



**UPPER IOWA**<sup>®</sup>  
— UNIVERSITY —

EDUCATION BUILT FOR LIFE

**ACADEMIC  
CATALOG  
2024-2025**





**UPPER IOWA<sup>®</sup>**  
**— UNIVERSITY —**

**EDUCATION BUILT FOR LIFE**

# Academic Catalog 2024-2025

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UIU.EDU

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

To view the most current version of this catalog, the reader is directed to our digital catalog: [catalog.uiu.edu](http://catalog.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in the printed copy and electronic version of this catalog, the information contained in the printed copy will be superseded by the electronic version of this catalog.

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# About Upper Iowa

**UPPER IOWA IS... A University Committed To Providing All Students An Education Built for Life**

## **Our MISSION**

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

## **Our VISION**

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

## **Our CORE VALUES**

Integrity, Excellence, Accessibility, Respect, Stewardship

## **Our DIVERSITY**

Upper Iowa University is committed to promoting diversity by embracing, enhancing, and celebrating diversity at all levels of the University and the surrounding communities. Upper Iowa University defines diversity beyond race and disability and embraces one's culture, ethnicity, gender, sexual orientation, nationality, religion, and variety of thought. Upper Iowa University seeks to attract and serve a diverse group of employees and students by developing and communicating a collective and inclusive understanding of diversity and its value. Upper Iowa University recognizes that diversity is fundamental to the quality and excellence of the faculty, staff, and student body of any institution of higher learning and is an important factor in helping students with their college selection and overall educational experience.

## **An Education Built for Life**

Since its inception in 1857, Upper Iowa University's (UIU) unwavering commitment to accessible higher education and lifelong learning ensures that the evolving needs of current and future UIU students are always met. Whether a recent high school graduate or a nontraditional student, UIU has an academic program that provides all individuals an Education Built for Life.

## **Learning Experiences**

Upper Iowa is a nationally recognized leader in education, offering undergraduate and graduate degrees. Upper Iowa University offers a variety of learning experiences. Not all courses are offered in every learning experience.

### **Face-to-Face Course:**

A learning experience where course outcomes are met through the delivery of content and learning materials in person by the instructor at a regularly scheduled time.

Validation of attendance for a face-to-face course occurs when a student is present for a regularly scheduled class during the designated time.

## **Hybrid Course:**

A learning experience where course outcomes are met through the delivery of content and learning materials in person by the instructor at a regularly scheduled time each week, as well as a weekly online academic interaction.

Validation of attendance for a hybrid course occurs when a student is present for a regularly scheduled class during the designated time and/or has an academic interaction in the learning management system with a discussion post, reply to a discussion post, quiz completion, or assignment submission.

## **Video Conference (VC) Course:**

A learning experience where course outcomes are met through the delivery of content and learning materials by the instructor at a regularly scheduled time each week, as well as a weekly online academic interaction. The instructor will originate the course at one UIU location. Students may join the course at the origin location or from another UIU location via video conferencing platform.

Validation of attendance for a VC course occurs when a student is present for a regularly scheduled class during the designated time and location and/or has an academic interaction in the learning management system with a discussion post, reply to a discussion post, quiz completion, or assignment submission.

## **uiuFlex Semester:**

A learning experience where course objectives are met through the delivery of content and learning materials independently through one-on-one interactions with an instructor within a semester. Independent learning courses are web-based using the online learning management system. This learning experience requires students to complete an academic interaction within the first week of the semester and every 14 days thereafter. Some courses may require proctored exams that can be done via an online proctoring service.

Validation of attendance for a uiuFlex Semester course occurs when a student has an academic interaction in the learning management system with a quiz completion or assignment submission.

## **uiuLive Course:**

A learning experience where course outcomes are met through the delivery of content and learning materials synchronously through an online video conferencing platform (i.e., Zoom), as well as asynchronous academic interaction through the learning management system (i.e., uiuLearn, ). Instructors and students may attend the synchronous portion of the course virtually from any location during the scheduled course meeting day and time. At a minimum, uiuLive courses will meet synchronously once every 14 days of the session/semester. Some courses may require proctored exams that can be done via an online proctoring service.

Validation of attendance for a uiuLive course occurs when a student is present for a scheduled synchronous class session during the designated time and/or has an academic interaction in the learning management system with a discussion post, reply to a discussion post, quiz completion, or assignment submission.

## **Online Course:**

A learning experience where course outcomes are met through the delivery of content and learning materials asynchronously through an online learning management system. Some courses may require proctored exams that can be done via an online proctoring service.

Validation of attendance for an online course occurs when a student has an academic interaction in the learning management system with a discussion post, reply to a discussion post, quiz completion, or assignment submission.

## **Self-Paced Course:**

A learning experience where course outcomes are met through the delivery of content and learning materials independently through one-on-one interactions with an instructor over a six-month period at a pace determined by the student. Self-paced courses can be either web-based using the online learning management system or paper based. Some courses may require proctored exams that can be done via an online proctoring service.

Validation of attendance for a self-paced course occurs when a student submits a completed assignment/unit for grading.

## **Applied Learning Experience Course:**

A learning experience where course outcomes are met through the direct application of knowledge, skills and abilities in a real-world experience.

Validation of attendance for an applied learning experience course occurs when the student has an academic interaction in the learning management system with a discussion post, reply to a discussion post, quiz completion, or assignment submission.

## **UIU Works For You Course:**

A learning experience where the objectives are met through the delivery of content and learning material asynchronously or sometimes synchronously on an infrequent basis. Students should expect the academic support of lecture materials provided asynchronously to the learner. If the class has a required lab/hands-on component, then the learner will either complete the same task and assignment solo using videos to support their instruction, virtually by completing the activity in the field following instructor direction, or by meeting on the pre-determined meeting dates for the lab posted on the schedule at the time of class registration (2-3 dates typically per session-long class).

Validation of attendance for a UIU Works For You course occurs when the student has an academic interaction in the learning management system or when the student is present for a synchronous component of the class during the designated time.

All learning experiences must align with the university's Assignment of Credit Hours Policy (AA-102.2) based on the number of credits assigned to the course.

## **Accreditation**

The University is accredited by the Higher Learning Commission. It is approved by the Louisiana Higher Education Board, the Wisconsin Educational Approval Board, the Iowa Department of Education (for teacher education and school

counseling in Iowa only), Oklahoma State Regents for Higher Education, and the Arizona Board for Private Postsecondary Education. The programs offered are approved by the states of Illinois (restricted), Iowa, Kansas (restricted), Louisiana, Oklahoma, and Wisconsin for veterans' benefits. Please go to [uiu.edu/about/accreditation](http://uiu.edu/about/accreditation) for additional accreditation information.

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

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

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

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

## **Meaningful Assessment of Student Learning**

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

A major focus of the Upper Iowa University Assessment Program is the institution-wide assessment of student learning outcomes. In preparing students for success in baccalaureate programs, the UIU departments regard the following areas of proficiency to be of primary importance in the education of our students: knowledge and ethical standards within a discipline, communication, engagement as members of diverse communities, quantitative reasoning, evaluation of the importance of scientific and social responsibility, and appreciation of the role of creative expression in the interpretation of human experience. To assess student learning in these areas, instructors measure student proficiency guided by four institutional student learning outcomes across the academic disciplines:

- Graduates will have mastered a body of knowledge within a discipline.
- Graduates will have mastered ethical standards within a discipline.
- Graduates will be able to use strong communication skills both in writing and speaking to make persuasive arguments backed by evidence and communicate their ideas to diverse groups in their career and future endeavors.
- Graduates will be able to use diverse ways of knowing and think critically and creatively in their career and future endeavors.

Academic programs within Upper Iowa University assess discipline-specific proficiencies in support of the first two institutional student learning outcomes noted above. When assessing student's mastery of these discipline-specific proficiencies, instructors use common standards developed within each program. The results from these assessment activities are used to improve student learning and teaching within the program.

Upper Iowa University practices annual program assessment reporting. Programs submit annual assessment reports to the Academic Dean and members of the Assessment Committee. The annual program assessment reports provide information on academic program student learning outcomes, an overview of assessment measures and data collected, the analysis of the data and the resulting recommendations, and the improvement plan to be implemented. Through the process, Upper Iowa University provides oversight for assessment and evaluation through various programs and committees to ensure many administrators, faculty, and staff have input in the assessment process and the data-driven changes recommended. The annual program assessment reports are ultimately submitted to the Vice President for Academic and Student Affairs (VPASA) and then shared with the University community.

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

The approach to assessment of the general education program at Upper Iowa University represents a departure from traditional strategies focused on teaching and instead focuses on student-centered learning strategies that ultimately develop employer-desired skills across all aspects of the learning experience. There are nine outcomes in the general education program which support the two institutional student learning outcomes as noted below:

Graduates will be able to use strong communication skills both in writing and speaking to make persuasive arguments backed by evidence and communicate their ideas to diverse groups in their career and future endeavors.

- Students will be able to transition to higher education at UIU through intellectual and university engagement.
- Students will be able to communicate effectively through oral communication.
- Students will be able to communicate effectively through written communication.
- Students will be able to engage as members of a diverse community.

Graduates will be able to use diverse ways of knowing and think critically and creatively in their career and future endeavors.

- Students will be able to apply mathematical concepts and skills to solve problems and communicate solutions.
- Students will be able to apply scientific methodology to problems or investigations in science.
- Students will be able to apply scientific methodology to problems or investigations in social science.
- Students will be able to effectively evaluate or critique an aspect of a societal system.
- Students will be able to effectively evaluate or critique artistic or creative works.

The mission of the Upper Iowa University general education program is to ensure that all participating undergraduate students receive a broad education, while gaining essential professional skills across multiple disciplines. As noted above, the program provides nine learning outcomes, each of which articulates a specific skill students should gain, and are supported by knowledge provided by the courses students choose to take within the guidelines of the program.

The philosophy of the Upper Iowa University general education program is that students take general education courses across a broad range of disciplines within the program to develop key professional skills. These skills are supported by knowledge also imparted in the courses. We believe these skills are important for student success within their areas of academic focus (i.e., their majors and minors) and also for successful entry into the global society. UIU faculty assess the program learning outcomes to determine the level of student mastery of the key skills, which then informs improvement in teaching methodologies, which ideally leads to increased levels of student mastery. When benchmarks are achieved, the bar for the expected level of mastery is raised. The program learning outcomes are reviewed on a regular basis to ensure they remain relevant to the needs of students in the dynamic global environment.

Students may expect to complete 30 semester hours of General Education coursework as they accomplish the outcomes. Some course requirements may be waived for students who are able to demonstrate prior achievement of course outcomes either by transfer credit or by approved alternate means. Requirements may vary for students enrolled in the Teacher Education Program.

The University faculty determines which specific courses will include the completion and assessment of the various outcomes. The General Education Committee will recommend to the faculty whether a course offered anywhere within the University is suitable for helping students achieve a particular outcome. In addition, faculty and the General Education Committee are responsible for the review and assessment of artifacts submitted anywhere in the University as evidence of meeting learning outcomes.

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

## **Credit Hours**

### **Learning Time Guidelines**

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

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

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

**Online Courses:** Courses offered entirely online have the same learning outcomes and substantive components of standard face-to-face courses. Each course syllabus demonstrates that the course adheres to and reasonably approximates the

standards established by the U.S. Department of Education and the Higher Learning Commission. Thus, each online course meets the same number of student engagement hours, has the same number and quality of assignments, and meets the same course learning outcomes as similar courses taught in the face-to-face format, although the ratio of direct instructional time to the time students spend outside of class will be different for asynchronous online courses.

