</tbody>
</table>

30

Major in Industrial Technology

This major consists of 50-55 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 a major in industrial technology from Upper Iowa. In addition to the major requirements, the professional education core must be completed.

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CON:195</td>
<td>Construction Principles II</td>
<td>5</td>
</tr>
<tr>
<td>CON:238</td>
<td>Construction Principles III</td>
<td>4</td>
</tr>
<tr>
<td>ELE:117</td>
<td>DC Theory</td>
<td>5</td>
</tr>
<tr>
<td>ELE:118</td>
<td>AC Theory</td>
<td>5</td>
</tr>
<tr>
<td>CON:111</td>
<td>Basic Drafting</td>
<td>2</td>
</tr>
<tr>
<td>CON:113</td>
<td>Construction Print Reading</td>
<td>2</td>
</tr>
<tr>
<td>CAD:172</td>
<td>Introduction to CAD: AutoCAD</td>
<td>2</td>
</tr>
<tr>
<td>WEL:131</td>
<td>Oxyacetylene Welding</td>
<td>3</td>
</tr>
<tr>
<td>AUT:102</td>
<td>Introduction to Automotive Technology (1)</td>
<td>8</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>AUT:123</td>
<td>Applied Automotive Basics I (4)</td>
<td></td>
</tr>
<tr>
<td>AUT:124</td>
<td>Applied Automotive Basics II (3)</td>
<td></td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AUT:102</td>
<td>Introduction to Automotive Technology (1)</td>
<td>10</td>
</tr>
<tr>
<td>AUT:405</td>
<td>Automotive Suspension and Steering (5)</td>
<td></td>
</tr>
<tr>
<td>AUT:504</td>
<td>Automotive Brake Systems (4)</td>
<td></td>
</tr>
</tbody>
</table>

**One of the following:** 2-4

- CIS:223 Cisco/Adobe Web Design (4)
- NET:212 Cisco Networking I (3)
- CAD:175 Advanced CAD: AutoCAD (2)

Additionally, at least 10 semester hours in one of the following areas of concentration are required in the major:
- Manufacturing
- Energy and Power
- Graphic Communication
- Construction
- Transportation

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHY 105</td>
<td>Conceptual Physics*</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total** 50-55

*Physics may be taken at either Upper Iowa or NICC.

**All Science II (9-12) Major**

This major is designed for students wishing to teach all sciences in grades 9-12.

**Credits**

**Biology:** Two of the following three: 8
- BIO 135 Principles of Biology I
- BIO 110 General Zoology
- BIO 120 General Botany
- Elective in Biology (200 or above) 4

**Chemistry**
- CHEM 151 General Chemistry I 4
- CHEM 152 General Chemistry II 4
- Elective in Chemistry (200 or above) 4

**Physics**
- PHY 109/110 Astronomy and Lab 4
- PHY 111/112 Introductory Physics I and Lab 4
- PHY 113/114 Introductory Physics II and Lab 4

**Earth Science**
Two of the following three: 6
- ES 100 Introduction to Geology
- ES 114 Conservation of Natural Resources
- ES 115 Environmental Chemistry
- Electives in Earth Science Electives in Biology or Chemistry (courses numbered 300 or above) 4
- BIO 496 Senior Seminar 2

**Math** (two courses numbered 100 or above) 6

**Major in Art (for Teacher Licensure)**

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

**Credits**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 110</td>
<td>Drawing</td>
<td>3</td>
</tr>
<tr>
<td>ART 202</td>
<td>Painting</td>
<td>3</td>
</tr>
<tr>
<td>ART 211</td>
<td>Art History I</td>
<td>3</td>
</tr>
<tr>
<td>ART 212</td>
<td>Art History II</td>
<td>3</td>
</tr>
<tr>
<td>ART 222</td>
<td>Ceramics</td>
<td>3</td>
</tr>
<tr>
<td>ART 310</td>
<td>Printmaking</td>
<td>3</td>
</tr>
<tr>
<td>ART 320</td>
<td>Sculpture</td>
<td>3</td>
</tr>
<tr>
<td>Electives in Art</td>
<td></td>
<td>9</td>
</tr>
</tbody>
</table>

**Total** 30
### Major in English (for Teacher Licensure)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 125</td>
<td>Introduction to Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENG 209</td>
<td>American Literature I</td>
<td>3</td>
</tr>
<tr>
<td>ENG 210</td>
<td>American Literature II</td>
<td>3</td>
</tr>
<tr>
<td>ENG 211</td>
<td>English Literature I</td>
<td>3</td>
</tr>
<tr>
<td>ENG 212</td>
<td>English Literature II</td>
<td>3</td>
</tr>
<tr>
<td>ENG 330</td>
<td>Shakespeare</td>
<td>3</td>
</tr>
<tr>
<td>EDU 326</td>
<td>Developmental Reading and Language Arts</td>
<td>3</td>
</tr>
<tr>
<td>EDU 333</td>
<td>Literature Birth-Adolescence</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Electives in English</td>
<td>15</td>
</tr>
</tbody>
</table>

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 Reading

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 142</td>
<td>Human Growth, Development, &amp; Guidance</td>
<td>1*</td>
</tr>
<tr>
<td>EDU 304</td>
<td>Exceptional Persons</td>
<td>3</td>
</tr>
<tr>
<td>EDU 326</td>
<td>Developmental Reading/Language Arts</td>
<td>3</td>
</tr>
<tr>
<td>EDU 333</td>
<td>Teaching Literature: Birth-Adolescence</td>
<td>3</td>
</tr>
<tr>
<td>EDU 407</td>
<td>Diagnostic &amp; Corrective Reading</td>
<td>3</td>
</tr>
<tr>
<td>EDU 410</td>
<td>Practicum: Secondary Reading</td>
<td>3</td>
</tr>
<tr>
<td>EDU 425</td>
<td>Content Area Literacy</td>
<td>3</td>
</tr>
<tr>
<td>EDU 485</td>
<td>Advanced Problems in Reading</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Electives in Reading, English, Communication, and/or Language Arts (300-400 level)</td>
<td>6</td>
</tr>
</tbody>
</table>

One of the following:

- ENG 102 English Composition II
- ENG 201 Expository Writing
- An equivalent composition course

*Only 1 credit of this 3 credit course is used in this major/endorsement

### Major in General Business (for Teacher Licensure)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA 160</td>
<td>Microeconomic Principles</td>
<td>3</td>
</tr>
<tr>
<td>BA 161</td>
<td>Macroeconomic Principles</td>
<td>3</td>
</tr>
<tr>
<td>BA 201</td>
<td>Accounting Principles I</td>
<td>3</td>
</tr>
<tr>
<td>BA 202</td>
<td>Accounting Principles II</td>
<td>3</td>
</tr>
<tr>
<td>BA 208</td>
<td>Marketing Principles</td>
<td>3</td>
</tr>
<tr>
<td>BA 210</td>
<td>Management Principles</td>
<td>3</td>
</tr>
<tr>
<td>BA 222</td>
<td>Management Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>BA 302</td>
<td>Business Law I</td>
<td>3</td>
</tr>
<tr>
<td>BA 303</td>
<td>Business Law II</td>
<td>3</td>
</tr>
<tr>
<td>BA 358</td>
<td>Consumer Behavior</td>
<td>3</td>
</tr>
<tr>
<td>BA 370</td>
<td>Entrepreneurship &amp; Small Business Management</td>
<td>3</td>
</tr>
<tr>
<td>BA 300-400</td>
<td>Elective in Management</td>
<td>3</td>
</tr>
</tbody>
</table>

One of the following:

- BA 225 Business Ethics OR
- PHIL 202 Contemporary Ethics

### Major in Life Science (for Teacher Licensure)

Required

Two of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 135</td>
<td>Principles of Biology I</td>
<td>8</td>
</tr>
</tbody>
</table>
BIO 110 General Zoology
BIO 120 General Botany
BIO 200 Cell Biology
BIO 270 Human Anatomy and Physiology I
BIO 275 Human Anatomy and Physiology II
BIO 300 Genetics
BIO 340 Evolution
BIO 499 Biotic Problems
CHEM 151 General Chemistry I
Electives in Biology (300 or above)

Major in Mathematics (for Teacher Licensure)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 111</td>
<td>Pre-Calculus Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>MATH 120</td>
<td>Analytic Geometry and Calculus I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 200</td>
<td>Analytic Geometry and Calculus II</td>
<td>3</td>
</tr>
<tr>
<td>MATH 210</td>
<td>Analytic Geometry and Calculus III</td>
<td>3</td>
</tr>
<tr>
<td>MATH 215</td>
<td>Analytic Geometry and Calculus IV</td>
<td>3</td>
</tr>
<tr>
<td>MATH 220</td>
<td>Elementary Statistics</td>
<td>3</td>
</tr>
<tr>
<td>MATH 333</td>
<td>Concepts of Geometry</td>
<td>3</td>
</tr>
</tbody>
</table>

One of the following:
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 301</td>
<td>Linear Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MATH 402</td>
<td>Introduction to Modern Algebra</td>
<td></td>
</tr>
</tbody>
</table>

One of the following
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 305</td>
<td>Discrete Math</td>
<td>3</td>
</tr>
<tr>
<td>MATH 323</td>
<td>Number Theory</td>
<td></td>
</tr>
</tbody>
</table>

Elective in Computer Programming (200 level or above)
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 300-04</td>
<td>Teaching Secondary Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>MATH 451</td>
<td>Seminar</td>
<td>1</td>
</tr>
</tbody>
</table>
Electives in Mathematics (300-400 level)

Major in Social Science (for 5-12 Teacher Licensure)

Note: A minimum of 30 upper division credits required; 15 of the 30 in the major.

At least one of the following:
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA 160</td>
<td>Microeconomic Principles</td>
<td>3</td>
</tr>
<tr>
<td>BA 161</td>
<td>Macroeconomic Principles</td>
<td>3</td>
</tr>
<tr>
<td>PS 100</td>
<td>U.S. Government</td>
<td></td>
</tr>
<tr>
<td>PS 230</td>
<td>State and Local Government</td>
<td></td>
</tr>
<tr>
<td>PSY 190</td>
<td>General Psychology</td>
<td></td>
</tr>
<tr>
<td>SOC 110</td>
<td>Principles of Sociology</td>
<td></td>
</tr>
<tr>
<td>HIST 110</td>
<td>American Civilization I</td>
<td></td>
</tr>
<tr>
<td>HIST 111</td>
<td>American Civilization II</td>
<td></td>
</tr>
<tr>
<td>HIST 100</td>
<td>World Civilization I</td>
<td></td>
</tr>
<tr>
<td>HIST 101</td>
<td>World Civilization II</td>
<td></td>
</tr>
</tbody>
</table>

At least one of the following:
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY/EDU 142</td>
<td>Human Growth, Development and Guidance</td>
<td>3</td>
</tr>
<tr>
<td>PSY 212</td>
<td>Developmental Psychology: Birth-Adolescence</td>
<td></td>
</tr>
<tr>
<td>PSY 222</td>
<td>Developmental Psychology: Young Adult-Late Adult</td>
<td></td>
</tr>
<tr>
<td>PSY 201</td>
<td>Adjustment</td>
<td></td>
</tr>
<tr>
<td>PSY/SOC 283</td>
<td>Human Behavior in Social Environment</td>
<td></td>
</tr>
<tr>
<td>PSY 335</td>
<td>Biology and Behavior</td>
<td></td>
</tr>
<tr>
<td>PSY/SOC 397</td>
<td>Social Gerontology</td>
<td></td>
</tr>
<tr>
<td>PSY 432</td>
<td>Personality</td>
<td></td>
</tr>
</tbody>
</table>
At least one of the following:
- EDU 152 Assessment and Psychology*
- PSY 373 Research Methods
- PSY 444 Assessment

At least one of the following:
- SOC 220 Social Problems
- PSY/SOC 232 Group Dynamics
- PSY/SOC 260 Gender Roles
- PSY/SOC 310 Social Psychology
- SOC 361 Marriage and the Family
- SOC 363 Social Stratification
- PSY/SOC 384 Social Welfare Programs
- PSY 454 Issues and Ethics in Helping Professions

At least one of the following:
- ANTH 110 Introduction to Cultural Anthropology
- SOC 240 Diverse Cultures in America
- EDU 162 Diversity for Teachers*

* These courses meet a goal in the major but do not count toward the 39 credits needed for the major.

**Electives in Social Science (24 credits)**

Students must complete 15 credits in at least one (or more) of the following endorsement areas: American History, American Government, Economics, Sociology, or Psychology. The student must complete 15 semester credits in each area in which they seek certification. A course in this section may also have been used to meet a requirement in the previous section, however, the credits cannot be duplicated.

### Credits

**American History**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 110</td>
<td>American Civilization I</td>
<td>3</td>
</tr>
<tr>
<td>HIST 111</td>
<td>American Civilization II</td>
<td>3</td>
</tr>
</tbody>
</table>

An elective in American History from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 240</td>
<td>Your Community as Part of U.S. History</td>
<td>3</td>
</tr>
<tr>
<td>HIST/BA 281</td>
<td>American Economic History</td>
<td></td>
</tr>
<tr>
<td>HIST 330</td>
<td>African American History</td>
<td></td>
</tr>
<tr>
<td>HIST 342</td>
<td>Development of American Foreign Policy</td>
<td></td>
</tr>
<tr>
<td>HIST 343</td>
<td>U.S. Women’s History</td>
<td></td>
</tr>
<tr>
<td>HIST 371</td>
<td>Colonial and Revolutionary America 1607-1787</td>
<td></td>
</tr>
<tr>
<td>HIST 372</td>
<td>New Nation to Civil War 1788-1865</td>
<td></td>
</tr>
<tr>
<td>HIST 373</td>
<td>Reconstruction to WWI 1865-1919</td>
<td></td>
</tr>
<tr>
<td>HIST 374</td>
<td>Recent American History, since 1919</td>
<td></td>
</tr>
</tbody>
</table>

Electives in American History 6

**American Government**

At least one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS 100</td>
<td>United States Government</td>
<td>3</td>
</tr>
<tr>
<td>PS 230</td>
<td>State and Local Government</td>
<td></td>
</tr>
</tbody>
</table>

At least one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PA 364</td>
<td>Public Administration</td>
<td>3</td>
</tr>
<tr>
<td>FS 342</td>
<td>Development of American Foreign Policy</td>
<td></td>
</tr>
<tr>
<td>FS 362</td>
<td>Legislative Process</td>
<td></td>
</tr>
<tr>
<td>FS 380</td>
<td>Congress and the Presidency</td>
<td></td>
</tr>
<tr>
<td>FS 411</td>
<td>American Constitutional Law I</td>
<td></td>
</tr>
<tr>
<td>FS 412</td>
<td>American Constitutional Law II</td>
<td></td>
</tr>
<tr>
<td>FS 445</td>
<td>Administrative Law</td>
<td></td>
</tr>
</tbody>
</table>

Electives in American Government 9

**Sociology**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 110</td>
<td>Principles of Sociology</td>
<td>3</td>
</tr>
</tbody>
</table>
At least one of the following:  
SOC 220 Social Problems  
PSY/SOC 232 Group Dynamics  
PSY/SOC 260 Gender Roles  
SOC 361 Marriage and Family  
SOC 363 Social Stratification  
PSY/SOC 310 Social Psychology  
PSY/SOC 384 Social Welfare Programs/Policies  
PSY/SOC 454 Issues and Ethics in Helping Professions  

Electives in Sociology 9

**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.

**Psychology**

PSY 190 General Psychology 3

At least one of the following: 3

PSY/SOC 232 Group Dynamics  
PSY 260 Gender Roles  
PSY/SOC 390 Social Psychology  
PSY/SOC 384 Social Welfare Programs/Policies  
PSY 454 Issues and Ethics in Helping Professions  

At least one of the following: 3

EDU/PSY 142 Human Growth, Development and Guidance  
PSY 201 Adjustment  
PSY 212 Developmental Psychology: Birth-Adolescence  
PSY 222 Developmental Psychology: Young Adult-Late Adult  
PSY/SOC 283 Human Behavior in the Social Environment  
PSY 335 Biology and Behavior  
PSY 360 Abnormal Psychology  
PSY/SOC 397 Social Gerontology  
PSY 432 Personality  

Electives in Psychology 6

**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.

**Economics**

BA 160 Microeconomic Principles 3  
BA 161 Macroeconomic Principles 3

At least one of the following: 3

BA/HIST 281 American Economic History  
BA 310 Money and Banking  
BA 343 Investments  
BA 358 Consumer Behavior  
BA 488 Economics of International Business

Electives in Economics 6

**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 (6 credits):
- BA 160 Microeconomic Principles 3
- BA 161 Macroeconomic Principles 3

Government (9 credits):
- PS 100 U.S. Government 3
- PS 230 State and Local Government 3
- One of the following: 3
  - PS 362 The Legislative Process (3)
  - PA 364 Public Administration (3)
  - PS 380 Congress and the Presidency (3)
  - PS 412 American Constitutional Law II

Psychology (6 credits):
- PSY 190 General Psychology 3
- One of the following: 3
  - PSY 310 Social Psychology (3)
  - PSY 323 Cognition (3)
  - PSY 338 Motivation (3)
  - PSY 355 Skills and Strategies in the Helping Professions (3)

World History (9 credits):
- HIST 100 World Civilization I 3
- HIST 101 World Civilization II 3
- HIST 355 Modern World History 3

American History (9 credits):
- HIST 110 American Civilization I 3
- HIST 111 American Civilization II 3
- One of the following: 3
  - HIST 330 African American History
  - HIST 342 Development of American Foreign Policy
  - HIST 343 U.S. Women’s History
  - HIST 371 Colonial & Revolutionary America
  - HIST 372 New Nation to Civil War
  - HIST 373 Reconstruction to WW I
  - HIST 374 Recent America
  - HIST 281 American Economic History

Sociology (6 credits):
- SOC 110 Principles of Sociology 3
- One of the following: 3
  - SOC 220 Social Problems
  - SOC 224 Introduction to Criminal Justice
  - SOC 347 Deviance and Social Control
  - SOC 363 Social Stratification

Geography (6 credits):
- GEOG 100 Introduction to Physical Geography 3
- GEOG 200 World Regional Geography 3

5-12 Spanish Endorsement (no major offered) (27 credits)
- One of the following: 3
  - SPN 101 Beginning Spanish I
  - SPN 102 Beginning Spanish II
  - SPN 125 Introduction to Hispanic Cultures
  - SPN 201 Intermediate Spanish I
  - SPN 202 Intermediate Spanish II
  - SPN 301 Advanced Spanish I
  - SPN 302 Advanced Spanish II
HEALTH, PHYSICAL EDUCATION AND RECREATION (HPER)

The major and minor programs in health, physical education, and recreation (HPER) 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, park and recreation director, athletic trainer or sports administrator. Upper Iowa graduates who major in any of the HPER majors 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 and chiropractics. Those students who graduate with a major in athletic training will be eligible to take the Board of Certification exam. In addition, all students are given the opportunity to take courses designed to enhance their understanding and enjoyment of recreational sports.

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)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>HPER 100</td>
<td>Aerobics</td>
<td>1</td>
</tr>
<tr>
<td>HPER 102</td>
<td>First Aid/CPR/AED Program</td>
<td>2</td>
</tr>
<tr>
<td>HPER 118</td>
<td>Gymnastics and Dance Activities</td>
<td>2</td>
</tr>
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<td>HPER 130</td>
<td>Teaching Team and Individual Sports</td>
<td>2</td>
</tr>
<tr>
<td>HPER 166</td>
<td>Care and Prevention of Athletic Injuries</td>
<td>2</td>
</tr>
<tr>
<td>HPER 226</td>
<td>Foundations of Physical Fitness</td>
<td>2</td>
</tr>
<tr>
<td>HPER 231</td>
<td>Two Coaching of Sports classes</td>
<td>4</td>
</tr>
<tr>
<td>HPER 240</td>
<td>Adapted Physical Education</td>
<td>2</td>
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<tr>
<td>BIO 268</td>
<td>Introduction to Human Anatomy and Physiology*</td>
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<tr>
<td>HPER 280</td>
<td>Personal, School &amp; Community Health</td>
<td>3</td>
</tr>
<tr>
<td>HPER 288</td>
<td>Ethics and Legal Responsibilities of Coaches</td>
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<td>HPER 302</td>
<td>Exercise Physiology</td>
<td>3</td>
</tr>
<tr>
<td>HPER 305</td>
<td>Kinesiology</td>
<td>3</td>
</tr>
<tr>
<td>HPER 354</td>
<td>Methods of Teaching Strength and Conditioning</td>
<td>2</td>
</tr>
<tr>
<td>HPER 360</td>
<td>Motor Learning</td>
<td>2</td>
</tr>
<tr>
<td>HPER 370</td>
<td>Administration, Assessment and Curriculum in HPER</td>
<td>2</td>
</tr>
<tr>
<td>EDU/HPER 327</td>
<td>Teaching Health and Physical Education: Birth-Elementary</td>
<td>3</td>
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<tr>
<td>EDU/HPER 347</td>
<td>Teaching Health and Physical Education: Secondary</td>
<td>3</td>
</tr>
<tr>
<td>HPER 223</td>
<td>Child, Family Health &amp; Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>PSY 201</td>
<td>Adjustment</td>
<td>3</td>
</tr>
<tr>
<td>PSY 302</td>
<td>Substance Abuse</td>
<td>3</td>
</tr>
<tr>
<td>One of the following:</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>SOC 220</td>
<td>Social Problems</td>
<td></td>
</tr>
<tr>
<td>SOC 361</td>
<td>Marriage and Family</td>
<td></td>
</tr>
</tbody>
</table>

* BIO 135 Principles of Biology is a prerequisite for BIO 268.
Coaching Endorsement/Authorization

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>HPER 102</td>
<td>First Aid/CPR/AED Programs</td>
<td>2</td>
</tr>
<tr>
<td>HPER 226</td>
<td>Foundations of Physical Fitness</td>
<td>2</td>
</tr>
<tr>
<td>HPER 166</td>
<td>Care and Prevention of Athletic Injuries</td>
<td>2</td>
</tr>
<tr>
<td>EDU/PSY 142</td>
<td>Human Growth and Development</td>
<td>3</td>
</tr>
<tr>
<td>HPER 231</td>
<td>Coaching of Sports</td>
<td>2</td>
</tr>
<tr>
<td>HPER 288</td>
<td>Ethics and Legal Responsibilities of Coaches</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>12</strong></td>
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</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPER 102</td>
<td>First Aid/CPR/AED Programs</td>
<td>2</td>
</tr>
<tr>
<td>HPER/EDU 223</td>
<td>Child, Family Health and Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>HPER 280</td>
<td>Personal, School &amp; Community Health</td>
<td>3</td>
</tr>
<tr>
<td>PSY 201</td>
<td>Adjustment</td>
<td>3</td>
</tr>
<tr>
<td>PSY 302</td>
<td>Substance Abuse</td>
<td>3</td>
</tr>
<tr>
<td>SOC 220</td>
<td>Social Problems OR</td>
<td>3</td>
</tr>
<tr>
<td>SOC 361</td>
<td>Marriage and Family</td>
<td>3</td>
</tr>
<tr>
<td>Electives in health-related areas of HPER, PSY or SOC with consent of advisor</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td></td>
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<td><strong>24</strong></td>
</tr>
</tbody>
</table>

**Note:** Students are required to take HPER/EDU 327-Teaching Health and Physical Education: Birth-Elementary or HPER/EDU 347 Teaching Health and Physical Education: Secondary to complete required components.

Athletic Training Major

Upper Iowa University’s Athletic Training Education Program (ATEP) has received accreditation from the Commission on Accreditation of Athletic Training Education (CAATE).

Upper Iowa University’s Athletic Training Major is committed to the following objectives:

a. To provide the students the opportunity to become competent in all of the athletic training proficiencies as proposed by the National Athletic Trainers’ Association Education Council.

b. To provide quality instruction that utilizes state of the art resources and technology as well as participating allied health professionals.

c. To provide experiences that encourage critical thinking and problem solving.

d. To promote professionalism through student membership in state, district, and national athletic training organizations.

e. To provide the students with diverse clinical experiences that will prepare them for current employment trends in athletic training.

f. To prepare the students to pass the Board of Certification (BOC) examination.

g. To aid the student in obtaining employment or admission into graduate school upon graduation.

Technical Standards for Admission

The Athletic Training Education 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 individuals engaged in physical activity. The technical standards set forth by the Athletic Training Education Program establish the essential qualities considered necessary for students admitted to this program to achieve
the knowledge, skills, and competencies of an entry level athletic trainer, as well as meet the expectations of the program’s accrediting agency [Commission on Accreditation of Athletic Training Education (CAATE)]. The following abilities and expectations must be met by all students admitted to the Athletic Training Education Program. In the event a student is unable to fulfill these technical standards, with or without reasonable accommodation, the student will not continue in the program.

Compliance with the program’s technical standards does not guarantee a student’s eligibility for the BOC exam.

Candidates for selection to the Athletic Training Education 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 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 a 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.
8. Affective skills and appropriate demeanor and rapport that relate to professional education and quality patient care.

Application Requirements and Process for the Admission to the Athletic Training Education Program

Students must be successfully admitted to Upper Iowa University, follow the subsequent procedures and meet the criteria for admittance into the Athletic Training Education Program (ATEP).

Application Requirements:

1. Students must have completed or be enrolled in: BIO 100 General Biology Science, PSY 190 General Psychology, HPER 102 First Aid/CPR/AED Programs, HPER 144 Introduction to Athletic Training, receiving a grade no lower than “C”.
2. At the time of application, students must have taken or be currently enrolled in HPER 115 Clinical Work Practicum I, receiving a grade no lower than a “B”.
3. Students must complete a minimum 30 hours of observation of a certified athletic trainer.
4. At the time of application, a minimum of 12 semester credits must be completed with a minimum 2.50 G.P.A.
5. At the time one enters the ATEP, one must complete 24 semester credits with a minimum of 2.50 G.P.A.
6. Students must show proof of a physical examination within the past 12 months.
7. Applications must be turned in by 5:00 pm on the Wednesday following Spring Break.
8. Application finalists will be scheduled for a formal interview with a selected panel consisting of the Program Director and members of the UIU Athletic Training staff. Interview times will be scheduled following a review of applications.
9. Applicants with incomplete files will not be granted an interview.

Students must complete the application and submit the following items:

- Official college transcripts. Transcripts must be sealed and sent directly to Program Director of Athletic Training Education.
• Completed Personal Information Sheet
• Typed essay as determined by the Program Director of Athletic Training Education
• Three letters of recommendation. Reference letters must be completed using the forms included in
  the application packet. An academic reference, character reference, and a medical profession reference
  are preferred. The applicant should waive the right to see the evaluation. Letters must be addressed
to the Program Director of Athletic Training Education and sealed with the reference’s signature across
the envelope flap. These letters will remain confidential.
• Copy of your current certifications in First Aid and CPR or EMT certification/license
• Copy of your current resumé
• Copy of current immunization record
• Signed Technical Standards Form
• Copy of documented observation hours

Notification of acceptance into the ATEP will be made prior to scheduling for fall classes. Admission into the
ATEP is competitive and limited. Since enrollment is dictated by clinical availability, it is important to contact
the Program Director of Athletic Training Education to learn the number of openings each year.

Students interested in the ATEP should contact the Program Director of Athletic Training Education to seek
early course advising due to the sequential nature of major and obtain information on admission criteria. Only
upon formal admission into the ATEP can students continue with advanced courses and clinical education.

Transfer Students

Students interested in transferring to Upper Iowa University to major in Athletic training should contact the
Program Director for information about the program and guidance in registering for classes. Transfer students
will be required to meet the Pre-Professional Courses and apply to the ATEP following the established application
requirements for acceptance into the program. Upon acceptance into the program, the transfer student will be
advised and placed in a logical sequence of classes based upon their transcripts and skill level.

Major in Athletic Training

Pre-Professional Courses: (12 credits) Credits
BIO 135 Principles of Biology I 4
PSY 190 General Psychology 3
HPER 102 First Aid/CPR/AED Programs 2
HPER 144 Introduction to Athletic Training 3

Professional Courses: (56 credits)
HPER 115 Clinical Work Practicum I* 3
HPER 215 Clinical Work Practicum II* 3
EDU/HPER 223 Child, Family Health and Nutrition 3
BIO 270 Human Anatomy and Physiology I 4
BIO 275 Human Anatomy and Physiology II 4
HPER 302 Exercise Physiology 3
HPER 305 Kinesiology 3
HPER 319 General Medical Conditions & Disabilities for the Physically Active 3
HPER 318 Psychology of Exercise and Sport 3
HPER 332 Athletic Injury Assessment-Lower Extremity 3
HPER 333 Athletic Injury Assessment-Upper Extremity 3
HPER 375 Organization and Administration of Athletic Training 3
HPER 408 Therapeutic Modalities in Athletic Training 3
HPER 415 Clinical Work Practicum III* 3
HPER 455 Therapeutic Reconditioning Principles 3
HPER 490 Clinical Work Practicum IV* 3
HPER 491 Clinical Work Practicum V* 3
HPER 492 Clinical Work Practicum VI 3

* Semester long Clinical Experience meets three times per week.
HPER 493- Clinical Work Practicum VII is recommended during the spring semester of the student’s senior
year.
**Major in Exercise and Sports 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**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>HPER 101</td>
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<tr>
<td>HPER 102</td>
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<tr>
<td>BIO 135</td>
<td>4</td>
</tr>
<tr>
<td>PSY 190</td>
<td>3</td>
</tr>
<tr>
<td>PSY/EDU 142</td>
<td>3</td>
</tr>
<tr>
<td>HPER 166</td>
<td>2</td>
</tr>
<tr>
<td>HPER 223</td>
<td>3</td>
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<td>HPER 226</td>
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<td>HPER 302</td>
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<td>HPER 305</td>
<td>3</td>
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<tr>
<td>HPER 318</td>
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</tr>
<tr>
<td>HPER 334</td>
<td>3</td>
</tr>
<tr>
<td>HPER 360</td>
<td>2</td>
</tr>
</tbody>
</table>

**Sports Administration Emphasis**

The emphasis in sports administration is designed for those students who would like to pursue careers such as athletic director or sports management.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA 160</td>
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<tr>
<td>BA 161</td>
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</tr>
<tr>
<td>BA 201</td>
<td>3</td>
</tr>
<tr>
<td>BA 208</td>
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<td>BA 210</td>
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<tr>
<td>HPER 363</td>
<td>3</td>
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<tr>
<td>MATH 220</td>
<td>3</td>
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<tr>
<td>BA 361</td>
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</tr>
<tr>
<td>BIO 268</td>
<td>4</td>
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<tr>
<td>HPER 371</td>
<td>3</td>
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<tr>
<td>HPER 348</td>
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<tr>
<td>HPER 403</td>
<td>6</td>
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</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Course</th>
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</tr>
</thead>
<tbody>
<tr>
<td>HPER 100</td>
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<td>HPER 100</td>
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<td>HPER 240</td>
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<tr>
<td>BIO 268</td>
<td>4</td>
</tr>
<tr>
<td>HPER 280</td>
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</tr>
</tbody>
</table>
Choose one of the following:  
PSY 310 Social Psychology  
PSY 270 Human Sexuality  
PSY 232 Group Dynamics  

HPER 403 Internship in HPER  6

Recreation Emphasis

The emphasis in recreation is designed for those students who would like to pursue a career as a park and recreation director or other careers related to recreation.

Credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
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<tr>
<td>HPER 100</td>
<td>Archery</td>
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<td>HPER 100</td>
<td>Fishing</td>
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<td>HPER 125</td>
<td>Recreational Sport Programming</td>
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<td>HPER 118</td>
<td>Gymnastics and Dance Activities</td>
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<td>HPER 130</td>
<td>Teaching Team and Individual Sports</td>
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<tr>
<td>HPER 182</td>
<td>Water Safety Instruction</td>
<td>2</td>
</tr>
<tr>
<td>HPER 183</td>
<td>Lifeguard/Lifeguard Instruction</td>
<td>2</td>
</tr>
<tr>
<td>HPER 240</td>
<td>Adapted Physical Education</td>
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</tr>
<tr>
<td>BIO 268</td>
<td>Intro to Human Anatomy and Physiology</td>
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<tr>
<td>HPER 325</td>
<td>Camping and Outdoor Education</td>
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<td>HPER 354</td>
<td>Methods of Teaching Strength and Conditioning</td>
<td>2</td>
</tr>
<tr>
<td>EDU 313</td>
<td>Teaching Creative Arts</td>
<td>2</td>
</tr>
<tr>
<td>HPER 403</td>
<td>Internship in HPER</td>
<td>6</td>
</tr>
</tbody>
</table>

37

Sport Studies Emphasis

The emphasis in sport studies is designed for those students who want to pursue a career in exercise physiology, kinesiology, or other fields related to physical activity. The sport studies emphasis also prepares students to attend the graduate school in physical therapy or chiropractic.

Credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 270</td>
<td>Human Anatomy and Physiology I</td>
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</tr>
<tr>
<td>BIO 275</td>
<td>Human Anatomy and Physiology II</td>
<td>4</td>
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<tr>
<td>CHEM 151</td>
<td>General Chemistry I</td>
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<tr>
<td>CHEM 152</td>
<td>General Chemistry II</td>
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<tr>
<td>PHYS 110</td>
<td>Introduction to Physics I</td>
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<tr>
<td>PHYS 111</td>
<td>Introduction to Physics I Lab</td>
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<td>PHYS 112</td>
<td>Introduction to Physics II</td>
<td>3</td>
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<tr>
<td>PHYS 113</td>
<td>Introduction to Physics II Lab</td>
<td>1</td>
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<tr>
<td>MATH 220</td>
<td>Elementary Statistics</td>
<td>3</td>
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</tbody>
</table>

Choose one of the following  
PSY 302 Substance Abuse  
PSY 310 Social Psychology  
PSY 313 Evaluating Behavioral Research  
PSY 335 Biology and Behavior  
PSY 394 Psychology of Aging  
PSY 360 Abnormal Psychology  

Choose one of the following  
BIO 210 Microbiology  

4
BIO 370 Pathophysiology and BIO 371 Pathophysiology Lab
BIO 381 Cell & Molecular Biology

HPER 403 Internship in HPER 6

Minor in Exercise and Sport Studies

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 268</td>
<td>Introduction to Human Anatomy and Physiology</td>
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</tr>
<tr>
<td>HPER 166</td>
<td>Care and Prevention of Athletic Injuries</td>
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<tr>
<td>HPER 226</td>
<td>Foundations of Physical Fitness</td>
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<tr>
<td>HPER 302</td>
<td>Exercise Physiology</td>
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<td>HPER 305</td>
<td>Kinesiology</td>
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<td>Electives in HPER numbered 300 or above</td>
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BIO 135 Principles of Biology I is a prerequisite for BIO 268.

DIVISION OF LIBERAL ARTS

The Division of Liberal Arts offers you majors in art, communications, criminology, English, graphic design, human services, psychology, social science, and sociology. Minors are offered in history, journalism, political science, psychology, sociology and Spanish. An associate of arts degree is offered in liberal arts as well. An additional program in speech makes an effective contribution to the education of all students, regardless of their major fields.

A broad range of course options and curricula is available within the Division. To ensure the completeness of your educational experience, as well as your ultimate personal satisfaction, you will need to work closely with your advisor to set up an individual plan of study that includes substantial cross-disciplinary study, both within and outside the Division. You may prepare for graduate or professional school in an area not classed as a major by combining a listed liberal arts major with one or more related minor programs.

Teaching licensure is available in most of the liberal arts areas; check the listings under “Division of Education.”

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.

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 110</td>
<td>Drawing</td>
<td>3</td>
</tr>
<tr>
<td>ART 111</td>
<td>Design</td>
<td>3</td>
</tr>
<tr>
<td>ART 350-02</td>
<td>Advanced Drawing</td>
<td>3</td>
</tr>
</tbody>
</table>
ART 211      Art History I 3
ART 212      Art History II 3
ART 202      Painting 3
ART 320      Sculpture OR
ART 222      Ceramics 3
ART 310      Printmaking OR
ART/COMM 215  Photography 3

STUDIO EMPHASIS*
ART 350      Advanced Studio AND
ART 450      Special Topics OR
ART 499      Special Project 3
ART 400      Senior Thesis 3
                     Art Electives 6
                                 39

*Studio Emphasis: Six additional credits beyond an introductory studio course that would include an advanced course and a Special Topics or Special Project in painting, sculpture, printmaking or ceramics.