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

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

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

## **Academic Calendar**

### **Fayette 2024-2025 Academic Calendar**

#### **Fall Semester**

##### **Session 1**

|                                   |                 |
|-----------------------------------|-----------------|
| Peacock Experience                | August 22-25    |
| Classes Begin                     | August 26       |
| Last Day to Add Courses           | August 28       |
| Labor Day-No Classes              | September 2     |
| Last Day to Withdraw From Courses | September 29    |
| Final Exams                       | October 16 - 17 |

##### **Session 2**

|               |            |
|---------------|------------|
| Classes Begin | October 21 |
|---------------|------------|

|                                   |                          |
|-----------------------------------|--------------------------|
| Last Day to Add Courses           | October 23               |
| Last Day to Withdraw From Courses | November 24              |
| Thanksgiving Break                | November 28 - December 1 |
| Final Exams                       | December 11 -12          |

## **Semester Long**

|                                   |                          |
|-----------------------------------|--------------------------|
| Classes Begin                     | August 26                |
| Last Day to Add Courses           | August 28                |
| Labor Day - No Classes            | September 2              |
| Last Day to Withdraw From Courses | November 3               |
| Thanksgiving Break                | November 28 - December 1 |
| Final Exams                       | December 11 -12          |

## **Spring Semester**

### **Session 3**

|                                   |                       |
|-----------------------------------|-----------------------|
| Classes Begin                     | January 6             |
| Last Day to Add Courses           | January 8             |
| Last Day to Withdraw From Courses | February 9            |
| Final Exam                        | February 26 - 27      |
| Spring Break                      | February 28 - March 9 |

### **Session 4**

|                                   |                  |
|-----------------------------------|------------------|
| Classes Begin                     | March 10         |
| Last Day to Add Courses           | March 12         |
| Last Day to Withdraw From Courses | April 13         |
| Easter Break                      | April 18 - 20    |
| Final Exams                       | April 30 - May 1 |
| Commencement Ceremony             | May 3            |

## **Semester Long**

|                                   |                       |
|-----------------------------------|-----------------------|
| Classes Begin                     | January 6             |
| Last Day to Add Courses           | January 8             |
| Spring Break                      | February 28 - March 9 |
| Last Day to Withdraw From Courses | March 23              |
| Easter Break                      | April 18 - 20         |
| Final Exams                       | April 30 - May 1      |

## **Summer Semester**

### **Session 5**

|                                   |         |
|-----------------------------------|---------|
| Classes Begin                     | May 12  |
| Last Day to Add Courses           | May 14  |
| Last Day to Withdraw From Courses | June 15 |
| Last Day of Classes               | July 3  |

## Session 6

|                                   |           |
|-----------------------------------|-----------|
| Classes Begin                     | July 7    |
| Last Day to Add Courses           | July 9    |
| Last Day to Withdraw From Courses | August 3  |
| Last Day of Classes               | August 14 |

## Semester Long

|                                   |           |
|-----------------------------------|-----------|
| Classes Begin                     | May 12    |
| Last Day to Add Courses           | May 14    |
| Last Day to Withdraw From Courses | July 9    |
| Final Exams                       | August 14 |

## Session Dates for Fayette, Centers, Online, Self-Paced 2024 - 2025

| Location/Program           | Fall Semester       |                     | Spring Semester  |                  | Summer Semester  |  |
|----------------------------|---------------------|---------------------|------------------|------------------|------------------|--|
|                            | Session 1           | Session 2           | Session 3        | Session 4        | Session 5        | Session 6                              |
| Fayette                    | 8/26/24 – 10/17/24  | 10/21/24 – 12/12/24 | 1/6/25 – 2/27/25 | 3/10/25 – 5/1/25 | 5/12/25 – 7/3/25 | 7/7/25 – 8/14/25<br>(six-week session) |
| Fayette Grade Entry Period | 10/14/24 – 10/21/24 | 12/9/24 – 12/16/24  | 2/24/25 – 3/3/25 | 4/28/25 – 5/5/25 | Varies by course | Varies by course                       |

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

| Location/Program                                  | Fall Semester       |                     | Spring Semester   |                  | Summer Semester   |  |
|---|---------------------|---------------------|-------------------|------------------|-------------------|--|
|   | Session 1           | Session 2           | Session 3         | Session 4        | Session 5         | Session 6                              |
| Centers/ Online/Nursing*                          | 8/26/24 – 10/17/24  | 10/21/24 – 12/12/24 | 1/6/25 – 2/27/25  | 3/10/25 – 5/1/25 | 5/12/25 – 7/3/25  | 7/7/25 – 8/14/25<br>(six-week session) |
| uiuFlex and Master of Science in Counseling       | 8/26/24 – 12/12/24  | Semester Long       | 1/6/25 – 5/1/25   | Semester Long    | 5/12/25 – 8/14/25 | Semester Long                          |
| NCR/Nursing/SCR/ Online Open & Close Registration | 7/8/24 – 8/25/24    |                     | 11/11/24 – 1/5/25 |                  | 3/24/25 – 5/11/25 |  |
| Online/Centers & Nursing Grade Entry Period       | 10/14/24 – 10/21/24 | 12/9/24 – 12/16/24  | 2/24/25 – 3/3/25  | 4/28/25 – 5/5/25 | 6/30/25 – 7/7/25  | 8/11/25 – 8/18/25                      |

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

\* CEP Programs – Check with an academic advisor

| Location/<br>Program  | Sessio<br>n 1<br>Sept | Sessio<br>n 1<br>Oct    | Sessio<br>n 2<br>Nov     | Sessio<br>n 2<br>Dec     | Sessio<br>n 3<br>Jan     | Sessio<br>n 3<br>Feb | Sessio<br>n 4<br>March | Sessio<br>n 4<br>April | Sessio<br>n 5<br>May | Sessio<br>n 5<br>June | Sessio<br>n 6<br>July | Sessio<br>n 6<br>Aug |
|---|-----------------------|-------------------------|--------------------------|--------------------------|--------------------------|----------------------|------------------------|------------------------|----------------------|-----------------------|-----------------------|----------------------|
| <b>Self-Paced<br/>Degree<br/>Program</b>                      | 9/1/24 –<br>2/28/25   | 10/1/24<br>–<br>3/31/25 | 11/1/24<br>–<br>4/30/25  | 12/1/24<br>–<br>5/31/25  | 1/1/25 –<br>6/30/25      | 2/1/25 –<br>7/31/25  | 3/1/25 –<br>8/31/25    | 4/1/25 –<br>9/30/25    | 5/1/25 –<br>10/31/25 | 6/1/25 –<br>11/30/25  | 7/1/25 –<br>12/31/25  | 8/1/25 –<br>1/31/26  |
| <b>Self-Paced<br/>Open &amp;<br/>Close Reg-<br/>istration</b> | 8/1/24 –<br>8/28/24   | 9/1/24 –<br>9/28/24     | 10/1/24<br>–<br>10/28/24 | 11/1/24<br>–<br>11/28/24 | 12/1/24<br>–<br>12/28/24 | 1/1/25 –<br>1/28/25  | 2/1/25 –<br>2/28/25    | 3/1/25 –<br>3/28/25    | 4/1/25 –<br>4/28/25  | 5/1/25 –<br>5/28/25   | 6/1/25 –<br>6/28/25   | 7/1/25 –<br>7/28/25  |

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

## 2024-25 Graduation Application/Conferral Dates

|                          | October          | December          | March             | May                | July             | August           |
|--------------------------|------------------|-------------------|-------------------|--------------------|------------------|------------------|
| <b>Conferral Date</b>    | October 20, 2024 | December 15, 2024 | March 2, 2025     | May 4, 2025**      | July 6, 2025     | August 17, 2025  |
| <b>Application Dates</b> | 5/1/24 – 6/30/24 | 7/1/24 – 8/31/24  | 9/1/24 – 10/31/24 | 11/1/24 – 12/31/24 | 1/1/25 – 2/29/25 | 3/1/25 – 4/30/25 |

\*\* Commencement Ceremony at Fayette Campus will be held Saturday, May 3, 2025

## Student Right-To-Know

The following information is provided in compliance with the Federal Student Right-To-Know Act of 1990. The Student Right-To-Know Act requires an institution participating in any student financial assistance program under Title IV of the Higher Education Act of 1965 to disclose graduation rates to current and prospective students. The retention rates are calculated from fall to fall, based on the fall's entering class of first-time, full-time degree-seeking freshmen, in accordance with the definitions established by the Student Right-To-Know Act. It reflects the six-year cumulative graduation rate of incoming freshmen and does not include the graduation of students who transferred to other colleges and universities. The cumulative graduation rate does not include students who have transferred into our institution and have graduated. The 4-year average Student Right-To-Know graduation rate is 38 percent (2012-2015 cohorts). The six-year graduation rate calculation for the 2015 cohort is 39 percent.

## Use of Human Research Subjects

Students, faculty and staff wishing to conduct research involving human subjects must seek approval in advance. The relevant Human Subjects Application Policy and procedures are available on the UIU website policies page at [uiu.edu/about/policies](http://uiu.edu/about/policies) and in Policy 104 Human Subjects Application.

## Meaningful Assessment of Student Learning

The goal of the Upper Iowa University Assessment Program is to continually review and update student learning outcomes and revise existing curricula to provide students with the required knowledge and skills needed to keep pace with a changing global society, meet the needs of employers and encourage lifelong learning. The Office of Academic

Affairs and the Senate Assessment Committee, along with other committees in every department, involve faculty, instructional and professional academic staff, students, and administrators in the development and implementation of assessment measures.

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

- Master a body of knowledge within a discipline
- Demonstrate technological literacy
- Exercise critical thinking across disciplines
- Communicate effectively
- Engage as members of a diverse community
- Master ethical standards within a discipline

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

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

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

The approach to general education assessment at Upper Iowa University represents a departure from traditional strategies focused on teaching and instead focuses on student-centered learning strategies that integrate critical thinking, problem solving and respect for intellectual property in all aspects of the learning experience. Four of the Peacock Pillars are assessed as part of the General Education Program:

- Demonstrate technological literacy;
- Exercise critical thinking across disciplines;
- Communicate effectively; and

- Engage as members of a diverse community.

Students will accomplish these objectives through various perspectives as they successfully complete coursework in the general education curriculum. In completing the general education requirements, students will pass through a regimen of coursework designed to provide a consistent educational experience, yet one flexible enough to be contoured to individual interests and needs.

The following perspectives are related to skills students will have developed in order to apply learned materials in numerous ways coherently across the University. The perspectives are spread across a variety of disciplines common to liberal arts colleges and universities in the 21st century, Natural Sciences, Arts and Humanities, Mathematics, Information Systems, Social Sciences, Communication, and Cultural Studies. These perspectives are not to be construed as goals in and of themselves, and the course in which they are addressed are by no means limited in their breadth and scope to the accomplishment of the specified perspectives. Rather, the completion of general education courses may be regarded as a milestone for students to pass, each supporting at least one of the Peacock Pillars and helping students toward the goal of a bachelor's degree considering Upper Iowa University's mission as a liberal arts institution.

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

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

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

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

## **Credit Hours**

### **Learning Time Guidelines**

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

Face-to-Face Courses: Upper Iowa University has determined that the appropriate amount of student engagement per semester credit hour awarded is 15 hours of direct student engagement (or its equivalent\*) and 30 hours of student engagement outside of class, for a total of 45 hours of student engagement per semester credit hour. Applying this formula to a 3-credit face-to-face course in Upper Iowa University's 8-week sessions, the amount of face-to-face instructional time

is 5 hours per week (with no breaks included) which is equivalent to 6 hours of direct student engagement. This, in addition to the expectation of 11.25 hours of student engagement outside of class per week represents a total of 17.25 hours of student engagement per week for a 3-credit course. Over an 8-week session that would represent between 45-46 hours of student engagement per semester credit hour.

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

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

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

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

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

## **Academic Policies**

### **Academic Renewal without Course Repetition Policy**

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

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

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

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

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

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

## Attendance

Upper Iowa University is classified as an attendance taking institution by the Department of Education. Instructors must take attendance for all weeks of the registration period. Attendance is considered actively engaging in a course.

Attendance is defined as follows for each of the learning modalities (see About Upper Iowa University).

Face-to-face courses: Student is present in the classroom at the designated time.

Face-to-face courses with an online component: Student is present in the classroom at the designated time and/or has academic interaction in uiuLearn with a discussion post, reply to a discussion post, quiz completion, or assignment submission.

Online asynchronous distance education (online courses): Student has academic interaction in uiuLearn with a discussion post, reply to a discussion post, quiz completion or assignment submission.

Online synchronous distance education (uiuLive courses): Student has academic interaction in uiuLearn with a discussion post, reply to a discussion post, quiz completion, or assignment submission and/or is present on a Zoom classroom meeting at the designated time.

Self-Paced: Student must submit complete assignment/unit for grading.

## Course Numbering System

The course numbers denote the class level for which courses are intended. Courses numbered below 100 are designed to assist students in learning the basic foundations. Courses numbered below 100 count toward full-time status for registration purposes, but do not count toward the 120 semester credits required for Upper Iowa University's bachelor's degree or toward the 60 semester credits required for Upper Iowa University's associate degree. Courses numbered below

100 may not be accepted as transfer credit by other institutions. Course numbering: 000 level Foundations of Learning courses (Pre-college level); 100 level courses (Generally intended for Freshmen and Sophomores); 200 level courses (Generally intended for Freshmen and Sophomores); 300 upper level (Generally intended for Juniors and Seniors); 400 upper level (Generally intended for Juniors and Seniors); 500 and above (Reserved for graduate courses).

## **Course Withdrawal - Administrative (AW) Grade**

Fayette Campus courses: Students will be administratively withdrawn from a Fayette Campus course 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.

8-Week Enrollment Period (Sessions 1-5): During weeks one through six of an eight-week session, students who have not attended for 14 consecutive days will be administratively withdrawn from the course. Students who post in week 5 or after will not be administratively withdrawn.

6-Week Enrollment Period (Session 6): During weeks one through five of a six week session, students who have not attended for 14 consecutive days will be administratively withdrawn from the course. Students who post in week 4 or after will not be administratively withdrawn.

16-Week Enrollment Period (Fall and Spring Semester Long): During weeks one through eleven of a sixteen week semester students who have not attended for 14 consecutive days will be administratively withdrawn from the course. Students who post in week 10 or after will not be administratively withdrawn.

14-Week Enrollment Period (Summer Semester Long): During weeks one through ten of a fourteen week semester students who have not attended will be administratively withdrawn from the course. Students who post in week 9 or after will not be administratively withdrawn.

## **Course Withdrawal - Student Initiated (W) Grade**

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

8-Week Enrollment Period: Last day of the fifth week of the session.

6-Week Enrollment Period: Last day of the fourth week of the session.

14-Week Enrollment Period: Wednesday of week nine.

16-Week Enrollment Period: Last day of the 10th week of the semester.

Self-Paced Six Month Enrollment Period: Last day of the enrollment period.

Other Enrollment Periods: Contact the center or the Registrar's Office.

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

# **Discrimination, Harassment and Retaliation**

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

All administrators and personnel providing input into administrative decisions are directed to ensure that all decisions relative to employment, conditions of employment, and access to programs and services will be made without regard to race, color, religion, age, sex (including pregnancy), national origin, disability status, genetics, protected veteran status, sexual orientation, gender identity or expression, or any other characteristic protected by federal, state or local laws. Exceptions to this directive may be made in matters involving bona fide occupational qualifications, business necessity, actions designed to eliminate workforce underutilization, and/or where this policy conflicts with federal and state laws, rules, regulations or orders.

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

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

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

For further information, go to the UIU website policies page at [uiu.edu/about/policies](http://uiu.edu/about/policies) and read Policy 305 Discrimination, Harassment, and Retaliation.

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

Phone: 563-425-5959

Email: [hr@uiu.edu](mailto:hr@uiu.edu)

Address: PO Box 1857, Fayette, IA 52142

## **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 a student wishes to appeal a grade they feel was determined

incorrectly, the student must complete the process outlined in this policy within six weeks after the final grade was posted in myUIU.

1. If the student disputes a final grade, the instructor of record must be contacted by the student within seven Upper Iowa University business days of the final grade being posted in myUIU. The instructor of record and student should make every effort to resolve the concern with the final grade within 14 Upper Iowa University business days of the final grade being posted in myUIU. This must occur before the formal grade appeal process begins.
  - a. If the concern is resolved by both the student and the instructor of record, if necessary, the instructor of record will submit a grade change form to the Department Chair/Program Director and Registrar.
  - b. If the concern is not resolved, and the student does not agree with the decision of the instructor of record, the student may begin the formal grade appeal process. The formal process involves levels of review beyond the instructor of record. The student is required to provide evidence of communication with instructor, or attempted email correspondence, after the final grade has been posted in myUIU to begin the formal process.
2. The student may appeal the decision of the instructor of record to the Department Chair/Program Director in which the class resides. A student must submit this appeal within 19 Upper Iowa University business days from the final grade being posted in myUIU. The Department Chair/Program Director of the will investigate and may meet with the student or additional personnel as needed.
  - a. The Chair/Director of the department/program in which the class resides will render a decision in writing to the student and instructor within ten Upper Iowa University business days.
  - b. The Chair/Director of the department/program will submit a grade change to the Registrar if the grade appeal is successful.
3. The student may appeal the decision of the Chair/Director to the Academic Dean (Dean), in which the class resides, only if new and compelling evidence can be provided in support of the grade appeal. A student must submit this appeal within five Upper Iowa University business days from the denial by the Chair/Director. The Dean will review the new evidence and render a final decision within ten Upper Iowa University business days. The decision of the Dean is final.
  - a. The Dean will submit a grade change to the Registrar if the grade appeal is successful.

The grade appeal process must conclude within six weeks of final grade posted in myUIU.

If a grade is to be appealed is in a class in which the instructor is also the Chair/Director of the department/program in which the class resides, the appeal will go directly to the Dean. Any subsequent appeal in which new and compelling evidence is presented will go to the VPASA.

The VPASA will submit a grade change to the Registrar if the grade appeal is successful.

## **Incomplete Grade Policy**

A student may request a grade of incomplete (I) be given by the instructor due to extenuating circumstances (i.e., illness, injury, death in family, personal crisis, military deployment) that have prevented the student from completing coursework.

A student must request an incomplete (I) grade be granted by an instructor prior to 11:59 PM CT of the last day of the session/semester (Thursday). A grade of "I" is temporary and exceptional. A student is eligible for a grade of incomplete when they have met the following:

- Completed 62.5% of the total coursework requirements (Completed coursework through Week 5 of an 8-week session or Week 10 of a 16-week session)
- Satisfactory attendance in the course through the point of extenuating circumstance

- Completed assigned coursework to date with a "D" average or better for an undergraduate course or "C" average or better for a graduate course
- Encountered extenuating circumstances that have prevented the student from completing coursework on time

The instructor retains the right to make the final decision on granting a student's request for an "I," even though the student may meet the eligibility requirements for this grade.

An incomplete grade is not a substitute for a failing grade and cannot be awarded as a means of raising a student's grade through the completion of additional coursework after the close of the grading period. A student who does not meet the criteria for an incomplete grade must be awarded an appropriate grade based on the criteria of the course as outlined in the course syllabus.

Having an accommodation does not automatically permit a student be granted the request for an incomplete grade. If an individual has accessibility-related requirements, they must work with the instructor from the first day of class to determine deadlines for assignments within the registered session/semester.

If the extenuating circumstances are deemed acceptable by the instructor, the instructor will record a grade of "I" during the open grading period. The instructor will complete the Incomplete Grade Form outlining the outstanding assignments with adjusted due dates, default grade if the student fails to complete the outstanding assignments and the deadline for completion of all coursework. The incomplete form must be completed and signed by the instructor and the student to indicate a mutual understanding of the work to be completed and timelines for doing so.

The instructor provides a copy of the completed form to the student. The Incomplete Grade Form should be forwarded to the appropriate designee by the instructor by the end of the week following the last day of the session/semester for the course. The instructor will indicate a default grade on the Incomplete Grade Form should the student fail to complete the coursework by the deadline. The default grade is based on the work completed in relation to the total course requirements.

Example: A student has earned a "B" through the sixth week of the session, but requests an incomplete for the rest of the session. The remaining work would comprise 50% of the final grade. Without completing the remaining work, the earned grade would have been an "F." The student consequently would have a grade of "F" recorded on their transcript.

Following submission of the outstanding coursework, the instructor will submit a Change of Grade form changing the "I" to a letter grade within two weeks of the agreed-upon deadline for completion. If the student does not meet the assigned deadline as designated on the Incomplete Grade form, the instructor will complete a Change of Grade form, changing the "I" to the earned grade. Upon receipt of the Grade Change form, the Registrar's Office will post the grade to the student's record and recalculate the GPA.

Incomplete grades count as attempted hours but are not counted as successfully completed hours and may impact Satisfactory Academic Progress (SAP). Refer to 200 Satisfactory Academic Progress for additional information regarding the impact of an incomplete grade on SAP compliance. A student will not receive financial aid for the following session/semester until all grades are entered and it has been determined that the student is eligible to receive funds.

Incomplete grades do not count as completed semester hours and may impact NCAA athletic eligibility.

#### **Exceptions to the Incomplete Grade Criteria**

A grade of incomplete may be awarded in the following instances, even if the student has not met the criteria for an incomplete grade:

- Internships: An incomplete grade may be awarded to a student registered for an internship course if the supervising instructor has not yet received the final evaluation from the Internship Supervisor.

- Faculty-Led Study Abroad Trips: For students registered for faculty-led study abroad trips where the travel occurs outside of the session/semester, students will receive an incomplete grade at the time of grade submission. Upon the completion of the travel experience and the submission of coursework related to the travel experience, a final grade will be issued. Students must meet the course requirements during the session/semester of registration in addition to the travel experience of the course.
- Split-semester Student Teaching: For students registered for student teaching placements split between the fall and spring semesters (16 semester hour course divided between semesters - 8 semester hours in each semester), a grade of incomplete will be awarded automatically after completion of the first placement in the fall semester. When the grade is posted for completion of the second placement, the same grade is posted manually by the Registrar's Office for the first placement.

#### **Extension of an Incomplete Grade**

A request to extend the assigned deadline must be put in writing to the dean prior to the assigned deadline. The request must include appropriate documentation (i.e., military orders, medical notes) and a letter from the instructor supporting the extension. The Dean will review the request and will notify the student of their decision to grant or deny the request within ten calendar days.

## **Leave of Absence**

Upper Iowa University does not grant a leave of absence. A student needing to withdraw from the University will follow the withdrawal procedures.

## **Repeat Policy**

Undergraduate and graduate students may repeat a course to earn a higher grade. Only the highest grade earned will be used in calculating the grade point average. Courses in which grades of "A" are earned may not be repeated under any circumstances. Students are allowed to repeat a course only once without exceptions noted below, for a total of two attempts. Registrations which result in NA, W, or AW grades do not contribute to total attempts. The Course Repeat Form must be completed by the student.

Exceptions are made for courses designated to be taken multiple times such as research credits, special projects, special topics, social work training certificate courses, and internships.

An exception may also be granted for students requesting to repeat a course for a second time (3rd registration) by the Dean and/or designee in which the course resides. Further exceptions may be possible for extenuating circumstances at the discretion of the Dean in which the course resides.

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

## **SAP Procedures**

**SAP Determination:** The Financial Aid Office evaluates SAP for all students (excluding Self-Paced students) at the end of each semester of their current academic year to determine financial aid eligibility for the next semester. Self-Paced

students are evaluated once all grades have been received at the regular semester evaluation period following the conclusion of their Self-Paced enrollment term. Students who have failed to meet federal SAP requirements are ineligible to receive federal, state, or institutional financial aid.

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

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

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

Extenuating circumstances include the death of an immediate family member, a major medical issue (i.e., requires hospitalization) experienced by the student or an immediate family member of the student, domestic violence, involuntary call to active military duty, or a documented learning disability. Late appeals will not be accepted. Only one approved appeal per level of education will be allowed (one for undergraduate and one for graduate level). Additional appeals may be reviewed for special circumstances (i.e. multiple military deployments).

## **SAP Academic Plan**

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

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

## **Reinstatement**

Students may reestablish eligibility for financial aid by resolving their qualitative, quantitative or maximum timeframe deficiency. Discontinuing enrollment for a semester or opting to privately pay for coursework without utilizing federal aid will not be, in and of itself, sufficient to allow for reinstatement of financial aid eligibility. Students who are unsuccessful in their SAP appeals may continue their education by utilizing another payment method, such as a payment plan, an alternative loan through a private lender, or by paying out of pocket. The SAP process is run once per semester, and

student eligibility will be reviewed at that time. A student must have an approved appeal from the Academic Standing Committee if they are not meeting the program requirements and must meet the criteria listed for cumulative Satisfactory Academic Progress.

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

## **SAP Rules**

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

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

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

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

**Drop and Non-Attendance Courses:** Courses that are dropped prior to the start of the session and courses with a non-attendance (NA) grade are not counted in attempted or successfully completed hours, except when a student has retained an overpayment.