Major in Art (Teacher Education)
The art education emphasis prepares students to enter public school teaching. After completing course work in art and education, students receive licensure to teach art in grades K-6 or 7-12, or both grade levels. Note: Art majors should begin with ART 110.

<table>
<thead>
<tr>
<th>Art Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 110</td>
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<tr>
<td>ART 202</td>
<td>Painting</td>
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<tr>
<td>ART 211</td>
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<tr>
<td>ART 212</td>
<td>Art History II</td>
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<tr>
<td>ART 222</td>
<td>Ceramics</td>
<td>3</td>
</tr>
<tr>
<td>ART 310</td>
<td>Printmaking</td>
<td>3</td>
</tr>
<tr>
<td>ART 320</td>
<td>Sculpture</td>
<td>3</td>
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<td>Electives in Art</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>39</td>
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</tbody>
</table>

Students must also complete the professional education program to achieve licensure. See “Division of Education” for details.

Students desiring to receive licensure at both the elementary and secondary levels must take both levels of field experience, general methods and art methods, as well as student teach at both levels.

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 and web designs using the latest digital technologies.

<table>
<thead>
<tr>
<th>Art Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 110</td>
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</tr>
<tr>
<td>ART 111</td>
<td>Design</td>
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</tr>
<tr>
<td>ART 211</td>
<td>Art History I</td>
<td>3</td>
</tr>
<tr>
<td>ART 212</td>
<td>Art History II</td>
<td>3</td>
</tr>
<tr>
<td>ART/COMM 235</td>
<td>Graphic Design I</td>
<td>3</td>
</tr>
<tr>
<td>ART/COMM 280</td>
<td>Multimedia</td>
<td>3</td>
</tr>
<tr>
<td>ART/COMM 335</td>
<td>Graphic Design II</td>
<td>3</td>
</tr>
<tr>
<td>ART/COMM 355</td>
<td>Typography</td>
<td>3</td>
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<tr>
<td>ART/COMM 435</td>
<td>Graphic Design III</td>
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</tr>
<tr>
<td>ART/COMM 436</td>
<td>Graphic Design IV</td>
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One of the following:
<table>
<thead>
<tr>
<th>Art Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 403</td>
<td>Internship</td>
<td>3</td>
</tr>
<tr>
<td>ART 499</td>
<td>Special Project</td>
<td>3</td>
</tr>
</tbody>
</table>

Credits
At least one of the following:  
BA 208 Marketing Principles  
BA 358 Consumer Behavior  
BA 363 Advertising & Integrated Marketing Communication  

**Minor in Art**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ART 110</td>
<td>Drawing</td>
<td>3</td>
</tr>
<tr>
<td>ART 111</td>
<td>Design</td>
<td>3</td>
</tr>
<tr>
<td>ART 202</td>
<td>Painting OR</td>
<td>3</td>
</tr>
<tr>
<td>ART 330</td>
<td>Watercolor/Water Media</td>
<td>3</td>
</tr>
<tr>
<td>ART 222</td>
<td>Ceramics OR</td>
<td>3</td>
</tr>
<tr>
<td>ART 320</td>
<td>Sculpture</td>
<td>3</td>
</tr>
<tr>
<td><strong>Electives in Art</strong></td>
<td></td>
<td><strong>9</strong></td>
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</tbody>
</table>

**Minor in Graphic Design**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
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<td>ART 110</td>
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</tr>
<tr>
<td>ART 111</td>
<td>Design</td>
<td>3</td>
</tr>
<tr>
<td>ART/COMM 235</td>
<td>Graphic Design I</td>
<td>3</td>
</tr>
<tr>
<td>ART/COMM 280</td>
<td>Multimedia</td>
<td>3</td>
</tr>
<tr>
<td>ART/COMM 335</td>
<td>Graphic Design II</td>
<td>3</td>
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<tr>
<td>ART/COMM 355</td>
<td>Typography</td>
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<tr>
<td>ART/COMM 435</td>
<td>Graphic Design III</td>
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</tr>
<tr>
<td>ART/COMM 436</td>
<td>Graphic Design IV</td>
<td>3</td>
</tr>
<tr>
<td><strong>Electives in Art</strong></td>
<td></td>
<td><strong>9</strong></td>
</tr>
</tbody>
</table>

**MAJOR IN COMMUNICATIONS**

The comprehensive UIU Communications major is interdisciplinary in nature, reflecting the belief that all communication media are engaged in essentially the same process (gathering information and creating and disseminating messages) and that the present-day communication professional must be schooled in the basic skills—writing, speaking, and visual communication—and must be able to develop the ability to plan, organize, evaluate, and think strategically.

The broad aim of the program is to develop each student’s potential for critical thinking and creative ability. A student with a major in Communications from Upper Iowa University can pursue a career in newspapers and other digital media: broadcasting, cable or satellite ancillary operations; public relations firms; integrated marketing agencies; as practitioners of the visual arts; as communication specialists in private corporations and governmental agencies; or in other public and private communication enterprises.

The university offers a major in Communications with a chosen emphasis area in one of the following: journalism, sports communication or media production.

**JOURNALISM**

Students seeking careers in print and broadcast journalism should enroll in the journalism program; this emphasis offers learning and experience in reporting and editing in the print and electronic media. Coursework includes: theory and philosophy of journalism; press freedom, ethics and responsibility; news functions and effects; the press system and its relation to sociopolitical systems; practice of press and professional standards. The intention of this degree is to provide students with a firm grounding in understanding what media are while giving them the opportunity to specialize in a variety of practical and analytical conceptual areas. Such units cover many aspects of academic, technical and professional writing, critical thinking, research skills, and oral
presentation skills. Courses equip students with the essential writing, editing, and design skills for effective communication.

Students graduating with a degree in Journalism are prepared for jobs such as reporter, editor, newscaster, author, copy writer, script writer, publisher, news service researcher, technical writer, acquisitions editor, media interviewer, public relations researcher and writer, research analyst, print production coordinator, photojournalist, production assistant, proofreader, publisher, news writer, and electronic publication specialist.

SPORTS COMMUNICATION

Students seeking entry level positions in radio, television, athletic or sports information, sports journalism, public relations, or promotions should enroll in the sports communication emphasis. The communications curriculum provides students with valuable experience in the production of both print and broadcast messages as they are disseminated in the professional market. The HPER curriculum provides the student with an understanding of the science of human movement and the interrelationship among the historical, sociological, and psychological elements of sports.

The Sports communication major prepares students for jobs such as sports information director, athletic team publicist, athletic director, radio and television sportscaster, broadcast sports videographer, sports journalist, public information officer for sports-related companies, television and radio sports writer, publication sports writer, professional athlete who would want to pursue a sports communication career, and public relations sports writer.

MEDIA PRODUCTION

Whereas the Journalism emphasis teaches students to develop, write, edit and pitch articles for media, those interested in careers in managing information for corporate or non-profits should enroll in the Media Production emphasis. The Media Production emphasis provides training in communication management including public information, writing, speaking, critical thinking and media research. Whereas the Journalism emphasis focuses on communication through writing, the Media Production emphasis focuses on the management and dissemination of information from encoder to decoder in all formats including print, broadcast, and most importantly, corporate and nonprofit.

Courses equip students with the essential writing, editing, and design skills for effective communication and management of communication including research and analysis of the relationship between the encoder and decoder. Research and management courses give students the ability to plan and execute successful communications campaigns.

Students graduating with the emphasis in Media Production will be prepared for careers such as media planner, creative director, public information officer, negotiator, director of corporate communication, audiovisual specialist, campaign manager, school/university information specialist, director of college news, promotions manager, director of a collegiate information center, newsletter editor, communication trainer, information officer, speech writer, research specialist, press secretary, communications manager for federal health agencies, interviewer and special events coordinator.

Major in Communications

Communications Major with Journalism Emphasis

<table>
<thead>
<tr>
<th>Required foundations courses (12 credits)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 100 Interpersonal Communication</td>
<td>3</td>
</tr>
<tr>
<td>COMM 115 Effective Listening</td>
<td>3</td>
</tr>
<tr>
<td>COMM 220 Principles of Interviewing</td>
<td>3</td>
</tr>
<tr>
<td>COMM 415 Communication and Media Ethics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

Writing Foundations (12 credits)

<table>
<thead>
<tr>
<th></th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 141,241,341,441</td>
<td>1-3</td>
</tr>
<tr>
<td>COMM 310 Feature Writing</td>
<td>3</td>
</tr>
<tr>
<td>COMM 320 News Editing</td>
<td>3</td>
</tr>
<tr>
<td>COMM 332 Writing for Media</td>
<td>3</td>
</tr>
</tbody>
</table>
Visual Communication (choose 6 credits)
ART/COMM 215  Photography  3
ART/COMM 235  Graphic Design I  3
COMM 299  Special Project  3
COMM/ART 355  Typography  3

Conceptual (choose 6 credits)
COMM 206  Communication in the Workplace  3
COMM 221  Intercultural Communication  3
COMM 299  Special Project  3

Capstone  3
COMM 403  Internship  

Communications Major with Sports Communication Emphasis

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPER 100</td>
<td>Activity Courses (three courses)</td>
<td>3</td>
</tr>
<tr>
<td>HPER 101</td>
<td>Introduction to HPER</td>
<td>2</td>
</tr>
<tr>
<td>HPER 111</td>
<td>Officiating Sports</td>
<td>2</td>
</tr>
<tr>
<td>COMM 115</td>
<td>Effective Listening</td>
<td>3</td>
</tr>
<tr>
<td>HPER 125</td>
<td>Recreational Sport Programming and Leadership</td>
<td>3</td>
</tr>
<tr>
<td>HPER 130</td>
<td>Teaching Team and Individual Sports</td>
<td>2</td>
</tr>
<tr>
<td>COMM 220</td>
<td>Principles of Interviewing</td>
<td>3</td>
</tr>
<tr>
<td>COMM 276</td>
<td>Introduction to TV Production</td>
<td>3</td>
</tr>
<tr>
<td>HPER 318</td>
<td>Psychology of Exercise and Sports</td>
<td>3</td>
</tr>
<tr>
<td>COMM 320</td>
<td>News Editing</td>
<td>3</td>
</tr>
<tr>
<td>COMM 332</td>
<td>Writing for Media</td>
<td>3</td>
</tr>
<tr>
<td>HPER 348</td>
<td>Sports Administration</td>
<td>3</td>
</tr>
<tr>
<td>COMM 403</td>
<td>Internship*</td>
<td>3</td>
</tr>
<tr>
<td>COMM 415</td>
<td>Communication and Media Ethics</td>
<td>3</td>
</tr>
</tbody>
</table>

*The Internship MUST be in a sports communication setting, e.g., sports reporter, sports videographer, sports writer or editor, etc.

**Students in this major who participate in the journalism workshop are required to write primarily sports features and news.

Communications Major with Media Production Emphasis

Required foundations courses (12 credits)
COMM 105  Public Speaking  3
COMM 115  Effective Listening  3
COMM 220  Principles of Interviewing  3
COMM 415  Communication and Media Ethics  3

Writing Foundations (6 credits)
COMM 310  Feature Writing  3
COMM 332  Writing for Media  3
Broadcast and Print Media (choose 12 credits)
- ART 111 Design 3
- ART/COMM 235 Graphic Design I* 3
- COMM 276 Television Production 3
- ART/COMM 280 Multimedia 3
- COMM 299 Special Project 3
- COMM/ART 335 Graphic Design II* 3

Conceptual (choose 6 credits)
- COMM 221 Intercultural Communication 3
- COMM/ENG 290 The Movies 3
- COMM 299 Special Project 3

Capstone
- COMM 403 Internship 3

Suggested electives
- COMM 499 Special Project 3
- BA 208 Marketing Principles* 3
- BA 358 Consumer Behavior* 3
- BA 363 Advertising* 3

*Requires prerequisite(s)

Minor in Communication

The minor in communications consists of 24 credits and includes the following:

COMM 100 Interpersonal Communication 3
COMM 115 Effective Listening 3
COMM 220 Principles of Interviewing 3
COMM 415 Communication and Media Ethics 3

One of the following: 3
- COMM 141 Journalism Workshop(s)
- COMM 310 Feature Writing
- COMM 332 Writing for Media

Two of the following: 6
- COMM 105 Public Speaking
- COMM 206 Communication in the Workplace
- COMM 221 Intercultural Communication
- COMM 499 Special Project

One of the following: 3
- ART/COMM 215 Photography
- ART/COMM 235 Graphic Design I
- COMM 276 Television Production
- COMM/ENG 290 The Movies

Minor in Communication Credits: 39

ENGLISH

The English program develops sound technical and creative writing skills and prepares students for teaching English in the elementary and secondary schools or for graduate study in literature or professional disciplines such as law and medicine. In addition, it serves to polish the skills necessary for careers in print and broadcast journalism.
Good written communication skills are vitally important to any professional person. Literature, also, is basic to 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**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 125</td>
<td>Introduction to Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENG 209</td>
<td>American Literature I</td>
<td>3</td>
</tr>
<tr>
<td>ENG 210</td>
<td>American Literature II</td>
<td>3</td>
</tr>
<tr>
<td>ENG 211</td>
<td>British Literature I</td>
<td>3</td>
</tr>
<tr>
<td>ENG 212</td>
<td>British Literature II</td>
<td>3</td>
</tr>
<tr>
<td>ENG 330</td>
<td>Shakespeare</td>
<td>3</td>
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<tr>
<td>Electives in English</td>
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</tr>
</tbody>
</table>

**Minor in English**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</tr>
</thead>
<tbody>
<tr>
<td>ENG 209</td>
<td>American Literature I</td>
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<td>ENG 210</td>
<td>American Literature II</td>
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<td>ENG 212</td>
<td>British Literature II</td>
<td>3</td>
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<tr>
<td>Electives in English</td>
<td>9</td>
<td></td>
</tr>
</tbody>
</table>

**ESL—ENGLISH AS A SECOND LANGUAGE**

ESL (English as a Second Language) courses are for individuals who are native speakers of other languages and who need to improve their English language skills for academic purposes. Emphasis is on the advanced language skills needed to enter university programs at Upper Iowa University. The program includes instruction in grammar, vocabulary, listening, speaking, reading, composition, and American culture.

**GEOGRAPHY**

Courses in geography are taught by faculty in the Division of Science and Mathematics. 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**

History courses are designed to help students understand the present and prepare for the future by studying the historical development of modern civilization. The offerings provide the necessary background for those wishing to teach history in the public schools or to pursue graduate studies in history. The study of history also provides appropriate background for government service, law school, journalism, politics or business.

**Minor in History**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 100</td>
<td>World Civilization I</td>
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</tr>
<tr>
<td>HIST 101</td>
<td>World Civilization II</td>
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<tr>
<td>HIST 110</td>
<td>American Civilization I</td>
<td>3</td>
</tr>
<tr>
<td>HIST 111</td>
<td>American Civilization II</td>
<td>3</td>
</tr>
<tr>
<td>Electives in History</td>
<td>9</td>
<td></td>
</tr>
</tbody>
</table>

63
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.

Major in Human Services

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 190</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 110</td>
<td>Principles of Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 220</td>
<td>Social Problems</td>
<td>3</td>
</tr>
<tr>
<td>SOC 321</td>
<td>Juvenile Delinquency</td>
<td>3</td>
</tr>
<tr>
<td>SOC 361</td>
<td>Marriage and Family</td>
<td>3</td>
</tr>
<tr>
<td>PSY/SOC 375</td>
<td>Methods in Human Services</td>
<td>3</td>
</tr>
<tr>
<td>SOC 384</td>
<td>Social Welfare Programs and Policies</td>
<td>3</td>
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<tr>
<td>PSY 454</td>
<td>Issues and Ethics in the Helping Professions</td>
<td>3</td>
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<tr>
<td>One of the following:</td>
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<tr>
<td>BA 210</td>
<td>Management Principles</td>
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<td>PS 230</td>
<td>State and Local Government</td>
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<tr>
<td>PA 364</td>
<td>Public Administration</td>
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<td>PA 445</td>
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<td>PSY/SOC 403</td>
<td>Internship</td>
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<tr>
<td>PSY/SOC 499</td>
<td>Special Project</td>
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</table>

Electives selected from any psychology or sociology courses and MATH 220 Elementary Statistics*  

*MATH 220 Elementary Statistics is recommended for students contemplating graduate study.

POLITICAL SCIENCE/PUBLIC ADMINISTRATION

Political science and public administration courses prepare students for law school and for careers in administration at the city, county, state and national levels.

Students who wish to enter law school or who intend to pursue graduate study leading to the master of public administration degree (M.P.A.) or the M.A. and Ph.D. degrees should consult closely with the political science faculty concerning professional and graduate school requirements.

Minor in Political Science

This minor consists of 18 semester credits. Courses in political science and public administration are chosen in consultation with the academic advisor.

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, communications and health. The program in psychology may also lead to graduate preparation for professional psychology.

At least half of the credit toward a major or minor in psychology must be earned in courses numbered 300 or above.
**Major in Psychology**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PSY 190</td>
<td>General Psychology</td>
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</tr>
<tr>
<td>PSY/SOC 313</td>
<td>Evaluating Behavioral Research</td>
<td>3</td>
</tr>
<tr>
<td>PSY 355</td>
<td>Skills and Strategies in the Helping Professions</td>
<td>3</td>
</tr>
<tr>
<td>PSY/SOC 373</td>
<td>Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>PSY 432</td>
<td>Personality</td>
<td>3</td>
</tr>
<tr>
<td>PSY 454</td>
<td>Issues and Ethics in the Helping Professions</td>
<td>3</td>
</tr>
<tr>
<td>PSY 499</td>
<td>Special Project OR</td>
<td>3</td>
</tr>
<tr>
<td>PSY 403</td>
<td>Internship</td>
<td>3</td>
</tr>
<tr>
<td>MATH 220</td>
<td>Elementary Statistics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Electives to include at least 3 additional credits of 300-400 level courses</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>36</strong></td>
</tr>
</tbody>
</table>

**Minor in Psychology**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 190</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>At least two of the following:</td>
<td></td>
</tr>
<tr>
<td>PSY/EDU 142</td>
<td>Human Growth, Development and Guidance</td>
<td>6</td>
</tr>
<tr>
<td>PSY 201</td>
<td>Adjustment</td>
<td></td>
</tr>
<tr>
<td>PSY 270</td>
<td>Human Sexuality</td>
<td></td>
</tr>
<tr>
<td>PSY/SOC 310</td>
<td>Social Psychology</td>
<td></td>
</tr>
<tr>
<td>PSY 323</td>
<td>Cognition</td>
<td></td>
</tr>
<tr>
<td>PSY 335</td>
<td>Biology and Behavior</td>
<td></td>
</tr>
<tr>
<td>PSY 360</td>
<td>Abnormal Psychology</td>
<td></td>
</tr>
<tr>
<td>PSY 444</td>
<td>Assessment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Electives in psychology</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>21</strong></td>
</tr>
</tbody>
</table>

**Note:** 190 General Psychology is prerequisite to other courses in psychology with these exceptions: 201 Adjustment may be taken with no prerequisite; courses cross-listed with sociology may be taken without 190 if the student has completed SOC 110 Principles of Sociology; or by permission of the instructor.

**SOCIAL SCIENCE (FOR TEACHER LICENSURE ONLY)**

The 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 Division of Education for details (page 34).

**SOCIOLGY**

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 Criminology**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 110</td>
<td>Principles of Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 224</td>
<td>Introduction to Criminal Justice</td>
<td>3</td>
</tr>
</tbody>
</table>
SOC 237      Criminal Law 3
SOC 240      Diverse Cultures in America 3
PSY/SOC 313  Evaluation of Behavioral Research 3
SOC 333      Criminology 3
SOC 398      Justice Administration 3
Three of the following: 9
SOC 321      Juvenile Delinquency
SOC 337      Victimology
SOC 347      Deviance and Social Control
SOC 353      Sociology of the Law
SOC 365      Sociology of Policing
SOC 380      Corrections and Punishment
PS 412       American Constitutional Law II
One of the following: 3
SOC 403      Internship
SOC 499      Special Project
Two of the following: 6
SOC 220      Social Problems
PSY/SOC 302  Substance Abuse
PSY/SOC 310  Social Psychology
SOC 361      Marriage and Family
SOC 363      Social Stratification
BA/SOC 390   Complex Organizations
PSY 240      Conflict Resolution

Note: Students planning to continue their studies in graduate school should take the following courses (these courses do not fulfill a major requirement): PSY/SOC 373 Research Methods and MATH 220 Elementary Statistics.

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

Minor in Criminology

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 110</td>
<td>Principles of Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 224</td>
<td>Introduction to Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>SOC 237</td>
<td>Criminal Law</td>
<td>3</td>
</tr>
<tr>
<td>SOC 240</td>
<td>Diverse Cultures in America</td>
<td>3</td>
</tr>
<tr>
<td>SOC 321</td>
<td>Juvenile Delinquency</td>
<td>3</td>
</tr>
<tr>
<td>SOC 333</td>
<td>Criminology</td>
<td>3</td>
</tr>
</tbody>
</table>

One of the following: 3
SOC 315      Juvenile Justice
SOC 337      Victimology
SOC 347      Deviance and Social Control
SOC 353      Sociology of the Law
SOC 365      Sociology of Policing
SOC 380      Corrections and Punishment
SOC 403      Internship
SOC 499      Special Project
PS 412       American Constitutional Law II

21

At least nine semester credits must be earned in courses numbered 300 or above.
## Major in Sociology

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 110</td>
<td>Principles of Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 220</td>
<td>Social Problems</td>
<td>3</td>
</tr>
<tr>
<td>SOC 313</td>
<td>Evaluation of Behavioral Research</td>
<td>3</td>
</tr>
<tr>
<td>SOC 392</td>
<td>Sociological Theory</td>
<td>3</td>
</tr>
<tr>
<td>MATH 220</td>
<td>Elementary Statistics</td>
<td>3</td>
</tr>
</tbody>
</table>

At least five of the following:
- SOC 240 Diverse Cultures in America
- SOC 260 Gender Roles
- SOC 361 Marriage and the Family
- SOC 347 Deviance and Social Control
- SOC 363 Social Stratifications
- SOC 373 Research Methods

One of the following:
- SOC 403 Internship
- SOC 499 Special Project

Electives in Sociology (see full list of sociology offerings) | 6

At least 15 semester credits must be earned in courses numbered 300 or above.

## Minor in Sociology

At least six of the credits applied toward a minor in sociology must be earned in courses numbered 300 or above.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 110</td>
<td>Principles of Sociology</td>
<td>3</td>
</tr>
</tbody>
</table>

At least four of the following:
- SOC 220 Social Problems
- SOC 240 Diverse Cultures in America
- SOC 333 Criminology
- SOC 361 Marriage and Family
- SOC 363 Social Stratification
- BA/SOC 390 Complex Organizations

Electives in sociology | 6

## 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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPN 125</td>
<td>Introduction to Hispanic Culture and Society</td>
<td>3</td>
</tr>
</tbody>
</table>
For a teaching endorsement, 24 credits in Spanish are required, along with EDU 316 Teaching Elementary Foreign Language or EDU 300-3 Teaching Secondary School Foreign Language. See Division of Education, page 34, for details.

THEATRE

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

INTERDISCIPLINARY STUDIES

Interdisciplinary studies enable students to experience the common nature of academic studies, understand the coherent relationships of courses and realize that different disciplines approach issues in complementary ways.

DIVISION OF SCIENCE AND MATHEMATICS

The Division of Science and Mathematics includes biology, chemistry, earth science, forensic science, information technology, mathematics, nursing and physics. Each of these provides you with experiences that develop your powers of observation, logical reasoning, problem solving and application to everyday living. The curriculum encourages an atmosphere of understanding, providing you with a strong foundation in analytical scientific methods and creating a setting that encourages investigation and experimentation.

BIOLOGY

Biological science has immediate personal relevance because as the study of life, it sheds light on what all individuals experience in themselves and around them. The broad-based curriculum provides the foundation for students seeking employment in applied biology and conservation.

Preprofessional Programs

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

Major in Biology

This major is designed for students seeking a career in the biological sciences or a health-related profession.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 135</td>
<td>Principles of Biology I</td>
<td>4</td>
</tr>
<tr>
<td>BIO 140</td>
<td>Principles of Biology II</td>
<td>4</td>
</tr>
<tr>
<td>BIO 300</td>
<td>Genetics</td>
<td>4</td>
</tr>
<tr>
<td>BIO 340</td>
<td>Evolution</td>
<td>3</td>
</tr>
<tr>
<td>BIO 381</td>
<td>Cell and Molecular Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 398</td>
<td>Thesis Research I</td>
<td>2</td>
</tr>
<tr>
<td>BIO 498</td>
<td>Thesis Research II</td>
<td>2</td>
</tr>
</tbody>
</table>

Biology Electives – all must be 200 or above; at least 3 courses must be 300 or above; all must be at least 3 credit courses 12-16
CHEM 151  General Chemistry I  4
CHEM 152  General Chemistry II  4
MATH 111  Precalculus  3
MATH 220  Elementary Statistics  3

Two of the following four:  8
CHEM 251  Organic Chemistry I
CHEM 252  Organic Chemistry II
PHY 111+112  Physics I and Lab
PHY 113+114  Physics II and Lab

**Minor in Biology**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 135</td>
<td>Principles of Biology I</td>
<td>4</td>
</tr>
<tr>
<td>BIO 140</td>
<td>Principles of Biology II</td>
<td>4</td>
</tr>
<tr>
<td>BIO 300</td>
<td>Genetics</td>
<td>4</td>
</tr>
<tr>
<td>BIO 340</td>
<td>Evolution</td>
<td>3</td>
</tr>
<tr>
<td>BIO 381</td>
<td>Cell and Molecular Biology</td>
<td>3</td>
</tr>
<tr>
<td>Biology electives – two courses must be 200 or above; must be at least 3 credit courses</td>
<td>6-8</td>
<td></td>
</tr>
</tbody>
</table>

**Major in Life Science**

This major is designed for students seeking a career in biology business.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 135</td>
<td>Principles of Biology I</td>
<td>4</td>
</tr>
<tr>
<td>BIO 140</td>
<td>Principles of Biology II</td>
<td>4</td>
</tr>
<tr>
<td>BIO 300</td>
<td>Genetics</td>
<td>4</td>
</tr>
<tr>
<td>BIO 340</td>
<td>Evolution</td>
<td>3</td>
</tr>
<tr>
<td>BIO 381</td>
<td>Cell and Molecular Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 499</td>
<td>Biotic Problems</td>
<td>2</td>
</tr>
<tr>
<td>CHEM 151</td>
<td>General Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>Biology electives – all must be 200 or above; at least 2 courses must be 300 or above; all must be at least 3 credit courses</td>
<td>12-16</td>
<td></td>
</tr>
</tbody>
</table>

**Note:** Students in secondary education should take BIO 270 Human Anatomy and Physiology I and BIO 275 Human Anatomy and Physiology II as electives in the Life Science major.

**Major in Clinical Laboratory Science**

This major is designed as an articulation with the Mayo Clinic in Rochester, Minnesota. Its curriculum is based on meeting the requirements needed for entry into the Mayo Clinic’s clinical program during a student’s final year.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 105</td>
<td>College Algebra w/Applications (or higher*)</td>
<td>3</td>
</tr>
<tr>
<td>MATH 220</td>
<td>Elementary Statistics</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 151</td>
<td>General Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 152</td>
<td>General Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 251</td>
<td>Organic Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 252</td>
<td>Organic Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 330</td>
<td>Biochemistry I</td>
<td>3</td>
</tr>
<tr>
<td>BIO 135</td>
<td>Principles of Biology I</td>
<td>4</td>
</tr>
<tr>
<td>BIO 140</td>
<td>Principles of Biology II</td>
<td>4</td>
</tr>
<tr>
<td>BIO 210</td>
<td>Microbiology</td>
<td>4</td>
</tr>
</tbody>
</table>
Major in Conservation Management

Credits

BIO 135 Principles of Biology I 4
BIO 110 General Zoology 4
BIO 120 General Botany 4
BIO 320 Fish and Wildlife Management 4
BIO 335 Ecology 4
BIO 365 Conservation Biology 3
BIO 403 Field Internship 3
BIO 410 Plant Taxonomy 4
BIO 496 Senior Project 2
ES 220 Soil and Water Conservation 3
MATH 105 College Algebra or
MATH 111 Precalculus 3
MATH 220 Elementary Statistics 3

Biology electives – must be 300 or above 8

Strongly recommended (for certain certification programs)
ES 100 Intro to Geology 3
ES 114 Conservation of Natural Resources 3
IT 101 Intro to Information Technology 3

Communications elective 3

Three of the following four:
BIO 315 Ichthyology 4
BIO 385 Ornithology 4
BIO 391 Mammalogy 4
BIO 393 Herpetology 4

One of the following two:
CHEM 115 Environmental Chemistry 3
CHEM 151 General Chemistry I 4

Applied Plant Science

The major in applied plant science is structured as a “2+2” program offered in conjunction with cooperating community colleges. Students who enroll in this major first will complete an approved two-year program at a community college leading to an A.A.S. degree in golf course, turfgrass or grounds management, landscape design, horticulture, floriculture or a related field. Students then will transfer to Upper Iowa University for the next two years to fulfill the necessary general education and major requirements leading to a bachelor’s degree in applied plant science. The major in applied plant science is designed to enhance the career opportunities available for individuals who earn a two-year degree in a specialized area of agronomy or horticulture by reinforcing training in communications and business skills and by providing a solid background in the theory and principles of the soil and plant sciences.
Major in Applied Plant Science

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 120</td>
<td>General Botany</td>
<td>4</td>
</tr>
<tr>
<td>BIO 135</td>
<td>Principles of Biology I</td>
<td>4</td>
</tr>
<tr>
<td>BIO 223</td>
<td>Plant Propagation</td>
<td>3</td>
</tr>
<tr>
<td>BIO 300</td>
<td>Genetics</td>
<td>4</td>
</tr>
<tr>
<td>BIO 323</td>
<td>Plant Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>BIO 325</td>
<td>Plant Physiology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 410</td>
<td>Plant Taxonomy</td>
<td>4</td>
</tr>
<tr>
<td>BIO 428</td>
<td>Plant Pathology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 490</td>
<td>Entomology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 496</td>
<td>Senior Project</td>
<td>2</td>
</tr>
<tr>
<td>CHEM 151</td>
<td>General Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>ES 220</td>
<td>Soil and Water Conservation</td>
<td>3</td>
</tr>
<tr>
<td>ES 326</td>
<td>Soil Genesis, Classification, and Morphology</td>
<td>4</td>
</tr>
</tbody>
</table>

**Note:** In addition to the major requirements, either an associate’s degree or significant course work in an applied plant science field from an approved community college program is required.

Major in Mortuary Science

Students in this program will complete 90 semester credits at Upper Iowa University. The 90 semester credits will include completing the general education component, 20 semester credits in biology, and CHEM 151. CHEM 152 is strongly recommended. The final 30 semester credits of credit will be earned by completing a year of professional training at an accredited college of mortuary science that has an agreement of articulation with Upper Iowa University.

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.

Major in Chemistry

28 credits in required courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 151</td>
<td>General Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 152</td>
<td>General Chemistry II and Qualitative Analysis</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 251</td>
<td>Organic Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 252</td>
<td>Organic Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 301</td>
<td>Physical Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 302</td>
<td>Physical Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 310</td>
<td>Quantitative Analysis</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 391</td>
<td>Chemistry Research I</td>
<td>2</td>
</tr>
</tbody>
</table>

At least 12 credits in elective courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 320</td>
<td>Advanced Organic Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 330</td>
<td>Biochemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 331</td>
<td>Biochemistry II</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 305</td>
<td>Physical Chemistry Laboratory</td>
<td>2</td>
</tr>
<tr>
<td>CHEM 335</td>
<td>Biochemistry Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 361</td>
<td>Inorganic Chemistry</td>
<td>3</td>
</tr>
</tbody>
</table>
CHEM 471 Molecular Spectroscopy 3
CHEM 491 Chemistry Research II 2-4

17 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 111 Pre-Calculus Mathematics 3
MATH 120 Analytic Geometry and Calculus I 3
MATH 200 Analytic Geometry and Calculus II 3

Note: Students planning to pursue graduate studies in chemistry are encouraged to take additional chemistry electives beyond the required twelve credits.

Students attempting a double major in biology and chemistry need not complete thesis research in both subject areas. BIO 398 (Thesis Research I) will satisfy the chemistry major requirements in lieu of CHEM 391 (Chemistry Research I).

Minor in Chemistry

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 151</td>
<td>General Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 152</td>
<td>General Chemistry II and Qualitative Analysis</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 251</td>
<td>Organic Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 252</td>
<td>Organic Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Electives in chemistry numbered 200 or above</td>
<td>5</td>
</tr>
</tbody>
</table>

EARTH SCIENCE

Study of the earth sciences is relevant to all inhabitants of our planet as we meet the environmental and resource challenges of the twenty-first 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.

Minor in Earth Science

Core Requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ES 100</td>
<td>Introduction to Geology</td>
<td>3</td>
</tr>
<tr>
<td>ES 101</td>
<td>Introduction to Geology Lab</td>
<td>1</td>
</tr>
<tr>
<td>ES 115</td>
<td>Environmental Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>ES 315</td>
<td>Remote Sensing and GIS</td>
<td>4</td>
</tr>
<tr>
<td>ES 326</td>
<td>Soil Genesis, Classification and Morphology</td>
<td>4</td>
</tr>
</tbody>
</table>

One of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ES 114</td>
<td>Conservation of Natural Resources</td>
</tr>
<tr>
<td>ES 117</td>
<td>Natural Disasters</td>
</tr>
<tr>
<td>ES 161</td>
<td>Introduction to Environmental Science</td>
</tr>
<tr>
<td>ES 220</td>
<td>Soil and Water Conservation</td>
</tr>
<tr>
<td>PHY 110</td>
<td>Introduction to Astronomy</td>
</tr>
</tbody>
</table>

One of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ES 316</td>
<td>Geomorphology</td>
</tr>
<tr>
<td>ES 417</td>
<td>Hydrogeology</td>
</tr>
</tbody>
</table>

22
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.

Core Requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ES 100</td>
<td>3</td>
</tr>
<tr>
<td>ES 101</td>
<td>1</td>
</tr>
<tr>
<td>BIO/ES 161</td>
<td>3</td>
</tr>
<tr>
<td>ES 315</td>
<td>4</td>
</tr>
<tr>
<td>ES 326</td>
<td>4</td>
</tr>
<tr>
<td>BIO 135</td>
<td>4</td>
</tr>
<tr>
<td>BIO 335</td>
<td>4</td>
</tr>
<tr>
<td>BIO 496</td>
<td>2</td>
</tr>
</tbody>
</table>

Supporting Core Requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 151</td>
<td>4</td>
</tr>
<tr>
<td>PHY 111/112</td>
<td>4</td>
</tr>
<tr>
<td>MATH 220</td>
<td>3</td>
</tr>
<tr>
<td>MATH 111</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 152</td>
<td>4</td>
</tr>
</tbody>
</table>

Three of the following (At least one must be 4 hours):

ES 316  Geomorphology
ES 330  Global Warming & Climate Change
ES 417  Hydrogeology
BIO 210  Microbiology
BIO 315  Ichthyology
BIO 365  Conservation Biology
BIO 393  Herpetology
BIO 385  Ornithology
BIO 391  Mammalogy
BIO 403  Field Internship
BIO 410  Plant Taxonomy
BIO 490  Entomology

One of the following:

BIO 110  General Zoology
BIO 120  General Botany
BIO 140  Principles of Biology II

57-59

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 an applied discipline which requires an extensive background in the natural sciences, coupled with practical laboratory experience.

Major in Forensic Science

Core Requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FORS 100</td>
<td>3</td>
</tr>
<tr>
<td>FORS 101</td>
<td>1</td>
</tr>
<tr>
<td>FORS 300</td>
<td>3</td>
</tr>
<tr>
<td>FORS 310</td>
<td>3</td>
</tr>
</tbody>
</table>
INFORMATION TECHNOLOGY

Technology is a powerful force in shaping the future and influences our lives in many ways. Information Technology (IT) is the newest and most rapidly growing discipline in the field of computer science. IT encompasses all aspects of computing technology and focuses on meeting the needs of individuals and organizations through the selection, creation, application, integration and administration of computing technologies.