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

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

## **Satisfactory Academic Progress Policy**

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

## **Grade Point Average**

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

- Freshman (0 to <30 completed credits) - 1.75 GPA
- Sophomore (30-<60 completed credits) - 1.90 GPA
- Junior and above ( $\geq 60$  completed credits) - 2.00 GPA

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

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

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

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

## **Completions (Pace of Progression)**

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

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

Transfer credits toward a degree are counted in this calculation.

## **Total Allowable Credits (maximum timeframe)**

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

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

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

## **Failure to Meet Requirements**

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

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

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

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

## Standards for Academic Standing

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

### Undergraduate Programs

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

0 to <30 completed credits\* - 1.75 cumulative GPA

30 to <60 completed credits\* - 1.90 cumulative GPA

≥ 60 completed credits\* - 2.00 cumulative GPA

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

### Graduate Programs

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

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

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

## Failure to Meet Requirements for Academic Standing

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

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

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

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

**Academic Dismissal:** A student will be dismissed from Upper Iowa University if he/she fails to make improvement toward the minimum standards while on Academic Probation. A student may apply to return to the university after a one-year period has elapsed by submitting the Personal Information for Returning Students Form and an appeal (academic improvement plan).

The student placed on academic suspension or dismissal is responsible for working with the academic advisor to complete an appeal and submit it to the appropriate Academic Review Committee. The Academic Review Committee will review the Academic Improvement Plan. The committee will approve or deny the appeal based on evidence provided by the student. A successful appeal will result in the student's status being changed to Academic Probation.

## Undergraduate Grading Policy

Instructors will assign a grade for each student enrolled in a course reflective of the quality of work of the student enrolled in that course. At the conclusion of a course, grades are to be submitted to the Registrar through the myUIU grade portal by 11:59 AM of the Monday following the conclusion of the session/semester.

### Grading System

Upper Iowa University uses a standard grading system. Instructors are required to implement +/- grades in their courses. The instructor's course syllabus will outline the +/- grading scale and assigned percentage associated with each grade.

| Grade | Quality Points |
|-------|----------------|
| A     | 4.00           |
| A-    | 3.67           |
| B+    | 3.33           |
| B     | 3.00           |
| B-    | 2.67           |
| C+    | 2.33           |

|    |      |
|----|------|
| C  | 2.00 |
| C- | 1.67 |
| D+ | 1.33 |
| D  | 1.00 |
| D- | 0.67 |
| F  | 0.00 |

All grades of "F" posted at Upper Iowa University are considered to be earned "F" grades.

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

### **I - Incomplete**

A grade of **I** is a temporary grade assigned by the instructor that will be changed to a letter grade of A-F by the end of the following session (center or online courses) or semester (Fayette Campus and semester-long courses).

### **X - Extension**

A grade of **X** is a temporary grade assigned to a self-paced course that will be changed to a letter grade of A-F by the end of the four-month extension period.

### **P-Passing**

A grade of **P** is assigned for satisfactory performance in an elective course taken on a pass/fail basis or for credit granted for experiential learning, special training programs, credit by examination or for other types of nontraditional learning experiences.

### **W-Course Withdrawal**

A grade of **W** is assigned when a student initiates removal from an active course after the drop period has closed, but prior to the close of the withdrawal period. A course withdrawal has no effect on a student's grade point average. Withdrawn credits are considered attempted but not earned for the calculation of percent completion when assessing satisfactory academic progress (SAP).

### **AU-Audit**

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

### **AW-Administrative Withdrawal**

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

## **NA-Non-attendance**

A grade of **NA** is assigned to a student who does not attend an enrolled course during the first week of the class.

## **NR - Not Recorded**

A grade of **NR** is assigned when an instructor fails to record a grade for a student upon final grade submission. An **NR** grade shall be replaced by the appropriate grade upon submission of the grade by the instructor using the Grade Change Form.

**Official Grade:** An official grade is the grade posted to myUIU at the end of the grading period. It is the student's responsibility to check myUIU grades for accuracy. If a student feels there has been an error in how the grade was calculated or if the grading process did not adhere to the expectations outlined in the syllabus, the student may appeal using the Grade Appeal Process (see Grade Appeal Process).

## **Calculating Grade Point Average**

The GPA is determined by dividing the number of quality points earned at Upper Iowa University by the total number of graded semester credits earned at Upper Iowa University. Grades transferred from other institutions are not included in the overall GPA.

The GPA earned for a major will include grades transferred into the student's major. The GPA at the time of posting a bachelor's degree is constant. Courses completed after a bachelor's degree has been earned will not change the GPA from that point on.

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

## **Undergraduate Transfer Credit Policy**

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

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

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

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

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

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

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

1. Up to nine-semester credits of activity courses, including transcribed intercollegiate athletics.
2. No credits from courses identified by Upper Iowa University as remedial or developmental level.
3. No more than 30-semester credits from one-year occupational diploma programs.

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

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

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

Upper Iowa University will accept AA or AS degrees with a liberal arts core as fulfillment of The Peacock Professional Experience ("general education") requirements for a baccalaureate program. Prerequisites are not waived.

## **Experiential Learning Credit**

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

## **ACE/NCCRS Approved Credit**

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

## **Credit by Examination**

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

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

## **Experiential Learning Portfolio Credit**

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

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

Because the documentation process required of a student is extensive, and since the evaluation of this documentation by UIU staff demands considerable time, the student must be accepted for admission and registered for at least one course through Upper Iowa University before applying for experiential learning credit. Experiential learning portfolio credits do not reduce the minimum required 30 semester credits of coursework through Upper Iowa University for a bachelor's degree.

Experiential learning credits do not apply to the 60 graded credits needed to graduate with Magna or Summa Cum Laude honors. Experiential learning credit, awarded as upper division credit, may be used to satisfy the upper division credit requirement for graduation. Education course credits may not be earned through Experiential Learning.

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

## **Law Enforcement and Fire Science Credit**

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

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

## **Military Credit**

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

associate's degree. ACE-recommended military credits do not apply to the 60 graded credits needed to graduate with *Magna* or *Summa Cum Laude* honors.

### **Support for Military Students**

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

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

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

**Navy:** Upper Iowa University is a partnership institution in the Navy College Program for Afloat College Education (NCPACE). The NCPACE program at UIU offers distance education opportunities to Sailors regardless of location. Upper Iowa University provides associate and bachelor degree programs which are relevant to each Navy rating, and makes maximum use of military professional training and experience based on the Joint Service Transcript (JST) transcript to fulfill degree requirements. UIU offers opportunities for Sailors to take courses through distance learning so that Sailors anywhere will be able to pursue a degree. Upper Iowa University is eligible to offer associate and bachelor's degrees to Sailors, their spouses, and adult children worldwide.

**Coast Guard:** Upper Iowa University is eligible to offer associate and bachelor's degrees to Coast Guard personnel, their spouses, and adult children worldwide.

**Air Force:** Upper Iowa University recognizes the work completed in the Community College of the Air Force and currently has an articulation agreement based on those courses. UIU treats the CCAF transcript just as it would any community college transcript and will apply all appropriate coursework toward a bachelor's degree. Upper Iowa University is a proud partner of both the Air Force's General Education Mobile (GEM) program and the Air University Associate-to-Baccalaureate Cooperative (AU-ABC) program. The Air Force Education program directs airmen with associate in applied science degrees to a collection of accredited "military-friendly" colleges and universities to consider when completing a four-year degree. Airmen enroll in classes and request tuition assistance in the Air Force's Virtual Education Center.

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

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

## **University Withdrawal**

Center or Online students who choose to withdraw from the University should contact their Academic Advisor or Center Director, who will assist in the process.

Fayette Campus students who plan to withdraw or transfer should fill out the form located on myUIU - Academics - Student Forms - University Withdrawal Form

Students who want to withdraw from a course only should use the Course Withdrawal form located on myUIU - Academics - Student Forms - Course Withdrawal Form

## **Use of Human Research Subjects**

Students, faculty and staff wishing to conduct research involving human subjects must seek approval in advance. The relevant Human Subjects Application Policy and procedures are available on the UIU website policies page at [uiu.edu/about/policies](http://uiu.edu/about/policies) and in Policy 104 Human Subjects Application.

## **Validation of Enrollment - Non-Attendance (NA) Grade**

Students must validate enrollment in their classes. The grade of NA is assigned when a student fails to attend and fails to withdraw prior to the start of the course.

Fayette Campus courses: Students who have not attended in person or had academic interaction in uiuLearn by Friday of the first week of each session/semester will have an NA grade posted.

Center courses: Students who have not attended in person or had academic interaction in uiuLearn during the first seven days of the session/semester will have an NA grade posted.

Online (asynchronous) courses: Students must validate enrollment by attendance (see definition under the attendance section) during the first seven days of the session/semester will have an NA grade posted.

uiuLive (synchronous) courses: Students must validate enrollment by attendance (see definition under the attendance section) during the first seven days of the session/semester will have an NA grade posted.

Self-Paced: NA grades are not applicable to this program.

## **Video Conference (Zoom) Attendance Policy for Face-to-Face, Hybrid, and Video Conference Courses**

Students are expected to attend class via the learning experience in which they are registered for a course in face-to-face, hybrid and video conference courses. With instructor consent, students may attend the course via synchronous video

conference (i.e., Zoom) and be counted present for attending the class session for up to two consecutive class periods. Faculty will record a student as attending a face-to-face, hybrid, or video conference course if the instructor gives consent for the student to attend via video conference and the student attends the course session via video conference.

Students who request to attend class outside the registered method for more than two consecutive class periods will be required to provide documentation to accommodate such a request.

International students must meet attendance guidelines to maintain visa status. Faculty should consult the International Services Coordinator to grant an exception to the two-day maximum for International students.

## **Family Educational Rights and Privacy**

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

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

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

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

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

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

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

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

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Upper Iowa University to comply with the requirements of FERPA. To file a complaint, go to [FERPA.Complaints@ed.gov](mailto:FERPA.Complaints@ed.gov)

and follow the instructions at [studentprivacy.ed.gov/file-a-complaint](http://studentprivacy.ed.gov/file-a-complaint), or mail the complaint to the following address:

U.S. Department of Education  
Student Privacy Policy Office  
400 Maryland Ave., SW  
Washington, D.C. 20202-8520

5. 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 email addresses, local and cellular telephone numbers, photographs, dates of enrollment, degrees and awards received, the most recent previous educational agency or institution attended by the student, participation in officially recognized activities and sports, weight and height of members of athletic teams, date and place of birth, major field of study, academic classification and academic advisor's name.

Students may request to have Directory Information withheld by notifying the Registrar in writing by using the Request to Prevent Disclosure of Directory Information form within one week after the first day of the session. Requests to withhold Directory Information are valid for one year. After one year the nondisclosure request expires. Upper Iowa University will honor a request to opt out of disclosure of Directory Information even after the student is no longer enrolled, unless the student rescinds the opt out request.

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

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

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

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

## **Satisfactory Academic Progress Policy**

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

### **Grade Point Average**

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

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

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

1-6 completed credits - 2.50 GPA

7+ completed credits - 3.00 GPA

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

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

## **Completions (Pace of Progression)**

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

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

Transfer credits toward degree are counted in this calculation.

## **Total Allowable Credits (maximum timeframe)**

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

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

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

## **Failure to Meet Requirements**

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

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

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

**Financial Aid Probation:** An undergraduate or graduate student who has successfully appealed a Financial Aid Suspension will be placed on Probation for one semester. If the student meets the SAP standards at the end of the

Probation semester, the student's SAP status will reset back to passing SAP. If the student does not meet the SAP standards at the end of the Probation semester, the student will be placed back into Financial Aid Suspension.

## SAP Rules

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

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

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

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

**Drop and Non-Attendance Courses:** Courses that are dropped prior to the start of the session and courses with a non-attendance (NA) grade are not counted in attempted or successfully completed hours, except when a student has retained an overpayment.

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

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

## SAP Procedures

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

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

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

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

Extenuating circumstances include the death of an immediate family member, major medical issue (i.e. requires hospitalization) experienced by the student or an immediate family member of the student, domestic violence, involuntary call to active military duty, or a documented learning disability. Late appeals will not be accepted. Only one approved appeal per level of education will be allowed (one for undergraduate and one for graduate level). Additional appeals may be reviewed for special circumstances (i.e. multiple military deployments).

## **SAP Academic Plan**

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

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

## **Reinstatement**

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

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

# Financial Aid

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

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

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

**Physical Address:**

605 Washington St  
Student Enrollment Center  
Fayette, IA 52142

**Telephone:** 800-553-4150

**Fax:** 563-425-5277

**Email:** [financialaid@uiu.edu](mailto:financialaid@uiu.edu)

Standard office hours between 8 a.m. to 5 p.m., Monday-Thursday, and 8 a.m. to 3 p.m. on Friday are established for individuals requiring face to face assistance. Personalized meetings may also be requested by contacting our offices.

## Financial Aid & Net Partner

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

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

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

## Requirements for Receiving Financial Aid

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

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

1. The student must be admitted to Upper Iowa University (UIU) and be enrolled in a degree program. Undergraduate students who have already received a bachelor's degree are eligible for financial aid if they are enrolled in a second bachelor's degree program or in a teacher licensure program. Second majors within an already completed bachelor's degree will not be eligible for federal financial aid. Non-degree seeking students are not eligible for financial aid. If a student is enrolled as a non-degree seeking student, and want to receive financial aid, they are to contact their respective academic department or the Registrar's Office to determine their individual degree status.
2. The student must be making satisfactory academic progress (SAP) according to the standards set forth by the UIU Financial Aid Office.
3. The student must report the receipt of any grants, scholarships or loans from all sources outside of federal, state and institutional aid.
4. The student must not have been convicted under federal or state law of the sale or possession of drugs, if the offense occurred during a period of enrollment for which federal student aid (grants, loans, and/or work-study) was received.
5. The student must not be in default on a federal student loan nor owe money on a federal student grant.
6. The student may only receive federal financial aid at one institution at a time.

## **Declination of Financial Aid Funds**

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

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

## **VA Educational Benefits**

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

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

### **Title 38 USC 3679(e) Compliance**

In accordance with Title 38 US Code 3679 subsection (e) of the Veterans Benefits and Transition Act of 2018, Upper Iowa University will not impose a penalty on any student using veterans education benefits under Chapter 31 (Vocational Rehabilitation & Employment) or Chapter 33 (Post 9/11 GI Bill®) because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement of funding from the Department of Veterans Affairs (VA).

UIU will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual

because of the individual's inability to meet his or her financial obligations to UIU due to the delayed disbursement funding from the Department of Veterans Affairs (VA).

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA).

## **Deployment and Readmission Policy**

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

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

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

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

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

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

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

Information regarding tuition refunds:

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

Readmission following Call to Active Duty and/or Deployment

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

## Graduation and Beyond

### Commencement

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

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

### Application for Graduation

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

Deadlines for submitting applications for graduation are as follows:

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

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

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

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

## **Graduation Honors**

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

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

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

## **Transcript Requests**

Transcripts may be requested at [www.getmytranscript.org](http://www.getmytranscript.org) using any major credit card. A student's card will only be charged after the order has been completed. Students can track orders online on the Transcript Ordering website. A transcript request form may also be printed from the [uiu.edu](http://uiu.edu) website. Complete the information and fax (563-425-5287), email ([transcripts@uiu.edu](mailto:transcripts@uiu.edu)), or mail (SEC Transcript Processing, PO Box 1857, Fayette, IA 52142) the request form to us. The student's signature is required. Transcripts sent to the student will be stamped "Issued to Student." If you have an outstanding balance on your account, your transcript may not be released. To potentially allow a temporary release of your transcript, please complete the Request for Temporary Release of Financial Transcript Hold form available at [uiu.edu/transcripts](http://uiu.edu/transcripts) in the FAQ section. The completed form will be reviewed, and a formal decision will be made regarding your request. For further assistance, contact Student Accounts at [businessoffice@uiu.edu](mailto:businessoffice@uiu.edu).

## **Transcript Fees**

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

## **Career Development**

Career Development, located at Fayette Campus, is available to provide students from all programs and at all locations with career-related assistance including, but not limited to: general career guidance, choosing a major, resume/cover letter advice, internship and job search, interview preparation, professional networking and branding, and applying to graduate school.

Neither Career Development nor Upper Iowa University guarantees employment.

Career Development information is available at [uiu.edu/careers](http://uiu.edu/careers). For additional information, email [careers@uiu.edu](mailto:careers@uiu.edu) or call 563-425-5229.

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

## **Transferability of Credit**

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

## **Record Retention**

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

## **Student Resources**

### **Library Resources**

Library resources including online subject research guides, journal articles and databases, ebooks, newspaper access, digital archives, interlibrary loan, etc., are available to all students of Upper Iowa University. Access to all online resources, library services, hours and policies are available through the library's website at [uiu.edu/library](http://uiu.edu/library).

The Fayette Campus library also features physical books, journals and displays. To use any of the materials listed on the site, students can log in using their full UIU email address and myUIU password. Students are encouraged to contact the librarians at [library@uiu.edu](mailto:library@uiu.edu) or 563-425-5261, or for help 24/7 the Peacock Library Chat box on the library's homepage at [uiu.edu/academics/library](http://uiu.edu/academics/library).

## **Information Technology**

### **myUIU, uiuLearn & E-mail accounts**

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

### **ITS Help Center**

The UIU Information Technology Services (ITS) Help Center is the central point of contact for the UIU Community for technology related incidents, problems and requests. The ITS Help Center is located in the lower level of Garbee Hall and is available between 8 a.m. and 5 p.m., Monday through Thursday, and between 8 a.m. and 3 p.m. on Fridays. Students can email the ITS Help Center at [helpdesk@uiu.edu](mailto:helpdesk@uiu.edu) or visit on the web at [uiu.edu/it](http://uiu.edu/it).

## Textbooks

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

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

Students may only charge required books and materials to their student account when ordering through the University's official bookstore, BNC Services/MBS Direct. In order for students to charge to their account they need to have outside sources funding the cost, for example; financial aid, Department of Veterans Affairs, or third party assistance. If funding source changes, charges are the responsibility of the student.

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

For Financial Aid:

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

The student who does not have an excess of funds after all institutional charges are covered will not be able to charge their books to their student account.

For other sources:

1. The student must have outside funding for books secured prior to receiving the approval to charge to their student account.
2. The student must be registered.

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

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

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

## **Name and Address Change**

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

## **Student Handbook**

The student handbook contains information regarding student conduct. The student handbook can be viewed at [uiu.edu/support/handbooks.html](http://uiu.edu/support/handbooks.html).

## **Student Right-to-Know**

The following information is provided in compliance with the Federal Student Right-To-Know Act of 1990. The Student Right-To-Know Act requires an institution participating in any student financial assistance program under Title IV of the Higher Education Act of 1965 to disclose graduation rates to current and prospective students. The retention rates are calculated from fall to fall, based on the fall's entering class of first-time, full-time degree-seeking freshmen, in accordance with the definitions established by the Student Right-To-Know Act. It reflects the six-year cumulative graduation rate of incoming freshmen and does not include the graduation of students who transferred to other colleges and universities. The cumulative graduation rate does not include students who have transferred into our institution and have graduated. The 4-year average Student Right-To-Know graduation rate is 38 percent (2012-2015 cohorts). The six-year graduation rate calculation for the 2015 cohort is 39 percent.

## **Student Complaints**

([uiu.edu/report](http://uiu.edu/report))

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

### **Oklahoma students**

Oklahoma State Regents for Higher Education  
655 Research Parkway, Suite 200  
Oklahoma City, OK 73104  
405-225-9100  
[www.okhighered.org/current-college-students/complaints.shtml](http://www.okhighered.org/current-college-students/complaints.shtml)

### **Online students**

Iowa College Student Aid Commission  
[www.iowacollegeaid.gov/StudentComplaintForm](http://www.iowacollegeaid.gov/StudentComplaintForm)

### **For Wisconsin Students**

### **Cancellation Privilege**

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

## **Refunds**

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

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

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

## **For Military Tuition Assistance (TA) Students**

### **8-Week Face-to-Face Course Withdraw Submitted**

Before or during week 1 100% return

During week 2 75% return

During weeks 3-4 50% return

During week 5 40% return (60% of course is completed)

During weeks 6-8 0% return

### **8-Week Online Classes**

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

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

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

25% of TA received will be returned if the student withdraws after the fourth week of classes, but before the end of the sixth week of classes. (60% of course is completed) No TA received will be returned if the student withdraws after the sixth week of classes.

## **Return of Tuition Assistance**

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

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

## Fayette Undergraduate General Information

### Academic Regulations/Policies

#### Requirements for Admission

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

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

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

#### Applying for Admission

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

1. A completed application for admission. Apply online at [uiu.edu/apply](http://uiu.edu/apply). Students may submit an application for admission at any time but no later than the day prior to the first day of the session in which the student plans to register.
2. Official transcripts from each college and university the student previously attended. Official reports for Advanced Placement may also be submitted. Official transcripts must be sent directly from the granting institution. They must not pass through the student's hands.
3. Official transcript of the student's high school record for those seeking admission as a freshman (see above). This includes students who have completed Advanced Placement or college transfer credit while in high school. This requirement is fulfilled by one of the following:
  - a. An official high school transcript
  - b. Official GED certificate or score report
  - c. Official copy of Joint Services Transcript (JST) or Community College of the Air Force (CCAF)
  - d. Evidence of a passing score on tests recognized by the state such as the High School Equivalency Test (HSET) and the Test Assessing Secondary Completion (TASC)
  - e. For International students only, official transcripts verifying completion of secondary education

4. Official or unofficial transcript of the student's high school record for those seeking admission as a freshman with less than 24 semester hours of graded transferable college credit or ACE (American Council of Education) credit that is earned after graduating from high school (see above). This requirement is fulfilled by one of the following:
  - a. Any item in 3a - 3e above
  - b. Official college or university transcript that lists the high school graduation date
  - c. Unofficial high school transcript or copy of high school diploma.
  - d. Official copy of Joint Services Transcript (JST) or Community College of the Air Force (CCAF)
5. For those seeking admission to Fayette Campus as a freshman directly from high school, submit ACT or SAT scores.
6. If English is not a student's native language, submit official proof of English proficiency (see International Students section below).

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

Each application is reviewed on an individual basis. 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.

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

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

A student entering Upper Iowa University under provisional admittance will be cleared for full acceptance upon receipt of the official transcript(s). The official transcript(s) are expected to be received by Upper Iowa University within 14 days of the date of enrollment. Please note that financial aid funding will not be available until after full acceptance at Upper Iowa University.

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

Students offered acceptances submit the following before enrolling:

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

## Residency Requirement Policy

All Fayette Campus students are required to live in University residence halls. Students who meet at least one of the criteria below may seek a waiver of the residency requirement, through which they can request to live off campus. The following criteria are accepted when seeking a waiver of the residency requirement and requesting to live off campus:

- Lives in primary residence within 30 miles of the Fayette campus for two years prior to enrollment; parents' or guardians' names must be included in the request
- Has completed at least 90 credits
- Is a transfer student to UIU and has completed at least 48 credits (not including dual enrollment credits)
- Married or has dependent children
- 22 years of age or older
- Serving in military or (honorably discharged) veteran

The complete policy is located at [uiu.edu/rrpolicy](http://uiu.edu/rrpolicy).

## Admission Guidelines

### Freshmen

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

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

### Former students

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

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

### International Students

To be considered for admission international students and non-English speaking students must validate the UIU English Proficiency requirement. If a student is transferring from a US institution or has been educated in one of the English proficiency waiver countries, the English proficiency requirement is waived.

For a list of English speaking countries, see [uiu.edu/english-waiver](http://uiu.edu/english-waiver).

Other possibilities for meeting the English language proficiency requirement for undergraduate students include:

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

See more at [uiu.edu/international-application](http://uiu.edu/international-application).

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

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

## International Student Admissions

Upper Iowa University is authorized under federal law to enroll nonimmigrant students. For additional information, please contact the Office of Admissions at [international@uiu.edu](mailto:international@uiu.edu). International student applicants must submit the following documents directly to the Office of Admissions in order to complete the international student admission process.