Major in Information Technology

The Information Technology major provides a broad coverage of this emerging discipline. The program 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.

Major in Information Technology

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT 101</td>
<td>Introduction to Information Technology</td>
<td>3</td>
</tr>
<tr>
<td>IT 130</td>
<td>Introduction to Programming Fundamentals</td>
<td>4</td>
</tr>
<tr>
<td>IT 205</td>
<td>Computer Architecture</td>
<td>4</td>
</tr>
<tr>
<td>IT 210</td>
<td>Operating Systems</td>
<td>4</td>
</tr>
<tr>
<td>IT 310</td>
<td>Networking</td>
<td>4</td>
</tr>
<tr>
<td>IT 320</td>
<td>Web Systems</td>
<td>4</td>
</tr>
</tbody>
</table>

Biology and Chemistry Electives from the following courses 12

BIO 210 Microbiology 4
BIO 300 Genetics 4
BIO 381 Cell and Molecular Biology 3
CHEM 301 Physical Chemistry I 3
CHEM 302 Physical Chemistry II 3
CHEM 310 Quantitative Analysis 4
CHEM 330 Biochemistry I 3
CHEM 331 Biochemistry II 3
CHEM 35 Biochemistry Laboratory 1
CHEM 361 Inorganic Chemistry 3
CHEM 370 Chemical Instrumentation 2

Highly recommended electives (not required for the major)

SOC 224 Introduction to Criminal Justice 3
COMM 150 Public Speaking 3
BIO 303 Experience: Health Science Careers 3
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT 330</td>
<td>Databases</td>
<td>3</td>
</tr>
<tr>
<td>IT 340</td>
<td>Human/Computer Interaction and Prof. Ethics</td>
<td>3</td>
</tr>
<tr>
<td>IT 400</td>
<td>IT Systems Integration</td>
<td>4</td>
</tr>
<tr>
<td>IT 410</td>
<td>Information Assurance and Security</td>
<td>3</td>
</tr>
<tr>
<td>IT 480</td>
<td>Information Technology Capstone I</td>
<td>1</td>
</tr>
<tr>
<td>IT 481</td>
<td>Information Technology Capstone II</td>
<td>1</td>
</tr>
<tr>
<td>MATH 220</td>
<td>Elementary Statistics</td>
<td>3</td>
</tr>
<tr>
<td>MATH 120</td>
<td>Calculus I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 305</td>
<td>Discrete Math</td>
<td>3</td>
</tr>
<tr>
<td>IT Electives</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>IT 360</td>
<td>Forensics and Incident Response</td>
<td></td>
</tr>
<tr>
<td>IT 420</td>
<td>Security Systems</td>
<td></td>
</tr>
<tr>
<td>MIS 210</td>
<td>COBOL Programming</td>
<td></td>
</tr>
<tr>
<td>MIS 377</td>
<td>Systems Analysis and Design</td>
<td></td>
</tr>
<tr>
<td>MIS 384</td>
<td>Advanced Computer Programming</td>
<td></td>
</tr>
<tr>
<td>MIS 435</td>
<td>Information Systems Strategies</td>
<td></td>
</tr>
<tr>
<td>MATH 342</td>
<td>Numerical Analysis</td>
<td></td>
</tr>
<tr>
<td>PSY/SOC 232</td>
<td>Group Dynamics</td>
<td></td>
</tr>
<tr>
<td>PSY 440</td>
<td>Industrial Psychology</td>
<td></td>
</tr>
<tr>
<td>PSY/BA 474</td>
<td>Organizational Behavior</td>
<td></td>
</tr>
<tr>
<td>SOC/BA 390</td>
<td>Complex Organizations</td>
<td></td>
</tr>
<tr>
<td>BA 222</td>
<td>Management Information Systems</td>
<td></td>
</tr>
</tbody>
</table>

**Minor in Information Technology**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT 101</td>
<td>Introduction to Information Technology</td>
<td>3</td>
</tr>
<tr>
<td>IT 130</td>
<td>Programming Fundamentals (Java)</td>
<td>4</td>
</tr>
<tr>
<td>IT 205</td>
<td>Computer Architecture</td>
<td>4</td>
</tr>
<tr>
<td>IT 210</td>
<td>Operating Systems</td>
<td>4</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td>3-4</td>
</tr>
<tr>
<td>IT 310</td>
<td>Networking</td>
<td></td>
</tr>
<tr>
<td>IT 320</td>
<td>Web Systems</td>
<td></td>
</tr>
<tr>
<td>IT 330</td>
<td>Databases</td>
<td></td>
</tr>
<tr>
<td>Select at least one additional course from the following:</td>
<td></td>
<td>3-4</td>
</tr>
<tr>
<td>IT 256</td>
<td>Game Design and Programming</td>
<td></td>
</tr>
<tr>
<td>IT 310</td>
<td>Networking</td>
<td></td>
</tr>
<tr>
<td>IT 320</td>
<td>Web Systems</td>
<td></td>
</tr>
<tr>
<td>IT 330</td>
<td>Databases</td>
<td></td>
</tr>
<tr>
<td>IT 340</td>
<td>HCI &amp; Professional Issues</td>
<td></td>
</tr>
<tr>
<td>IT 360</td>
<td>Computer Forensics &amp; Incident Response</td>
<td></td>
</tr>
<tr>
<td>IT 400</td>
<td>IT Systems Integration</td>
<td></td>
</tr>
<tr>
<td>IT 410</td>
<td>Information Assurance &amp; Security</td>
<td></td>
</tr>
<tr>
<td>IT 420</td>
<td>Securing Cyber-systems</td>
<td></td>
</tr>
<tr>
<td>MIS 220</td>
<td>Web Design and Authoring</td>
<td></td>
</tr>
<tr>
<td>MIS 320</td>
<td>Java Programming languages</td>
<td></td>
</tr>
<tr>
<td>MIS 354</td>
<td>C++ Programming</td>
<td></td>
</tr>
<tr>
<td>MIS 377</td>
<td>Systems Analysis and Design</td>
<td></td>
</tr>
<tr>
<td>MIS 384</td>
<td>Advanced Computer Programming</td>
<td></td>
</tr>
<tr>
<td>MIS 388</td>
<td>Telecommunications and Networks</td>
<td></td>
</tr>
<tr>
<td>MIS 415</td>
<td>Database Management</td>
<td></td>
</tr>
<tr>
<td>MIS 435</td>
<td>Information Systems Strategies</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td>21-23</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 111</td>
<td>Pre-Calculus Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>MATH 120</td>
<td>Analytic Geometry and Calculus I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 200</td>
<td>Analytic Geometry and Calculus II</td>
<td>3</td>
</tr>
<tr>
<td>MATH 210</td>
<td>Analytic Geometry and Calculus III</td>
<td>3</td>
</tr>
<tr>
<td>MATH 215</td>
<td>Analytic Geometry and Calculus IV</td>
<td>3</td>
</tr>
<tr>
<td>MATH 451</td>
<td>Seminar</td>
<td>1</td>
</tr>
<tr>
<td>Elective</td>
<td>in mathematics numbered 300 or above</td>
<td>18</td>
</tr>
</tbody>
</table>

\[ \text{Total Credits: 34} \]

Minor in Mathematics

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 111</td>
<td>Pre-Calculus Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>MATH 120</td>
<td>Analytic Geometry and Calculus I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 200</td>
<td>Analytic Geometry and Calculus II</td>
<td>3</td>
</tr>
<tr>
<td>MATH 210</td>
<td>Analytic Geometry and Calculus III</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>in mathematics selected from MATH 215</td>
<td>9</td>
</tr>
<tr>
<td>Elective</td>
<td>and/or courses numbered 300 or above</td>
<td>21</td>
</tr>
</tbody>
</table>

\[ \text{Total Credits: 21} \]

NURSING

The purpose of Upper Iowa’s RN-BSN program is to assist you, the registered nurse, in developing the skills you need to be successful in a rapidly changing environment of health care delivery. In addition, the program is designed to prepare you for advancement to leadership positions or graduate education. We intend to do this by emphasizing critical thinking and leadership skills. Our specific program goals are listed below. By the end of the RN-BSN program, you will be able to:

- **Goal 1.** Demonstrate the levels of theoretical understanding and practical application of nursing skills and responsibilities appropriate to placement in a nursing leadership position or acceptance into graduate school.
- **Goal 2.** Demonstrate critical thinking skills at a level of competence appropriate to placement in a nursing leadership position or acceptance into graduate school.
- **Goal 3.** Demonstrate the levels of theoretical understanding and practical application of leadership skills appropriate to placement in a nursing leadership position or acceptance into graduate school.

We help you meet these goals through educational experiences in the classroom and in the clinical area that will help you learn, practice, and become proficient at the skills needed for leadership and for beginning graduate work. The nursing program has interim approval by the Iowa Board of Nursing and is undergoing accreditation from the Commission on Collegiate Nursing Education.

Major in Nursing

The UIU nursing program requires the successful completion of 11 courses (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).

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 220</td>
<td>Elementary Statistics</td>
<td>3</td>
</tr>
</tbody>
</table>
BA 474  Organizational Behavior  3
NUR 300  Health Assessment*  3
NUR 310  Nursing Informatics  3
NUR 320  Pathophysiology  3
NUR 330  Education Concepts for Nurses  3
NUR 340  Community Health Nursing*  4
NUR 360  Professional Seminar  3
NUR 370  Nursing Leadership and Management*  3
NUR 400  Nursing Research  3
NUR 410  Preceptorship*  4
•course includes a clinical component  

35

PHYSICS

Courses in physics are designed for students who wish to complete a general education requirement in the field and/or for those students in preprofessional programs that require an introductory course in physics.

All Science Major

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 135</td>
<td>4</td>
</tr>
<tr>
<td>BIO 140</td>
<td>4</td>
</tr>
<tr>
<td>Elective in Biology (300 or above)</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 151</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 152</td>
<td>4</td>
</tr>
<tr>
<td>Elective in Chemistry (200 or above)</td>
<td>4</td>
</tr>
<tr>
<td>Elective in Biology or Chemistry (300 level or above)</td>
<td>4</td>
</tr>
<tr>
<td>Two of the following three:</td>
<td></td>
</tr>
<tr>
<td>ES 100 Intro to Geology</td>
<td>6</td>
</tr>
<tr>
<td>ES 114 Conservation of Natural Resources</td>
<td></td>
</tr>
<tr>
<td>ES 161 Environmental Science</td>
<td></td>
</tr>
<tr>
<td>Electives in Earth Science (must be 200 level or above; at least one 300 level or above)</td>
<td>6</td>
</tr>
<tr>
<td>PHY 109/110 Astronomy with lab</td>
<td>4</td>
</tr>
<tr>
<td>PHY 111/112 Physics I with lab</td>
<td>4</td>
</tr>
<tr>
<td>PHY 113/114 Physics II with lab</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics Electives (two courses numbers 100 or above)</td>
<td>6</td>
</tr>
<tr>
<td>BIO 496 Senior Project</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>60</strong></td>
</tr>
</tbody>
</table>
UPPER IOWA IS . . . A University That is Affordable

The University provides financial assistance to over 90 percent of our students. Assistance comes in three forms:

1. Gift aid is referred to as “grants” or “scholarships” and does not have to be repaid. Grants are usually based on financial need, and scholarships tend to be based on academic achievement or special talents.
2. Loans are made to students for educational purposes at low interest rates and must be repaid, generally after students complete their education.
3. Work opportunities are awarded to students through special programs providing part-time jobs when classes are in session or during vacations.

(For a more detailed listing of types of assistance, see page 80.)

Each year a student must complete a Free Application for Federal Student Aid (FAFSA) to be considered for financial aid.

Note: All scholarships and grants awarded by Upper Iowa University must be applied to the charges of the University and cannot result in a cash overpayment. Institutional financial aid, including Honors and Awards Scholarships, will be awarded according to a students’ enrollment status (i.e. full-time, 3/4 time, 1/2 time).

Full time enrollment for financial aid purposes is considered 12-19 credit credits in Fall Terms 1 and 2 and 12-19 credit credits for Spring Terms 1 and 2. Interim credits will not be included to determine enrollment status for financial aid purposes.

3/4 time is defined as 9-11 credit credits in Fall Terms 1 and 2 or Spring terms 1 and 2. 1/2 time is defined as 6-8 credit credits in Fall Terms 1 and 2 or spring Terms 1 and 2. Students enrolled in under 6 credit credits in those time periods are not eligible for financial aid.

To apply for financial assistance, just follow these steps:

1. Apply for and be accepted to Upper Iowa as a regular, full-time student working toward a degree in a major on-campus program. (Part-time students or those enrolled in special programs may not be eligible for all types of assistance.)
2. Submit the Free Application for Federal Student Aid.

UNDERGRADUATE TUITION AND FEES,
2009-2010 ACADEMIC YEAR

Full-time Enrollment

<table>
<thead>
<tr>
<th>Tuition (12-18 credit credits)</th>
<th>$21,418</th>
</tr>
</thead>
<tbody>
<tr>
<td>Board charges:</td>
<td></td>
</tr>
<tr>
<td>Garbee Hall – 19-meal plan</td>
<td>$83,848</td>
</tr>
<tr>
<td>Garbee Hall – 14-meal plan</td>
<td>$83,686</td>
</tr>
<tr>
<td>Hofmaster Apartments – 7-meal plan**</td>
<td>$82,900</td>
</tr>
<tr>
<td>Lee Tower – 7-meal plan**</td>
<td>$82,900</td>
</tr>
<tr>
<td>180 meal block plan</td>
<td>$83,900</td>
</tr>
<tr>
<td>Room charges:</td>
<td></td>
</tr>
<tr>
<td>Garbee Hall – double room</td>
<td>$82,730</td>
</tr>
<tr>
<td>Garbee Hall – single room***</td>
<td>$84,094</td>
</tr>
<tr>
<td>Hofmaster Apartments – double room</td>
<td>$83,676</td>
</tr>
<tr>
<td>Hofmaster Apartments - single room</td>
<td>$85,026</td>
</tr>
<tr>
<td>Lee Tower – double room</td>
<td>$83,676</td>
</tr>
<tr>
<td>Lee Tower – single room***</td>
<td>$85,026</td>
</tr>
</tbody>
</table>

**The 19-meal and 14-meal plans are also available to residents of Hofmaster Apartments and Lee Tower.
***Subject to availability.
Tuition (less than full-time):

- 3/4 time (9-11 credits) ........................................................................................................... $8,032
- 1/2 time (6-8 credits) ............................................................................................................. $5,355
- under 6 credits ....................................................................................................................... $745

Semester overload fee ............................................................................................................. $328
  (after total of 19 credits for Fall Semester or after total of 19 credits for Spring Semester, excluding Interim)*

Audit fee ....................................................................................................................................... $90

Interim overload fee—after 4 credits .......................................................................................... $328
  (Additional fees may be charged for special Interim classes.)

Summer internship ..................................................................................................................... $328

Summer tuition ......................................................................................................................... $328

Other Fees

Application fee ........................................................................................................................................... $15

Security Deposit ....................................................................................................................................... $150
  (one time deposit that is refunded at departure for students with no outstanding university debts)

Portfolio assessment fee ..................................................................................................................... $60
  (applicable toward semester credit charge if experiential learning credit is awarded, otherwise nonrefundable)

Experiential learning (per semester credit) ...................................................................................... $60
  (payable within 90 days of the granting of this credit)

Transcripts, per copy (Rush orders may be charged an additional fee.)
  By mail (2-4 day processing time) ............................................................................................... $5
  By fax (2-4 day processing time) .................................................................................................. $8

Graduation fee (payable at time of application for graduation) ....................................................... $65

Books or instructional materials are generally required with each course and are paid for by the student wherever purchased. Books and supplies are estimated at $1000 per year. Some courses may require special fees.

*Annual costs for subsequent years may be subject to change.

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 prior to the first day of classes. Students will be billed in advance each semester. Default of payment results in the student’s enrollment being delayed or denied; satisfactory arrangements must be made before reinstatement.

Financial aid is applied to the student’s account each semester upon verification of attendance. Diplomas, certificates, transcripts, credentials or letters of recommendation will not be released until all financial obligations are met.

 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 Term 1 of a semester will also be withdrawn from Term 2 with a grade of NA. Any subsequent enrollment requires the student to be readmitted to the University by the Admissions Office.

To “officially” withdraw, the student should contact the Office of Student Development to complete the Withdrawal Form.

Refund Policy

If a student officially withdraws from Upper Iowa University prior to completing 60 percent of the semester,
institutional charges for tuition, room, and board will be refunded on the percentage of the semester that has not been completed. Financial aid awarded will be returned to the federal, state, and institutional programs based on the same percentage. For example, if a student officially withdraws after completing 20 percent of the semester, the student would only be charged for 20 percent of the applicable tuition, room and board and would retain 20 percent of their financial aid.

After the 60 percent point in the semester, no refund will be granted nor will financial aid be adjusted. The portion of the semester completed is based on calendar days from the first day of the semester through the last scheduled day of finals, including weekends and mid-semester breaks of less than five days. The semester is defined as: Fall Semester begins with the start date of Fall Term 1 and ends with finals of Fall Term 2. Spring Semester begins with the start date of Spring Term 1 and ends with finals of Spring Term 2.

If a last date of attendance cannot be determined for students who do not complete the "official" withdrawal process, the student will be deemed to have attended through the midpoint of the semester and will have their charges and financial aid adjusted to 50 percent.

Students on work programs will be given full credit for work completed to the date of withdrawal.

Examples of refund calculations are available in the Financial Aid Office. Students may appeal the refund calculation if they feel that they have extreme circumstances that warrant an exception to the published policy. Students should make their request in writing, documenting the extreme circumstances, and submit it to the Senior Vice President for Business Services. A response to the appeal will be made within two weeks.

GRANTS AND SCHOLARSHIPS

1. Federal Pell Grants are funded by the federal government and are normally available for four years of undergraduate work, with awards ranging from $400 to $5,350 per year. Recipients must be U.S. citizens or eligible non-citizens and must be enrolled at least half-time (six credits per semester).

2. Federal Supplemental Education Opportunity Grants (FSEOGs) are available for students with exceptional financial need. Awards range from $200 to $4,000 per year if funding permits. The grants are funded by the federal government. Priority deadline for the FSEOG is March 1.

3. Iowa Tuition Grants are available for residents of Iowa who qualify based on financial need. Funded by the State of Iowa, the statutory maximum award is $4,000 for each year of full-time undergraduate study (12 or more credits per semester). Priority deadline for the Iowa Tuition Grant is July 1. In the event that available state funds are insufficient to pay the full amount of each approved grant, the Iowa College Aid Commission has the authority to administratively reduce the award.

4. Iowa Grants are designed for exceptionally needy undergraduate Iowa students attending NCA-accredited colleges and universities in the state of Iowa. These grants, available for full- and part-time students, range from $100 to $1,000. Due to limited funding, only a selected number of needy applicants will be assisted.

5. Iowa National Guard Education Benefits are currently available to Guard members. For application forms and additional information, contact a Guard personnel officer.

6. Trustee Scholarship
   • $14,000 per academic year for full-time enrollment

7. President’s Scholarship
   • $11,000 per academic year for full-time enrollment

8. Dean’s Scholarship
   • $8,500 per academic year for full-time enrollment

9. Achievement Scholarship
   • $3,000 per academic year for full-time enrollment

10. Mott Transfer Scholarship
    • $6,000 per academic year for full-time enrollment
    • Available to transfer students with a transfer gpa of 3.0 and above
11. **Albright Transfer Scholarship**
- $4,000 per academic year for full-time enrollment
- Available to transfer students with a transfer GPA of 2.0-2.99 and above

12. **Henderson Transfer Scholarship**
- $2,500 per academic year for full-time enrollment
- Available to transfer students with a transfer GPA of below 2.0

13. **Alumni Scholarships** are available to sons and/or daughters of previous graduates of Upper Iowa University. Students must be enrolled full-time during the fall and/or spring semester to qualify for this grant. This grant will apply to all children, including adopted or legal stepchildren and will not exclude those children who are independent of the family due to marriage or age.

14. **Upper Iowa University Grants** are made available to students who show strong academic promise, are capable of doing satisfactory college-level work, and have demonstrated financial need. The amount of remaining financial need will determine the amount of the award. To be eligible, students must gain admission to the University as regular, full-time students and apply for financial assistance.

   Students must apply to renew scholarships each year and must maintain the academic standards specified. Although some scholarships and grants are not based upon financial need, the amount of an award would be reduced only to comply with state or federal requirements.

**Loans**

1. **Federal Perkins Loans** are funded by the federal government and Upper Iowa University, and are available to U.S. citizens and eligible noncitizens. The amounts awarded vary, depending on financial need, but cannot exceed $5,000 a year. No interest is charged, nor is payment required, while the borrower is enrolled at least half-time. Interest of five percent per year begins nine months after the borrower ceases to be enrolled at least half-time, and repayment must be completed within a 10-year period.

2. **Federal Stafford Loans** are made through participating local banks and other lenders. Recipients must be U.S. citizens or eligible non-citizens. Subsidized Federal Stafford Loans are for those who show financial need. The interest is paid by the federal government while the recipient is enrolled at least half-time. Unsubsidized Federal Stafford Loans are for those who do not show financial need. The interest is paid by the recipient while enrolled at least half-time. The annual combination of both subsidized and unsubsidized Federal Stafford Loans may not exceed $8,500 (dependent) or $7,500 (independent) for the freshman year, $8,500 (dependent) or $9,500 (independent) for the sophomore year, and $9,500 (dependent) or $10,500 (independent) for junior and senior years. The aggregate maximum for both loans may not exceed $23,000 (dependent) or $46,000 (independent) for undergraduate study. Repayment begins six months after the recipient graduates or withdraws from school.

3. **Federal PLUS Loan Program.** Parents of dependent students may borrow funds to pay for the students’ educational costs. The maximum loan per year may not exceed the estimated cost of attendance less financial assistance. The repayment period begins within sixty (60) days after the loan is disbursed.

4. **McElroy-Upper Iowa Student Loans** are intended to serve Upper Iowa students and are made possible by funds donated by the Ralph J. McElroy Trust, Waterloo, Iowa. The loan can range from $500-$2,500 per year, with a total aggregate not to exceed $7,500 to an individual. Interest of 4 percent per year begins six months after the borrower ceases to be enrolled at least half-time, and repayment must be completed within a five-year period. The loan applicant must be a U.S. citizen, currently enrolled as a full-time student and possessing a cumulative grade point average of at least 2.25, based upon a minimum of one semester of full-time student status at Upper Iowa University.

   Note: Sample repayment schedules are available in the Financial Aid Office.

**Work Opportunity**

1. **Federal Work Study** is funded by the federal government and Upper Iowa University jointly. To be eligible, students must be U.S. citizens or eligible non-citizens and must receive the opportunity through financial aid awards. The maximum amount of earnings is determined by the students’ financial need. The average job requires 6-8 credits per week, with the federal minimum wage as the base pay. Every effort is made to match the students’ abilities, experience and class schedule with appropriate positions.
Sponsored Scholarships and Awards

Upper Iowa University offers numerous scholarships and awards that are available to continuing students based on criteria determined by the donor. The Honors and Awards Committee administers a separate application process each December, and each student enrolled in the fall semester has an application provided to them. Apply early for full consideration.

UPPER IOWA IS . . .
A University Offering Special Services and Activities

The Office of Student Development (OSD) has a full staff whose members are dedicated to providing services that meet students’ needs and to create an environment that empowers students to develop the skills necessary to succeed in today’s diverse world.

Staff members include:

- Dean of Student Development
- Associate Dean of Students/Director of Residence Life
- Assistant Dean of Students/Director of Counseling Services
- Residence Area Coordinator
- Director of Recreation and Wellness
- Director of Career Development
- Director of Student Leadership and Activities/Outdoor Pursuits
- Campus Security Officers
- Administrative Assistant to the Office of Student Development
- Administrative Assistant to Career Development/Special Events Coordinator
- Office Assistant to the Office of Student Development
- Commuter Assistant
- Resident Assistants

Academic Support Center (ASC)

The goal of ASC is to ensure academic success for all Upper Iowa University students. ASC provides a variety of programs and services to aid in the achievement of this goal. ASC is located on the second floor of the Henderson-Wilder Library.

- The Tutoring Center offers course-specific support in most subject areas by trained student tutors.
- Accuplacer computerized placement tests are given to all new students during orientation. Results of these tests are used to place students into appropriate English, mathematics and reading courses.
- ASC provides assistance in the areas of mathematics, reading, writing, study skills, math anxiety and test anxiety.
- Foundation courses are provided for students who are under-prepared for the college curriculum.
- ASC has graphing and scientific calculators that may be checked out for a term.
- ASC provides Supplemental Instruction (SI).

Wellness Strategies

Upper Iowa University is committed to helping students adjust to college life and increasing their chances of success. The University has developed a two credit hour course which is based on a wellness model to enable students to make a successful transition into college life. The course is required of all entering freshmen. Students are taught study skills, develop strategies for improving academic success and learn about career planning information. Students are not allowed to drop Wellness Strategies.

Library Services

Henderson-Wilder Library supports the academic programs of Upper Iowa University with a mission to provide a variety of services for the informational needs of its constituency. The spacious facility provides a
pleasant atmosphere with an environment that encourages research, study and other scholarly pursuits. Two computer labs, an education curriculum resource center, and the academic support/tutor center are housed in the library. Designated as a select Federal Depository of Government Documents, the library provides public access to paper and electronic materials issued by government agencies. The library is open 83 hours per week with 24-hour access via the library’s World Wide Web page accessible at http://www.uiu.edu.

**Career Development**

The mission of the Office of Career Development is to assist you in the lifelong process of career development. Career Development will help you explore and implement your career options. In doing so, you are encouraged to take advantage of its numerous services, i.e. career counseling, interest and skill assessments, job shadowing, career literature, job-finding workshops, help in finding internships, resume writing, graduate school information and job listings. Additional information may be found on UIU’s web site at http://www.uiu.edu.

**Counseling Services**

If you need someone to talk with, the Director of Counseling Services, the Residence Life staff and the Dean of Student Development are available to assist you. The free and confidential counseling service is committed to enhancing the mental and emotional well-being of students at the Fayette Campus. Services include individual counseling, group counseling, consultations, referrals and emergency services. The Office of Counseling Services is located in the Office of Student Development in Garbee Hall. Appointments may be scheduled between 9 a.m. and 4 p.m., Monday through Friday.

**Student Health Services**

Upper Iowa University has made arrangements with Gundersen Medical Clinic, Fayette, to provide office call visits for illness evaluations. This is a free service available to all full-time students. International students are required to purchase a medical insurance plan or provide documentation of coverage while in the United States. Health services that are available to students are listed in the Student Handbook.

**Campus Ministry**

The Campus Ministry Office is available for any student who wants to visit with a minister. The office is staffed by local ministers of various religious affiliations.

**Residence Life**

Residence halls are more than a place to sleep and study. They are communities of people living together and learning about themselves and the world around them. They constitute an important part of a college education.

Our staff’s philosophy is that community living contributes to the intellectual, social, physical and moral development of the student. Our goal is to help students become well-rounded individuals. The key to this kind of development is involvement. We challenge residents to become involved members of the residence hall community; the potential is unlimited. All the opportunities exist for success; all one has to do is take advantage of them.

It is Upper Iowa University’s expectation that all students will work together to create a positive and safe environment that everyone can enjoy.

Students reside in one of three University residence halls. Garbee Hall Complex is where the majority of students reside. Located conveniently in the complex is the cafeteria, post office, mailboxes, logo store, snack bar, game room and the Office of Student Development.

Hofmaster Apartments is suite-style living for men, and the newly constructed Lee Tower is suite-style living for women. Each suite provides a common living area with full kitchen.

**Residency Policy**

In accordance with University policy, all students are required to live two years in the Upper Iowa University residence halls during their four years of college. The residence hall facilities are equipped to accommodate comfortably the majority of students needing housing.
Exceptions to the residence hall policy are very limited and are reviewed on a case-by-case basis. The following are the exceptions:

1. Commuting from parent(s) home
2. Married and/or living with a dependent
3. Enrolled for the fifth (5th) semester of college
4. A veteran of the Armed Services
5. Twenty-two (22) years of age or older before September 1
6. Students living in real estate located in Fayette and owned by the parent or student

Students are normally assigned two per room in the residence halls. Those who request single rooms will be accommodated when rooms are available, at an additional room charge.

All returning on-campus students must fill out a housing contract during the spring of each year for the subsequent fall semester. The Resident Housing and Boarding Contract will be mailed to new students. Housing is available to students throughout the year, except for the winter break.

All students will be charged a security deposit of $100 for the academic year. This deposit is refundable, provided that students follow the proper checkout procedures and have no outstanding University debts. Any debts exceeding the amount of the deposit will be billed to the student. Deposits will be carried forward to the next academic year for returning students. New students will be assigned rooms in the residence halls upon receipt of the deposit. The University reserves the right to make housing adjustments when necessary.

**Tobacco-Free-Environment Policy**

The Upper Iowa University Board of Trustees has unanimously adopted a Tobacco-Free-Environment Policy for the health and safety of the University community. This policy is in effect for all University buildings.

**Student Activities**

One of the best ways to grow as a person is to meet other people and become involved in worthwhile activities. At Upper Iowa, you have unlimited chances to do just that. Whether campus clubs, student publications, intramural competition or athletics, our activities provide a necessary ingredient to a fulfilling liberal arts education.

The Student Activities Board (SAB) is the major planning organization for all student activities. The SAB’s goal is to program a wide variety of cultural, social, recreational and educational events for you—including dances, concerts, speakers and entertainers. An active Student Government plays an important role in student affairs and matters of governance, serving as a liaison between students and faculty/administration.

Student groups at Upper Iowa, in addition to SAB and Student Government, include social/service fraternities and sororities, and special interest groups such as the Drama Club, and “The Collegian” (campus newspaper). If students are unable to find a group or organization that addresses their interests, they have the ability to create one.

**Intercollegiate Athletics**

Upper Iowa University is an active member of the NCAA, Division II and the Northern Sun Intercollegiate Conference. The university intercollegiate athletics program consists of twelve activities including for men: Football, Soccer, Basketball, Wrestling, Baseball, and Golf. The women’s program consists of: Volleyball, Soccer, Basketball, Softball, Tennis and Golf. The Spirit Squad is also sponsored by the athletics department and is co-ed.

UIU will continue to review and monitor the needs of the student body and as those needs increase, the sports offerings will be reviewed and evaluated to determine which athletics programs fit the student population and their needs.

**Food Service**

All men and women living in the residence halls are required to purchase a meal plan to be used in the main dining hall located in Garbee Complex. A 19- or 14-meal plan is available to students. Those students living in Hofmaster Apartments or Lee Tower have the option of a 7-meal plan. Student members of the Food Service Committee review menus and offer recommendations to the General Manager of Sodexho Campus Services. Those students who live off campus are also welcome to eat in the cafeteria and are charged per meal. Off-campus students may purchase a “flexi-card” (declining balance plan or a block meal plan) for use in the dining room or snack bar.
Students will be billed for the 19-meal plan; however, prior to registration for each semester, students may change from one plan to another. Students may not change plans after the start of the semester.

**Campus Security Report**

By September 1 of each year, Upper Iowa University must publish and distribute the annual Campus Security Report to all current students and employees. The report is available to all current and prospective students at the Campus Security Office, through the Student Handbook or on UIU's web site at http://www.uiu.edu.

The Campus Security Report includes a statement of the procedures and facilities for reporting crimes and other emergencies occurring on campus and the policies for the school's response to such reports. The report will also include statistics concerning crimes that are reported to campus officials or local police agencies. Procedures and policies for dealing with campus security violators, including disciplinary actions and sanctions, are also stated in the report.

**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 that have transferred into our institution and have graduated. The 4-year average Student-Right-to-Know graduation rate is 41 percent (1999-2002) The graduation rate calculation for 2002 is 44 percent.

**Are you interested in UIU?**

**By calling our Admissions Office at: 1-800-553-4150, Ext. 2 one of our experienced counselors can arrange a campus visit and help you with the admissions process.**

**Follow these steps to apply:**

1. Secure an Application for Admission form. You may request one from the Upper Iowa Office of Admission by calling 1-800-553-4150, opt. 2, or check with your guidance office. Complete and submit your application with the $15.00 nonrefundable application fee. Make your check payable to Upper Iowa University. Apply online through our website at www.uiu.edu/admissions.

2. Arrange to have an official transcript of your high school record, through the latest completed semester, sent directly to the Office of Admission. If you have taken college credit elsewhere, also arrange to have official transcripts of academic work from each college attended sent to the Office of Admission.

3. Freshmen, arrange to have the results of either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) sent directly to the Office of Admission. If English is not your first language, results of the Test of English as Foreign Language (TOEFL) or the Computerized English Language Placement Test (CELPT) must be submitted.

Each application is reviewed by the Director of Admission. 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 papers.

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 term if the student meets the following conditions:

1. Application to UIU has been submitted late, i.e., approximately 30 days prior to the start of a given term.
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 G.E.D. 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 provisional admittance letter.

Students eligible for Financial Aid may be awarded; however, funds will not be released until student is fully accepted.

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. A “good-faith” $100 deposit. (Students register for classes and housing after the University receives the deposit.) Upon registration, the deposit will be transferred to the security deposit. The deposit is refundable through April 30 of the application year (December 31 for second-semester applicants).
2. Final transcripts of all high school and college work completed.
3. Housing and health forms will be sent by the Office of Student Services.

Admission Guidelines

Freshmen

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

1. Graduation from an accredited 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.

Transfer students

A student who has attended an accredited college, university, community college or junior college, must be in good standing at that institution before being admitted to Upper Iowa University.

Credit for all lecture and lab courses transfer to Upper Iowa University from schools accredited by any of the following regional accrediting associations:

- Middle States Association of Colleges and Schools
- New England Association of Schools and Colleges
- North Central Association of Colleges and Schools
- Northwest Association of Schools and Colleges
- Southern Association of Colleges and Schools
- Western Association of Schools and Colleges

Evaluation of credits from unaccredited institutions is according to the “Transfer Credit Practices of Designated Educational Institutions,” published by the American Association of Collegiate Registrars and Admissions Officers.

Course credits transfer toward major, minor, general education course requirements or as electives. The actual number of transfer credits accepted for the major/minor is determined in consultation with the appropriate academic division.
Up to 78 semester credits of lower division credit will be transferred toward a baccalaureate degree from Upper Iowa University. See page 23.

**Former students**

Former Upper Iowa University students who wish to return will follow the transfer student guidelines. Such a student must resubmit an abbreviated admission application form (available from the Office of Admission) and supply official transcripts of credits covering all previous college work.

**International students**

To be considered for admission, international students must follow the five basic admission steps (as outlined on page 86—except #4 ACT/SAT results), submit the results of the Test of English as a Foreign Language (TOEFL) or Computerized English Language Placement Test (CELPT), and submit a notarized statement showing financial support for college expenses. The I-20 form is issued after the student is accepted for admission and receipt of half the tuition for the first academic year. Transfer credit from non-U.S. institutions needs to be evaluated by an approved credit evaluation service at the expense of the student.

**Graduates**

A graduate of Upper Iowa University or another institution who desires to enter in order to earn additional undergraduate credits should follow the steps to apply as listed on page 86.

**Special students**

Unclassified students may be admitted to study for credit not leading to a degree. They may select courses for which they qualify, if approved by the Director of Academic Support, without regard to general education requirements of the college.

**Transient students**

Students working toward a degree at another college may enroll for up to 15 semester credits at Upper Iowa University as transient students, upon presentation of authorization from the dean or registrar of their institution indicating approval of the specific courses to be taken. The proper form to use for such authorization is available from the Registrar’s Office.

Students currently enrolled in high school must be classified as transient students and will be limited to a maximum of 15 credits.

**Part-time and summer school students**

The University welcomes applications from prospective part-time and summer school students, including teachers who wish to complete degree programs or to continue beyond degree programs. All such students must apply for admission before the beginning of the semester or term in which they wish to enroll.