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

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

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

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

## Non-Matriculated Student Policy

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

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

Until a student submits all required admissions documentation, they are considered a non-degree seeking student. A non-degree seeking international student is not eligible for financial aid, is limited to no more than a total of 30 credits at UIU (maximum of 6 credits without meeting English Proficiency Requirement), and may not have a degree conferred.

## Fayette Tuition and Fees

### FULL-TIME ENROLLMENT

|                            |          |
|----------------------------|----------|
| Tuition (12-18 credits)    | \$18,450 |
| Student Fee/Non-refundable | \$1,025  |

Board charges:

|  |         |
|--|---------|
| Peacock Basic (Only Lee Tower & Hofmaster Residents) | \$2,700 |
| Peacock Blue   | \$5,400 |
| Peacock Platinum                                     | \$6,400 |
| Commuter Block Plan (80 meals/semester)              | \$1,474 |

Room charges:

|                                 |         |
|---------------------------------|---------|
| Garbee Hall - double room       | \$3,877 |
| Garbee Hall - single room       | \$5,639 |
| Lee Tower - double room         | \$5,403 |
| Lee Tower - single room         | \$7,635 |
| South Village 1 - double room   | \$4,581 |
| South Village 1 - single room   | \$6,578 |
| South Village 1 - single plus   | \$7,166 |
| South Village 2/3 - double room | \$4,933 |
| South Village 2/3 - single room | \$6,813 |
| South Village 2/3 - single plus | \$7,401 |
| Hoffmaster*                     | \$3,229 |

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

All single room assignments are subject to availability.

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

\* For approved transfers and graduate students only, undergraduate students are required to enroll in a meal plan.

## **OTHER CHARGES**

Tuition (less than full-time):

|  |       |
|--|-------|
| Fayette Campus rate per semester hour under 12 credits | \$820 |
|--|-------|

Semester overload fee

(per semester credit after total of 18 credits for Fall Semester or after total of 18 credits for Spring Semester) \$350

Audit fee (per semester credit) \$95

Summer Internship per semester hour \$505

Summer Tuition per semester hour \$505

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

## **OTHER FEES**

Enrollment Deposit (non-refundable) \$250

Graduation Application Fee \$70

Portfolio assessment fee \$60

(applicable toward semester credit charge if experiential learning credit is awarded, otherwise nonrefundable)

Experiential learning (per semester credit) \$60

(payable within 90 days of the granting of this credit)

Transcripts, per copy

(A minimum of \$25 will be charged for rush orders.)

By email (2-4 day processing time) \$10

By mail (2-4 day processing time) \$10

Certificate Claim fee (paper copy) \$15

payable at time of application for certificate

Parking Permit \$100

ID Card Replacement \$25

Residence Hall Early Check-In Fee \$15/day

Residence Hall Key Replacement \$150-350

|   |         |
|---|---------|
| Lee Residence Hall Key Replacement                                | \$500   |
| Residence Hall Improper Check-Out                                 | \$200   |
| Off-Campus Residence Waiver                                       | \$5,000 |
| Fayette Passport Picture Fee                                      | \$10    |
| Late Payment Fee  | \$25    |
| Fayette Domestic Orientation Fee                                  | \$75    |
| Fayette International Student Deposit (non-refundable)            | \$250   |
| Fayette International Student<br>Orientation Fee (non-refundable) | \$75    |
| Non-Sufficient Funds Check Fee - Paper                            | \$25    |
| Non-Sufficient Funds Check Fee - E-Check                          | \$25    |

Health insurance is required for all international students attending Fayette Campus. This amount changes from year to year. For the 2024-25 academic year the charge is \$,2085.

## Payment of Tuition and Fees

### Terms of Payment

In accordance with University policy, all semester charges are due and payable the Wednesday before the start of the semester/session. Students receiving financial aid will be required to pay any difference between total expenses and the aid. Payment plans must be in place by Wednesday before the start of the semester if charges and fees won't be paid in full. Default of payment may result in the student's enrollment being delayed or denied; satisfactory arrangements must be made before reinstatement.

Accepted financial aid is applied to the student's account beginning the third week of each session upon verification of attendance. Student refunds will be processed within 14 calendar days from the date the credit balance was created on the student's account. Diplomas, certificates, or transcripts will not be released until all financial obligations are met.

### Payment Plans

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

about the payment plans or setting up a payment plan, should contact the Office of Student Accounts by calling 800-553-4150 or email [businessoffice@uiu.edu](mailto:businessoffice@uiu.edu).

## Delayed Payment Option

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

## Withdrawal Policy

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

Students withdrawing from the University should notify the Student Life Office and their academic advisor. The University Withdrawal Form for Fayette Campus Students is located on myUIU>Academics>Student forms>University Withdrawal Form.

## Fayette Undergraduate Refund Policy

If a student decides to withdraw from the University before the end of a semester or session, the student's charges, financial aid, tuition assistance, and/or veteran benefits could be affected. All students should consult with the Business Office and Financial Aid Office to understand the financial impact of withdrawing prior to initiating the withdrawal process. Tuition, room, and board adjustments are independent from academic and financial aid deadlines. The student's last date of attendance is the official withdraw date that will be used when calculating a refund.

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

## Session-long course refund schedule

|                    |                              |                              |
|--------------------|------------------------------|------------------------------|
| Fall Semester 2024 | Session 1<br>Aug 26 - Oct 17 | Session 2<br>Oct 21 - Dec 12 |
|--------------------|------------------------------|------------------------------|

| Charge               | Refund | Last Date of Attendance      | Last Date of Attendance      |
|----------------------|--------|------------------------------|------------------------------|
| 10%                  | 90%    | Aug 26 - Aug 28              | Oct 21 - Oct 23              |
| 25%                  | 75%    | Aug 29 - Sep 1               | Oct 24 - Oct 27              |
| 50%                  | 50%    | Sep 2 - Sep 8                | Oct 28 - Nov 3               |
| 100%                 | 0%     | After Sep 8                  | After Nov 3                  |
| Spring Semester 2025 |        | Session 3<br>Jan 6 - Feb 27  | Session 4<br>Mar 10 - May 1  |
| Charge               | Refund | Last Date of Attendance      | Last Date of Attendance      |
| 10%                  | 90%    | Jan 6 - Jan 8                | Mar 10 - Mar 12              |
| 25%                  | 75%    | Jan 9 - Jan 12               | Mar 13 - Mar 16              |
| 50%                  | 50%    | Jan 13 - Jan 19              | Mar 17 - Mar 23              |
| 100%                 | 0%     | After Jan 19                 | After Mar 23                 |
| Summer Semester 2025 |        | Session 5<br>May 12 - July 3 | Session 6<br>July 7 - Aug 14 |
| Charge               | Refund | Last Date of Attendance      | Last Date of Attendance      |
| 10%                  | 90%    | May 12 - May 14              | July 7 - July 9              |
| 25%                  | 75%    | May 15 - May 18              | July 10 - July 13            |
| 50%                  | 50%    | May 19 - May 25              | July 14 - July 20            |
| 100%                 | 0%     | After May 25                 | After July 20                |

### Semester-long course refund schedule

| Fall Semester 2024 |        | Aug 26 - Dec 12         |
|--------------------|--------|-------------------------|
| Charge             | Refund | Last Date of Attendance |
| 25%                | 75%    | Aug 26 - Sept 1         |
| 50%                | 50%    | Sept 2 - Sept 8         |

|                      |        |                         |
|----------------------|--------|-------------------------|
| 75%                  | 25%    | Sept 9 - Sept 15        |
| 100%                 | 0%     | After Sep 15            |
| Spring Semester 2025 |        | Jan 6 - May 1           |
| Charge               | Refund | Last Date of Attendance |
| 25%                  | 75%    | Jan 6 - Jan 12          |
| 50%                  | 50%    | Jan 13 - Jan 19         |
| 75%                  | 25%    | Jan 20 - Jan 26         |
| 100%                 | 0%     | After Jan 26            |
| Summer Semester 2025 |        | May 12 - Aug 14         |
| Charge               | Refund | Last Date of Attendance |
| 25%                  | 75%    | May 12 - May 18         |
| 50%                  | 50%    | May 19 - May 25         |
| 75%                  | 25%    | May 26 - June 1         |
| 100%                 | 0%     | After June 1            |

|  |                                     |                |
|--|-------------------------------------|----------------|
| Fall Semester 2024   | First Session                       | Second Session |
| Last day to cancel registration and receive 100% tuition & fee adjustment.   | Aug 25                              | Oct 20         |
| Last day a student may reduce their number of credits below full time and have tuition adjusted based on remaining credits | Sep 8<br>(Sep 15 for semester long) | Nov 3          |
| Spring Semester 2025   | First Session                       | Second Session |
| Last day to cancel registration and receive 100% tuition & fee adjustment.   | Jan 5                               | March 9        |

|  |                                      |          |
|--|--------------------------------------|----------|
| Last day a student may reduce their number of credits below full time and have tuition adjusted based on remaining credits | Jan 19<br>(Jan 26 for semester long) | March 23 |
|--|--------------------------------------|----------|

## Adjustments

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

- Within the first two weeks, a student who registered for 16 credits and drops two 3 credit courses will have the account adjusted based on the per credit rate of each credit under 12 (2 credits).
- Within the first two weeks, a student who registered for 16 credits and drops one 3 credit course, will have no adjustments made to the account as full-time status is maintained.

If a student drops a Session 1 course within the first two weeks and falls below full-time, the account will be adjusted accordingly. If the student then adds a course in Session 2 to become full-time, the adjustment will be reversed to bring the charge back to the full-time rate of \$9,000/semester.

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

### Overload Charges

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

## Classification of Students

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

### A. Official Status

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

### B. Class Status

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

### C. Registration Status

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

## Course Loads

Students will normally register for 12-18 credits per semester which is equivalent to a full-time load. Students desiring to enroll in more than 18 credits per semester must:

1. Meet the minimum GPA requirement. A cumulative minimum GPA of 3.0 is required to enroll in more than 18 credits in a semester.
  - a. A minimum cumulative GPA of 3.0 is required to enroll in 12 or more credits per session.
2. Have been a full-time student with Upper Iowa University during a previous session.
3. Have the permission of their Academic Advisor. Students will not be allowed to register for more than 24 credits in a semester.

Students registering for more than 18 credits total for Fall Semester Sessions 1 and 2, or students registering for more than 18 credits total for Spring Semester Sessions 3 and 4 will be charged an overload fee. See above.

## **Registration**

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

## **Changes in Registration**

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

## **Class Attendance**

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

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

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

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

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

## **Period of Nonattendance**

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

## **Non-Enrollment**

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

## **Non-Attendance**

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

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

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

## **Administrative Withdrawal**

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

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

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

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

## **Drops and Administrative Withdrawals**

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

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

## **Pass/Fail Registration**

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

## **Transcript Evaluations**

Fayette Campus students must declare a major by the end of their fourth semester (a stipulation that is consistent with NCAA requirements). The Registrar's Office will complete an evaluation of the student's previous transcripts, giving up-to-date information on the progress the student is making toward completing the desired program of study. If a student changes a proposed program, they are to submit a change of major form (located on myUIU).

## **Student Conduct**

The policies on Student Conduct can be found in the Student Handbook at [uiu.edu/support/handbooks.html](http://uiu.edu/support/handbooks.html).

## **Academic Misconduct**

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

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

Academic dishonesty includes, but is not limited to:

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

Plagiarism includes, but is not limited to:

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

## **Levels of Academic Misconduct and Sanctions**

The faculty member teaching the course has the primary responsibility for resolving allegations of academic dishonesty, though egregious violations will be resolved by the School administration, the Academic Misconduct Board, or some combination thereof. The final decision on the level of a violation rests with the Academic Misconduct Board. Options for

resolving an alleged case of academic dishonesty range from dismissing the allegation with no negative sanction to being expelled from the university. A negative sanction is defined as an action taken by the faculty member that affects the student's grade for the assignment or his or her cumulative grade for the course. Anytime academic misconduct is detected, the procedures outlined will be followed. The incident will be maintained in a searchable database maintained by the Office of Academic Affairs.

Additional information regarding sanctions is located in Policy 107 at [uiu.edu/about/policies-reports](http://uiu.edu/about/policies-reports).

## **Dean's List**

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

## **Expected Timeline for Graduation**

As a full-time undergraduate student with average to above average grades, a student will normally enroll for six semester credits per eight-week session (session 6 is a six-week session). A student who enrolls for six semester credits in each of the six sessions may earn 36 semester hours of credit per year. When computing expected graduation dates we normally assume a full-time student will complete 30 credits per academic year and a part-time student will complete 15 credits per academic year.

A full-time student with no transfer credit may complete an associate degree in approximately two years.

A part-time student with no transfer credit may complete an associate degree in approximately four years.

A full-time student with no transfer credit may complete a baccalaureate degree in approximately four years.

A part-time student with no transfer credit may complete a baccalaureate degree in approximately eight years.

The advising worksheet indicates the number of credits that apply toward the 120 required for a baccalaureate degree (60 required for an associate degree). An expected graduation date is based on the number of credits remaining to be completed (120 minus number of credits applying toward degree). An expected graduation date may change if the student changes from full-time to part-time status, stops out, earns an "F" grade, or withdraws.

Note for students in a self-paced program: Because the registration period for self-paced students is 6 months, the expected graduation dates are computed differently. Some students may complete only 12 credits per year. Some students may combine online courses and self-paced courses and complete up to 30 credits per year. Expected graduation dates are determined by discussing enrollment plans with students on an individual basis.

## **Center/Online/Self-Paced/International General Information**

### **Center/Online/Self-Paced/International Admissions**

## Requirements for Admission

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

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

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

## Applying for Admission

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

1. A completed application for admission. Apply online at [www.uiu.edu/apply](http://www.uiu.edu/apply). Students may submit an application for admission at any time but no later than the day prior to the first day of the session in which the student plans to register.
2. Official transcripts from each college and university previously attended. Official reports for Advanced Placement may also be submitted. Official transcripts must be sent directly from the granting institution. They must not pass through the student's hands.
3. Official transcript of the student's high school record for those seeking admission as a freshman (see Requirement for Admission). This includes students who have completed Advanced Placement or college transfer credit while in high school. This requirement is fulfilled by one of the following:
  - a. An official high school transcript
  - b. Official GED certificate or score report
  - c. Official copy of Joint Services Transcript (JST) or Community College of the Air Force (CCAF)
  - d. Evidence of a passing score on tests recognized by the state such as the High School Equivalency Test (HSET) and the Test Assessing Secondary Completion (TASC)
  - e. For International students only, official transcripts verifying completion of secondary education
4. Official or unofficial transcript of the student's high school record for those seeking admission as a freshman with less than 24 semester hours of graded transferable college credit or ACE (American Council of Education) credit that is earned after graduating from high school (see Requirement for Admission). This requirement is fulfilled by one of the following:
  - a. Any item in 3a - 3e above
  - b. Official college or university transcript that lists the high school graduation date
  - c. Unofficial high school transcript or copy of high school diploma
  - d. Official copy of Joint Services Transcript (JST) or Community College of the Air Force (CCAF)
5. Veterans - an application for veterans' benefits or change of place of training form and a copy of the DD214.
6. Active duty military and reservists - an official copy of DD295, CCAF, or JST transcript. Optional - Not required for official admission. Required for posting of credit.
7. Teachers seeking additional endorsements - copy of current teaching license (for Iowa only).
8. To be considered for admission, international students and non-English speaking students must validate they have met Upper Iowa University's proficiency in English requirement in one of the ways listed in the following column. The student will be notified in writing of the approval or denial of admission. If a student does not complete the admission process and enroll within that year, materials may be required to be resubmitted.

The student will be notified in writing of the approval or denial of admission. If the student does not complete the admission process and enroll within that year, the student may be required to resubmit materials.

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. A student entering Upper Iowa University under provisional admittance will be cleared for full acceptance upon receipt of the official high school transcript(s) with the graduation date. The official transcript(s) are required prior to registration. Please note that financial aid funding will not be available until after full acceptance at Upper Iowa University.

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

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

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

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

## **International Student Admission**

### **International Students - U.S. Center**

#### **Programs/Distance Education**

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

1. A completed Application for Admission..
2. Official transcripts from each college and university previously attended. Official transcripts may require evaluation by a certified evaluator at the student's expense. This evaluation must be sent directly to Upper Iowa University. Contact an academic advisor to discuss the type of most useful evaluation.
3. Certified True Copy (CTC) of the certificate verifying credit earned through postsecondary public examination (i.e. A-Level, STPM, etc.).
4. A CTC of the credential verifying completion of secondary education if the student has earned college credit, or an official secondary education transcript if the student has not previously earned college credit.
5. To be considered for admission, international students and non-English speaking students must validate they have met Upper Iowa University's proficiency in English requirement in one of the ways listed below.

Until a student submits all required admissions documentation, they are considered a non-degree seeking student. A non-degree seeking international student is not eligible for financial aid, is limited to no more than a total of 30 credits at UIU (maximum of 6 credits without meeting English Proficiency Requirement), and may not have a degree conferred.

## **Non-Matriculated Student Policy**

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

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

Until a student submits all required admissions documentation, they are considered a non-degree seeking student. A non-degree seeking international student is not eligible for financial aid, is limited to no more than a total of 30 credits at UIU (maximum of 6 credits without meeting English Proficiency Requirement), and may not have a degree conferred.

## English Proficiency Requirements

To be considered for admission international students and non-English speaking students must validate the UIU English Proficiency requirement. If a student is transferring from a US institution or has been educated in one of the English proficiency waiver countries, the English proficiency requirement is waived.

For a list of English speaking countries, see [uiu.edu/english-waiver](http://uiu.edu/english-waiver).

Validation of Upper Iowa University's English proficiency requirement is met in one of the following ways:

| Test   | Undergraduate | Graduate |
|--|---------------|----------|
| TOEFL <a href="http://www.ets.org">www.ets.org</a><br>(institution code: 6885)                                       |               |          |
| Paper-based  | 500           | 550      |
| Internet-based   | 61            | 79       |
| IELTS <a href="http://www.ielts.org">www.ielts.org</a>   | 5.0           | 6.0      |
| Required Writing score   | 5.0           | 6.0      |
| MELAB<br><a href="http://www.isa.umich.edu/eli/testing/melab">www.isa.umich.edu/eli/testing/melab</a>                | 69            | 77       |
| Michigan English Language<br>Assessment Battery  |               |          |
| MUET <a href="http://www.mpm.edu.my/bi/main.php">www.mpm.edu.my/bi/main.php</a><br>Malaysian University English Test | 4.0           | 5.0      |
| Cambridge O Level English<br>Language Exam   | D             |          |
| Duolingo   | 83            | 97       |

|  |     |     |
|--|-----|-----|
| International General Certificate of Secondary Education (IGCSE)<br>(English Subject)  | D   |     |
| ELS Language Center <a href="http://www.els.edu">www.els.edu</a> 112 N/A   |     |     |
| SAT <a href="http://sat.collegeboard.com">http://sat.collegeboard.com</a><br>(institution code:6885)<br>(Minimum critical reading sub-score) | 430 | N/A |
| ACT<br><a href="http://act.org">http://act.org</a> (institution code: 1360)<br>(Minimum English sub-score)                                   | 18  | N/A |
| HKCEE English Language (Syllabus B)  | D   |     |
| HKALE English Language (AS Level)  | E   |     |
| HKDSE  | 3   |     |

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

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

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

## **Center/Online/Self-Paced/International Undergraduate Tuition and Fees**

|  |       |
|--|-------|
| Tuition per undergraduate semester credit for U.S. on-site courses             | \$505 |
| Tuition per undergraduate semester credit for U.S. IA on-site courses          | \$505 |
| Tuition per undergraduate semester credit for U.S. Alexandria on-site courses  | \$330 |
| Tuition per undergraduate semester credit for U.S. Baton Rouge on-site courses | \$330 |
| Tuition per undergraduate semester credit for U.S. DeRidder on-site courses    | \$330 |

|  |           |
|--|-----------|
| Tuition per undergraduate semester credit for U.S. Fort Johnson on-site courses  | \$235     |
| Tuition per undergraduate semester credit for U.S. Fort Riley on-site courses  | \$242     |
| Tuition per undergraduate semester credit for U.S. Fort Sill on-site courses   | \$233     |
| Tuition per undergraduate semester credit for U.S. New Orleans on-site courses   | \$330     |
| Tuition per undergraduate semester credit for U.S. Online Program courses and uiuLive courses  | \$505     |
| Tuition per undergraduate semester credit for undergraduate Education courses (center)   | \$380     |
| Tuition per undergraduate semester credit for undergraduate Education courses (online and uiuLive)   | \$505     |
| Tuition per undergraduate semester credit for Self-Paced Degree Program courses  | \$330     |
| Late payment fee   | \$25      |
| Audit fee, per semester credit not available in the U.S. Online Program  | \$95      |
| Experiential Learning Portfolio assessment fee (nonrefundable), applicable toward semester credit charge if credit for experiential learning is awarded  | \$60      |
| Experiential learning credit, per semester credit, payable within 90 days of the granting of this credit (nonrefundable)   | \$60      |
| Extra-institutional Evaluation (per evaluation) for Law Enforcement, Fire Science, Cosmetology, Massage Therapy, Emergency and Disaster Management, Health Services Administration, Microsoft Academy (MSSA), and Corporate Training | \$200     |
| Internship liability insurance, one time fee for HSV 403 only  | \$20      |
| Transcripting credit as recommended by ACE guidelines, including PEP, DSST and CLEP  | No Charge |
| Transcripts, per copy<br>(A minimum of \$25 will be charged for rush orders.)<br>By mail or email (2-4 day processing time)  | \$10      |
| Certificate Claim fee (paper copy) payable at time of application for certificate  | \$15      |
| Graduation fee, payable at time of application for graduation  | \$70      |
| Self-Paced Degree Program administrative withdrawal fee  | \$99      |
| Self-Paced Degree extension fee  | \$99      |
| Overseas Postage for Self-Paced Courses Fee  | \$40      |

Non-sufficient funds check fee - paper and E-check

\$25

Books or instructional materials are generally required with each course. Some courses may require additional fees. Book and supply costs are estimated at \$150-\$250 per undergraduate course.

For additional information, see [uiu.edu/future/annual-costs.html](http://uiu.edu/future/annual-costs.html).

## **Payment of Tuition and Fees**

### **Terms of Payment**

In accordance with University policy, all semester charges are due and payable the Wednesday before the start of the semester/session. Students receiving financial aid will be required to pay any difference between total expenses and the aid. Payment plans must be in place by Wednesday before the start of the semester if charges and fees won't be paid in full. Default of payment may result in the student's enrollment being delayed or denied; satisfactory arrangements must be made before reinstatement.

Accepted financial aid is applied to the student's account beginning the third week of each session upon verification of attendance. Student refunds will be processed within 14 calendar days from the date the credit balance was created on the student's account. Diplomas, certificates, or transcripts will not be released until all financial obligations are met.

### **Delayed Payment Option**

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

### **Payment Plans**

The convenience of paying school expenses on a monthly basis is an attractive option for many. Upper Iowa University is excited to provide an opportunity for students to pay educational expenses by setting up an interest-free monthly payment plan that is available to all students. Payment plans allow students to distribute the costs of education over a period of time rather than paying large lump sums all at once. Payments are due by the scheduled due dates as specified on the payment plan. Payments not received by the scheduled due dates will be subject to a \$25 late fee for each overdue payment. Payment plans must be in place by the Wednesday before the start of the session. Students interested in learning more about the payment plans or setting up a payment plan, should contact the Office of Student Accounts by calling 800-553-4150 or email [businessoffice@uiu.edu](mailto:businessoffice@uiu.edu).

## **Classification of Students**

### **Official Status**

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

## Registration Status

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

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

## Class Status

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

## Course Loads

A student will normally enroll for six semester credits per eight-week session. Students desiring to enroll in more than eight-semester credits per session through Center, Online, and/or Self-Paced Degree Programs must:

1. Meet the minimum GPA requirement. A cumulative minimum GPA of 3.0 is required.
2. Successful completion of a session with six credits, and
3. Have the permission of the student's academic advisor.

Students will not be allowed to register for more than 10-semester credits a session.

## Expected Timeline for Graduation

As a full-time undergraduate student with average to above average grades, a student will normally enroll for six semester credits per eight-week session (session 6 is a six-week session). A student who enrolls for six semester credits in each of the six sessions may earn 36 semester hours of credit per year. When computing expected graduation dates we normally assume a full-time student will complete 30 credits per academic year and a part-time student will complete 15 credits per academic year.