**Auditors**

On a space availability basis, persons who are capable of profiting from college classes may enroll as auditors. Auditors pay a reduced tuition fee and do not earn college credit.

**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.

**Affirmative Action/Equal Employment Opportunity 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 federal and state laws, regulations, and orders, which pertain to nondiscrimination and affirmative action.

87
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, sex, 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, sex, 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 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 affirmative action or equal opportunity should be directed to: Residential University EO Officer, P.O. Box 1857, Fayette, IA 52142, 563/425-5347 or the Extended University EO Officer, P.O. Box 1857, Fayette, IA 52142, 563/425-5394.

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 appropriate Department Head 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 who 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 State University or 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, academic advisor’s name, and class schedule.

   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 Residential University students and within one week after the first day of the term for Extended University students. Requests to withhold Directory Information are valid for one year. After one year the disclosure request expires.

   Upper Iowa University recognizes that parents have no inherent right to inspect a student’s educational record. The right to inspect is limited solely to the student.

   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.

   You can access the “Request to Prevent Disclosure of Directory Information” form from the Registrar’s Office. The form must be filed with the Registrar’s Office to be valid.

   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
YOU ARE UIU!

This is the reason students choose Upper Iowa University over other universities. Students are looking for a quality education from smaller class sizes; more personalized attention from faculty; and to be able to recognize and be recognized by their peers.

A Campus visit will give you the opportunity to meet with professors, current students, and coaches, if you are interested in athletics. You will also be able to tour our facilities; dine in our cafeteria; and talk with admission and financial aid counselors.

You and your family are invited to visit campus at any time... but visiting when classes are in session will give you the best feel for college life at Upper Iowa University!

We look forward to hearing from you!

UIU Office of Admissions
1-800-553-4150, Ext. 2
admission@uiu.edu
www.uiu.edu
COURSE DESCRIPTIONS

ANTHROPOLOGY

ANTH 101, 102  World Cultures and 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. This course meets the cultures requirement for general education requirements.

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. This course meets the cultures requirement for general education requirements.

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. This course meets the cultures requirement for general education requirements.

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 nonstate societies, and state societies at both the centers and the margins of power. We will look at the agents, structures, and institutions of power, choosing examples from a few different societies to highlight cultural variability in the practice of politics. Prerequisite: one previous anthropology course or consent of instructor. This course meets the cultures requirement for general education requirements.

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 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. Note: There is a lab fee for this course.

ART 111  Design  3 credits
This course is an introduction to the elements and principles of design. It will explore the role of visual elements and design practices in various cultural, historical and political contexts, and will emphasize the processes and techniques of graphics design and production.

ART 120  Three Dimensional Foundations  3 credits
Students will explore ordered and dynamic interactions of mass, plane, volume, and space in three dimensions: introduction to processes and media.
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.  Note: There is a lab fee for this course.  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 215  Photography  3 credits
This course presents the art of photographing with a 35mm camera and the craft of developing and printing black-and-white negatives and photographs, teaching students to become more visually aware.  Note: Students must provide 35mm SLR with F/stop and shutter speed control cameras.  There is a lab fee for this course.  Same as COMM 215.

ART 222  Ceramics  3 credits
This course teaches the techniques of hand-building and wheel-throwing, glazing and firing functional and nonfunctional pottery.  Note: There is a lab fee for this course.

ART 223  Intermediate Ceramics  3 credits
This course will focus on wheel throwing techniques.  Students can also anticipate an expansion of hand building techniques.  Glazing and firing methods will be included.  Prerequisite: ART 222

ART 235  Graphic Design I  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.  Same as COMM 235.  Prerequisite: ART 111.

ART 250  Special Topics  3 credits

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 280  Multimedia  3 credits
This course is an introduction to the elements and principles of multimedia design.  Students will explore the role of visual elements and design practices using various computer software applications.  Team approaches to problem solving and client-based projects are emphasized.  Same as COMM 280.

ART 299  Special Project  3 credits

ART 310  Printmaking  3 credits
An introduction to printmaking with a view to mastering the fundamental procedures and design problems of relief, intaglio, and serigraphy.  Note: There is a lab fee for this course.  Prerequisite: ART 110.

ART 320  Sculpture  3 credits
In this course, students use various techniques and media—such as clay, plaster casting, piece molds, wood and stone carving—to produce three-dimensional art forms.  Note: There is a lab fee for this course.  Prerequisite: ART 110.

ART 330  Watercolor/Water Media  3 credits
An exploration of the techniques and qualities of various water media, including watercolor, acrylics or gouache.  Note: There is a lab fee for this course.  Prerequisite: ART 110.
ART 335   Graphic Design II 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 work from initial thumbnails to full-size rough layouts to completed comprehensive presentations of several print and multimedia projects. Same as COMM 335. Prerequisite: ART 235.

ART 35001   Advanced Studio – Ceramics 3 credits
This course involves focused development of specific skills and concepts in ceramics. Note: There is a lab fee for this course. Prerequisite: ART 222.

ART 35002   Advanced Studio – 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 35003   Advanced Studio – Painting 3 credits
Intensive work in technical and conceptual development in oils is the focus of this course. Note: There is a lab fee for this course. Prerequisite: ART 202.

ART 35004   Advanced Studio – Printmaking 3 credits
The focus is 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. Note: There is a lab fee for this course. Prerequisite: ART 310.

ART 35005   Advanced Studio – Sculpture 3 credits
Specialized problems in sculpture are studied in this course. Note: There is a lab fee for this course. Prerequisite: ART 320.

ART 35006   Advanced Studio – Watercolor/Water Media 3 credits
A specialized study of techniques, problems and expression with water media. Note: There is a lab fee for this course. Prerequisite: ART 330.

ART 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. Same as COMM 355.

ART 372   Survey of American Art 3 credits
This course explores the diverse history of American Art. The primary focus is to gain an understanding of the art of our past so that we may better understand the culture of the present. Study includes architecture, painting, sculpture and photography from the colonial era to the present.

ART 400   Senior Thesis (art majors only) 3 credits
A formal evaluation and exhibition of the student's work. Includes research in historic and contemporary work of similar techniques and concepts culminating in a research paper, exploration and assessment of exhibitions, and the mounting of an exhibition of their own work.

ART 403   Internship 3 credits
ART 435   Graphic Design III 3 credits
Students create unique design solutions derived from research and thorough understanding of historical design styles. Students are urged to experiment and be innovative while still being professionally aware of historical design styles and philosophies. Projects include traditional print and digital multimedia formats. Same as COMM 435. Prerequisite: ART 335.

ART 436   Graphic Design IV 3 credits
This capstone course emphasizes digital illustration techniques used to enhance visual representation and communication in the form of information graphics, maps and logos. The goal of this course is to develop a highly professional and competitive portfolio for interviewing purposes. There is strong emphasis on conceptual thinking and refinement of design. Note: Same as COMM 436. Prerequisite: ART 335.

ART 450   Special Topics 3 credits
ART 499   Special Project 1-3 credits
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BIO 100</td>
<td>General Biological Science</td>
<td>3</td>
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<tr>
<td></td>
<td>This course presents the basic concepts of biology; it is intended for non-science majors. Recommended to satisfy the general education requirement for science.</td>
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<tr>
<td>BIO 110</td>
<td>General Zoology</td>
<td>4</td>
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<td></td>
<td>This course surveys the phyla of the animal kingdom. The emphasis is on evolution, anatomy, physiology, and systematics. Prerequisite: BIO 135.</td>
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<tr>
<td>BIO 120</td>
<td>General Botany</td>
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<td></td>
<td>This course surveys the members of the plant kingdom, and also includes some coverage of photosynthetic bacteria, algae and fungi. Emphasis is placed on angiosperm plant anatomy, plant diversity, with special focus on the evolution of plant reproductive life cycles. Prerequisite: BIO 135.</td>
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<tr>
<td>BIO 135</td>
<td>Principles of Biology I</td>
<td>4</td>
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<td></td>
<td>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.</td>
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<tr>
<td>BIO 140</td>
<td>Principles of Biology II</td>
<td>4</td>
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<tr>
<td></td>
<td>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.</td>
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<tr>
<td>BIO 161</td>
<td>Environmental Science</td>
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<td></td>
<td>This course is an introduction to the science of the environment. Approximately half the class is spent on the biosphere including topics such as evolution, biomes, population biology including the human population, and biodiversity. The other half of the class is spent discussing human influences on the biosphere. Topics include air pollution, climate change, water use and management, energy, and hazardous waste. Recommended to satisfy the general education requirement for science. Same as ES 161.</td>
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<tr>
<td>BIO 210</td>
<td>Microbiology</td>
<td>4</td>
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<td></td>
<td>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.</td>
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<tr>
<td>BIO 223</td>
<td>Plant Propagation</td>
<td>4</td>
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<td>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.</td>
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<tr>
<td>BIO 250</td>
<td>Special Topics</td>
<td>3-4</td>
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<tr>
<td>BIO 268</td>
<td>Introduction to Human Anatomy and Physiology</td>
<td>4</td>
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<td></td>
<td>This course provides an introduction to the structure and function of the human body. Prerequisite: BIO 135.</td>
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<tr>
<td>BIO 270</td>
<td>Human Anatomy and Physiology I</td>
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<td></td>
<td>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.</td>
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<tr>
<td>BIO 275</td>
<td>Human Anatomy and Physiology II</td>
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<td></td>
<td>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.</td>
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<tr>
<td>BIO 299</td>
<td>Special Project</td>
<td>1-3</td>
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<tr>
<td>BIO 300</td>
<td>Genetics</td>
<td>4</td>
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<td>This course covers the fundamental principles of classical genetics along with foundations of molecular genetics. Emphasis is placed on Mendelian genetics, linkage, gene expression and regulation, chromosome and genome organization, and recombinant DNA technology. The laboratory emphasizes probability and statistics, problem-solving using real data collected from living organisms, and basic DNA analytical techniques. Prerequisite: BIO 110, BIO 120, or BIO 140. Recommended: MATH 220.</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
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<tr>
<td>BIO 303</td>
<td>Experience in Health Science Careers</td>
<td>3</td>
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<td></td>
<td>This course gives students first-hand exposure</td>
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<td></td>
<td>to the work environment in a specialized field</td>
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<td></td>
<td>of the health sciences, such as medicine,</td>
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<td></td>
<td>chiropractic medicine, physical therapy,</td>
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<td></td>
<td>pharmacy, dentistry, optometry, or veterinary</td>
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<td></td>
<td>medicine. It is conducted in an off-campus,</td>
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<td></td>
<td>independent study setting, where students</td>
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<td></td>
<td>observe or assist health care professionals</td>
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<td>in hospitals, clinics, or laboratories.</td>
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<td>Prerequisites: BIO 140 and junior status.</td>
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<tr>
<td>BIO 315</td>
<td>Ichthyology</td>
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<tr>
<td></td>
<td>This course examines the taxonomy, anatomy,</td>
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<td></td>
<td>physiology, ecology and evolutionary biology</td>
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<tr>
<td></td>
<td>of fish. The laboratory emphasizes identification</td>
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<td></td>
<td>of fish native to Iowa. Prerequisite: BIO 110</td>
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<td></td>
<td>or BIO 140.</td>
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<tr>
<td>BIO 320</td>
<td>Fish and Wildlife Management</td>
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<td></td>
<td>This course examines the philosophy of managing</td>
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<td></td>
<td>fish and wildlife populations and introduces</td>
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<td>students to techniques used to manage various</td>
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<td></td>
<td>species. The laboratory emphasizes simulations</td>
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<td></td>
<td>and lab exercises that support the concepts</td>
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<td></td>
<td>presented in lecture. Prerequisites: BIO 335</td>
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<td></td>
<td>and a mathematics course.</td>
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<tr>
<td>BIO 323</td>
<td>Plant Nutrition</td>
<td>3</td>
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<tr>
<td></td>
<td>This course provides an in-depth understanding</td>
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<tr>
<td></td>
<td>of the nutritional requirements of plants and</td>
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<td></td>
<td>the diagnosis of plant nutritional deficiencies</td>
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<td></td>
<td>and toxicities. The course will concentrate</td>
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<td></td>
<td>on the essential elements and their</td>
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<td></td>
<td>physiological role in plant growth and</td>
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<td></td>
<td>development. Soil nutrient availability,</td>
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<td></td>
<td>nutrient uptake and nutrient assimilation</td>
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<td></td>
<td>also will be discussed. Prerequisite: BIO 120</td>
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<td></td>
<td>or BIO 140. Recommended: CHEM 115 or CHEM</td>
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<td>151.</td>
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<td>BIO 325</td>
<td>Plant Physiology</td>
<td>4</td>
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<td></td>
<td>This course examines functions that impact</td>
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<td></td>
<td>plant growth and development. Emphasis is</td>
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<td></td>
<td>placed on water relations, basic mineral</td>
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<td></td>
<td>nutrition, transport phenomena, photosynthesis,</td>
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<td></td>
<td>and hormone action. Prerequisite: BIO 120 or</td>
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<td>BIO 140. Recommended: CHEM 151.</td>
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<tr>
<td>BIO 330</td>
<td>Vertebrate Histology</td>
<td>4</td>
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<td></td>
<td>This course provides an extensive study of the</td>
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<td>structure and organization of vertebrate</td>
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<td>tissues. Emphasis is placed on the</td>
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<td></td>
<td>relationships between the structure and function</td>
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<td></td>
<td>of these tissues. The laboratory stresses</td>
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<td></td>
<td>identification of cell and tissue types.</td>
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<td></td>
<td>Prerequisite: BIO 110 or BIO 140.</td>
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<tr>
<td>BIO 335</td>
<td>Ecology</td>
<td>4</td>
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<td>This course examines the relationships between</td>
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<td></td>
<td>organisms and their environment, with</td>
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<td></td>
<td>practical applications to field biology. The</td>
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<td></td>
<td>course includes units that utilize techniques</td>
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<td></td>
<td>of ecological analysis. Prerequisite: BIO 110,</td>
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<td></td>
<td>BIO 120 or BIO 140.</td>
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<td>BIO 340</td>
<td>Evolution</td>
<td>3</td>
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<td>This course provides a detailed study of the</td>
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<td>theories and processes of biological evolution.</td>
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<td></td>
<td>Prerequisite: BIO 300.</td>
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<tr>
<td>BIO 352</td>
<td>Parasitology</td>
<td>4</td>
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<td></td>
<td>This course provides a detailed study of</td>
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<td>parasites, with emphasis on those infecting</td>
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<td></td>
<td>humans and domestic animals. The course covers</td>
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<td>life cycles, disease syndromes and host-</td>
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<td></td>
<td>parasite interactions. The laboratory</td>
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<td></td>
<td>emphasizes the identification of animal</td>
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<td></td>
<td>parasites. Prerequisite: BIO 110 or BIO 140.</td>
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<tr>
<td>BIO 365</td>
<td>Conservation Biology</td>
<td>3</td>
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<td></td>
<td>This course provides a comprehensive</td>
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<td></td>
<td>examination of the biological, societal,</td>
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<td></td>
<td>ethical, economic, and political basis of</td>
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<td>modern conservation. This course is not only</td>
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<td></td>
<td>about discussing conservation problems, but</td>
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<td></td>
<td>also about applying quantitative methods in a</td>
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<td></td>
<td>rigorous scientific manner to identify solutions</td>
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<td></td>
<td>to these problems. Prerequisite: BIO 335.</td>
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<tr>
<td>BIO 370</td>
<td>Pathophysiology</td>
<td>3</td>
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<td>This course involves the study of the abnormal</td>
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<td>functioning of diseased organs with application</td>
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<td></td>
<td>to medical procedures and patient care. This</td>
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<td>course examines the etiology, symptoms,</td>
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<td></td>
<td>pathogenesis, diagnosis and therapy of</td>
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<td></td>
<td>disease. Prerequisite: BIO 110, BIO 140 or NUR</td>
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<td></td>
<td>300. Same as NUR 320.</td>
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<tr>
<td>BIO 371</td>
<td>Pathophysiology Lab</td>
<td>1</td>
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<tr>
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<td>This course involves the microscopic study of</td>
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<td></td>
<td>diseased tissue, including preparation of</td>
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<td></td>
<td>sample tissue. Corequisite: BIO 370.</td>
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<tr>
<td>BIO 381</td>
<td>Cell and Molecular Biology</td>
<td>3</td>
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<td></td>
<td>This course provides an in-depth overview of</td>
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<td></td>
<td>the living cell and highlights the molecular</td>
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<td></td>
<td>and biochemical aspects impacting cell</td>
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<tr>
<td></td>
<td>structure and function. Emphasis is placed on</td>
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<tr>
<td></td>
<td>the structure and function of various cellular</td>
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<td></td>
<td>organelles and membranes, along with their</td>
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<td></td>
<td>roles in metabolism, transport, and cell</td>
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<td>communication. Prerequisite: BIO 300.</td>
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<td></td>
<td>Recommended: CHEM 151.</td>
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<tr>
<td>Course</td>
<td>Title</td>
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<tr>
<td>BIO 385</td>
<td>Ornithology</td>
<td>4</td>
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<tr>
<td>BI 360</td>
<td>Ornithology</td>
<td>4</td>
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<tr>
<td>BIO 391</td>
<td>Mammalogy</td>
<td>4</td>
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<tr>
<td>BIO 393</td>
<td>Herpetology</td>
<td>4</td>
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<tr>
<td>BIO 398</td>
<td>Thesis Research I</td>
<td>2</td>
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<tr>
<td>BIO 403</td>
<td>Field Internship</td>
<td>3</td>
</tr>
<tr>
<td>BIO 410</td>
<td>Plant Taxonomy</td>
<td>4</td>
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<tr>
<td>BIO 428</td>
<td>Plant Pathology</td>
<td>4</td>
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<tr>
<td>BIO 442</td>
<td>Readings on Evolution</td>
<td>2</td>
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<tr>
<td>BIO 450</td>
<td>Special Topics</td>
<td>3-4</td>
</tr>
<tr>
<td>BIO 490</td>
<td>Entomology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 496</td>
<td>Senior Project</td>
<td>2</td>
</tr>
<tr>
<td>BIO 498</td>
<td>Thesis Research II</td>
<td>2</td>
</tr>
<tr>
<td>BIO 499</td>
<td>Biotic Problems</td>
<td>2</td>
</tr>
</tbody>
</table>

**BUSINESS**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BA 160</td>
<td>Microeconomic Principles</td>
<td>3</td>
</tr>
</tbody>
</table>

This course explores consumer choice and producer behavior: price theory; monopoly/oligopoly and competitive market structures; production costs; labor and wages. Prerequisite: MATH 105 or above. May not be taken by learners who have completed BA 212.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA 161</td>
<td>Macroeconomic Principles</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>A look at unemployment and inflation; fiscal and monetary policies; GDP; poverty and income redistribution; exchange rates and international trade. Prerequisite: BA 160. May not be taken by learners who have completed BA 211.</td>
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</tr>
<tr>
<td>BA 201</td>
<td>Accounting Principles I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>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. Note: Sophomore status or prior accounting or bookkeeping experience is required.</td>
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<tr>
<td>BA 202</td>
<td>Accounting Principles II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>A continuation of BA 201, with emphasis on accounting for the liabilities, owners’ equity and related revenues and expenses reported in financial statements of a business organization; and the 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: BA 201.</td>
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<tr>
<td>BA 208</td>
<td>Marketing Principles</td>
<td>3</td>
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<tr>
<td></td>
<td>This course surveys the role of marketing and its place in society, in for-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. Prerequisite: Sophomore status.</td>
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<tr>
<td>BA 210</td>
<td>Management Principles</td>
<td>3</td>
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<tr>
<td></td>
<td>A look at modern management theory, including both functional and behavioral approaches to the administration of business enterprises. Prerequisite: Sophomore status.</td>
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<tr>
<td>BA 222</td>
<td>Management Information Systems</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>A study of the procedures involved in the accumulation, processing and dissemination of various types of information within an organization. Prerequisites: BA 210 and MIS 101.</td>
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<tr>
<td>BA 225</td>
<td>Business Ethics</td>
<td>3</td>
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<td></td>
<td>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.</td>
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<tr>
<td>BA 250</td>
<td>Special Topics</td>
<td>3</td>
</tr>
<tr>
<td>BA 281</td>
<td>American Economic History</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>A study of major landmarks in the growth and development of the American economy; the evolution of agriculture, industry, transportation and finance; the influence of government and international determinants. Same as HIST 281.</td>
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<tr>
<td>BA 299</td>
<td>Special Project</td>
<td>1-3</td>
</tr>
<tr>
<td>BA 302</td>
<td>Business Law I</td>
<td>3</td>
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<tr>
<td></td>
<td>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. Prerequisite: Junior status.</td>
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<tr>
<td>BA 303</td>
<td>Business Law II</td>
<td>3</td>
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<tr>
<td></td>
<td>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. Prerequisites: BA 302 recommended and junior status.</td>
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<tr>
<td>BA 310</td>
<td>Money and Banking</td>
<td>3</td>
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<tr>
<td></td>
<td>A study of the commercial banking system; thrift institutions; the Federal Reserve System; money, interest rates, savings and credit; government regulatory institutions and policies. Prerequisite: BA 212.</td>
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<tr>
<td>BA 315</td>
<td>Sales Management</td>
<td>3</td>
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<td></td>
<td>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: Junior status, BA 208 and BA 210.</td>
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<tr>
<td>BA 317</td>
<td>International Management</td>
<td>3</td>
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<tr>
<td></td>
<td>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</td>
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</tbody>
</table>

97
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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BA 321</td>
<td>Intermediate Financial Accounting I</td>
<td>3</td>
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<tr>
<td></td>
<td>An extension of the theory and principles of financial accounting, with emphasis on FASB pronouncements applicable to accounting for assets. Prerequisite: BA 202.</td>
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<tr>
<td>BA 322</td>
<td>Intermediate Financial Accounting II</td>
<td>3</td>
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<tr>
<td></td>
<td>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: BA 321.</td>
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<tr>
<td>BA 323</td>
<td>Federal Taxation I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>A study of the theory and application of federal tax law, with emphasis on income tax law applicable to individuals and property transactions. Prerequisite: BA 202.</td>
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<tr>
<td>BA 324</td>
<td>Federal Taxation II</td>
<td>3</td>
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<tr>
<td></td>
<td>A continuation of BA 323, with emphasis on income tax law applicable to corporations, partnerships and fiduciaries; and transfer (gift and estate) taxes. Prerequisite: BA 323.</td>
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<tr>
<td>BA 337</td>
<td>Personal Selling</td>
<td>3</td>
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<tr>
<td></td>
<td>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. Prerequisite: BA 208 and Junior status.</td>
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<tr>
<td>BA 341</td>
<td>Corporate Financial Management</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>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: BA 161 and BA 202 or permission of instructor.</td>
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<tr>
<td>BA 343</td>
<td>Investments</td>
<td>3</td>
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<tr>
<td></td>
<td>An exploration of investing in stocks, bonds and other financial instruments; securities exchanges; financial planning; technical and fundamental analysis and market indicators. Prerequisite: BA 341.</td>
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<tr>
<td>BA 355</td>
<td>Retailing</td>
<td>3</td>
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<tr>
<td></td>
<td>This course is an introduction to retail marketing institutions and their operations. Stress is placed on a consumer orientation to facility location decisions, buying, pricing, staffing, promotion and management. A term project is required. Prerequisites: Junior status, BA 208 and BA 210.</td>
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<tr>
<td>BA 356</td>
<td>Quantitative Decisions in Business</td>
<td>3</td>
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<tr>
<td></td>
<td>This course is designed for business students who have a good foundation in pre-calculus mathematics, algebra, and elementary statistics. Topics will include an introduction to business quantitative methodology, decision making and planning under conditions of uncertainty, resource allocation, distribution and scheduling, inventory management, and business simulation. This course will be case-driven as part of the learning process. Prerequisites: MIS 101, MATH 105 (or MATH 111) and MATH 220.</td>
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<tr>
<td>BA 358</td>
<td>Consumer Behavior</td>
<td>3</td>
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<td>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. Required term project. Prerequisites: Junior status; PSY 190, SOC 110 and BA 208 suggested, but not required for non-marketing majors.</td>
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<tr>
<td>BA 361</td>
<td>Human Resources Management</td>
<td>3</td>
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<td>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.</td>
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<tr>
<td>BA 362</td>
<td>Supervision</td>
<td>3</td>
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<td>A detailed examination of the fundamental concepts, principles and dynamics of the supervisory process. Prerequisites: BA 210 and BA 361.</td>
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<tr>
<td>BA 363</td>
<td>Advertising &amp; Integrated Marketing Communication</td>
<td>3</td>
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<tr>
<td></td>
<td>This course examines integrated marketing communication and its role in marketing. Included are a survey</td>
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</tbody>
</table>
of the history of promotion, 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. A term project is required. Prerequisites: Junior status; BA 208 is suggested, but not required for non-marketing majors.

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. Prerequisites: BA 210 and BA 361.

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. Prerequisite: 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 380 Marketing Management 3 credits
This course focuses on strategy, concepts and techniques involving the marketing function in organizations, with emphasis on marketing planning and decision making. Required group term projects and presentations. Prerequisites: Junior status and BA 358.

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. Prerequisites: SOC 110 and junior status. Same as SOC 390.

BA 403 Internship 3 credits
Advanced students work in business-related employment in the major area of interest. A comprehensive paper is due at the end of the internship period. Normally, credit will be allowed in only one internship in business.

BA 411 Labor Relations and Negotiation 3 credits
A look at 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.

BA 421 Managerial Cost Accounting 3 credits
A study of cost concepts and application related to the use of cost information by internal managers for purposes of planning, control, evaluation and decision making. Prerequisite: BA 202.

BA 422 Product 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: BA 202.

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 MATH 220.

**BA 424 Global Marketing**  
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: BA 358 and completion of all business core requirements.

**BA 425 Auditing**  
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 BA 322.

**BA 431 Advanced Financial Accounting**  
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: BA 322.

**BA 432 Accounting For Not-For-Profit Organizations**  
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. Prerequisites: BA 322 or substantial experience in accounting is recommended.

**BA 442 Intermediate Financial Management**  
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: BA 341.

**BA 445 Contemporary Topics in Management**  
This course description will change each term it is offered to cover the most contemporary management issues. Prerequisites: BA 210 and senior status.

**BA 450 Special Topics**  
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, with a required group term project and presentation. Prerequisites: Senior status and completion of all other marketing/business core requirements; MATH 220 suggested.

**BA 451 Marketing Research**  
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: Senior standing, BA 361 and BA 423.

**BA 454 Management Cases**  
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: Senior standing, BA 361 and BA 423.

**BA 456 Marketing Cases (Strategic Marketing)**  
This is the capstone course in the marketing sequence and is an in-depth exposure to strategic planning for marketing, using cases as illustrative examples. Emphasis is placed on extensive situation analysis, objective and criteria formulation, and alternative selection and implementation. Group term projects and presentations are required. Prerequisites: Senior standing and completion of all marketing/business core requirements.

**BA 460 Strategic Management in the Global Corporation**  
Provides an understanding of the global business environment and how it contributes to the organization’s international corporate and business level strategies. Upon the successful completion of this course, students should have a practical working knowledge of the activities, procedures, and techniques unique to international business operations. Prerequisites: senior standing and completion of all required courses in the International Business major.
BA 463  International Finance  3 credits
Multinational business, international monetary system, bases for world trade, development of less-developed countries, foreign investment; emphasis on distinctions between international and domestic business operations. Prerequisite: BA 341.

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. Prerequisite: PSY 190 or SOC 110; Same as PSY 474.

BA 480  Seminar in Finance  3 credits
Designed as the capstone course for the Financial Management major. The course will apply the concepts and tools learned in the Financial Management major to address current topics in the areas of investments, financial institutions and corporate financial decisions. Prerequisites: BA 303, BA 322, BA 343.

BA 488  Economics of International Business  3 credits
Understanding of the global economy and an awareness of the political, historical and social environment in which international business operates. Prerequisites: BA 208 and BA 212.

BA 499  Special Project  1-3 credits

CHEMISTRY

CHEM 115  Environmental Chemistry  3 credits
This course includes a brief survey of basic chemical concepts, followed by coverage of atmospheric, soil and water chemistry. Topics emphasized include pollution, hazardous wastes, global warming, and ozone depletion. Same as ES 115.

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.

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 covers the atomic theory, chemical bonding, the states of matter, chemical reactions, thermochemistry, and stoichiometry. Laboratory experiments correlate with lecture material. Recommended: MATH 105

CHEM 152  General Chemistry II and Qualitative Analysis  4 credits
A continuation of CHEM 151, with emphasis on equilibrium, kinetics, solutions, acids and bases, and thermodynamics. Prerequisite: CHEM 151.

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. Prerequisite: CHEM 251.
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CHEM 302</td>
<td>Physical Chemistry II</td>
<td>3</td>
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<tr>
<td></td>
<td>A continuation of CHEM 301 involving the application of basic concepts of quantum chemistry and statistical mechanics/statistical thermodynamics to molecular structure, chemical change, and some fundamental chemical spectroscopes. Prerequisite: CHEM 301.</td>
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<tr>
<td>CHEM 310</td>
<td>Quantitative Analysis</td>
<td>4</td>
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<td>This course teaches the application of solubility, neutralization, oxidation-reduction and complexation theories to quantitative determinations. 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 252.</td>
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<tr>
<td>CHEM 320</td>
<td>Advanced Organic Chemistry</td>
<td>4</td>
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<tr>
<td></td>
<td>A course covering, at an advanced level, topics not addressed in CHEM 251 or 252; emphasis is on modern synthetic chemistry and applications to chemical and biological systems of interest. Laboratory involves synthetic projects of varying length. Prerequisite: CHEM 252.</td>
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</tr>
<tr>
<td>CHEM 330</td>
<td>Biochemistry I</td>
<td>3</td>
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<td></td>
<td>This course covers the structure and function of major biomolecules and concentrates on their involvement in metabolism. Emphasis is placed on the structure of proteins and carbohydrates, enzyme kinetics and mechanisms of action, and carbohydrate metabolism. Prerequisite: CHEM 251 or consent of instructor.</td>
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<tr>
<td>CHEM 331</td>
<td>Biochemistry II</td>
<td>3</td>
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<td></td>
<td>This course is a continuation of CHEM 330. Emphasis is placed on the reactions of photosynthesis and the metabolism of lipids, amino acids and nucleotides. Prerequisite: CHEM 330.</td>
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<tr>
<td>CHEM 335</td>
<td>Biochemistry Laboratory</td>
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<td></td>
<td>A consideration of the common laboratory methods involved in the separation, purification and analysis of biochemical systems and substances. Prerequisite: CHEM 330.</td>
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<tr>
<td>CHEM 335</td>
<td>Biochemistry Laboratory</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>A consideration of periodicity, atomic structure and chemical bonding of main group elements and transition metals. Topics include acid-base theory, solvent theory, point groups, coordination chemistry, organometallic chemistry, the eighteen electron rule and bioinorganic chemistry. Prerequisite: CHEM 301.</td>
<td></td>
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<tr>
<td>CHEM 360</td>
<td>Inorganic Chemistry</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>A consideration of periodicity, atomic structure and chemical bonding of main group elements and transition metals. Topics include acid-base theory, solvent theory, point groups, coordination chemistry, organometallic chemistry, the eighteen electron rule and bioinorganic chemistry. Prerequisite: CHEM 301.</td>
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<tr>
<td>CHEM 370</td>
<td>Chemical Instrumentation</td>
<td>2</td>
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<td></td>
<td>This course targets several basic instruments common to modern chemistry laboratories with a heavy emphasis on the theory underlying each analytical technique. Students will gain practical experience in atomic absorption spectroscopy, ultraviolet/visible spectroscopy, nuclear magnetic resonance spectroscopy and gas chromatography. Students will also study infrared spectroscopy, mass spectrometry and Fourier Transform methods for handling data. Prerequisite: CHEM 252.</td>
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<tr>
<td>CHEM 391</td>
<td>Chemistry Research I</td>
<td>2</td>
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<td></td>
<td>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.</td>
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<tr>
<td>CHEM 400</td>
<td>Organometallics</td>
<td>3</td>
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<tr>
<td></td>
<td>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.</td>
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<tr>
<td>CHEM 450</td>
<td>Special Topics</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 471</td>
<td>Molecular Spectroscopy</td>
<td>3</td>
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<tr>
<td></td>
<td>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 and CHEM 302.</td>
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<tr>
<td>CHEM 491</td>
<td>Chemistry Research II</td>
<td>2-4</td>
</tr>
<tr>
<td></td>
<td>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.</td>
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<tr>
<td>CHEM 499</td>
<td>Special Project</td>
<td>1-3</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
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<tr>
<td>COMM 100</td>
<td>Interpersonal Communications</td>
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<td>Designed to enhance communication skills in one-on-one and small group interactions. Students research and develop material and then effectively communicate their views within a problem-solving situation.</td>
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<tr>
<td>COMM 101</td>
<td>Introduction to Journalism</td>
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<td>An introduction to the media profession, survey of the history of journalism, discussion of the First Amendment as it pertains to American journalism, brief introduction to median ethics and other public issues pertaining to the profession, a survey of contemporary media practices and information outlets (Web, broadcast, and print), and a very brief introduction to communications theory.</td>
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<td>COMM 105</td>
<td>Public Speaking</td>
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<td>Increases the ability of students to make clear, effective speeches and includes research, speech organization, presentations and extemporaneous talks.</td>
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<tr>
<td>COMM 115</td>
<td>Effective Listening</td>
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<td>Improves communication skills, specifically how to fine-tune the ability to listen effectively, interact better with others, gain information, use critical thinking skills and perform better in all situations. This course meets the speech requirement for non-education majors in the general education requirements.</td>
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<tr>
<td>COMM 141-144, 241-244, 341-344, 441-444</td>
<td>Journalism Workshop</td>
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<td>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. <strong>Note:</strong> A maximum of eight credits may be earned for this workshop.</td>
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<tr>
<td>COMM 206</td>
<td>Communication in the Workplace</td>
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<td>Provides student with the necessary communication skills such as active listening, communicating nonverbally, giving and receiving feedback, and understanding diverse communication styles. Challenges students to engage in problem solving for the workplace, as well as conflict management and people skills. Teaches students how to write memos, resumes and other workplace-related documents. Includes experience in mediation, memo writing, and working in role playing situations with difficult employees or supervsors. Includes sections on working with difficult people, communicating with international companies and people, conflict resolution and using technology to communicate. This course meets the speech requirement for non-education majors in the general education requirements.</td>
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<tr>
<td>COMM 215</td>
<td>Photography</td>
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<td>This course presents the art of photographing with a 35mm camera and the craft of developing and printing black-and-white negatives and photographs, teaching students to become more visually aware. <strong>Note:</strong> Students must provide their own 35mm SLR cameras with F/stop and shutter speed control. <strong>Note:</strong> There is a lab fee for this course. Same as ART 215.</td>
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<tr>
<td>COMM 220</td>
<td>Principles of Interviewing</td>
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<td>Study of interviewing principles for people-management skills. Students have the opportunity to practice techniques appropriate for the following types of interviews: employment, orientation, goal-setting, problem-solving, appraisal and persuasion or selling. <strong>Prerequisite:</strong> COMM 115.</td>
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<tr>
<td>COMM 221</td>
<td>Intercultural Communication</td>
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<td>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. This course meets the cultures requirement in the general education requirements.</td>
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<tr>
<td>COMM 235</td>
<td>Graphic Design I</td>
<td>3</td>
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<td>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. Same as ART 235. <strong>Prerequisite:</strong> ART 111.</td>
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<tr>
<td>COMM 250</td>
<td>Special Topics</td>
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<tr>
<td>COMM 275</td>
<td>Survey of Television</td>
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<td></td>
<td>Study of television programs 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.</td>
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COMM 276  Introduction to Television Production  3 credits
Introduction of television production values including broadcast standards and aesthetics. Students learn basic videography and editing. Includes study and practice in writing for television and station management. A finished production is a requirement of the course. Prerequisites: ENG 101 and COMM 332.

COMM 280  Multimedia  3 credits
This course is an introduction to the elements and principles of multimedia design. Students will explore the role of visual elements and design practices using various computer software applications. Team approaches to problem solving and client-based projects are emphasized. Same as ART 280.

COMM 290  The Movies  3 credits
An introduction to narrative fiction films, using concepts of art, theatre and literature and includes a study of film aesthetics from a historical perspective. Same as ENG 290.

COMM 299  Special Project  1-3 credits

COMM 310  Feature Writing  3 credits
This course provides advanced instruction in news writing and the various techniques for in-depth reporting and reviewing. Included is an introduction to new journalism. Prerequisite: COMM 332.

COMM 320  News Editing  3 credits
Provides instruction and practical experience in all aspects of editorial work for print media, including copy editing and layout design. Students assume some supervisory responsibility for campus publications. Prerequisite: COMM 332.

COMM 332  Writing for Media  3 credits
Teaches and develops skills for fundamental news reporting and writing for all media including newspapers, magazines, broadcasting and radio. Interviewing techniques are included. Prerequisite: ENG 101 and basic typing skills. This course does not fulfill the general education requirement in English.

COMM 335  Graphic Design II  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 work from initial thumbnails to full size rough layouts to completed comprehensive presentations of several print and multimedia projects. Same as ART 335. Prerequisite: COMM 235.

COMM 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. Same as ART 355.

COMM 403  Internship  1-3 credits
Designed for advance 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: COMM 115 and COMM 220.

COMM 435  Graphic Design III  3 credits
Students create unique design solutions derived from research and thorough understanding of historical design styles. Students are urged to experiment and be innovative while still being professionally aware of historical design styles and philosophies. Projects include traditional print and digital multimedia formats. Same as ART 435. Prerequisite: COMM 335.

COMM 436  Graphic Design IV  3 credits
This capstone course emphasizes digital illustration techniques used to enhance visual representation and communication in the form of information graphics, maps and logos. The goal of this course is to develop a highly professional and competitive portfolio for interviewing purposes. There is strong emphasis on conceptual thinking and refinement of design. Same as ART 436. Prerequisite: COMM 335.

COMM 450  Special Topics  3 credits
COMM 499  Special Project  1-3 credits
# EARTH SCIENCE

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td><strong>ES 100</strong></td>
<td>Introduction to Geology</td>
<td>3 credits</td>
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<td>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.</td>
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<tr>
<td><strong>ES 101</strong></td>
<td>Introduction to Geology Laboratory</td>
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<td>This course will expose students to the practice of geology in the field and in the laboratory, enhancing their understanding of the fundamental principles learned in ES 100. Co or prerequisite: ES 100.</td>
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<tr>
<td><strong>ES 114</strong></td>
<td>Conservation of Natural Resources</td>
<td>3 credits</td>
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<td>This course introduces students to the principles of natural resource occurrence and use, and covers conservation issues and strategies from an earth systems perspective.</td>
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<td><strong>ES 115</strong></td>
<td>Environmental Chemistry</td>
<td>3 credits</td>
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<td>This course includes a brief survey of basic chemical concepts, followed by coverage of atmospheric, soil and water chemistry. Topics emphasized include pollution, hazardous wastes, global warming and ozone depletion. Same as CHEM 115.</td>
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<tr>
<td><strong>ES 117</strong></td>
<td>Natural Disasters</td>
<td>3 credits</td>
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<td>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 tsunami. These phenomena are studied in the context of geology and earth-system processes contributing to and controlling them, strategies for managing risk, and impacts on societies worldwide.</td>
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<tr>
<td><strong>ES 121</strong></td>
<td>Dinosaurs</td>
<td>3 credits</td>
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<td>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.</td>
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<tr>
<td><strong>ES 161</strong></td>
<td>Environmental Science</td>
<td>3 credits</td>
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<td>This course is an introduction to the science of the environment. Approximately half the class is spent on the biosphere including topics such as evolution, biomes, population biology including the human population, and biodiversity. The other half of the class is spent discussing human influences on the biosphere. Topics include air pollution, climate change, water use and management, energy, and hazardous waste. Recommended to satisfy the general education requirement for science. Same as BIO 161.</td>
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<tr>
<td><strong>ES 220</strong></td>
<td>Soil and Water Conservation</td>
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<td>Development of Earth’s natural resources can threaten soils and the quality of air and water. This course introduces students to principles of conservation and stewardship and exposes them to the ways in which scientific knowledge and research contribute to sustainable management of soil, water and air resources.</td>
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<td><strong>ES 251</strong></td>
<td>Extinctions</td>
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<td>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.</td>
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<tr>
<td><strong>ES 315</strong></td>
<td>Environmental Analysis Using GIS and Remote Sensing</td>
<td>4 credits</td>
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<td>This course introduces students to geographic information systems (GIS) and the use of remotely sensed imagery in analyzing and solving problems in the environmental and earth sciences. Topics include an introduction to the design and operation of the earth’s surface from aircraft and satellites, aerial photograph interpretation, and data analysis using spectral and digital processing techniques. Laboratory exercises focus on practical applications of geographic information systems and remote sensing techniques in monitoring, planning and resource management, and includes hands-on experience with ESRI ArcView GIS software. Prerequisites: ES 100 and 101 or consent of instructor.</td>
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<tr>
<td><strong>ES 316</strong></td>
<td>Geomorphology</td>
<td>4 credits</td>
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|             | 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 and karst landforms. A field trip fee may be required. Prerequisites: ES 100 and 101 or consent of instructor.

ES 326 Soil Genesis, Classification and Morphology 4 credits
This course provides an introduction to soils as natural bodies and 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 and 101 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 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 balance 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: BIO 161, CHEM/ES 115 or CHEM 140 and junior status.

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 and 101 and a mathematics course, or consent of instructor.

ES 496 Senior Project 2 credits
Under the supervision of a faculty member, students will conduct a literature review, prepare a major paper and give a presentation on a topic relevant to their major.

ELEMENTARY AND SECONDARY EDUCATION

EDU 110 Foundations of American Education 3 credits
This course presents the history, structure, philosophy and socioeconomic factors of education in a democratic society. It deals with current issues confronting schools, including professional ethics and 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. This course must be taken at Upper Iowa University. Recommended: Sophomore level status.

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. Same as PSY 142. Prerequisite: A general psychology course is recommended.

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 the traditional and exceptional learners, learners with disabilities and gifted and talented learners. Students will obtain practical understanding and experience in designing and scoring a variety of test formats and schedules, including multiple choice, essay and portfolio assessment, 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**  
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 race, social class, gender, religion, exceptionality, and age and the implications for human relations and education in particular. This course meets the cultures requirement for general education requirements.

**EDU 180-3**  
**Field Experience: 7-12 Mild/Moderate Disabilities**  
This course requires a minimum of 50 clock hours in a 7-12 setting with students with mild and/or moderate disabilities. Prerequisites: EDU 304, EDU 110 and admittance to the Teacher Education Program.

**EDU 186-3**  
**Field Experience: K-6 Mild/Moderate Disabilities**  
This course requires a minimum of 50 clock hours in a K-6 setting with students with mild and/or moderate disabilities. Prerequisites: EDU 304, EDU 110 and admittance to the Teacher Education Program.

**EDU 206**  
**Field Experience I: Elementary**  
Concurrent with enrollment in EDU 210 Methods: Birth-Elementary, students enrolled in Field Experience I participate in a 40 clock hour pre-professional experience in an elementary school. In addition to the on school site experience, students meet weekly for class. In addition to presentations on sexual harassment* and hazardous materials in the schools* (especially regarding chemicals), students will learn about selected Iowa Teaching Standards and Criteria and will complete weekly assignments regarding these standards. Various other expectations for field experience are explained in detail in a Field Experience handbook. The times and locations of the classes will depend on the availability of the classroom. Attendance is mandatory for continued school placement. Prerequisites: Successful completion of EDU 110 and admittance to the Teacher Education Program.

*These two topics will be covered with video presentations that must be viewed in order to receive a grade for the class.

**EDU 207**  
**Field Experience I: Secondary**  
Concurrent with enrollment in EDU 233 Methods: Secondary, students enrolled in Field Experience I participate in a 40 clock hour pre-professional experience in a secondary school. In addition to the on school site experience, students meet weekly for class. In addition to presentations on sexual harassment* and hazardous materials in the schools* (especially regarding chemicals), students will learn about selected Iowa Teaching Standards and Criteria and will complete weekly assignments regarding these standards. Various other expectations for field experience are explained in detail in a Field Experience handbook. The times and locations of the classes will depend on the availability of the classroom. Attendance is mandatory for continued school placement. Prerequisites: Successful completion of EDU 110 and admittance to the Teacher Education Program.

*These two topics will be covered with video presentations that must be viewed in order to receive a grade for the class.

**EDU 208**  
**Field Experience I: Elementary/Secondary**  
Concurrent with enrollment in EDU 233 Methods: Secondary, students enrolled in Field Experience I participate in a 40 clock hour pre-professional experience in an elementary and secondary school. In addition to the on school site experience, students meet weekly for class. In addition to presentations on sexual harassment* and hazardous materials in the schools* (especially regarding chemicals), students will learn about selected Iowa Teaching Standards and Criteria and will complete weekly assignments regarding these standards. Various other expectations for field experience are explained in detail in a Field Experience handbook. The times and locations of classes will depend on the availability of the classroom. Attendance is mandatory for continued school placement. Prerequisites: Successful completion of EDU 110 and admittance to the Teacher Education Program.

*These two topics will be covered with video presentations that must be viewed in order to receive a grade for the class.

**EDU 209**  
**Instructional Methods Early Childhood**  
(special permission)  
This course is designed as an independent study course to provide the early childhood education components for those students who have already completed an instructional methods elementary course. This course is designed specifically for students seeking either the Prek-K or Prek-Grade 3 endorsement.
EDU 210  Methods: Birth-Elementary  3 credits
This course develops the student’s understanding and application of the birth through elementary school level curriculum development, instructional principles, design and planning, with modification for individual needs of students, teaching strategies and classroom management. These strategies will reflect the historical, as well as current, behavioral, cognitive and affective theories of learning as they apply to the child’s developmental stages. Prerequisites: EDU 110, and admittance to the Teacher Education Program.

EDU 223  Child, Family Health and Nutrition  3 credits
This course is an introduction to nutrients, their uses and food sources: application of the principles of diets for general health for birth through senescence. This course includes nutritional needs and programs for families and children. Same as HPER 223.

EDU 226  Field Experience II: Elementary  2 Credits
Prerequisites: Successful completion of EDU 110, EDU 210, EDU 206, and be admitted to the Teacher Education Program. Concurrent enrollment in EDU 305 Teaching Elementary Science, EDU 315 Teaching Elementary Social Studies, EDU 325 Teaching Elementary Math, or EDU 355 Teaching Elementary Language Arts is required. Students enrolled in Field Experience II participate in a 40 clock hour pre-professional experience in an elementary school. In addition to the on site school experience, students must meet weekly for class. Students will learn about selected Iowa Teaching Standards and Criteria and will complete weekly assignments regarding these standards. Attendance is mandatory for continued placement. Various other expectations for field experience are explained in detail in the Field Experience Handbook.

EDU 227  Field Experience II: Secondary  2 credits
Prerequisites: Successful completion of EDU 110, EDU 233, EDU 207, and be admitted to the Teacher Education Program. Concurrent enrollment in EDU 300-1 Teaching Secondary School Business or EDU 300-6 Teaching Secondary School Social Science is required. Students enrolled in Field Experience II participate in a 40 clock hour pre-professional experience in an secondary school. In addition to the on site school experience, students must meet weekly for class. Students will learn about selected Iowa Teaching Standards and Criteria and will complete weekly assignments regarding these standards. Attendance is mandatory for continued placement. Various other expectations for field experience are explained in detail in the Field Experience Handbook.

EDU 228  Field Experience II: Elementary/Secondary  2 credits
Prerequisites: Successful completion of EDU 110, EDU 207, EDU 233 and be admitted to the Teacher Education Program. Concurrent enrollment in EDU 347 Teaching Health and Physical Education Secondary or EDU 300-8 Teaching Secondary School Art is required. Students enrolled in Field Experience II participate in a 40 clock hour pre-professional experience in an elementary and secondary school. In addition to the on site school experience, students must meet weekly for class. Students will learn about selected Iowa Teaching Standards and Criteria and will complete weekly assignments regarding these standards. Attendance is mandatory for continued placement. Various other expectations for field experience are explained in detail in the Field Experience Handbook. Credit may not be earned for both EDU 228 and EDU 229.

EDU 229  Field Experience II: Alternate  1 credit
Learners must have successfully completed one of the following courses: EDU 206 Field Experience I (Elementary) or EDU 207 Field Experience I (Secondary), have sufficient clock hours of documented field experience in an appropriate setting as judged by the TEP Director or designee and be enrolled in an appropriate advanced methods class. Through this Field Experience (Alternative) course, learners 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. Learners will complete various assignments to help them understand more deeply the Iowa Teaching Standards and Criteria for Standards. Credit may not be earned for both EDU 228 and EDU 229.

EDU 233  Methods: Secondary  3 credits
This general methods course helps to prepare students for teaching in secondary schools (middle and high schools). The class focus is on selected “dimensions of learning” and selected categories of instructional strategies that research has demonstrated influence student achievement. The course also addresses classroom management as it is associated with effective instructional design and delivery as well as the need for teachers to make appropriate modifications for the individual needs of diverse students. In addition, students become conversant with the Iowa Teaching Standards and Criteria as they are expressed in teachers’ classroom behavior. Students develop a ten-day interdisciplinary thematic unit (ITU) with associated lesson plans and teach a lesson from that unit. The ITU is expected to include appropriate goals, objectives, materials, lesson plans, and an assessment plan with associated artifacts. Prerequisites: EDU 110 and admittance to the Teacher Education Program.
EDU 234  Field Experience: Infant/Toddler  1 credit
This experience is used with the pre-kindergarten-grade 3 major/endorsement. This course requires a minimum of 20 clock hours at the infant/toddler level. Prerequisites: EDU 110 and admittance to the Teacher Education Program.

EDU 235  Field Experience: Prekindergarten  2 credits
This experience is used with the pre-kindergarten-grade 3 major/endorsement. This course requires a minimum of 40 clock hours at the pre-kindergarten level. Prerequisites: EDU 110 and admittance to the Teacher Education Program.

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 student. Prerequisite: MIS 101 or equivalent college level course completed after 1990, EDU 110 and admittance to the Teacher Education Program.

EDU 283  Language Development  1 credit
This course develops students' understanding of the characteristics, components and history of language. Students will learn the phases of normal language development as well as evaluation and application to the classroom.

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 for which they are seeking endorsement and licensure.

The courses are intended to develop students' 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 students 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, successful completion of EDU 110, EDU 233, 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 300-8  Teaching Secondary Art  3 credits
EDU 300-10  Teaching Secondary School Industrial Technology  3 credits

EDU 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.

EDU 305  Teaching Elementary Science  2 Credits
Current methods, development and organization of curriculum and new programs in teaching science to
elementary school children with an emphasis on the experimental approach to teaching science will be covered. A standards-based curriculum along with engaging students in cooperative experiments will be explored. Emphasis is on the selection and use of appropriate instructional materials including technology, for the very young child through elementary age students. Prerequisites: EDU 110, EDU 210, and admittance to the Teacher Education Program.

EDU 313 Teaching Creative Arts 2 Credits
Current methods, development and organization of curriculum and new programs in teaching art, music and creative dramatics through play, recreational and organized activities for birth to elementary age students will be covered. This course will include developments and organizations of integrated curricula and teaching methods. The education program course will include students development of integrated thematic units, centers, manipulatives and performance techniques. Course will include analysis of scope and sequence of development of creative arts as well as selection and use of appropriate instructional materials. This course is integrated to provide the elementary methods component for elementary music, art and speech/communications/theatre. Prerequisites: EDU 110, EDU 210, and admittance to the Teacher Education Program, or permission of instructor.

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: Six semester credits of foreign language, EDU 110, EDU 210, and admittance to the Teacher Education Program.

EDU 315 Teaching Elementary Social Studies 2 credits
Current methods, development and organization of curriculum and new programs in teaching social studies in an integrated format emphasizing reading, writing and research across the curriculum will be covered. An integrated teaching approach will be used to help students develop objectives, apply teaching strategies, utilize methodologies, organize curriculum and evaluate learning. Students will develop projects, lessons and units to use in their student teaching and teaching experiences. Activities will integrate the broad area of social studies (history, anthropology, government, geography, psychology) with other curriculum. Prerequisites: EDU 110, EDU 210, and admittance to the Teacher Education Program.

EDU 325 Teaching Elementary Math 2 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. Emphasis is on the selection and use of appropriate instructional materials including technology, for the very young child through elementary age students. Prerequisites: EDU 110, EDU 210, and admittance to the Teacher Education Program. General education math requirement is recommended.

EDU 326 Developmental Reading and Language Arts 3 credits
This course introduces students to the contemporary materials, methods, and skills used in exposing and teaching young children through secondary school students to read 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, integrated curriculum, reading recovery, thematic units, individualized reading and reading assessment including portfolios. Prerequisite: EDU 110; Pre- or Co-requisite: EDU 210 and admittance to the Teacher Education Program.

EDU 327 Teaching Health and Physical Education: Birth-Elementary 3 credits
This course studies human growth and development related to the physical education of birth through children and youth. Emphasis is placed on the impact of developmental movement experiences, curriculum, teacher behavior, class management, dance activities, play environment, materials, and developmentally appropriate activities. There is also the study of methods, materials, and curriculum on safety and healthy lifestyle choices. Literature information is made available for use in health activities and presentations for parents, community members, and students birth through adult. Provides information on current trends in advocacy, health legislation, and public policy. Prerequisites: EDU 110, EDU 210, and admittance to the Teacher Education Program. Same as HPER 327

EDU 333 Literature: Birth-Adolescence 3 credits
This course is a survey of literature for infants, prekindergarten, kindergarten, elementary and secondary age students, together with the study of the purpose and utilization of literature in the classroom. Students will create card files of developmentally appropriate reading materials and activities to use in their teaching experiences. Literature is used as a model for reading and writing processes. This course does not satisfy the general education requirement for literature. Successful completion of EDU 110, EDU 210, or 233 is recommended.
EDU 335  
**Teaching Elementary Language Arts**  
2 credits  
Current methods, development and organization of curriculum and new programs in teaching language arts and reading in an integrated format emphasizing reading, writing, and research across the curriculum will be covered. An integrated teaching approach will be used to help students develop objectives, apply teaching strategies, utilize methodologies, organize curriculum and evaluate learning. Students will develop projects, lessons and units to use in their student teaching and teaching experiences. Prerequisites: EDU 110, EDU 210, and admittance to the Teacher Education Program.

EDU 347  
**Teaching Health and Physical Education: Secondary**  
3 credits  
This course is a study of methods, materials, and curriculum development with an emphasis on nutrition, safety and healthy lifestyles. Included is information for use in health activities and presentations for parents, community members and students middle school age through adult. Provides information on current trends in advocacy, health legislation and public policy. Also, this course looks at designs for developing, revising, and evaluating physical education curricula in grades 5-12 and administering the physical education program. The theory of measurement and assessment in physical education is presented along with selection and administration of appropriate tests. Prerequisites: EDU 110, EDU 233, and admittance to the Teacher Education Program.  
**Note:** Same as HPER 347.

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 strategies) linked to the assessment, and writing summative reports. A 30-hour tutoring experience is required. Prerequisites: EDU 110, EDU 326, and admittance to the Teacher Education Program.

EDU 409  
**Practicum: Elementary Reading and Language Arts**  
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. 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. 60-clock hours of practicum required. Prerequisites: EDU 110, EDU 326, 407, 485 and admittance to the Teacher Education Program.

EDU 410  
**Practicum: Secondary Reading and Language Arts**  
3 credits  
This course develops the student’s ability to assess, evaluate and tutor students with significant difficulties in reading, language arts or content area reading. 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. 60-clock hours of practicum required. Prerequisites: EDU 110, 326, 407, 485, and admittance to the Teacher Education Program.

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 the 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. Prerequisites: EDU 110 and admittance to the Teacher Education Program.

EDU 428  
**Middle School Curriculum, Design and Strategies**  
3 credits  
This course provides the requisite middle school methodology to use along with the elementary or a secondary school major. Curriculum design and instructional knowledge will be presented, including teaming, pedagogy, and instructional methodology for a middle school. 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. Prerequisites: EDU 110 and admittance to the Teacher Education Program.

EDU 443  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. 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 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. Prerequisites: EDU 110, EDU 443, and admittance to the Teacher Education Program.

EDU 445  Second Language Acquisition  
3 credits  
Second 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, EDU 443, EDU 444 and admittance to the Teacher Education Program.

EDU 446  Practicum in ESL  
1 credit  
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. Twenty (20) clock hours of practicum are required in a classroom with ELLs present. Prerequisites: EDU 110, EDU 443, 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, EDU 443 and admittance to the Teacher Education Program.

EDU 448  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. Prerequisites: EDU 443 Concepts of English.

EDU 450-1  Special Topics  
1 credit  
EDU 450-2  Special Topics  
2 credits  
EDU 450-3  Special Topics  
3 credits  
EDU 451  Introduction to Early Childhood  
3 credits  
Students will learn the historical, philosophical and social issues of early childhood education in both theory and practical application. Characteristics of play and creativity will be integrated with classroom organization in order to learn how to create positive learning environments for a range of infants through elementary age students based on child development theory. Ten clock credits of observation in an early childhood setting are required. Prerequisites: EDU 110.

EDU 455  Methods and Curriculum of Early Childhood  
2 credits  
Current methods, development and organization of developmentally appropriate curriculum and methodology to integrate multicultural and nonsexist content in language, mathematics, social studies, health, safety, nutrition, visual and expressive arts, social skills and higher-order thinking skills for infants and toddlers and preprimary and primary age children. Students will learn classroom organization and physical settings to create
positive learning environments based on child development theory and early childhood guidance techniques. Prerequisites: EDU 110, EDU 210, EDU 451 and admittance into the Teacher Education Program.

**EDU 456 Administration and Supervision of Early Childhood**  
2 credits  
Current methods of administration, development, and organization of developmentally appropriate early childhood programs. Knowledge of state and federal guidelines, budget, food and nutrition, safety, personnel supervision, evaluation, and professional development will be addressed from the administrator’s perspective. Students will know the current advocacy, legislation and public policy as it relates to early childhood and be able to locate informational and professional organizations to remain current in their field. Students will learn program and staff development and evaluation procedures and learn the current methods in scheduling, managing and financing early childhood programs. Prerequisites: EDU 110, EDU 210, EDU 451 and admittance into the Teacher Education Program.

**EDU 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. 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. Prerequisites for Instructional Strategist I endorsements. EDU 110, EDU 304, and admittance to the Teacher Education Program. Prerequisites for Early Childhood endorsements: EDU 110, EDU 451, EDU 455, EDU 456, and admittance to the Teacher Education Program.

**EDU 462 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 that instruction is enhanced, social interactions are increased and problem behaviors are prevented. Successful completion of EDU 110 is highly recommended.

**EDU 464 Methods: Behavior Disorders Prek-8**  
3 credits  
This course provides knowledge of characteristics, definitions and methods for managing and teaching students with mild/moderate behavioral disorders. The course will include strategies for managing hyperactive behavior, withdrawn behavior, aggressive behavior, rule breaking behavior, and low incidence behavior disorders, and provide opportunities for developing and justifying the components of IEPs (Individual Educational Plans). Students will be doing observation and activities in a classroom setting, spending a minimum of 10 hours of field experience with students with disabilities. Prerequisites: EDU 110 and EDU 304.

**EDU 467 Characteristics of Individuals with Disabilities Prek-12**  
3 credits  
This is a Prek-12 introductory course for providing educational services to mildly and moderate disabled students. 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 ten clock hours of field experience will be spent in observing and/or assisting with students with disabilities. Prerequisites: EDU 110, EDU 304 and admittance to the Teacher Education Program.

**EDU 469 Methods: 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 teaching strategies for preacademic learning, oral language, reading, writing, mathematics, and social-emotional development. A ten-hour experience in the field is a requirement of this course. Prerequisites: EDU 304 Exceptional Persons and EDU 467/567 Characteristics of Individuals with Disabilities K-12.

**EDU 471 Assessment of Individuals with Disabilities Prek-12**  
3 credits  
This course provides knowledge and application of the collection and use of academic and behavioral data for the educational diagnosis, assessment and evaluation of individuals with disabilities. Discussion includes: norm-referenced instruments, criterion-referenced instruments, observation assessment, behavioral rating instruments and others, and how to apply assessment results to individualized program development and management. A minimum of 10 hours of classroom observation/activities is required. Prerequisites: EDU 110, EDU 304, EDU 467, and admittance to the Teacher Education Program.

**EDU 473 Methods: Mental Disabilities**  
3 credits  
The purpose of this course is to extend the knowledge of intellectual disabilities (mental disabilities,
mental retardation or cognitive disabilities) for those who seek to work with students with intellectual disabilities ages 5-21. This course emphasizes empirically-validated practices in the education of students with intellectual disabilities: assessment of instructional needs, instructional strategies, classroom management and behavioral support, promotion of social and communication skills, and promotion of self-determination. A ten-hour experience in the field is a requirement of this course. Prerequisites: EDU 110, EDU 304, EDU 467 and admittance to the Teacher Education Program.

EDU 474  Methods: Behavior Disorders 5-12 3 credits

This course provides knowledge of characteristics and the application, definition and methods for managing and teaching secondary school students with behavior disorders. The course will include strategies for preventing behavior disruptions and provide opportunities for students to develop the components of IEPs (Individual Education Plans). A minimum of 10 clock hours will be spent in observing and/or assisting in a special education setting. Prerequisites: EDU 110, EDU 304, and admittance to the Teacher Education Program.

EDU 475  Methods: Mild/Moderate Disabilities 5-12 3 credits

This course provides knowledge of appropriate empirically-based programming and strategies useful for educators in developing methods, strategies and materials and adoption of traditional methods 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, EDU 304, EDU 467, and admittance to the Teacher Education Program.

EDU 476  Curriculum, Organization and Development of Special Education Programs Prek-12 3 credits

This course will cover curriculum organization and development for special education students at the school-age level Prek-12. This will follow an integrated approach, emphasizing development of curriculum for individuals and small groups of students who are in special education classroom settings. It will focus on improving the quality of instruction through continual assessment and curriculum revision, which stresses active learning and practical hands-on experiences to enhance learning. A minimum of 10 clock hours will be spent completing a field observation and assisting in a special education setting. Prerequisites: EDU 110, EDU 304, EDU 467, and admittance to the Teacher Education Program.

EDU 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 (IEP’s) and transition services under the mandate of Individuals with Disabilities Education Act (IDEA). The student will spend a minimum of ten field experience hours observing and/or completing classroom assignments in a secondary special education setting. Prerequisites: EDU 110, EDU 304, and admittance to the Teacher Education Program.

EDU 478  Methods: Mild/Moderate Disabilities Prek-8 3 credits

This course focuses on the characteristics of and methods for managing and teaching students with mild/moderate disabilities in a multicategorical setting. This course will provide opportunities for developing and justifying components of Individual Education Plans. It will include strategies to help students remember spoken and written language, solve math problems, take tests, complete assignments, and prioritize and manage time. A minimum of 10 clock hours will be spent observing and assigning in a special education setting. Prerequisites: EDU 110, EDU 304, EDU 467, and admittance to the Teacher Education Program.

EDU 485  Advanced Problems in Reading and Language Arts 3 credits

This 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 30-clock hour practicum required. Prerequisites: EDU 110, EDU 326, EDU 407, and admittance to the Teacher Education Program.

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 14 weeks (14 semester credits) and must be completed in two consecutive terms. Prerequisites: See Student Teaching, page 37. Admittance to the Teacher Education Program is required.
EDU 449 Student Teaching- ESL 3 credits
EDU 479 Student Teaching- Instructional Strategist 3 credits
EDU 482 Student Teaching- Instructional Strategist 7 credits
EDU 488 Student Teaching- Birth-Pre-Kindergarten 7 credits
EDU 490 Student Teaching in the Elementary School 7 credits
EDU 491 Student Teaching in the Secondary School 7 credits
EDU 492 Student Teaching in the Elementary School 14 credits
EDU 493 Student Teaching in the Secondary Schools 14 credits
EDU 494 Student Teaching in the Elementary and Secondary Schools 14 credits
EDU 495 Student Teaching in the Elementary and Secondary Schools 7 credits
EDU 496 Student Teaching- PreKindergarten - Kindergarten 7 credits
EDU 498 Student Teaching- Kindergarten - Grade 3 7 credits
EDU 499 Special Projects 1-3 credits

ENGLISH

ENG 081 English 101 Workshop 1 credit
ENG 082 English 201 Workshop 1 credit
ENG 083 English 202 Workshop 1 credit
ENG 084 English 203 Workshop 1 credit

The workshops are offered in conjunction with English 101, 201, 202 and 203 respectively and are designed for students who need further instruction and assistance in a small group setting.

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. Students may be assigned into this course based on the Accuplacer Computerized Placement test results and high school transcripts. This course does not fulfill the general education requirement in English.

ENG 101 Basic Composition 3 credits
The study and practice of expository writing, with narrative and descriptive compositions assigned regularly. Emphasis is on the development of sound understanding of rhetorical principles. This course does not apply toward an English major or minor. Must be taken before ENG 201, 202 or 203.

ENG 125 Introduction to Literature 3 credits
This course concentrates on the reading of selected short fiction and poetry, presenting an introduction to literary analysis, interpretation and evaluation.

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 folktales 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 201 Expository Writing 3 credits
An option for completing the second level of general education writing, this course provides study and practice of expository writing techniques, with emphasis on persuasion, argument, critical evaluation and use of research material. This course does not apply toward an English major or minor. Prerequisite: ENG 101.

ENG 202 Writing for Business 3 credits
An option for completing the second level of general education writing, this course provides development of writing skills appropriate to students planning careers in business, and includes the writing of resumes, letters, proposals, memos, and reports. Attention will be paid to format as well as style. Recommended for students who
plan to major in business. This course does not apply toward an English major or minor. Prerequisite: ENG 101.

ENG 203 Writing for the Sciences 3 credits
An option for completing the second level of general education writing, this course provides development of writing skills appropriate to students planning careers in science, and includes the presentation of research material. Attention is paid to format as well as style. Recommended for students planning to major in the social and natural sciences. This course does not apply toward an English major or minor. 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. The American literature sequence is offered in alternate years.

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.

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 writers and significant historical influences in the development of British literature. The British literature sequence is offered in alternate years.

ENG 212 British Literature II 3 credits
A survey of British literature from the publication of Lyrical Ballads in 1798 to the present.

ENG 250 Special Topics 3 credits
This course concentrates on directed readings and research into a specific problem in literature or language. Focus is on the development of students' critical and research skills, and upon the writing of independent theses.

ENG 265 African American Literature 3 credits
Survey of African American writing, film and thought from colonial times to the present, with emphasis on the developing relationship between the larger American culture and African American reactions and contributions to it. This course meets the cultures requirement for the general education core.

ENG 275 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 COMM 275.

ENG 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 COMM 290.

ENG 299 Special Project 1-3 credits

ENG 330 Shakespeare 3 credits
An introduction to Shakespearean drama, including a survey of representative histories, comedies, tragedies, and romances. In addition, students will be introduced to the themes and forms common to Shakespeare’s poetry. The goal of this course is to make Shakespeare’s works accessible to contemporary readers and viewers. Same as THE 330.

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 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 women's writing.

ENG 370 Advanced Expository Writing 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. Same as COMM 370.
ENG 375  Literature of the American Midwest  
This course explores imaginative responses to the experience of the Middle West, from pioneer times through the mid-20th century.

ENG 403  Internship  

ENG 422  Literary Criticism  
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: ENG 209 and 210 or ENG 211 and 212.

ENG 450  Special Topics  
This course concentrates on directed readings and research into a specific problem in literature or language. Focus is on the development of students’ critical and research skills, and upon the writing of independent theses.

ENG 499  Special Project  

ENGLISH AS A SECOND LANGUAGE

ESL 011  Reading I  
ESL Reading I will assist ESL students in improving their reading comprehension. This course will provide strategies and skills enabling students to function in an academic setting. Furthermore, it will expose students to a variety of genres.

ESL 012  Grammar I  
ESL Grammar I will assist ESL students in improving their grammar skills through the exploration of several current topics. This course will provide foundational strategies and skills enabling students to function successfully in an academic setting.

ESL 013  Writing I  
ESL Writing I will assist ESL students in improving their writing skills through the exploration of the writing process. Students will be exposed to many kinds of writing styles and genres. This course will provide strategies and skills enabling students to function successfully in an academic setting.

ESL 014  Listening/Speaking I  
ESL Listening/Speaking I will assist ESL students in improving their listening and speaking skills through the observation and exposure to a variety of authentic listening situations – television programs, academic lectures, radio programs, songs, discussions, debates, and others. Speaking skills will improve through experience and practice in the form of class discussions, debates, and presentations. This course will provide strategies and skills enabling students to function successfully in an academic setting.

ESL 015  American Culture I  
ESL American Culture I will assist ESL students in improving their listening, speaking, reading, and writing skills through the exploration and exposure to American culture. This course, while still providing academic skill enhancement, will focus on functional skills for university life in the United States. This course will provide strategies and skills enabling students to function successfully in an academic setting as well as a social setting.

ESL 021  Reading II  
ESL Reading II will assist ESL students in improving their reading comprehension. This course will provide strategies and skills enabling students to function in an academic setting and prepare them for matriculation into regular university courses. Furthermore, it will expose students to a variety of genres. Prerequisite: ESL 011 Reading I or test equivalent.

ESL 022  Grammar II  
ESL Grammar II will assist ESL students in improving their grammar skills through the exploration of several current topics. This course will provide intermediate strategies and skills enabling students to function successfully in an academic setting. Prerequisite: ESL 012 Grammar I or test equivalent.

ESL 023  Writing II  
ESL Writing II will assist ESL students in improving their writing skills through the exploration of the writing process. Students will be exposed to many kinds of writing styles and genres. This course will provide strategies and skills enabling students to function successfully in an academic setting. Prerequisite: ESL 013 Writing I or test equivalent.
ESL 024  Listening/Speaking II  0 credits
ESL Listening/Speaking II will assist ESL students in improving their listening and speaking skills through the observation and exposure to a variety of authentic listening situations – television programs, academic lectures, radio programs, songs, discussions, debates, and others. Speaking skills will improve through experience and practice in the form of class discussions, debates, and presentations. This course will provide strategies and skills enabling students to function successfully in an academic setting. Prerequisite: ESL 014 Listening/Speaking I or test equivalent.

ESL 025  American Culture II  0 credits
ESL American Culture II will assist ESL students in improving their listening, speaking, reading, and writing skills through the exploration and exposure to American culture. This course, while still providing academic skill enhancement, will focus on functional skills for university life in the United States. This course will provide strategies and skills enabling students to function successfully in an academic setting as well as a social setting. Prerequisite: ESL 015 American Culture I.

FORENSIC SCIENCE

FORS 100  Introduction to Forensic Science  3 credits
This course presents an overview of the field of Forensic Science. The types of physical evidence which may be collected during a criminal investigation and the techniques for examination and analysis of this material will be discussed. Topics will include methods of evidence collection and storage, legal aspects, organic and inorganic analysis, trace evidence, fingerprints, firearms examination and tool marks, questioned documents, arson and explosives, drug analysis and toxicology, serology, blood spatter, and DNA, the “CSI Effect”, the Innocence Project, and other areas of forensic science which may be utilized during an investigation.

FORS 101  Introduction to Forensic Science Laboratory  1 credit
Students will perform laboratory exercises introducing the techniques for processing and analyzing evidence, including fingerprints. Corequisite: FORS 100.

FORS 300  Forensic Professional Practice and Ethics  3 credits
This course introduces students to professional practice and behavioral ethics in forensic science. Prerequisites: FORS 100 and junior status.

FORS 310  Evidence Collection, Identification and Processing  3 credits
This course introduces students to the methods of processing a crime scene, including documentation, location and collection of evidence, proper collection and handling procedures, and presentation of evidence for analytical examination. Prerequisites: FORS 100 and junior status.

FORS 325  Forensic Chemistry  4 credits
This course covers an overview of chemical instrumentation and its applications in the forensic lab, including GC/MS, HPLC, CE, FTIR, UV/Vis, IMS, ICP, AAS and ES. The course will also cover sampling protocols, use of positive and negative controls, internal standards, calibration, limit of detection and limit of quantitation. 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. Prerequisites: CHEM 252, FORS 310 or consent of instructor.

FORS 345  Forensic Biology  3 credits
This course will cover all aspects of DNA typing, including a review of older methods (RFLP/VNTR, dot blot/DQalpha/polymarker, AFLP/D1S80), STRs, mtDNA, SNPs, Y-chromosome, and non-human DNA analysis. The course will also cover evidence collection and screening, extraction, quantification, aPCR, PCR (including optimization and primer design), separation and analysis, genotyping, instrumentation, forensic issues, troubleshooting and population genetics/statistics related to forensic identification. Validation of new methods and legal issues pertaining to DNA typing will also be covered, as well as data basing (CODIS) and laws related to collection of DNA samples. Prerequisites: BIO 1’30, FORS 310 or consent of instructor.

FORS 346  Forensic Biology Lab  1 credit
This laboratory course will cover all aspects of forensic DNA laboratory procedures, including screening of evidence, DNA extraction, quantification, amplification, separation, analysis and interpretation of data.
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. This course will satisfy a general education requirement for either physical science or social science, but not both.

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 role, 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. This course will satisfy a general education requirement for social science.

GEOG 299 Special Project 1-3 credits

HEALTH, PHYSICAL EDUCATION AND RECREATION (HPER)

HPER 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   Cross-Country Skiing   Softball
Archery    Downhill Skiing     Tennis
Badminton  Fishing            Volleyball
Basketball  Golf               Walking for Fitness
Biking     Physical Conditioning Weight Training
Bowling    Rock Climbing       Wrestling
Canoeing    Soccer

HPER 101 Introduction to HPER 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.

HPER 102 First Aid/CPR/AED Programs 2 credits
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.

HPER 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.

HPER 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.

HPER 115 Clinical Work Practicum I 3 credits
This course provides the student with an opportunity to involve clinical competencies into a clinical education environment. Students will be introduced to the profession of Athletic Training and a variety of performance competencies are incorporated. These skills are demonstrated in class and will be tested by the instructor or approved faculty member of the athletic training program. The Clinical Work Practicum has two components:
Clinical experience (field experience) in a setting(s) assigned by the instructor and a formal tri-weekly seminar held in a classroom setting. Students shall perform athletic training duties in their assigned clinical settings commensurate with their level of experience and competence. A minimum of 60 clinical hours will be required during the semester. Note: Students must also be enrolled in HPER 144.

HPER 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.

HPER 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.

HPER 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.

HPER 144  Introduction to Athletic Training  3 credits
This course exposes the students to the profession of athletic training and the field of sports medicine. Basic injury prevention, first aid and treatment techniques and principles will be introduced. Note: Students must also be enrolled in HPER 115.

HPER 166  Care and Prevention of Athletic Injuries  2 credits
An overview of taping and care and prevention of athletic injuries.

HPER 182  Water Safety Instruction  2 credits
The purpose of this instructor course is to train instructor candidates to teach American Red Cross swimming and water safety courses. Prerequisite: HPER 105 or evidence of having passed level 5 Red Cross Swimming Lessons.

HPER 183  Lifeguard/Lifeguard Instructor  2 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.

HPER 215  Clinical Work Practicum II  3 credits
The accepted first year (typically, sophomore) athletic training student will rotate through two eight-week clinical rotations. These rotations will be either on campus at Upper Iowa University or off campus at affiliated clinical sites. During each of these rotations, the student will be assigned to an Approved Clinical Instructor (ACI) who will supervise the student during their “Field Experience.” A minimum accumulation of 90 clinical hours will be required during the semester. However, many rotations may require additional hours beyond the minimum accumulation. Students are expected to adhere to the demands of each rotation regarding clinical hours. This course provides the student with an opportunity to involve a variety of performance competencies and clinical proficiencies as defined by the NATA into a clinical environment. These skills are demonstrated in class and will be tested by the instructor or ACI. The Clinical Work Practicum has two components: Clinical experience (field experience) in a setting(s) assigned by the instructor and a formal tri-weekly seminar held in a classroom setting. Students shall perform athletic training duties in their assigned clinical settings commensurate with their level of experience and competence. Prerequisite: HPER 115 and admission into the Athletic Training Education Program or special permission by the Program Director of Athletic Training Education.

HPER 223  Child, Family Health and Nutrition  3 credits
An introduction to nutrients, their uses and food sources; application of the principles of diets for general health, for birth through senescence. This course includes nutritional needs and programs for families and children. Same as EDU 223.

HPER 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.

**HPER 231 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 the practice sessions. Coaching of Sports classes are offered in these areas:

- Baseball
- Softball
- Wrestling
- Basketball
- Soccer
- Football
- Volleyball

**HPER 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.

**HPER 250 Special Topics** 1-3 credits
**HPER 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.

**HPER 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.

**HPER 299 Special Project** 1-3 credits
**HPER 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.

**HPER 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.

**HPER 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.

**HPER 319 General Medical Conditions and Disabilities in the Physically Active** 3 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.

**HPER 325 Camping and Outdoor Education** 3 credits
This course examines the role of the leader in camping and outdoor recreation settings. Focus is placed on counseling and leadership techniques; organization and administration of camps; program planning; selection and training of staff; campsite development; and health and safety. Prerequisite: Junior or senior standing.

**HPER 327 Teaching Health and Physical Education Birth-Elementary** 3 credits
This course studies human growth and development related to the physical education of birth through children and youth. Emphasis is placed on the impact of developmental movement experiences, curriculum, teacher behavior, class management, dance activities, play environment, materials, and developmentally appropriate activities. There is also the study of methods, materials, and curriculum on safety and healthy lifestyle choices. Literature information is made available for use in health activities and presentations for parents, community members, and students birth through adult. Provides information on current trends in advocacy, health legisla-
tion, and public policy. Prerequisites: EDU 110, EDU 210, and admittance to the Teacher Education Program. Same as EDU 327.

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HPER 332</td>
<td>Athletic Injury Assessment–Lower Extremity</td>
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<td>This course focuses on the recognition and evaluation of athletic injuries and conditions occurring to the lower extremity and lower back. Prerequisites: HPER 115, 144 and BIO 270.</td>
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<tr>
<td>HPER 333</td>
<td>Athletic Injury Assessment–Upper Extremity</td>
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<td>This course focuses on the recognition and evaluation of athletic injuries occurring to the upper extremity and torso. This course will cover how to identify injuries and conditions specific to the upper extremity and how to identify injury and illness of the internal organs. Prerequisite: HPER 332.</td>
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<tr>
<td>HPER 334</td>
<td>Sport Law and Legal Issues</td>
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<td>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.</td>
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<tr>
<td>HPER 347</td>
<td>Teaching Health and Physical Education Secondary</td>
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<td>This course is a study of methods, materials, and curriculum development with an emphasis on nutrition, safety and healthy lifestyle. Included is information for use in health activities and presentations for parents, community members and students middle school age through adult. Provides information on current trends in advocacy, health legislation and public policy. Also, this course looks at designs for developing, revising, and evaluating physical education curricula in grades 5-12 and administering the physical education program. The theory of measurement and assessment in physical education is presented along with selection and administration of appropriate tests. Prerequisites: EDU 110, EDU 233, and admittance to the Teacher Education Program. Note: Same as EDU 347.</td>
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<tr>
<td>HPER 348</td>
<td>Sports Administration</td>
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<td>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.</td>
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<tr>
<td>HPER 354</td>
<td>Methods of Teaching Strength and Conditioning</td>
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<td>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: HPER 100 activity course: Weight Training.</td>
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<tr>
<td>HPER 360</td>
<td>Motor Learning</td>
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<td>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/HPER 268 or BIO 270, and junior or senior status.</td>
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<tr>
<td>HPER 363</td>
<td>Sport Marketing</td>
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<td>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.</td>
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<tr>
<td>HPER 370</td>
<td>Administration, Assessment and Curriculum in HPER</td>
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<td>This course is intended to provide an understanding of the administration of secondary physical education programs with an emphasis on class and extracurricular activities. It will also teach prospective physical education teachers how to assess students’ physical, social, mental and cognitive abilities in the classroom and extracurricular activities.</td>
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<tr>
<td>HPER 371</td>
<td>Planning Facilities for Physical Activity</td>
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<td>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.</td>
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HPER 375  Organization and Administration of Athletic Training  
This course provides students with the knowledge and skills necessary to manage an athletic training or similar health care facility. Includes topics such as budgeting, facility design, physical examinations and staffing. Prerequisites: HPER 144, 115 and 215.

HPER 403  Internship in HPER  
A practical experience in a field situation under field/faculty supervision. A diary of the experience and a term paper are required.

HPER 408  Therapeutic Modalities in Athletic Training  
This course presents the physical agents used in athletic training with regard to their physiologic effects. Discusses where in the healing process these agents may be used and their theoretical implications. Prerequisites: HPER 144, 115 and BIO 270.

HPER 415  Clinical Work Practicum III  
The first year (second semester) athletic training student will rotate through two eight-week clinical rotations. These rotations will be either on campus at Upper Iowa University or off campus at affiliated clinical sites. During each of these rotations, the student will be assigned to an Approved Clinical Instructor (ACI) who will supervise the student during their “Field Experience.” A minimum accumulation of 120 clinical hours will be required during the semester. However, many rotations may require additional hours beyond the minimum accumulation. Students are expected to adhere to the demands of each rotation regarding clinical hours. This course provides the student with an opportunity to involve a variety of performance competencies and clinical proficiencies as defined by the NATA into a clinical environment. These skills are demonstrated in class and will be tested by the instructor or ACI. The Clinical Work Practicum has two components: Clinical experience (field experience) in a setting(s) assigned by the instructor and a formal tri-weekly seminar held in a classroom setting. Students shall perform athletic training duties in their assigned clinical settings commensurate with their level of experience and competence. Prerequisites: HPER 215 and enrolled in HPER 332 and 333 or special permission by the Program Director of Athletic Training Education.

HPER 450  Special Topics  

HPER 455  Therapeutic Reconditioning Principles  
This course is intended to facilitate comprehension of the various techniques, exercises, and programs used in the therapeutic rehabilitation and reconditioning of athletic related injuries and conditions. Topics include: the effects, advantages, disadvantages, indications, contraindications, precautions and the applied parameters of therapeutic exercise. Prerequisites: HPER 332 and 333.

HPER 490  Clinical Work Practicum IV  
The second year (typically, junior) athletic training student will rotate through two eight-week clinical rotations. These rotations will be either on campus at Upper Iowa University or off campus at affiliated clinical sites. During each of these rotations, the student will be assigned to an Approved Clinical Instructor (ACI) who will supervise the student during their “Field Experience.” A minimum accumulation of 150 clinical hours will be required during the semester. However, many rotations may require additional hours beyond the minimum accumulation. Students are expected to adhere to the demands of each rotation regarding clinical hours. This course provides the student with an opportunity to involve a variety of performance competencies and clinical proficiencies as defined by the NATA into a clinical environment. These skills are demonstrated in class and will be tested by the instructor or ACI. The Clinical Work Practicum has two components: Clinical experience (field experience) in a setting(s) assigned by the instructor and a formal tri-weekly seminar held in a classroom setting. Students shall perform athletic training duties in their assigned clinical settings commensurate with their level of experience and competence. Prerequisites: HPER 415 and enrolled in HPER 408 and 455 or special permission by the Program Director of Athletic Training Education.

HPER 491  Clinical Work Practicum V  
The second year (second semester) athletic training student will rotate through two eight-week clinical rotations. These rotations will be either on campus at Upper Iowa University or off campus at affiliated clinical sites. During each of these rotations, the student will be assigned to an Approved Clinical Instructor (ACI) who will supervise the student during their “Field Experience.” A minimum accumulation of 150 clinical hours will be required during the semester. However, many rotations may require additional hours beyond the minimum accumulation. Students are expected to adhere to the demands of each rotation regarding clinical hours. This course provides the student with an opportunity to involve a variety of performance competencies and clinical proficiencies as defined by the NATA into a clinical environment. These skills are demonstrated in class and
will be tested by the instructor or ACI. The Clinical Work Practicum has two components: Clinical experience (field experience) in a setting(s) assigned by the instructor and a formal tri-weekly seminar held in a classroom setting. Students shall perform athletic training duties in their assigned clinical settings commensurate with their level of experience and competence. Prerequisite: HPER 490 or special permission by the Program Director of Athletic Training Education.

**HPER 492  Clinical Work Practicum VI  3 credits**
The third year (typically, senior) athletic training student will rotate through two eight-week clinical rotations. These rotations will be either on campus at Upper Iowa University or off campus at affiliated clinical sites. During each of these rotations, the student will be assigned to an Approved Clinical Instructor (ACI) who will supervise the student during their “Field Experience.” A minimum accumulation of 180 clinical hours will be required during the semester. However, many rotations may require additional hours beyond the minimum accumulation. Students are expected to adhere to the demands of each rotation regarding clinical hours. The clinical experience at this level provides the student with the opportunity to fine tune behavioral objectives and performance competencies and clinical proficiencies as defined by the NATA into a clinical environment. The student will be able to apply skills and knowledge in a practical hands-on approach. The student will experience more independence in decision-making skills regarding prevention, treatment, evaluation, and rehabilitation while being supervised by a certified athletic trainer or other health care professional clinical supervisor. Prerequisite: HPER 490 or special permission by the Program Director of Athletic Training Education.

**HPER 493  Clinical Work Practicum VII  3 credits**
This course provides the third year (second semester) athletic training student with the final (capstone) clinical experience in athletic training. The student will have input as to the setting(s) of the clinical experiences depending upon previous clinical experience and career interest. During each of these rotations, the student will be assigned to an Approved Clinical Instructor (ACI) who will supervise the student during their “Field Experience.” A minimum accumulation of 180 clinical hours will be required during the semester. However, many rotations may require additional hours beyond the minimum accumulation. Students are expected to adhere to the demands of each rotation regarding clinical hours. The clinical experience at this level provides the student with the opportunity to fine tune behavioral objectives and performance competencies and clinical proficiencies as defined by the NATA into a clinical environment. The student will prepare to enter the job market as an entry-level athletic trainer by refining skills and arranging to sit for the BOC examination. The student will be able to apply skills and knowledge in a practical hands-on approach. The student will experience more independence in decision-making skills regarding prevention, treatment, evaluation, and rehabilitation while being supervised by a certified athletic trainer or other health care professional clinical supervisor. Prerequisite: HPER 490 or special permission by the Program Director of Athletic Training Education.

**HPER 499  Special Project  1-3 credits**

**HISTORY**

**HIST 100  World Civilization I  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.

**HIST 101  World Civilization II  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.

**HIST 110  American Civilization I  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; and the Civil War and Reconstruction. **Note:** A much more detailed and thorough examination of this same historical period is provided in HIST 371 and HIST 372.
HIST 111  American Civilization II  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. Note: A much more detailed and thorough examination of this same historical period is provided in HIST 373 and HIST 374.

HIST 250  Special Topics  3 credits
HIST 281  American Economic History  3 credits
A study of major landmarks in the growth and development of the American economy; the evolution of agriculture, industry, transportation and finance; and the influence of government and international determinants. Note: Same as BA 281.

HIST 299  Special Project  3 credits
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 times to the present, with emphasis on the political, economic and cultural 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 modern world history in the Twentieth Century. Prerequisite: HIST 101.

HIST 371  Colonial and Revolutionary America: The U.S., 1607-1787  3 credits
This course provides specialized study of the historical period examined in the first half of HIST 110. Topics include precolonization cultures of Native Americans; factors for colonization; early Spanish and French explorations; belated English colonization; settlement and life in the southern, middle and northern colonies; the advent of slavery; religious matters; reasons behind the struggle for independence; and the American Revolution and Confederation. Prerequisite: HIST 110.

HIST 372  New Nation to Civil War: The U.S., 1788-1865  3 credits
This course provides specialized study of the historical period examined in the second half of HIST 110. Topics include adoption of the Constitution; domestic and foreign challenges of the Washington, Adams and Jefferson administrations; the War of 1812; Western expansion; antebellum slavery; the growth of industry; the advent of the two-party system; the reform era; Manifest Destiny; and Civil War and Emancipation. Prerequisite: HIST 110.

HIST 373  Reconstruction to World War I: The U.S., 1865-1919  3 credits
This course provides specialized study of the historical period examined in the first half of HIST 111. Topics include Reconstruction; closing of the frontier; industrialization; urbanization; protest movements; racism; populism; imperialism; new immigration; progressivism; and America’s participation in World War I. Prerequisite: HIST 111.

HIST 374  Recent America: The United States Since 1919  3 credits
This course provides specialized study of the historical period examined in the second half of HIST 111. Topics include the 1920s; the Great Depression; New Deal; World War II; Cold War; the civil rights movement; Vietnam; Watergate; stagflation; the 1980’s; and contemporary American life. Prerequisite: HIST 111.
HIST 450   Special Topics  3 credits
HIST 499   Special Project  1-3 credits

INFORMATION TECHNOLOGY

IT 101   Introduction to Information Technology  3 credits
Information technology is the study of how to use and implement computer hardware and software, computer networks and telecommunications. In this class you will be introduced to the field of information technology, the skills that are necessary to be an information technologist, how information is used to meet organizational needs and how information technology relates to other disciplines. You will make extensive use of an integrated software package, including work processing, spreadsheets, databases, and presentation software, and Internet and WWW applications. This course will meet the general education requirement in computer skills.

IT 130   Introduction to Programming Fundamentals  4 credits
This course introduces the concepts of computer programming and builds skills necessary to implement these concepts. No prior programming experience is required. Fundamental programming concepts, including event driven and object-oriented programming, data structures and algorithmic processes will be covered. Students will learn a computer language, write and debug computer programs, and solve problems.

IT 205   Computer Architecture  4 credits
In this course students learn the fundamental parts of a computer and how they communicate. Students learn the principles of computer hardware and low-level software that make a computer function, including logic circuits, assembly language, I/O, storage and program execution. Prerequisites: IT 101 and IT 130.

IT 210   Operating Systems  4 credits
In this course students will learn the basic concepts of operating systems and how to use them. The fundamentals of computer operating systems are covered, including configuration, file systems, security, administration, interfacing, multitasking and performance analysis. Concepts will be reinforced and expanded upon through hands-on experience during the laboratory portion of the course. Prerequisite: IT 200.

IT 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: IT 130 or consent of instructor.

IT 310   Networking  4 credits
It is the role of the IT professional 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. Prerequisites: IT 210 and MATH 220.

IT 320   Web Systems  4 credits
In this course students will learn about web technologies and systems. Topics included are hypertext, self-descriptive text, web page design and development, web navigation systems, digital media, vulnerabilities of web systems and social issues associated with web usage. Prerequisite: IT 210.

IT 330   Databases  3 credits
Information derived from data is important to the management, productivity and differentiation of an organization. Data must be efficiently collected, organized, retrieved and managed to make it meaningful to the organization. It is the role of the IT professional to develop, deploy, manage and integrate data and information systems to support the organization. Databases form the foundation from which an organization’s information is built. In this course students will develop a deep understanding of how databases work and are managed. Topics include database theory and architecture, data modeling, normalization, query languages, security, database management and Web applications. Prerequisite: IT 210.

IT 340   Human/Computer Interaction and Professional Ethics  3 credits
IT professionals must develop a mind-set that recognizes the importance of users and organizational contexts. They must employ user-centered methodologies in the development, evaluation, and deployment of IT
applications and systems. In addition, an IT professional must understand the social and professional context of information technology and computing, and adhere to ethical codes of conduct. This course will prepare IT students to understand these issues by covering human factors analysis, performance analysis, cognitive processing, usability studies, environment and training, professional and ethical issues and responsibilities, privacy and civil liberties. Prerequisite: IT 210 (BA 222 recommended).

**IT 360 Computer Forensics and Incident Response 3 credits**

This course introduces the three steps of effective response to cyber-security incidents. Detection of an incident, either in progress or after the fact, is the first step. Second, action must be taken to mitigate harmful effects of the incident. Third, the vulnerabilities that led to the compromise of security must be identified, and action taken to prevent similar occurrences in the future. Strategies for developing appropriate security policies and procedures will be covered, as well as techniques for preserving evidence. Prerequisites: IT 310, IT 320.

**IT 400 IT Systems Integration 4 credits**

In this course students will see how all the IT components of an organization are integrated to serve the needs of the organization. Students will learn how to design and build an IT solution to meet an organizational need. A key component of information technology is the integration of an organization’s existing and emerging technology components. Students will also learn how to integrate legacy systems with new technologies. Prerequisites: IT 310, IT 320, ENG 203.

**IT 410 Information Assurance and Security 3 credits**

Because IT systems are increasingly under attack, knowledge of Information Assurance and Security (IAS) is of paramount importance to the profession of IT. The IT professional must understand, apply, and manage information assurance and security in computing, communication, and organizations systems. It is also important for the IT professional to provide users with a framework to be sufficiently security aware to be an asset to the organization rather than a liability. Topics in the course include operational issues, policies and procedures, attacks and defense mechanisms, risk analyses, recovery, and information security. Prerequisite: IT 400.

**IT 420 Security Cyber Systems 3 credits**

In the previous course IT 410, students were introduced to the broad ideas of information assurance and cyber-security. In this class students will learn the details of how to secure an organization’s technological infrastructure, including securing computers, web and database servers and additional network components. Prerequisite: IT 410.

**IT 480 IT Senior Capstone I 1 credit**

The two information technology capstone courses provide students with the opportunity to work in teams and integrate and apply what they have learned in previous course work. Using either casework methods or partnerships (internal or external) student will identify best practices and appropriate technologies to implement effective IT solutions aligned with organizational goals. In the Capstone I course students will formulate a project proposal. The team will use systems analysis, project management and teamwork skills to identify requirements, develop and evaluate solutions, and source and integrate components to address an organizational need. The course culminates in a written and oral presentation of the proposal by the team members. Prerequisite: IT 400.

**IT 481 IT Senior Capstone II 1 credit**

The two information technology capstone courses integrate and apply the major concepts presented in all other course work. The capstone experience will provide an opportunity for students to work in a team. Using either casework methods or partnerships (internal or external) students will identify best practices and appropriate technologies to implement effective IT solutions aligned with organizational goals. In the Capstone II course students will implement their Capstone I project proposal. The team will use their project plan and teamwork skills to implement, test, and validate a system to address an organizational need. The course culminates in a written and oral presentation by the team members. Prerequisite: IT 480.

**INTERDISCIPLINARY STUDIES**

**ID 102 Using the Internet for Research 1 credit**

In this course students will learn skills necessary to search the Internet to locate needed information and materials. Students will also learn to evaluate critically the materials they find along with as to how to cite what they find in a bibliography. Students will receive course materials via e-mail from the instructor. These materials
ID 119  Wellness Strategies  2 credits
Wellness 119 introduces the concept of personal wellness as a holistic lifestyle that promotes healthy decision-making. This course teaches students how to make the transition from high school to college utilizing the UIU Wellness Model. That Model encompasses the components of Intellectual, Social, Emotional, Physical, Cultural, Financial, Ethical & Occupational.

ID 225  Geography Content for Teachers  1 credit
This course provides an overview of physical geography as related to location, landform, climate, resources and place names; and cultural geography as related to distribution of the world’s population, how people use resources such as transportation, communication and the impact cultural differences have on physical land.

ID 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.

ID 233  Geography, American History and World History Content for Teachers  3 credits
The course will include required minimum competency tests in geography place names and landmarks. Both physical geography (location, landform, climate, resources, place names) and cultural geography (distribution of people on the earth, how people use resources such as transportation and communication and the impact cultural differences have on physical land) will be covered. Key people, events and dates in American and world history will be assessed. Cooperative learning, teaming, dyads, journals and study group techniques will be employed to teach social science content.

ID 239  American History Content for Teachers  1 credit
This course provides an overview of American history in periods from colonization through recent times. Topics will include a study of individuals, groups and events, along with their impact on the development of the United States.

ID 246  World History Content for Teachers  1 credit
This course provides an overview of world history in periods from early civilization through recent times. Topics will include a study of individuals, groups and events, along with their impact on the people of the world.

ID 300  Practicum in Small Group Instruction  1 credit
This course allows the student to develop and apply skills in team building, conflict management and group dynamics. Additional emphasis will be placed on researching and development of lesson plans and writing and critiquing of journals. Students will be college seminar assistants.

ID 350  Student Development Seminar  1 credit
An overview of a student’s development in the transition from high school to college life. Prerequisite training to become a resident assistant.

ID 370  Careers: Theory and Strategies  1 credit
The Careers: Theory and Strategies class introduces students to the world of career planning, job searching skills and techniques and incorporating knowledge acquired in college into a professional setting. The course will include theory as well as practical application of knowledge.

**MANAGEMENT INFORMATION SYSTEMS**

MIS 101  Introduction to Computer Applications  3 credits
An introduction to general computer applications and concepts, the course focuses on the use of an integrated software package. Included are use of the operating system and applications such as word processing, spreadsheets, databases, presentation software, embedding and linking, the Internet and the WorldWideWeb. This course will meet the general education requirement of computer skills.

MIS 201  Principles of Computer Programming  3 credits
An introductory course in structured programming. Uses a high-level programming language to teach the basics of computer programming. Topics include data types, data structures, control structures, ordinal types, arrays, functions, input and output, procedures and record processing. Prerequisite: MIS 101.
MIS 210  COBOL Programming  3 credits
An accelerated course in COBOL programming. Emphasis is placed on structured design, coding and file
processing techniques. Prior programming experience is required. Prerequisite: MIS 201.

MIS 220  Web Design and Authoring  3 credits
A study of the internet, web design and the production of web pages using current languages and tools. This
class will prepare students to develop web pages using introductory to advanced techniques. Prerequisite: MIS
101.

MIS 320  JAVA Programming  3 credits
This course is an introduction to programming using Java. The course covers the fundamentals of object-
oriented programming using Java programming language for general-purpose business uses and interactive
World Wide Web programs. Prerequisite: MIS 101 or permission of instructor.

MIS 354  C++ Programming  3 credits
An introduction to C++ Programming language, the course focuses on the Object oriented programming
technique. The course is designed for a programming course. Although the course focuses on the use of Borland
C++ and Microsoft Visual C++ 5.0 compiler, the student will be able to create the programs using any C++ compiler,
often with little or no modification. Prerequisite: MIS 101 or permission of instructor.

MIS 377  Systems Analysis and Design  3 credits
An in-depth study of the process of information systems development. Topics include data collection and
analysis, structured tools, modeling, design of information systems and importance of verbal and written com-
unication skills. Includes the use of a full-featured CASE tool. Prerequisites: MIS 201 and BA 222, or permission
of instructor.

MIS 384  Advanced Computer Programming  3 credits
An advanced course in structured programming using a popular programming language. Topics include: sorting,
tables and table processing, control breaks, data manipulation and file (transaction) processing. Prerequisites:
MIS 201, or permission of instructor.

MIS 388  Telecommunications and Networks  3 credits
An introduction to communications and the latest trends in business communications. Topics include the
history and theory of physical and electronic communication, protocols, local and wide area networks, media and
equipment, transmission, architectures, management and administration. Prerequisites: MIS 201 and BA 222.

MIS 415  Database Management  3 credits
Presents database theory and application and management of data as an organizational resource. Students
will learn the types of databases and to program in a popular database language. Topics include managing
organizational information needs, logical and physical data models, data modeling, architectures, normalization,
recovery and administration. Prerequisites: MIS 201, BA 222, AND MIS 377.

MIS 435  Information Systems Strategies (Cases)  3 credits
Integrates all management, information systems and computer science learning into a capstone course.
Focus will be on strategic uses and management of the organization’s information resources. Topics include
historical and current cases, strategic and tactical systems use, ethics, multicultural and global influences and
organizational perspectives. Prerequisites: All other required courses applying to this major.

MIS 461  Accounting Information Systems  3 credits
Introduces the student to the integration of information systems into the accounting field. A primary focus
is the introduction of controls into the accounting system. Topics include modeling and data models, data flows,
documentation, control goals and plans, the control matrix, manual and computerized accounting systems and
accounting information systems in the organizational context. Prerequisites: BA 201, 202, 222 and MIS 377.

MATHEMATICS

MATH 081  Mathematics 105 Workshop  1 credit
MATH 082  Mathematics 109 Workshop  1 credit
MATH 083  Mathematics 111 Workshop  1 credit
MATH 084  Mathematics 220 Workshop  
1 credit  
The workshops are offered in conjunction with mathematics 105, 109, 111, and 220 respectively and are designed for students who anticipate a need for additional instruction or assistance in a small group setting.

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. Students should enroll only if indicated by placement test results. This course is the first in a series of two courses that will prepare the student for the general education requirement in mathematics. Foundations of Mathematics cannot be used to fulfill the mathematics general education requirement.

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. Students should enroll only if indicated by placement test results. Beginning Algebra cannot be used to fulfill the mathematics general education requirement.

MATH 105  College Algebra 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 finance will also be studied.

MATH 109  Quantitative Methods  
3 credits  
This course is designed for students who have a good foundation in algebra. Topics which will be included are: a brief review of algebra, linear programming, applications of differential and integral calculus. This course will provide business students with the mathematics background needed for higher level business courses.

MATH 111  Pre-Calculus Mathematics  
3 credits  
This course encompasses necessary preparation for students who intend to take calculus. Students should have had at least one year of plane geometry as taught in high schools, and should have manipulatory skills usually acquired in one and a half years of high school algebra.

MATH 120  Analytic Geometry and Calculus I  
3 credits  
This is the first of four courses combining plane and solid analytic geometry, ordinary and partial differentiation, single and multiple integration and infinite series. Prerequisite: MATH 111 or four semesters of high school algebra, one semester of high school trigonometry, or permission of the instructor.

MATH 200  Analytic Geometry and Calculus II  
3 credits  
Prerequisite: MATH 120.

MATH 210  Analytic Geometry and Calculus III  
3 credits  
Prerequisite: MATH 200.

MATH 215  Analytic Geometry and Calculus IV  
3 credits  
Prerequisite: MATH 210.

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. Note: Does not apply toward a major or minor in mathematics.

MATH 223  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.

MATH 250  Special Topics  
3 credits
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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MATH 299</td>
<td>Special Project</td>
<td>1-3</td>
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<tr>
<td>MATH 300</td>
<td>Differential Equations</td>
<td>3</td>
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<td>An introduction to ordinary differential equations with elementary applications. Prerequisite: MATH 215 or instructor approval.</td>
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<tr>
<td>MATH 301</td>
<td>Linear Algebra</td>
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<td>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.</td>
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<tr>
<td>MATH 302</td>
<td>Mathematical Statistics</td>
<td>3</td>
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<td>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.</td>
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<tr>
<td>MATH 305</td>
<td>Discrete Mathematics</td>
<td>3</td>
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<td>This course introduces students to fundamental mathematical concepts and problem solving skills that are used in both the study of more advanced mathematics topics and in understanding the theoretical basis of today's advanced computer related technologies. These concepts include logic, methods of proof, induction, mathematical reasoning, algorithms, recursion, sets, functions, combinatorics, relations and graphs. Prerequisite: MATH 210 or instructor approval.</td>
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<tr>
<td>MATH 323</td>
<td>Number Theory</td>
<td>3</td>
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<td>This course is a mathematical investigation of the integers. Several methods of proofs including direct substitution, contradiction and mathematical induction will be utilized to establish relationships among integers. Divisibility, prime numbers, Euclidean Algorithm, Diophantine equations, congruences, Chinese Remainder Theorem, Fibonacci numbers, perfect numbers and other topics will be studied. Prerequisite: MATH 210 or permission of the instructor.</td>
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<tr>
<td>MATH 333</td>
<td>Concepts of Geometry</td>
<td>3</td>
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<td>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.</td>
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<tr>
<td>MATH 340</td>
<td>Introduction to Real Analysis</td>
<td>3</td>
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<td>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.</td>
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<tr>
<td>MATH 342</td>
<td>Numerical Analysis</td>
<td>3</td>
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<td>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.</td>
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<tr>
<td>MATH 373</td>
<td>History of Mathematics</td>
<td>3</td>
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<td>This course will trace the history of mathematics from ancient mathematics in 3000 B.C. to the development of the calculus in 1700 A.D. Mathematical concepts to be developed through a historical perspective are: equation solving, ideas of calculus, concepts of geometry, trigonometry, astronomy, probability and statistics, linear algebra, number theory and “modern” algebra. Prerequisite: MATH 210 or permission of the instructor.</td>
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<tr>
<td>MATH 402</td>
<td>Introduction to Modern Algebra</td>
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<td>An introduction to the study of algebraic systems, including groups, rings and fields, homomorphisms and isomorphisms. Prerequisites: MATH 210 and consent of the instructor.</td>
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<td>MATH 403</td>
<td>Internship</td>
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<tr>
<td>MATH 450</td>
<td>Special Topics</td>
<td>1-3</td>
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<tr>
<td>MATH 451</td>
<td>Seminar</td>
<td>1</td>
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<td>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.</td>
<td></td>
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</tbody>
</table>
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. Note: Satisfies the general education requirements in fine arts.

MUS 121/122   Concert Choir*   1 credit
*Must be taken in combination with the following term to receive one credit of credit. May be repeated each year for credit.

NURSING

NUR 300   Health Assessment   3 credits
This course provides theory and assessment skills to perform health histories and holistic assessments on adult patients with application to pediatric and geriatric patients. The legal and ethical aspects of the examination and documentation will be addressed.

NUR 310   Nursing Informatics   3 credits
This course provides introduction to the essential concepts of Nursing Informatics. Nursing students will learn to use computers and information strategies for their practice. Students will become acquainted with the applications for nursing documentation, word processing, databases, spreadsheets, internet access and presentations. The use of word processing for research papers that use official formatting standards will be presented.

NUR 320   Pathophysiology   3 credits
Pathophysiology is 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. Same as BIO 370.

NUR 330   Education Concepts for Nurses   3 credits
This course introduces the registered nurse to the basic concepts of education as they apply to the nursing realm. It will include a general overview of teaching/learning principles with special attention to learning styles, adult learners and client education. The format of this highly interactive course will involve implementation of actual teaching/learning principles culminating in an in-depth teaching project presented by each learner. The overall purpose of this course is to assist the registered nurse in making the leap from education to practice in the important role of nurse educator.

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 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. Prerequisite: NUR 300.

NUR 360   Professional Seminar   3 credits
This course focuses on the identification, exploration and analysis of selected professional issues in healthcare and nursing. Historical, social, political, legal, genetic and ethical factors will be examined. Traditional and emerging roles of the nurse will be analyzed to identify the present status and future of professionalism in this rapidly expanding field of nursing. Case study analysis serves as a mechanism for the integration of these factors into the professional nurse decision-making process. The course will culminate in a professional issues position paper presented to the class utilizing a seminar method.
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<tr>
<td>NUR 370</td>
<td>Nursing Leadership and Management</td>
<td>3</td>
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<td>NUR 400</td>
<td>Nursing Research</td>
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<tr>
<td>NUR 410</td>
<td>Preceptorship</td>
<td>4</td>
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<tr>
<td>PHIL 150</td>
<td>Introduction to Philosophy</td>
<td>3</td>
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<tr>
<td>PHIL 202</td>
<td>Contemporary Ethics</td>
<td>3</td>
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<tr>
<td>PHIL 250</td>
<td>Special Topic</td>
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<td>PHIL 299</td>
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<tr>
<td>PHY 105</td>
<td>Conceptual Physics</td>
<td>3</td>
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<tr>
<td>PHY 109</td>
<td>Introduction to Astronomy Laboratory</td>
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<tr>
<td>PHY 110</td>
<td>Introduction to Astronomy</td>
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<tr>
<td>PHY 111</td>
<td>Introductory Physics I</td>
<td>3</td>
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### PHILOSOPHY

**PHIL 150**  
Introduction to Philosophy  
3 credits

An examination of the classic questions of human existence: who are we, where did we come from and what is our destiny. These and a host of related issues (e.g., nature of reality, God, soul, death, immortality, personhood, mind, human freedom, ethical systems, knowledge) will be discussed, and competing philosophical viewpoints will be presented.

**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.

**PHIL 250**  
Special Topic  
3 credits

**PHIL 299**  
Special Project  
1-3 credits

### 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 celestial objects, with emphasis on the sun, the moon, the planets and the stars. Major topics include telescopes, the formation of the solar system and the universe, solar energy and the life cycles of stars. Note: Recommended to satisfy the general education requirement for physical science.

**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/Corequisite: MATH 111 (Precalculus) 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 AND PUBLIC ADMINISTRATION

PS 100  U.S. Government  3 credits
A survey of basic constitutional principles, political institutions and public policies of American national government.

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.

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. Special attention is given to Iowa state government.

PS 250  Special Topics  3 credits
PA 250  Special Topics  3 credits
PS 299  Special Project  1-3 credits
PA 299  Special Project  1-3 credits
PS 342  The Development of American Foreign Policy  3 credits
A survey of U.S. foreign relations from colonial times 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 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.

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.
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<tr>
<td>PS 368</td>
<td>Political Parties and Interest Groups</td>
<td>3</td>
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<tr>
<td>PS 380</td>
<td>Congress and the Presidency</td>
<td>3</td>
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<tr>
<td>PA 403</td>
<td>Internship</td>
<td>3</td>
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<tr>
<td>PS 412</td>
<td>American Constitutional Law II</td>
<td>3</td>
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<tr>
<td>PA 445</td>
<td>Administrative Law</td>
<td>3</td>
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<tr>
<td>PS 450</td>
<td>Special Topics</td>
<td>3</td>
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<tr>
<td>PS 450</td>
<td>Special Topics</td>
<td>3</td>
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<tr>
<td>PS 499</td>
<td>Special Project</td>
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<tr>
<td>PA 499</td>
<td>Special Project</td>
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<tr>
<td>PSY 142</td>
<td>Human Growth, Development and Guidance</td>
<td>3</td>
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<tr>
<td>PSY 190</td>
<td>General Psychology</td>
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<td>Group Dynamics</td>
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<td>PSY 240</td>
<td>Conflict Resolution</td>
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<tr>
<td>PSY 250</td>
<td>Special Topics</td>
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**PSYCHOLOGY**

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<td>PSY 250</td>
<td>Special Topics</td>
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</tbody>
</table>
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: PSY 190 or SOC 110

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. Prerequisite: PSY 190.

PSY 299 Special Project 3 credits
This course includes supervised readings in selected content areas. Consent of the instructor is required. Prerequisite: PSY 190 or SOC 110

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. Same as SOC 302. Prerequisite: PSY 190 or SOC 110

PSY 310 Social Psychology 3 credits
This course presents the social aspects of human behavior, including person perception, social cognition, attitude formation and change, attribution, pro-social behavior and interpersonal attraction. Same as SOC 310. Prerequisite: SOC 110 or PSY 190.

PSY 313 Evaluating Behavioral Research 3 credits
This course is intended to familiarize the student with the format, mechanisms of, and the presentation of research in the social sciences. Same as SOC 313. Prerequisites: PSY 190 or SOC 110 and MATH 220.

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 335 Biology and Behavior 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. 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 355 Skills and Strategies in the Helping Profession 3 credits
PSY 355 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. May not be taken by learners who have completed PSY 354. 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 reinforces the language of research, various methods for conducting research, APA format usage, and how to identify and synthesize research literature. In addition, designing and completing a research study including statistical analysis and formally reporting research findings are key components. Same as SOC 373. Prerequisite: PSY 190, PSY/SOC 313.

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: PSY 190 or SOC 110.

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. Same as SOC 397. Prerequisite: PSY 190 or SOC 110.

**PSY 403 Internship** 3 credits
**PSY 432 Personality** 3 credits
A survey of the major theories of the nature and development of personality. Prerequisite: PSY 190.

**PSY 440 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 444 Assessment** 3 credits
An introduction to the assumptions and techniques of psychological assessment. Prerequisite: PSY 190 and MATH 220.

**PSY 450 Special Topics** 3 credits
**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. Senior status or consent of the instructor. Prerequisite: PSY 190.

**PSY 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. Same as BA 474. Prerequisite: PSY 190 or SOC 110.

**PSY 499 Special Project** 1-3 credits
Individualized independent investigation with supervision. Consent of the instructor is required. Prerequisite: PSY 190

**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.

**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 250 Special Topic** 3 credits
**REL 299 Special Project** 1-3 credits

**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.

**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.
SOC 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.

SOC 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 behaviors.

**Note:** Same as PSY 232. Prerequisite: PSY 190 or SOC 110.

SOC 237  **Criminal Law** 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.

SOC 240  **Diverse Cultures in America** 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. This course meets the cultures requirement in the general education requirements.

SOC 250  **Special Topics** 3 credits

SOC 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 PSY 260.

SOC 299  **Special Project** 1-3 credits

SOC 302  **Substance Abuse** 3 credits
This course studies the effects of psychoactive drugs, along with the origins of substance abuse, characteristics of substance abusers and consequences for the individual, family and society. Approaches to substance abuse treatment are presented. Same as PSY 302.

SOC 310  **Social Psychology** 3 credits
This course explores the social aspects of human behavior, including group dynamics, attitude formation, public opinion, prejudice, socioeconomic status, sex status and roles. Same as PSY 310. Prerequisite: SOC 110 or PSY 190.

SOC 313  **Evaluation of Behavioral Research** 3 credits
This course is intended to familiarize the student with the format, mechanisms of, and the presentation of research in the social sciences. Same as PSY 313. Prerequisites: PSY 190 or SOC 110 and MATH 220.

SOC 315  **Juvenile Justice** 3 credits
Development and operation of juvenile courts, treatment and rehabilitation strategies. Prerequisites: SOC 110 and junior status.

SOC 321  **Juvenile Delinquency** 3 credits
Juvenile gangs: causes and consequences of delinquency; prevention, treatment and control of delinquency. Prerequisite: SOC 110.

SOC 323  **Sociology of Charisma and Terrorism** 3 credits
The history and ideology of charismatic movements that have resorted to terrorism as a methodology of obtaining social goals. Prerequisites: SOC 110 or junior standing.

SOC 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. Topics will include: street crime, organized crime, white-collar crime and the role of substance abuse in criminality. Prerequisite: SOC 110.

SOC 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. Prerequisites: SOC 110 and junior status.
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SOC 347</td>
<td>Deviance and Social Control</td>
<td>3</td>
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<tr>
<td></td>
<td>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.</td>
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<tr>
<td>SOC 353</td>
<td>Sociology of Law</td>
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<td>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: SOC 110 and junior status.</td>
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<tr>
<td>SOC 361</td>
<td>Marriage and the Family</td>
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<td>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.</td>
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<tr>
<td>SOC 363</td>
<td>Social Stratification</td>
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<td>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.</td>
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<tr>
<td>SOC 365</td>
<td>Sociology of Policing</td>
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<td>The history of policing in America; structure and functions of policing in contemporary America; police community relations in urban and rural settings. Prerequisites: SOC 110 and junior status.</td>
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<tr>
<td>SOC 373</td>
<td>Research Methods</td>
<td>3</td>
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<td>This course reinforces the language of research, various methods for conducting research, APA format usage, and how to identify and synthesize research literature. In addition, designing and completing a research study including statistical analysis and formally reporting research findings are key components. Same as PSY 373. Prerequisites: PSY/SOC 313.</td>
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<tr>
<td>SOC 375</td>
<td>Methods in Human Services I</td>
<td>3</td>
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<td>A survey of public and private human service agencies and systems; the nature of the professional helping relationship; interviewing techniques; case management; problem-solving strategies. Same as PSY 375.</td>
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<tr>
<td>SOC 380</td>
<td>Corrections and Punishment</td>
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<tr>
<td></td>
<td>The history of corrections in American society, corrections and punishment in contemporary America, alternatives to institutional treatment. Prerequisite: SOC 110.</td>
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<tr>
<td>SOC 384</td>
<td>Social Welfare Programs and Policies</td>
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<tr>
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<td>An analysis of social policies in the United States, with emphasis on the dimensions of choice and alternative policies. The course assesses contemporary social welfare issues, programs and legislation. Prerequisite: SOC 110.</td>
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<tr>
<td>SOC 390</td>
<td>Complex Organizations</td>
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<td>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. Same as BA 390. Prerequisites: SOC 110 and junior status.</td>
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<tr>
<td>SOC 392</td>
<td>Sociological Theory</td>
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<td>Development of social theory from Auguste Compte 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.</td>
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<tr>
<td>SOC 397</td>
<td>Social Gerontology</td>
<td>3</td>
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<tr>
<td></td>
<td>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. Same as PSY 397.</td>
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<tr>
<td>SOC 398</td>
<td>Justice Administration</td>
<td>3</td>
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<td></td>
<td>This course studies the management and control of the criminal justice system. The student will be able to</td>
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discuss the reasons for and effectiveness of management techniques applied to the justice system. Prerequisite: SOC 110.

**SOC 403 Internship**

In this course, students gain supervised field experience in a selected setting. **Note:** Consent of the instructor is required.

**SOC 450 Special Topics**

**SOC 499 Special Project**

**SPANISH**

**SPN 101, 102 Beginning Spanish I and II**

An introduction to the Spanish language involving the study of basic vocabulary, verb forms and grammatical structures; listening comprehension and rudimentary speech receive special emphasis. Students who have successfully completed two years of high school Spanish may be admitted directly into SPN 102 with permission of the instructor.

**SPN 125 Introduction to Hispanic Culture and Society**

A multidisciplinary study of Latin American culture(s) utilizing the contributions of geography, political science, history, sociology, anthropology, economics, literature, art and religion. This course meets the cultures requirement in the general education requirements.

**SPN 201, 202 Intermediate Spanish I and II**

A consolidation of communicative proficiency in Spanish by emphasizing the four language skills of reading, writing, speaking and listening comprehension. Vocabulary acquisition and syntax will be stressed. Prerequisite: SPN 102 or consent of the instructor.

**SPN 250 Special Topics**

**SPN 299 Special Project**

**SPN 301, 302 Advanced Spanish I and II**

Reinforcement and continued development of communicative proficiency in Spanish by focusing on vocabulary expansion, sophisticated grammatical constructions, sustained oral interactions, idiomatic expressions and selections from contemporary literature. Prerequisite: SPN 202 or consent of the instructor.

**SPN 306 Culture and Society of Spain**

This course will use a multidisciplinary approach to look at the world of Spain in all facets: culture, society, politics, and economy. It provides a general historical overview, especially of the past century, but focuses most specifically on cultural dynamics, cultural forms, and recent events. Prerequisite: At least one prior social science or culture course, or consent of instructor. This course meets the cultures requirement in the general education requirements.

**SPN 320 Introduction to Modern Hispanic Literature**

A survey of contemporary Hispanic literature, with selections from the short stories, essays, novels, dramas and poetry of various authors. Prerequisite: SPN 202 or consent of the instructor.

**SPN 401 Professional Spanish**

Development of effective communication skills for a variety of professional situations—business, health care, education, human services. Emphasis is on usages in conversational contexts. Prerequisite: SPN 202 or consent of the instructor.

**SPN 450 Special Topic**

**SPN 499 Special Project**

**THEATRE**

**THE 110 Introduction to Theatre**

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.
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>THE 213</td>
<td>Principles of Acting</td>
<td>3 credits</td>
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<td></td>
<td>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.</td>
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<tr>
<td>THE 250</td>
<td>Special Topics</td>
<td>3 credits</td>
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<tr>
<td>THE 299</td>
<td>Special Project</td>
<td>3 credits</td>
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<tr>
<td>THE 330</td>
<td>Shakespeare</td>
<td>3 credits</td>
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<td>An introduction to Shakespeare’s writing through an analysis of four plays: a tragedy, chronicle history, pastoral comedy and love story. The goal of this course is to make Shakespeare accessible to late 20th century audiences from both literary and performance perspectives. Same as ENG 330.</td>
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<tr>
<td>THE 450</td>
<td>Special Topics</td>
<td>3 credits</td>
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<tr>
<td>THE 499</td>
<td>Special Project</td>
<td>3 credits</td>
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GRADUATE PROGRAMS

MASTER OF EDUCATION

GENERAL INFORMATION

Upper Iowa University’s Master of Education program is designed for learners who want advanced special education coursework, Reading, ESL and/or Instructional/Classroom Leadership. We expect to serve those learners who seek to earn certain teaching license endorsements and/or meet the requirements for the Master of Education degree. Learners may earn the:

- Teaching license endorsement for Instructional Strategist I: Mild/Moderate (K-8 and/or 5-12)
- Teaching license endorsement for Instructional Strategist II: Behavior Disorders/Learning Disabilities (K-12)
- Teaching license endorsement for Instructional Strategist II: Mental Disabilities (K-12)
- Teaching license endorsement for ESL (K-12)
- Teaching license endorsement for Reading (K-8 and/or 5-12)

Learners may also complete additional graduate work sufficient to meet the requirements to earn a Master of Education degree in one of the following areas of emphasis:

- Instructional Strategist
- Instructional/Classroom Leadership
- Reading
- ESL

Master of Education Program Goals

Students successfully completing the Master of Education will be able to:

- Read and evaluate educational research of various types (e.g. ethnographic, action, evaluation, descriptive, historical, correlational, experimental, quasi-experimental, and causal-comparative) as well as design action research projects
- Identify and describe the essential elements of classroom learning environments and explain how these elements can be organized to construct learning environments
- Describe and use educational technology methods for teaching, learning, and personal productivity
- Design and construct classroom curriculum units
- Describe and use research-based effective instructional methods
- Critique instructional delivery using appropriate standards and criteria
- Use research-based effective strategies for individual and classroom management
- Use research-based methods for assessing classroom learning
- Identify and explain issues in educational psychology (e.g. brain-based learning, multiple intelligences, motivation theory and practice and diversity)
- Identify and explain educational policy issues relating to governance, curriculum, accountability, personnel development, and school finance

Application Procedures and Requirements for Admission to the Master of Education Program

Applicants must submit the following application materials to Admissions, Upper Iowa University, Fayette, Iowa:

- Application Form
- $25.00 non-refundable application fee
- Three (3) letters of recommendation from individuals (non-relatives) capable of judging the applicant’s academic potential
- Official transcripts of all undergraduate and graduate course work completed
- Photocopies of all current teaching certificates/licenses
To be eligible for admission to the Master of Education program, the applicant must have earned a bachelor’s degree from an institution which is recognized by its own regional accreditation association and must have earned a cumulative undergraduate grade point average of 3.0 (A=4.0) or above. An applicant with a cumulative grade point average below 3.0 may be admitted on a provisional basis. After earning a grade point average of 3.25 on 12 semester credits of graduate work at Upper Iowa University, the learner may be fully admitted to the Master of Education Program.

The Master of Education Admissions Committee (MEdAC) is responsible for making the decision to admit or not admit applicants for admission. The MEdAC is composed of the Director of Teacher Education, and at least two faculty members currently teaching in the Master of Education program. In addition, a member of the Admissions staff will act as an ex officio member of the committee. The MEdAC will judge the suitability of the applicants for admission to the Master of Education program who do not possess a teacher’s license. The MEdAC will evaluate evidence the candidate may submit regarding his/her potential suitability including statements of personal and professional goals, previous education and employment experiences, and other statements and documents that may be relevant to his/her application for admission. The MEdAC will determine the degree to which the applicant’s application for admission and supportive materials are consistent with the Master of Education program design and outcomes and whether the applicant will likely both sufficiently benefit from and contribute to the Master of Education program if admitted. An application interview may be required as determined by the MEdAC.

Applicants denied admission to the Master of Education program by the MEdAC may appeal to the Master of Education Admission Review Committee. The Master of Education Admission Review Committee is composed of two members of the graduate teaching faculty who are not serving on the MEdAC, a (non-education) tenured residential university faculty member selected by the Chair of the Faculty, the registrar or designee, and the Chief Academic Officer (CAO).

Learners admitted to the Master of Education program must submit the following before enrolling:
- A “good faith” $100 advance tuition deposit. (Learners register for classes after the University receives the advance deposit.)

**Transfer Guidelines**

With the approval of the Teacher Education Program Director and advisor, learners may transfer 9 credits for the degree in any of the three areas: Core, Emphasis, or Electives. Only graduate credits from a regionally accredited institution will be accepted. Learners must complete a minimum of 27 graduate credits at Upper Iowa University to be awarded the Master of Education.

**Classification of Graduate Students**

**Registration Status:**
- Full-time: A learner registered in a graduate course for three or more credits a term.
- Less than full-time: A learner registered for less than three credits per term.

**Official Status**
- Regular: A learner whose record and current standing indicate systematic pursuit of study toward a degree.
- Transient: A learner attending classes for the purpose of obtaining credit, but not a candidate for degree.

**Course Loads**

Learners enrolled in the UIU Graduate Program are considered full-time with the completion of three semester graduate credits during each eight-week term. Enrollment in six semester graduate credits during an eight-week term is allowed as long as the learner is successfully completing the course requirements.

**Additional Coursework**

Learners 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 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 term start and must specifically list the courses and terms the learner plans to complete. The graduate advisor will review the request and, following discussion with the learner, approve or deny the request. In general, a request will not be approved if taking the additional courses would delay or interfere with the learner’s progress towards a degree. Learners using financial aid for degree-required courses may not be eligible for additional funds to pay for extra courses.
Textbooks

Textbooks may be purchased through MBS Direct (UIU’s textbook partner), through the Peacock Connection on the Fayette Campus, or locally through other sources. Textbook titles and editions will be provided upon request by program staff.

To order, call MBS Direct at 800-325-3252, identify yourself as an Upper Iowa University learner, and indicate your program and the course number. You may also access the Virtual Bookstore at: http://www.uiu.edu or www.direct.mbsbooks.com/uui.htm. You may pay by Visa, MasterCard, Discover or American Express. Orders will be shipped within 24 hours. Textbooks are delivered via UPS by one of three methods: Ground, Second Day Air, or Next Day Air. You pay the current UPS rate based on the weight of the package and where the package is being shipped. (FedEx and Priority Mail are also available). Textbook buy back is also available. Call MBS Direct or visit their website for a quote, buyback, or mailing label.

The Peacock Connection is located on the Fayette Campus. Hours are generally 8:30am-4:00pm. Call (563) 425-5857 or e-mail ahrensj@peacocks.uiu.edu or textbooks@uiu.edu.

Learners purchasing texts from a source other than MBS must ensure that the ISBN of the purchased text matches, exactly, the ISBN specified at the MBS site. Failure to do so can result in inaccurate course materials.

Writing Style Guide

All graduate courses require the use of the current APA style guide. For assistance in writing using APA guidelines, contact the Writing Coordinator in the Academic Support Center.

Library Resources

As a learner of Upper Iowa University, you have access to the resources of the Henderson-Wilder Library on the Fayette campus. If travel to the campus is not feasible, you can access the library through the University’s website. Go to: www.uiu.edu and click on Library. Library staff members are available to assist you with questions, including how to access the online resources available to you as a UIU learner.

Grade Appeal Process

The grade for any given course is based on the achievement or success of the learner 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.

Learners dissatisfied with their grade should discuss their concerns first with the instructor and then with the Director of Teacher Education or designee. If a learner still wishes to appeal a grade, the following procedures shall be initiated within one term after the term for which the grade is recorded:

1. The learner will contact the instructor to ensure the grade assigned was correct and/or to request an explanation of how the grade was calculated.
2. The learner will notify both the instructor and the Director of Teacher Education or designee in writing that he or she will appeal the grade received for a specific course.
3. The learner will submit, in writing, a request to change the grade to the Grade Appeal Review Committee. The request should specify why the grade received is not correct and the proposed change in grade. If the learner is contesting a charge of cheating or plagiarism he/she is required to submit the document in question in an electronic format i.e. by flash drive or as an e-mail attachment when making his/ her request to the Grade Appeal Review Committee. This document may be submitted to a plagiarism detection service.
4. The Grade Appeal Review Committee will review the learner’s appeal, contacting the instructor and any additional personnel as needed to discuss the conflicting issues.
5. The Grade Appeal Review Committee will render a written decision within sixty days of receiving the request for grade change.
6. To appeal this decision a written request must be sent to the Chief Academic Officer (CAO), PO Box 1857, Fayette, IA 52142 within 30 days of the Grade Appeal Review Committee decision.

Program Planning

There are two categories of graduate students—those seeking only teaching license endorsements and those
seeking the Master of Education degree. Learners in both categories must follow the Program Plan developed for the individual learners within the categories. The Program Plan is developed by the learner and his/her graduate advisor in a manner consistent with the expectations of the graduate program, and must be adopted by the completion of the student’s first term in the graduate program. The Program Plan also is intended to assist in maintaining the academic quality in the various areas of emphasis offered in 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 3.25 for all graduate courses. They must successfully complete the Special Project requirement, the Comprehensive Examinations and the program completion application procedures. All requirements for the Master of Education degree must be completed within seven years from the date of admission to the graduate program.

Special Project

The learner will be required to complete a special project under the direction of a faculty member. The special project is expected to provide the learner with a culminating experience that helps the learner to integrate the knowledge and skills acquired through the Master of Education program coursework.

Comprehensive Examination

Learners will be required to successfully complete a written and oral comprehensive examination. The comprehensive examination is generally given at the conclusion of the learner’s program. The examination is scheduled through the Teacher Education Office and includes a take-home examination and an oral examination over the written responses. At least eight (8) weeks should be allowed for the examination process. After receipt of the comprehensive questions, the learner will have four (4) weeks to submit written responses. Written responses will be due at the Teacher Education Program Director’s office at least four (4) weeks prior to the oral examination to allow ample time for faculty to read the responses prior to the oral examination.

Tuition

Tuition for the graduate program is $328 per credit hour.

Fees

$25.00 nonrefundable application fee
$300.00 nonrefundable special project fee
$300.00 nonrefundable comprehensive examination fee
$65.00 nonrefundable graduation fee
$5.00 nonrefundable transcript fee (fax copy $8.00)
No technology fee

Financial Aid

Learners who are attending Upper Iowa University and seeking assistance may apply for financial aid. By completing the Free Application for Federal Student Aid (FAFSA) and listing Upper Iowa University Title IV School Code 001893, learners have the opportunity to be considered for federal financial aid. The federal financial aid programs Upper Iowa University has available to learners include Federal Stafford Loans. Learners who have questions regarding the financial aid process should contact Financial Aid at 1-800-553-4150 ext. 3 or (563) 425-5274.

Transcripts

For transcripts a learner must submit a written request by mail or fax. The request should include the student’s printed name, signature, and the exact address where the transcript should be sent. A transcript request form is available on the UIU website at: www.uiu.edu/current_students/services/transcript.html. There is a U.S. $5.00 charge for each official copy or $8.00 charge for a faxed copy. Fax requests to (563) 425-5287, Attn: Registrar or mail the request to Registrar’s Office, Upper Iowa University, P.O. Box 1857, Fayette, Iowa 52142. Please note that we do not accept transcript requests via E-mail. An official transcript cannot be issued if there is a University account outstanding.
AREAS OF EMPHASIS

The Masters of Education is offered in the following areas of emphasis:

- Instructional/Classroom Leadership
- ESL (English as a Second Language)
- Instructional Strategist I
- Reading

Generally, learners who pursue the Master of Education Instructional Strategist, Reading and/or ESL sequence of courses seek a teaching license endorsement. These learners must complete the various Iowa State Department of Education approved Upper Iowa University endorsement requirements, successfully complete the Master of Education core requirements and additional coursework in the Instructional/Classroom Leadership area of emphasis, if necessary, to meet the Master of Education degree credit requirements.

Master of Education, Instructional/Classroom Leadership Emphasis

To be awarded the Master of Education, Instructional/Classroom Leadership emphasis, the learner must earn a minimum of 36 approved credit hours and successfully complete the Special Project and Comprehensive examinations. The Instructional/Classroom Leadership emphasis courses are as follows:

- EDU 513 Educational Research (core requirement)
- EDU 516 Constructing Learning Environments (core requirement)
- EDU 519 Teaching with Technology (core requirement)
- EDU 522 Assessment of Learning I
- EDU 524 Issues in Educational Psychology and Learning
- EDU 526 Selective Methods I
- EDU 528 Selective Methods II
- EDU 530 Selective Methods III
- EDU 562 Individual Behavior and Classroom Management PreK-12
- EDU 534 Instructional Delivery
- EDU 532 Assessment of Learning II
- EDU 536 Classroom Curriculum Design
- EDU 538 Educational Policy Seminar

Master of Education, Instructional Strategist Emphasis

To be awarded the Master of Education, Instructional Strategist emphasis, the learner must earn a minimum of 36 approved graduate credit hours that include the following courses/requirements:

Instructional Strategist I K-8

- EDU 513 Educational Research (core requirement)
- EDU 516 Constructing Learning Environments (core requirement)
- EDU 519 Teaching with Technology (core requirement)
- EDU 304 Exceptional Persons
- EDU 567 Characteristics of Individuals with Disabilities PreK-12
- EDU 507 Diagnostic and Corrective Reading and Language Arts
- EDU 562 Individual Behavior and Classroom Management PreK-12
- EDU 564 Methods: Behavior Disorders PreK-8
- EDU 576 Curriculum, Organization, and Development of Special Education Programs PreK-12
- EDU 571 Assessment of Individuals with Disabilities PreK-12
- EDU 578 Methods: Mild/Moderate Disabilities PreK-8
- EDU 559 Home, School, and Community Relations
- EDU 579 Student Teaching Instructional Strategist (3 credits) OR
- EDU 582 Student Teaching Instructional Strategist (7 credits)

To complete credit hour requirements for the Master of Education degree, learners will be advised on an individual basis about appropriate coursework.

Successfully complete the Special Project and Comprehensive Examinations
Instructional Strategist I 5-12

- EDU 513  Educational Research (core requirement)
- EDU 516  Constructing Learning Environments (core requirement)
- EDU 519  Teaching with Technology (core requirement)
- EDU 304  Exceptional Persons
- EDU 567  Characteristics of Individuals with Disabilities PreK-12
- EDU 507  Diagnostic and Corrective Reading and Language Arts
- EDU 562  Individual Behavior and Classroom Management PreK-12
- EDU 576  Curriculum, Organization, and Development of Special Education Programs PreK-12
- EDU 571  Assessment of Individuals with Disabilities PreK-12
- EDU 574  Methods: Behavior Disorders 5-12
- EDU 575  Methods: Mild/Moderate Disabilities 5-12
- EDU 577  Career and Vocational Programming
- EDU 559  Home, School, and Community Relations
- EDU 579  Student Teaching Instructional Strategist (3 credits) OR
- EDU 582  Student Teaching Instructional Strategist (7 credits)

To complete credit hour requirements for the Master of Education degree, learners will be advised on an individual basis about appropriate coursework.

Successfully complete the Special Project and Comprehensive Examinations

Instructional Strategist II: Behavior Disorders/Learning Disabilities K-12

- EDU 513  Educational Research (core requirement)
- EDU 516  Constructing Learning Environments (core requirement)
- EDU 519  Teaching with Technology (core requirement)
- EDU 304  Exceptional Persons
- EDU 567  Characteristics of Individuals with Disabilities PreK-12
- EDU 507  Diagnostic and Corrective Reading and Language Arts
- EDU 562  Individual Behavior and Classroom Management PreK-12
- EDU 569  Methods: Learning Disabilities K-12
- EDU 576  Curriculum, Organization, and Development of Special Education Programs PreK-12
- EDU 559  Home, School & Community Relations
- EDU 564  Methods: Behavior Disorders Prek-8
- EDU 571  Assessment of Individuals with Disabilities PreK-12
- EDU 574  Methods: Behavior Disorders 5-12
- EDU 577  Career and Vocational Programming
- EDU 579  Student Teaching Instructional Strategist (3 credits) OR
- EDU 582  Student Teaching Instructional Strategist (7 credits)

To complete credit hour requirements for the Master of Education degree, learners will be advised on an individual basis about appropriate coursework.

Successfully complete the Special Project and Comprehensive Examinations

Instructional Strategist II: Mental Disabilities K-12

- EDU 513  Educational Research (core requirement)
- EDU 516  Constructing Learning Environments (core requirement)
- EDU 519  Teaching with Technology (core requirement)
- EDU 304  Exceptional Persons
- EDU 507  Diagnostic and Corrective Reading and Language Arts
- EDU 559  Home, School & Community Relations
- EDU 562  Individual Behavior and Classroom Management Prek-12
• EDU 567 Characteristics of Individuals with Disabilities Prek-12
• EDU 571 Assessment of Individuals with Disabilities Prek-12
• EDU 573 Methods: Mental Disabilities
• EDU 576 Curriculum, Organization, and Development of Special Education Program Prek-12
• EDU 577 Career and Vocational Programming
• HPER 102 First Aid/CPR/AED Program
• EDU 579 Student Teaching Instructional Strategist (3 credits) OR
• EDU 582 Student Teaching Instructional Strategist (7 credits)
• To complete credit hour requirements for the Master of Education degree, learners will be advised on an individual basis about appropriate coursework.
• Successfully complete the Special Project and Comprehensive Examinations

**Master of Education, ESL K-12 (English as Second Language) Emphasis**

To be awarded the Master of Education, ESL K-12 emphasis, the learner must earn a minimum of 36 approved graduate credit hours that include the following courses/requirements:

- EDU 513 Educational Research (core requirement)
- EDU 516 Constructing Learning Environments (core requirement)
- EDU 519 Teaching with Technology (core requirement)
- EDU 543 Concepts of English
- EDU 544 Curriculum and Methods of ESL
- EDU 545 Second Language Acquisition
- EDU 546 Practicum in ESL
- EDU 547 Problems in English Grammar
- EDU 548 Cultural & Linguistic Diversity
- EDU 549 Student Teaching in ESL

• To complete credit hour requirements for the Master of Education degree, learners will be advised on an individual basis about appropriate coursework.
• Successfully complete the Special Project and Comprehensive Examinations

**Master of Education, Reading Emphasis**

To be awarded the Master of Education, Reading emphasis, the learner must earn a minimum of 36 approved graduate credit hours that include the following courses/requirements:

**Reading K-8**

- EDU 513 Educational Research (core requirement)
- EDU 516 Constructing Learning Environments (core requirement)
- EDU 519 Teaching with Technology (core requirement)
- EDU/PSY 142 Human Growth, Development & Guidance*
- EDU 304 Exceptional Persons
- EDU 326 Developmental Reading and Language Arts
- EDU 333 Literature: Birth-Adolescence
- EDU 335 Teaching Elementary Language Arts
- EDU 507 Diagnostic and Corrective Reading and Language Arts
- EDU 509 Practicum: Elementary Reading and Language Arts
- EDU 525 Content Area Literacy
- EDU 585 Advanced Problems in Reading and Language Arts

• To complete credit hour requirements for the Master of Education degree, learners will be advised on an individual basis about appropriate coursework.
• Successfully complete the Special Project and Comprehensive Examinations

* Only one credit of this three credit course is used in this endorsement.
Reading 5-12

- EDU 513 Educational Research (core requirement)
- EDU 516 Constructing Learning Environments (core requirement)
- EDU 519 Teaching with Technology (core requirement)
- EDU/PSY 142 Human Growth, Development & Guidance*
- EDU 304 Exceptional Persons
- EDU 326 Developmental Reading and Language Arts
- EDU 333 Literature: Birth-Adolescence
- EDU 507 Diagnostic and Corrective Reading and Language Arts
- EDU 510 Practicum: Secondary Reading and Language Arts
- EDU 525 Content Area Literacy
- EDU 585 Advanced Problems in Reading and Language Arts
- One of the following:
  - ENG 102 English Composition II
  - ENG 201 Expository Writing
- An equivalent composition course
- To complete credit hour requirements for the Master of Education degree, learners will be advised on
  an individual basis about appropriate coursework.
- Successfully complete the Special Project and Comprehensive Examinations

* Only one credit of this three credit course is used in this endorsement.

MASTER OF HIGHER EDUCATION ADMINISTRATION (MHEA)

The MHEA degree is intended to provide learners opportunities to develop skill-sets and knowledge in areas specific to admin-
istration in higher education, leadership of staff, and management of funding, budgeting, and organizational process. Individual
and group assignments combine textbook theory with real-world application. The program provides a balance of quantitative and
qualitative studies.

Teaching Strategies

Each course focuses on applying theory to practice through learning activities like case studies, report writing, problem-based projects,
field interviews, group projects, simulation exercises, career mapping, college visitations, catalog analyses, practitioner workshops and
instruction, exams, and onsite and asynchronous online discussions. Students will learn how to apply tested and best-practice business
techniques like Customer Relationship Management (CRM) and break-even analysis to higher education. The MHEA is offered in both
classroom and online delivery modalities.

To fully synthesize their learning experiences, learners will complete a capstone research seminar. For the seminar, learners conduct
independent studies of a topic in higher education administration of special professional value to them. Topic examples might be marketing,
fundraising, or technology trends in higher education. Students will submit a written report of their findings. They also will give group
presentations of their findings to an audience that may include student peers, faculty members, and outside experts. The group presentation
may incorporate PowerPoint slides or similar contemporary briefing methods. The capstone research seminar permits learners to tailor
part of their program to explore in greater depth personal professional interests in higher education.

Program Objectives

- The MHEA degree is intended to provide learners opportunities to develop skill-sets and knowledge in areas specific to admin-
  istration in higher education, leadership of staff, and management of funding, budgeting, and organizational process. Individual
  and group assignments combine textbook theory with real-world application. The program provides a balance of quantitative and
  qualitative studies.
- The MHEA exposes learners to current theories, concepts and learning models necessary to assume leadership roles in higher
  education institutions. Upon successful completion of the MHEA, graduates will be positioned to make a significant contribution
to their educational institutions.
Learner Objectives
The MHEA will prepare students to demonstrate specific knowledge in the field of higher education administration including the skills and techniques necessary to enable them to:

- assume leadership positions in higher education,
- adopt best-practice skills and models in higher education finance, curriculum design, legal issues, and distance learning,
- think critically and ethically about the purposes, design, functions and character of higher education organizations and their service to society,
- develop effective decision-making, leadership, management, and analytical skills,
- examine the issues of governance in higher education and institutional adaptation to the changing environment,
- prepare students to make substantive contributions to society through leadership positions in public, not-for-profit, and for-profit higher education institutions,
- provide an opportunity for professional advancement for in-service professionals currently working in higher education institutions.

MHEA Foundational Requirements
To be unconditionally admitted into the graduate program, learners must be able to demonstrate a basic level of knowledge and achievement in the areas of:

Management Principles  BA 210*
Elementary Statistics  MATH 220*

or completion of an upper division computational mathematics course, or attainment of a satisfactory score in the quantitative portion of the GRE or GMAT  *UIU Course Equivalent

Such knowledge and achievement can be demonstrated through successful completion (grade C or higher) of undergraduate courses in these areas, and/or successful completion of CLEP/DSST/Excelsior College and/or ACT-PEP testing.

Foundation courses are available through UIU’s Undergraduate Program. Transfer credit to fulfill foundational requirements will be accepted following the guidelines on page 23.

Completion of Foundational Requirements
The foundational requirements set forth above must be met by all learners in the MHEA program. Learners without knowledge and achievement in one or more of these areas will be required, before enrollment in graduate level classes, to formulate and implement a plan working with the graduate advisor to rectify this.

Learners must complete all foundational requirements before taking more than six semester credits of graduate level courses. Learners who have not completed required foundational courses will not be allowed to enroll in additional graduate level courses beyond six semester credits until the foundational requirements have been satisfied.

Requirements for a Master of Higher Education Administration
The Upper Iowa University Master of Higher Education Administration degree requires 39 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 six, eight week terms, each year. A fulltime course load is three semester credits per term. A learner must obtain permission to enroll in more than six semester credits by submitting a request in writing to your program office. Such permission will generally not be granted for more than two terms of a learner’s degree program. A learner who has earned a grade of C or F in any UIU graduate course or currently has a grade of I will generally not be granted such permission.

The learner chooses an area of emphasis and completes the required courses as outlined in this catalog. Any change in sequence must be approved by a learner’s graduate advisor. The remaining credits of the program are electives selected from courses in the other areas of emphasis or from electives which are relevant to the learner’s area of emphasis.

Degree Completion
To receive the Master of Higher Education Administration degree, the learner must successfully complete 39 semester credits of graduate work including a final research report and earn a cumulative GPA of not less than 3.0 on a 4-point scale.

A graduate learner 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 learner 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 learner’s
graduation requirements. If program requirements change, the learner can elect to complete the revised curriculum or to complete under the original curriculum.

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 Higher Education Administration

Learners must complete the core requirements and the requirements for one area of emphasis (Leadership or Community and Technical College Administration) for a total of 39 semester credits.

Core requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEA 501</td>
<td>Historical Foundations and Social Considerations of Adult Education</td>
<td>3</td>
</tr>
<tr>
<td>HEA 502</td>
<td>Foundations of Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>BA/PA 509</td>
<td>Theories of Leadership</td>
<td>3</td>
</tr>
<tr>
<td>HEA 511</td>
<td>Administration, Organization and Governance of Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>HEA 512</td>
<td>Finance and Budgeting in Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>HEA 521</td>
<td>Politics in Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>HEA 522</td>
<td>Legal Implications for the Administrator</td>
<td>3</td>
</tr>
</tbody>
</table>

Capstone
HEA 590 Research Seminar 3

Areas of emphasis:

Community and Technical College Administration

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEA 503</td>
<td>Community Colleges and American Education</td>
<td>3</td>
</tr>
<tr>
<td>PA 515</td>
<td>Grant Writing</td>
<td>3</td>
</tr>
<tr>
<td>HEA 531</td>
<td>Teaching, Advising and Retaining Adult Learners</td>
<td>3</td>
</tr>
<tr>
<td>HEA 535</td>
<td>Instructional Design and Delivery of Distance Education</td>
<td>3</td>
</tr>
<tr>
<td>HEA 557</td>
<td>Planning and Assessing Two-year Programs</td>
<td>3</td>
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</tbody>
</table>

Leadership

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BA/PA 505</td>
<td>Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>HEA 506</td>
<td>Ethical Dilemmas of Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>BA 555</td>
<td>Organizational Culture</td>
<td>3</td>
</tr>
<tr>
<td>HEA 556</td>
<td>Strategic Decision Making in Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>HEA 558</td>
<td>Quality Improvement and Accreditation</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives may be selected from courses outside the learner’s area of emphasis.
Learning Outcomes for the MHEA and Areas of Emphasis

Learners are expected to demonstrate the skills and attributes necessary to be a successful leader within the area of emphasis:

1. An ability to analyze and present learned concepts and theories within the emphasis area
2. The ability to articulate and utilize the concepts of vision, strategic planning, problem solving and quality management as they pertain to the emphasis area
3. A mastery of their discipline
4. To conduct, apply and synthesize research in the discipline
5. Appropriate communication and critical thinking skills.

All graduates are expected to complete a capstone experience (report of research) in which a comprehensive understanding of the discipline is demonstrated by a written and PowerPoint™ presentation of the research.

Course Loads

Learners enrolled in the UIU Graduate Program are considered full-time with the completion of three semester graduate credits during each eight-week term.

Tuition

Tuition for MHEA graduate program courses is $399 per credit hour.

Writing Style Guide

All graduate courses require the use of the current APA style guide. For assistance in writing using APA guidelines, contact the writing coordinator in the Academic Support Center.

Library Resources

As a learner of Upper Iowa University, you have access to the resources of the Henderson-Wilder Library on the Fayette campus. If travel to the campus is not feasible, you can access the library through the University’s website. Library staff members are available to assist you with questions, including how to access the online resources available to you as a UIU learner.

GRADUATE PROGRAM COURSE DESCRIPTIONS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EDU 507</td>
<td>Diagnostic and Corrective Reading and Language Arts</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>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 strategies) linked to the assessment, and writing summative reports. A 30-hour tutoring experience is required. Prerequisite: EDU 326.</td>
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<tr>
<td>EDU 509</td>
<td>Practicum: Elementary Reading and Language Arts</td>
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<tr>
<td></td>
<td>This course develops the learner’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, 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. 60-clock hours of practicum is required. Prerequisites: EDU 326, 407/507, and 485/585.</td>
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<tr>
<td>EDU 510</td>
<td>Practicum: Secondary Reading and Language Arts</td>
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<tr>
<td></td>
<td>This course develops the learner’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. 60-clock hours of practicum required. Prerequisites: EDU 326 or EDU 425, 407/507, and 485/585.</td>
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<tr>
<td>EDU 513</td>
<td>Educational Research</td>
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<td></td>
<td>This course assists professional practitioners in learning how to read and evaluate educational research and</td>
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</tbody>
</table>
in designing action research projects. Various types of research will be studied: ethnographic, action, evaluation, descriptive, historical, correlational, experimental, quasi-experimental, and causal-comparative. Each student will prepare a research project.

**EDU 516 Constructing Learning Environments** 3 credits

This course provides information and some structures through which to better understand learning environments. The course makes use of Danielson’s Enhancing Professional Practice: A Framework for Teaching as well as a number of other resources including, Marzano’s What Works in Schools: Translating Research into Action, Tomlinson’s and McTighe’s Integrating Differentiated Instruction and Understanding by Design and Schmoker’s Results Now. In addition to information about classroom/instructional leadership traits, students will also make use of the various Renaissance Partnership standards and rubrics and be able to apply various ideas to their professional practices.

**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 522 Assessment of Learning I** 3 credits

This course provides the theoretical foundation for student-involvement classroom assessment. The course focuses on the role of classroom assessment in measuring student 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 understand the text. Because the text is a comprehensive treatment of traditional and alternative assessments, it provides examples, discusses the pros and cons, and gives guidance for crafting every assessment technique that is introduced. This course will provide a practical experience to use what you learn in your own classrooms.

**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, and 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 the 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, students 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 I** 2 credits

This course addresses cooperative, competitive, and individualistic learning. It addresses how effective teachers can integrate these three goal structures of learning into integrated units of instruction. Students will be asked to critique articles on cooperative learning, write reflective journals, teach a lesson that incorporates cooperative learning and an appropriate assessment, and write a 10-day integrated unit that utilizes the three goal structures of learning.

**EDU 528 Selective Methods II** 2 credits

This course addresses classroom instruction, particularly those strategies that are research-based which could be implemented by K-12 teachers to increase student achievement.

**EDU 530 Selective Methods III** 2 credits

This course addresses the classroom strategies that raise student motivation and produce meaningful learning. Selective Methods III concentrates on strategies that are research-based, which can be implemented by K-12 teachers to increase student achievement.
EDU 532  Assessment of Learning II  3 credits
This course is an application-oriented course. Learners apply their understanding of student-involved assessment theory to curriculum commonly found in the classroom. Learners taking the course will learn how to appropriately assess the learning of K-12 students in their classrooms for a variety of achievement targets. In addition, learners will apply the knowledge of various assessment concepts and practices in order to build more effective, student-involved classrooms.

EDU 534  Instructional Delivery  3 credits
This course focuses on the actual delivery of lessons to PreK-12 students from instructional units. Class participants learn to critique instructional delivery according to various criteria/rubrics, including the Iowa Teaching Standards and Criteria, as well as to identify ways to improve teaching performances through critical observation, reflection, analysis and practice. Class participants will be expected to produce/provide videotapes of instructional performances for use in the class.

EDU 536  Classroom Curriculum Design  3 credits
This course focuses on curriculum unit design. Learners learn to examine connections between particular units and the curriculum standards and benchmarks from which units arise. Learners learn to design and construct units, attending carefully to each of the various elements than normally comprise units of instruction. Particular attention is devoted to the alignment of goals, objectives, activities and assessments of learning. Learners 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. Educational policy areas likely to be considered include those having to do with governance, curriculum, accountability, personnel development, and school finance.

EDU 543  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. 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 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. Prerequisite: EDU 543

EDU 545  Second Language Acquisition  3 credits
This course 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. Prerequisite: EDU 543

EDU 546  Practicum in ESL  1 credit
This course develops the learner's understanding and application of curriculum and methods in ESL. In this course, learners 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. Twenty (20) clock hours of practicum are required in a classroom with ELLs present. Prerequisites: EDU 543, EDU 544

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 learners. Prerequisite: EDU 543
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EDU 548</td>
<td>Cultural and Linguistic Diversity</td>
<td>3</td>
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<tr>
<td></td>
<td>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, learners 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. Prerequisite: EDU 543</td>
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</tr>
<tr>
<td>EDU 549</td>
<td>Student Teaching in ESL</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Student 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.</td>
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<tr>
<td>EDU 550</td>
<td>Special Topics</td>
<td>1 – 3</td>
</tr>
<tr>
<td>EDU 559</td>
<td>Home, School, and Community Relations</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>This course will develop the skills of listening, supporting, guiding, and assisting behaviors utilized in developing strong relationships with parents and community members. Learners will examine the impact of cultural diversity, factors which place families at-risk, advocacy, and public policy. Learners will become familiar with community resources. Learners will also explore the effective use of parent-teacher conferences, home visits, and interviews. Prerequisites: EDU 457 or EDU 304</td>
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<tr>
<td>EDU 562</td>
<td>Individual Behavior and Classroom Management PreK-12</td>
<td>3</td>
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<td></td>
<td>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.</td>
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<tr>
<td>EDU 564</td>
<td>Methods: Behavior Disorders PreK-8</td>
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<td></td>
<td>This course provides knowledge of characteristics, definitions, and methods for managing and teaching students with mild/moderate behavior disorders. The course will include strategies for managing hyperactive behavior, aggressive behavior, withdrawn behavior, delinquent behaviors, and low incidence behavior disorders and provide opportunities for developing and justifying the components of Individual Education Plans (IEPs). Learners will be doing observations and activities in classroom settings, spending a minimum of 10 hours of field experience with students with disabilities. Prerequisite: EDU 304</td>
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<tr>
<td>EDU 567</td>
<td>Characteristics of Individuals with Disabilities PreK-12</td>
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<td>This course will address characteristics of and current trends and issues in serving students with mild and moderate 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. Prerequisite: EDU 304</td>
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<tr>
<td>EDU 569</td>
<td>Methods: Learning Disabilities K-12</td>
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<td>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 teaching strategies for pre-academic learning, oral language, reading, writing, mathematics, and social-emotional development. A ten-hour experience in the field is a requirement for this course. Prerequisite: EDU 567</td>
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<tr>
<td>EDU 571</td>
<td>Assessment of Individuals with Disabilities PreK-12</td>
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<td>This course provides knowledge and application of the collection and use of academic and behavioral data for the educational diagnosis, assessment, and evaluation of individuals with disabilities, which includes norm-referenced instruments, criterion-referenced instruments, naturalistic observations, and behavioral rating instruments and applying assessment results to individualized program development and management. A minimum of 10 hours of field experience will be spent observing and/or assisting in a special education setting. Prerequisites: EDU 304 and EDU 467/567.</td>
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<tr>
<td>EDU 573</td>
<td>Methods: Mental Disabilities</td>
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<td>The purpose of this course is to extend the knowledge of intellectual disabilities (mental disabilities, mental retardation or cognitive disabilities) for those who seek to work with students with intellectual disabilities ages 5-21. This course emphasizes empirically-validated practices in the education of students with intellectual disabilities: assessment of instructional needs, instructional strategies, classroom management and behavioral support, promotion of social and communication skills, and promotion of self-determination. A ten-hour experience in the field is a requirement of this course.</td>
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EDU 574  Methods: Behavior Disorders 5-12  3 credits
This course provides knowledge of characteristics and the application of definitions and methods for managing and teaching secondary school students with behavior disorders. The course will include strategies for preventing behavior disruptions and provide opportunities for students to develop and justify the components of Individual Education Plans (IEPs) for students with behavior disorders. A minimum of 10 clock hours will be spent in observing and/or assisting in a special education setting. Prerequisite: EDU 304.

EDU 575  Methods: Mild/Moderate Disabilities 5-12  3 credits
This course provides knowledge of appropriate empirically-based programming for secondary special education learners in a mild/moderate classroom setting. This class provides strategies useful for educators in developing methods, strategies, and materials and adoption of traditional methods for use with secondary students in special education. A minimum of 10 clock hours will be spent in observing and/or assisting in a special education setting. Prerequisite: EDU 304 and EDU 467/567.

EDU 576  Curriculum, Organization, and Development of Special Education Programs PreK-12  3 credits
This course will cover curriculum organization and development for special education students at the school-age level PreK-12. This will follow an integrated approach, emphasizing development of curriculum for individuals and small groups of students who are in special education classroom settings. It will focus on improving the quality of instruction through continual assessment and curriculum revision, which stresses active learning and practical hands-on experiences to enhance learning. A minimum of 10 clock hours will be spent completing a field experience observation and assisting in a special education setting. Prerequisite: EDU 304 and EDU 467/567.

EDU 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 proactive developing Individual Education Plans (IEP’s) and transition services under the mandate of the Individuals with Disabilities Education Act (IDEA). The student will spend a minimum of ten field experience hours observing and/or completing classroom assignments in a secondary special education setting. Prerequisite: EDU 304.

EDU 578  Methods: Mild/Moderate Disabilities PreK-8  3 credits
The course focuses on the characteristics of and methods for managing and teaching students with mild/moderate disabilities in a multicategorical setting. This course will provide opportunities for developing and justifying components of Individual Education Plans. It will include strategies to help students remember spoken and written language, solve math problems, take tests, complete assignments, and prioritize and manage time. A minimum of 10 clock hours will be spent observing and assisting in a special education setting. Prerequisites: EDU 304 and EDU 467/567.

EDU 579  Student Teaching Instructional Strategist  3 credits
Student 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.

EDU 582  Student Teaching Instructional Strategist  7 credits
Student 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.

EDU 585  Advanced Problems in Reading and Language Arts  3 credits
This 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. Effectiveness strategies that facilitate the learning of standard English by all learners is included. There is a 30 clock hour practicum required. Prerequisites: EDU 326, EDU 407/507.

EDU 599  Special Project  1 – 3 credits

HEA 501  Historical Foundations and Social Considerations of Adult Education  3 credits
This course is an analysis of the evolution and development of the historical foundations of adult education. Within the broad context of the history of adult education, the course also addresses the considerations and issues involved in relationship to social, economic, and political movements.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HEA 502</td>
<td>Foundations of Educational Research</td>
<td>3</td>
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<td></td>
<td>This course prepares higher education administrators</td>
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<td></td>
<td>to translate administrative questions into research</td>
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<td></td>
<td>questions, select appropriate research methods and</td>
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<td>techniques, prepare a literature review, develop data</td>
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<td>collection tools, collect data, as well as produce and</td>
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<td></td>
<td>present a research report. Prerequisite: Statistics/</td>
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<td>Math 220.</td>
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<tr>
<td>HEA 503</td>
<td>Community Colleges and American Education</td>
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<tr>
<td></td>
<td>An examination of community and technical colleges and</td>
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<td></td>
<td>how they relate to their communities. Topics include</td>
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<td></td>
<td>community and technical college development, governance,</td>
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<td>administration, finance, students, faculty,</td>
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<td>partnerships, instruction and future trends, challenges</td>
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<td>and obligations.</td>
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<td>HEA 506</td>
<td>Ethical Dilemmas of Higher Education</td>
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<td></td>
<td>This course will assist educators to apply sensitivity</td>
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<td>to and help with ethical decision making in higher</td>
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<td>education. Students explore select systems of ethics;</td>
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<td>analyze current student, faculty, and classroom ethical</td>
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<td>issues; discuss administrator/board ethical issues; and</td>
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<td>examine the college or university as an ethical</td>
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<td>organization as a whole.</td>
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<td>HEA 511</td>
<td>Administration, Organization and Governance of Higher</td>
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<td></td>
<td>Education</td>
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<td>This course addresses the characteristics of</td>
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<td>fundamental reform and transformational change</td>
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<td>impacting leadership, administration, organization,</td>
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<td>and governance in contemporary higher education. An</td>
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<td></td>
<td>examination of the role of leadership in institutions</td>
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<td>of higher learning, including style, knowledge of the</td>
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<td>position, self-knowledge, personal characteristics,</td>
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<td>and ability to effectively initiate change, will be</td>
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<td>described. Unique challenges and opportunities</td>
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<td></td>
<td>affecting governance and organization in a global,</td>
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<td>market-oriented, competitive system of higher</td>
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<td>education will be analyzed.</td>
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<td>HEA 512</td>
<td>Finance and Budgeting in Higher Education</td>
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<td></td>
<td>An examination of higher education finance and budgeting</td>
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<td>systems, practices and issues. Topics include</td>
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<td>revenues vs. expenditures, cost vs. productivity, the</td>
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<td>role of the public sector, student issues and</td>
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<td>HEA 521</td>
<td>Politics in Higher Education</td>
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<td></td>
<td>This course examines the complex political systems</td>
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<td>that shape higher education. Political actors include</td>
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<td>legislatures, interest groups, professional</td>
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<td>organizations, governmental analysis, and employee</td>
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<td>unions. Topics include accreditation, tuition, and</td>
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<td>affirmative action. Explores how to shape political</td>
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<td>options.</td>
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<td>HEA 522</td>
<td>Legal Implications for the Administrator</td>
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<td></td>
<td>Prepares present and future administrators in higher</td>
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<td>education for legal and ethical issues such as due</td>
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<td>process for students and faculty, discrimination and</td>
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<td></td>
<td>equity, free speech and academic freedom, disabilities,</td>
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<td>property interests, and new compliance demands to</td>
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<td>manage legal risks.</td>
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<td>HEA 531</td>
<td>Teaching, Advising and Retaining Adult Learners</td>
<td>3</td>
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<tr>
<td></td>
<td>An examination of the adult learner and the exploration</td>
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<td>of strategies for teaching advising and retaining the</td>
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<td>adult learner.</td>
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<td>HEA 535</td>
<td>Instructional Design and Delivery of Distance</td>
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<td></td>
<td>Education</td>
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<td>Provides an overview of planning and implementing</td>
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<td>distance education programs by understanding how to</td>
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<td>design and promote distance education programs,</td>
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<td>manage program budgets, plan distance education</td>
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<td>facilities, employ end-user support methods and</td>
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<td>training systems, and measure your program’s success.</td>
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<td>HEA 538</td>
<td>Curriculum Development and Design for Community and</td>
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<td>Technical Colleges</td>
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<td>This course explores the relationship of design of</td>
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<td>curricula and instruction to current research about</td>
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<td>learning and the administration of higher education.</td>
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<td></td>
<td>Surveys current best practices, trends, and essential</td>
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<td>tools for development of curriculum and its</td>
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<td></td>
<td>evaluation. Examines how to create curricular</td>
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<td>leadership in higher education.</td>
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<td>HEA 556</td>
<td>Strategic Decision Making in Higher Education</td>
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<tr>
<td></td>
<td>A survey of the theories and best practices of</td>
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<td>strategic planning and decision making in higher</td>
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<td>education. Provides students with major studies and</td>
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<td>models. Includes implementation techniques and</td>
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<td>outcomes evaluation, the impact of futuristic</td>
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<td>technologies, emerging new providers of higher</td>
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<td>education, and accreditation bodies.</td>
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<td>HEA 557</td>
<td>Planning and Assessing 2 year programs</td>
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<td>This course is an examination of methods and approaches</td>
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<td>used to develop and implement plans and correlative</td>
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assessment processes for two-year programs. Programs included in this course on planning and assessment include general educational-associate of arts degree programs, vocational degrees, and certification programs, such as technological, business, transfer, and medical.

**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 590 Research Seminar 3 credits**

The emphasis serves to integrate the learner’s studies in Educational Administration by examining in depth an issue or problem of significance and special interest to the learner. Research, writing, and presentation skills are employed in this course. Each learner 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 MHEA 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® supported presentation of the project, suitable for senior level decision makers, is also required. Prerequisite: completion of all core and area of emphasis courses (may take one area of emphasis course concurrently).
DIRECTORIES

FACULTY

DIVISION OF BUSINESS

Victor Clark, Associate Professor of Marketing (1989)
B.B.A., M.B.A. Stephen F. Austin State University

Eric Eller, Associate Professor of International Business (2008)
B.S. Missouri State University; M.A. University of Missouri; M.A., Ph.D. University of Virginia

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DIVISION OF EDUCATION

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Kathy Thomas, Teaching Assistant, Academic Support Center (1992)
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B.S. University of Auckland; M.S. University of Auckland; Ph.D. Yale University

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B.S.N., M.S. University of Maryland; Doctor of Nursing Science Indiana University

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Adriel Hilton Executive Assistant to the President
Andrew Wenthe Director of External Affairs and Director of the E-Center

ADMISSIONS (Reports to the President)
Linc Morris Vice President of Enrollment Management
Renee Lape Associate Director of Admissions for Operations
Wade Whitcher  Assistant Director of Admissions for Recruitment  
Wendy Munger  Assistant Director of Admissions and Transfer Coordinator  
Anne Fattig  Admissions Counselor  
Tiffany Hansen  Admissions Counselor  
Meredith MacKay  Admissions Counselor  
Elisha Morris  Admissions Counselor  
Denise Clements  Campus Visit Coordinator/Parker Fox Receptionist  
Debra Pook  Admissions Office Assistant and Database Manager  

ADVANCEMENT/ALUMNI RELATIONS (Reports to the President)  
Mary Rettig  Vice President for Advancement  
Deb Estrem  Data Entry and Administrative Assistant  
Susan Felder  Administrative Assistant and Data Base Administrator  
Julie Gordon  Administrative Assistant  
Joseph Moses  Development Officer and Special Programs Coordinator  

ATHLETICS (Reports to the President)  
David Miller  Director of Athletics  
Kent McElvania  Associate Athletics Director for Compliance  
Chad Markuson  Assistant Athletics Director for Internal Affairs and Head Men’s and Women’s Golf Coach  
Shari Robertson  Assistant Athletics Director/Head Volleyball Coach/Senior Woman Administrator  
Brian Bahl  Head Men’s and Head Women’s Soccer Coach and Instructor in HPER  
David Barclay  Assistant Football Coach  
Evan Bartusek  Assistant Athletic Trainer and Instructor in HPER  
Keven Bradley  Assistant Men’s Basketball Coach and Instructor in HPER  
Rachel Brinkman  Assistant Athletic Trainer and Instructor in HPER  
Michael Brown  Interim Head Women’s Basketball Coach and Instructor in HPER  
Allen Conrad  Assistant Football Coach and Instructor in HPER  
Mark Danker  Head Baseball Coach and Instructor in HPER  
Melanie DeBoer  Recruiting Coordinator  
Brian Dolan  Head Men’s Basketball Coach and Instructor in HPER  
Chad Fenwick  Head Women’s Tennis Coach/Asst. Rec Center Director/Instructor in HPER  
Brian Franz  Assistant Football Coach and Instructor in HPER  
Heath Grimm  Head Wrestling Coach and Instructor in HPER  
Katherine Grover  Co-Recreation Director  
Benjamin Jones  Associate Head Men’s and Women’s Soccer Coach and Instructor in HPER  
Brent Kuker  Recreation Center Director  
Kevin Loney  Assistant Football Coach and Instructor in HPER  
Eric Mattson  Assistant Football Coach and Instructor in HPER  
Christina Missildine  Head Softball Coach and Instructor in HPER  
Jesse Montalto  Assistant Football Coach and Instructor in HPER  
Patrick Morris  Assistant Football Coach and Instructor in HPER  
Ryan Phillips  Assistant Wrestling Coach and Instructor in HPER  
Chris Pickett  Assistant Volleyball and Instructor in HPER  
Timm Pint  Assistant Baseball Coach and Instructor in HPER  
Kevin Post  Assistant Baseball Coach and Instructor in HPER  
Matt Rueckert  Head Athletic Trainer and Instructor in HPER  
Thomas Shea  Head Football Coach and Instructor in HPER  
Jessica Stephens  Assistant Softball Coach and Instructor in HPER  
Howard Thompson  Director of Sports Information Services  
Dick Timmerman  Equipment Tech  

MARKETING AND COMMUNICATIONS (Reports to the President)  
Pam Reinig  Vice President of Marketing and Communications  
Joel Kunze  Director of Web Services  
Jackson Hayek  Director of Marketing  
Sheila Miller  Director of Publications  
Elizabeth Petsche  Creative Services Director  

SENIOR VICE PRESIDENT FOR THE RESIDENTIAL UNIVERSITY (Reports to the President)  
David Chown  Chief Academic Officer and Senior Vice President for the Residential University  
Amber Buffington  Administrative Assistant for the Nursing Program  
Caroline Ledebor  Developmental Writing Coordinator/Adjunct Instructor in English  
Jan O’Brien  Administrative Assistant for the Division of Education  
Hope Cline  Science Laboratory Coordinator/Division Assistant  
Tricia Petsche  Developmental Mathematics Coordinator  
Melissa Savage  Asst. to Sr. Vice President for Residential University/Asst. to Executive Director of Operations  
Deena Serra  Administrative Assistant for Quality Improvement  
Hope Trainor  Coordinator for Academic Success  

LIBRARY (Reports to the Chief Academic Officer)  
Becky Wadian  Director of Library Services  
Carol Orr  Associate Director of Library Services  
Jodi Hilleshiem  Assistant Director of Library Services  
Mary White  Assistant Director of Library Services
REGISTRAR (Reports to the Chief Academic Officer)

Holly Streeter    Registrar
Shon Bruns        Associate Registrar
Jill Boese        Assistant Registrar
Betty Koch        Administrative Assistant
Janelle Phillips  Data Entry Clerk
Vivian Rourke     Assistant Registrar
Christine Wescott Assistant Registrar
Laurie Wright     Assistant Registrar
Amanda Yarolim    Assistant Registrar
Jennifer Yearous  Administrative Assistant

STUDENT DEVELOPMENT (Reports to the Chief Academic Officer)

Louise Scott      Dean of Student Development
Laurie Kirkpatrick Assistant Dean of Students and Director of Counseling
Jean Merkle       Associate Dean of Students and Director of Residence Life
Alex Backes       Residence Area Coordinator and Intramurals Coordinator
Jennifer Biederman Office Assistant
Karla Gavin       Director of Career Development
Daryl Grove       Exec. Dir. of Student Leadership and Adventure
Kara Hanson       Administrative Assistant for Career Development
Chad Hoover       Security Officer
Kari Solheim      Administrative Assistant for Student Development
Jamie Wildhage    Director of Student Activities

SENIOR VICE PRESIDENT FOR BUSINESS and CHIEF FINANCIAL OFFICER (Reports to the President)

Don Aungst        Senior Vice President for Business and Chief Financial Officer
Laura Matt        Controller
Tammy Carolan     Director of Payroll and Benefits
Martia Grove      Work Study Coordinator
Mary Lincoln      Assistant to the Sr. VP of Business/Student Accounts Coordinator Academic Extension
Denise Ney        Payroll Assistant
Barbara Ramlo     Federal Funds Coordinator
Brenda Steffens   Accounts Payable Coordinator
Julie Schick      Student Accounts Coordinator-Fayette Campus

INFORMATION TECHNOLOGY (Reports to the Senior Vice President for Business Services)

Terry Smid        Director of Information Technology
Matt Cowley       IT Enterprise System Specialist
Travis Hunt       IT Support Specialist
Sean Sailsbury    IT Enterprise Support Technician
Kevin Schroeder   IT Support Specialist
Paul Trewin       Network Administrator

FINANCIAL AID (Reports to the Senior Vice President for Business Services)

Jobyna Johnston   Director of Financial Aid
Jean Barness      Associate Director of Financial Aid
Jean Erickson     Online/ED/Military Team
Seth Gage         Assistant Director of Financial Aid (Online/Military Team)
Kim Lundgren      Financial Aid Administrative Assistant
Chris Lutgen      Wisconsin Team
Gina Meyer        Iowa Team Leader
Marie Pleggenkuhle Assistant Director of Financial Aid (Loans/ Borrower Education)
Rachel Schultz    Iowa Team
Brandi Shrub      Fayette Campus Team
Kristen Swartz    Online/ED/Military Team
Nadine Tedt       Assistant Director of Financial Aid (Wisconsin Team)
Laura Van Sickle  Assistant Director of Financial Aid (Fayette Team)

FOOD SERVICES—SODEXHO CAMPUS SERVICES

Joel Seda         Director

OPERATIONS (Reports to the Senior Vice President for Business Services)

Ron Crooker       Executive Director of Operations

PEACOCK CONNECTION (Reports to the Executive Director of Operations)

Brett DeVore      Logo Store Manager
Susan Woodson     Logo Store Assistant Manager
Julie Ahrens      Textbook Coordinator
MAILROOMS (Reports to the Executive Director of Operations)

Carol Langerman-Aten  Mailroom Coordinator
Diane Michael  Print Shop Coordinator
Mary Wilbur  Print Shop Coordinator

FACILITIES MANAGEMENT AND SERVICES

Bryan Jolley  Executive Director of Facilities Management and Services DB 5666
Larry Bond  Director of Maintenance DB 5262
Lea VanHorn  Events Coordinator DB 5848
Mike Estrem  Director of Grounds DB 5764
Don Wolfe  Director of Custodial Services DB 5373
Tricia Pugh  Facilities Management and Services Assistant DB 5796

Housekeeping Staff:
Lauralynn Carmody
Becky Conner
Denise Conner
Patricia Corkery
Penny Fink
Gary Goedken
Kim Knapp
Diane Michael
Sheila Noska
Clark Phelps
Lori Swenka
Daniel Volker
Leif White
Holly Wolff
Dave Wright

Maintenance Staff:
Jeff Johnson
Delbert O'Dell
Tim Parker
James Tenney

Groundskeeping Staff:
Jesse Pleggenkuhle
Michael Steinbronn

ACADEMIC EXTENSION ADMINISTRATION AND STAFF

SENIOR VICE PRESIDENT FOR THE ACADEMIC EXTENSION (Reports to the President)

William Duffy  Senior Vice President for Academic Extension
Graeme Armstrong  MHEA Coordinator and Faculty Member
Linda Haines  Associate Vice President for Academic Extension
Rebecca Hilliard  Academic Information Coordinator
Tina Root  Regional Recruiter
Dianna Schneider  Recruiter/Transfer Advisor
Janelle Soppe  Extended University Operations Assistant
Sara Weichman  Transfer Advisor/Transfer Coordinator
Kathy Wenthold  Director of Operations for the Extended University
Julie White  Articulation and Compliance Coordinator

CENTER FOR DISTANCE EDUCATION:

Peggy Chown  Executive Director of the Center for Distance Education
Barbara Schultz  Associate Executive Director
Robyn Byrne  Manager of Student Accounts
Caryl Cushion  Assistant
NiCole Dennler  Academic Advisor
Rebecca Godwin  Recruiting Coordinator
David Hannum  Recruiter/Academic Advisor
Sarah Harman  Recruiter/Academic Advisor
Elisabeth Hostetler  Recruiter/Academic Advisor
Carol Katsumes  Academic Advising Coordinator
Kathleen Kowal  Administrative Assistant
Kristine Krivachek  Student Support Specialist
Barbara Lauer  Assistant
Linda Medberry  Student Accounts Coordinator
Lisa Mestad  Academic Advisor
Sally Muller  Administrative Assistant
Stephanie Refugee  Academic Advisor
Mary Schultz  Manager of Student Accounts
James Skertich  MBA Coordinator and Faculty Member
Tony Tjaden  Academic Advisor
Timothy Turnbull  Recruiter/Academic Advisor
Jessica Walton  Faculty Services Coordinator
RyAnn Winings  Academic Advisor
Ashley Welch  Academic Advisor

SOUTH CENTRAL REGION CENTERS:
Wayne Converse  Regional Director for the South Central Region
ALEXANDRIA CENTER:
  Vicki Melton  Center Coordinator
  Kimberlie Riley  Administrative Assistant
FORT LEAVENWORTH CENTER:
  Patricia Gleisberg  Center Coordinator
  Shawn Wilson  Center Coordinator
  Phyllis Lapsley  Administrative Assistant
FORT RILEY CENTER:
  Walter Bembry  Center Coordinator
  Andrea Guilday  Administrative Assistant

NORTH CENTRAL REGION CENTERS:
Fritz Oppenlander  Regional Director for the North Central Region
ANKENY CENTER:
  Karin Dunn  Des Moines Area Coordinator
BLACKHAWK CENTER:
  Mavis Wait  Center Coordinator
  Judith Darling  Administrative Assistant
CEDAR RAPIDS CENTER:
  Kristi Tisl  Center Coordinator
  Melissa Hunt  Office Manager
  Jennifer Sullivan-Hadsall  Academic Advisor
DES MOINES CENTER:
  Karin Dunn  Des Moines Area Coordinator
  Jeffrey Klunenberg  Associate Des Moines Area Coordinator
  Jackie Baker  Administrative Assistant
  Kate Evans  Academic Advisor
  Jodi Grover  Teacher Education Coordinator
  Marsha Pickett  Student Accounts Coordinator
  Catherine Rühm  Administrative Assistant
  Bridget Rottinghaus  Manager of Student Accounts
  Teri Walker  Academic Advisor
ELKHORN CENTER:
  Marshall Whitlock  Milwaukee Area Coordinator
  Lynne Zygowski  Academic Advisor
MADISON CENTER:
  Alan Capelle  Center Coordinator
  Doreen Boudreau  Manager of Student Accounts
  Charmaine Emmanuel  Administrative Assistant
  Lynnette Enlow  Academic Advisor
  Cynthia West  Academic Advisor
MILWAUKEE CENTER:
  Marshall Whitlock  Milwaukee Area Coordinator
  Wendy Sandmire  Milwaukee Associate Area Coordinator
  Kathryn Cotev  Academic Advisor
  Stephanie Geyer  Administrative Assistant
  Tracy Griffith  Academic Advisor
  Gloria Lezala  Student Accounts Coordinator
PRAIRIE DU CHIEN CENTER:
  Peg Baxter  Center Coordinator
  Wendy Schutte  Administrative Assistant
ROCKFORD CENTER:
  Tim Sievers  Center Coordinator
  Barbara Vandegrift  Academic Advisor
WATERLOO CENTER:
  Kathy Franken  Center Coordinator
  Elise Campbell  Teacher Education Administrative Assistant
  Laura Shauer  Manager of Student Accounts
  Connie Smith  Administrative Assistant
  Latisha Smith  Teacher Education Coordinator
WAUSAU CENTER:
  Vicki Faoro Anderson  Center Coordinator
  Alicia Buehler  Administrative Assistant
INTERNATIONAL PROGRAMS

SENIOR VICE PRESIDENT FOR INTERNATIONAL PROGRAMS (Reports to the President)

CENTRAL OFFICE ADMINISTRATION:
DeWayne Frazier  Senior Vice President for International Programs
Christopher Sanders  Executive Director of International Programs
Kristen Jorgenson  Administrative Assistant
Catilene Langel  International Enrollment Advisor
Virginia Larrimer  International Enrollment Advisor

FAYETTE CAMPUS:
Katherine Klepinger  Coordinator for International Education
Brian More  Coordinator for International Recruitment

SINGAPORE CENTER:
Edwin Tan  Director of International Studies, Asia Region

MALAYSIA PROGRAMS CENTER:
Leighton Buntain  Malaysia Program Coordinator

HONG KONG CENTER:
Alice Hung  Center Manager
David Eicher  Lecturer and Coordinator for Faculty Development

BOARD OF TRUSTEES

Bruce I. Campbell, Cumming, Iowa
William R. Cook, West Des Moines, Iowa
James M. Day, Rio Verde, Arizona
John R. Falb, West Union, Iowa
Betty Firth, Afton, Oklahoma
Bob Firth, Afton, Oklahoma
Howard K. Fischer, West Des Moines, Iowa
Steve Harms, West Des Moines, Iowa
Darrel Lang, Emporia, Kansas
Scott Lebin, Geneva, Illinois
Harry J. Maue, Bridgeton, Missouri
Gerald McCauley, Walker, Minnesota
Joe Monaco, Scotch Plains, New Jersey
Dennis Murdock, Marion, Iowa
Bernard Pattison, Fayette, Iowa
James F. Schaer, Johnston, Iowa
Barry Smith, Cedar Rapids, Iowa

EMERITUS FACULTY

Lewis Churbuck, Professor Emeritus of Science (1970-2007)
Richard Coleman, Professor Emeritus of Science (1965-89)
James Janecke, Delano Professor of Science, Professor of Mathematics and Physics (1966-1997)
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)