A full-time student with no transfer credit may complete an associate degree in approximately two years.

A part-time student with no transfer credit may complete an associate degree in approximately four years.

A full-time student with no transfer credit may complete a baccalaureate degree in approximately four years.

A part-time student with no transfer credit may complete a baccalaureate degree in approximately eight years.

The advising worksheet indicates the number of credits that apply toward the 120 required for a baccalaureate degree (60 required for an associate degree). An expected graduation date is based on the number of credits remaining to be completed (120 minus number of credits applying toward degree). An expected graduation date may change if the student changes from full-time to part-time status, stops out, earns an "F" grade, or withdraws.

Note for students in a self-paced program: Because the registration period for self-paced students is 6 months, the expected graduation dates are computed differently. Some students may complete only 12 credits per year. Some students may combine online courses and self-paced courses and complete up to 30 credits per year. Expected graduation dates are determined by discussing enrollment plans with students on an individual basis.

## **Academic Renewal without Course Repetition Policy**

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

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

1. The student must have completed at least one academic session with Upper Iowa University and must not have enrolled at Upper Iowa University for five or more consecutive years.
2. The student must not have graduated from Upper Iowa University.
3. The student must have demonstrated academic ability by earning a GPA of 2.00 or higher upon completion of 12 credit hours at Upper Iowa University after returning to Upper Iowa University.

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

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

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

## **Dean's List**

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

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

## **Student Conduct**

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

## **Academic Misconduct**

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

Cheating includes, but is not limited to:

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

Academic dishonesty includes, but is not limited to:

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

Plagiarism includes, but is not limited to:

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

## **Levels of Academic Misconduct and Sanctions**

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

Additional information regarding sanctions is located in Policy 107 at [uiu.edu/about/policies-reports](http://uiu.edu/about/policies-reports).

## **U.S. Center Program Information**

## **Programs, Majors and Courses**

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

## **Center Program Registration**

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

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

All Upper Iowa University students register through myUIU, Upper Iowa University's online portal. Access to myUIU is on the University website at uiu.edu. Step-by-step instructions for course registration are listed under the Academics tab in the Student Help folder. All students are issued a username and password by Information Technology Services after their first Upper Iowa University registration.

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

## **Session Dates and Program Information**

Center-specific session dates, programs and majors offered are available at each center or on the UIU web page at uiu.edu under Academics/Academic Calendars and Schedules.

## **Auditing Center Program Courses**

By advance permission of the program/center director or academic advisor, students may enroll for courses on an audit basis. As an auditor, a student will not be required to take examinations and will earn no college credit. A special tuition fee of \$95 per semester credit is charged (see Center/Online/Self-Paced/International Undergraduate Tuition and Fees).

Note: Financial aid is not available for auditors.

## **Changes in Center Program Registration**

Note the following policies for changing a registration:

1. A student may not add a course after the registration period has ended.
2. If a student wishes to withdraw from a course, a Course Withdrawal form (located on myUIU) must be completed prior to the end of the fifth week of an eight-week session. See Financial Aid for other session lengths. Failure to attend class does not constitute withdrawal. Students who register for a course and fail to attend will be assigned a grade of NA unless a withdrawal form is completed prior to the first day of the course.

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

## Center Program Refund Policy and Course Withdrawal

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

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

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

### Session-long course refund schedule

| Fall Semester 2024   |        | Session 1<br>Aug 26 - Oct 17 | Session 2<br>Oct 21 - Dec 12 |
|----------------------|--------|------------------------------|------------------------------|
| Charge               | Refund | Last Date of Attendance      | Last Date of Attendance      |
| 25%                  | 75%    | Aug 26 - Sep 1               | Oct 21 - Oct 27              |
| 50%                  | 50%    | Sep 2 - Sep 8                | Oct 28 - Nov 3               |
| 100%                 | 0%     | After Sep 8                  | After Nov 3                  |
| Spring Semester 2025 |        | Session 3<br>Jan 6 - Feb 27  | Session 4<br>Mar 10 - May 1  |
| Charge               | Refund | Last Date of Attendance      | Last Date of Attendance      |
| 25%                  | 75%    | Jan 6 - Jan 12               | Mar 10 - Mar 16              |
| 50%                  | 50%    | Jan 13 - Jan 19              | Mar 17 - Mar 23              |
| 100%                 | 0%     | After Jan 19                 | After Mar 23                 |
| Summer Semester 2025 |        | Session 5<br>May 12 - July 3 | Session 6<br>July 7 - Aug 14 |
| Charge               | Refund | Last Date of Attendance      | Last Date of Attendance      |

|      |     |                 |                   |
|------|-----|-----------------|-------------------|
| 25%  | 75% | May 12 - May 18 | July 7 - July 13  |
| 50%  | 50% | May 19 - May 25 | July 14 - July 20 |
| 100% | 0%  | After May 25    | After July 20     |

## Semester-long course refund schedule

| Fall Semester 2024   |        | Aug 26 - Dec 12         |
|----------------------|--------|-------------------------|
| Charge               | Refund | Last Date of Attendance |
| 25%                  | 75%    | Aug 26 - Sept 1         |
| 50%                  | 50%    | Sept 2 - Sept 8         |
| 75%                  | 25%    | Sept 9 - Sept 15        |
| 100%                 | 0%     | After Sep 15            |
| Spring Semester 2025 |        | Jan 6 - May 1           |
| Charge               | Refund | Last Date of Attendance |
| 25%                  | 75%    | Jan 6 - Jan 12          |
| 50%                  | 50%    | Jan 13- Jan 19          |
| 75%                  | 25%    | Jan 20 - Jan 26         |
| 100%                 | 0%     | After Jan 26            |
| Summer Semester 2025 |        | May 12 - Aug 14         |
| Charge               | Refund | Last Date of Attendance |
| 25%                  | 75%    | May 12 - May 18         |
| 50%                  | 50%    | May 19 - May 25         |
| 75%                  | 25%    | May 26 - June 1         |
| 100%                 | 0%     | After June 1            |

Upper Iowa University is required to use a pro rata schedule to determine the amount of Title IV aid the student has earned at the time of withdrawal. If financial aid funds have been released to the student because of a credit balance on the

student's account at Upper Iowa University, the student may be required to repay some or all of the amount released to the student. This policy is subject to federal regulations. Contact the Financial Aid Office for details.

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

## **Validation of Enrollment**

Students who have not attended in person or had academic interaction in uiuLearn during the first seven days of the session/semester will have an NA grade posted.

## **Administrative Withdrawal**

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

During weeks one through five of a six-week session, students who have not yet attended an on site class or posted in uiuLearn (attended by discussion post, reply to a post, quiz completion, or assignment submission) for 14 consecutive days will be administratively withdrawn from the course. A grade of AW will be recorded in the student's permanent record. Students who post in week 4 or after will not be administratively withdrawn.

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

## **Additional Learning Options**

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

1. Special Project: Students and their instructor design a course in an area they are especially interested in exploring.
2. Internship: Students should contact their academic advisor for internship information.

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

3. Directed Study: A Directed Study (DS) course is an individualized delivery of an existing course found in the catalog and is only offered in exceptional circumstances. Course outcomes and objectives for the DS course are the same as if the course were being taken in a non-individualized delivery mode. Contact your academic advisor for more information.

## **Class Cancellations**

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

## **Class Attendance**

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

## **Distance Education**

### **Online and Self-Paced Degree Programs**

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

### **Programs, Majors and Courses Offered Through Distance Education**

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

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

### **Self-Paced Degree Program Information**

The UIU Self-Paced Degree Program started in 1973 and was one of the first of its kind in the nation. Self-paced courses offer a challenging and rewarding opportunity to earn credit for college courses without attending an organized class. Students may study at their own pace and at the time and place of their choosing. Self-paced programs have proven highly beneficial for those who desire to continue their educational goals for the completion of a degree or to meet requirements for certification or to fulfill lifelong learning.

Self-paced courses involve individual teaching of a student by an instructor on a one-to-one basis. Interaction and feedback between self-paced course faculty and students takes the form of written assignments, testing, evaluations,

guidance, and assistance via such media as print/written word, telephone, fax, e-mail, and other electronic technologies. Computer access and/or a proctored exam will be required as determined by the self-paced instructor. A student must be self-motivated and self-disciplined to successfully complete a self-paced course.

## Enrollment

### Flexibility and Convenience

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

### Self-Paced Degree Program Registration

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

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

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

### Self-Paced Degree Program Refund Policy and Course Withdrawal

If a student decides to withdraw from a course before the end of an enrollment period, the student's charges, financial aid, tuition assistance, and/or veteran benefits could be affected. All students should consult with the Business Office and Financial Aid Office to understand the financial impact of withdrawing prior to initiating the withdrawal process. Tuition adjustments are independent from academic and financial aid deadlines. Upon receiving a request for withdrawal, using the number of lessons submitted as compared to the total due, a refund of tuition is made according to the following guideline.

On or before the first day of the enrollment period\*

100%

|  |     |
|--|-----|
| After the first lesson through 10% of the enrollment period        | 90% |
| After the first 10% through the first 25% of the enrollment period | 50% |
| After the first 25% of the enrollment period                       | 0%  |

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

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

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

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

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

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

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

## **Self-Paced Degree Program Administrative Withdrawal**

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

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

## **Self-Paced Degree Program Delivery Options**

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

### **Web-based Format Option**

After enrollments are processed each month, learners will receive a link for accessing the web-based course materials, including textbook information, and detailed instructions for completing the course. As a student moves through the course, each assignment will be submitted electronically using uiuLearn (D2L Brightspace), UIU's learning management

system. The use of uiuLearn requires access to a computer or laptop, the Internet and a web browser. (Google Chrome is recommended). Access will be given to the classroom the first day of the course.

## **Technical Requirements for Web-Based Format Option**

It is UIU's goal to make the student's learning experience the best it can be. One way to achieve this goal is to ensure that certain essential tools are available when the student accesses their web-based course. Information related to technical requirements for the Upper Iowa University learning management system, uiuLearn, can be found under the browser information section on the uiuLearn Student Tutorials page.

### **Learning Management System for Web-Based Format Option**

Upper Iowa University utilizes the D2L Brightspace learning management system (LMS). UIU has branded the LMS with the name uiuLearn. All students who enroll in web-based classes are expected to complete the student orientation tutorial and have appropriate knowledge to use the system effectively. The system is supported by a 24/7 helpdesk chat as well as via email and phone at helpdesk@d2l.com or 877-325-7778. Failure to post correctly and submit assignments/exams as required does not provide the basis for appeals of tuition and/or resubmission.

## **Paper-Based Format Option**

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

## **Individual Guidance and Instruction**

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

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

## **Academic Advising**

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

## **The Honor System**

It is expected that students submit their own work. The written answers to all lessons, tests or examinations submitted by each student for grading and/or credit in a Self-Paced Degree course must be his/her own work. While a student may wish

to study and discuss with others, work submitted must be that of the individual student. Self-paced students are subject to the Academic Misconduct Policy. Students who violate the Academic Misconduct Policy will be at the instructor's discretion receive an F for the work and/or course. If this occurs there will be no refund. See Academic Misconduct Policy on U.S. Center Program Information.

## Lesson Submission

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

No more than three assignments/units may be submitted in a one-week period. Courses may have their own guidelines - read the syllabus carefully. The minimum time allowed to complete a course is two weeks per credit hour; a three-credit course cannot be completed in less than six weeks.

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

## Examinations

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

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

Approved exam proctors are:

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

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

### **Communications Concerning Studies**

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

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

## **Time Limits**

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

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

## **Extension**

Students will be allowed to request one four-month extension at the end of their original six month enrollment period if:

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

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

### Extension details

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

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

## **Online Program Information**

## Online Program Registration

### Who May Enroll in UIU Online courses?

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

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

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

### Registration Process

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

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

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

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

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

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

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

### Online Delivery and Schedule

The goal of Upper Iowa University is to offer its curriculum on a schedule that allows students to take courses and continue their careers. The schedule is available online at [uiu.edu/online-program](http://uiu.edu/online-program).

### Online Program Changes in Registration (Drop Procedures)

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

## Changes in Enrollment

### Online Refund Policy and Course Withdrawal

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

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

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

### Session-long course refund schedule

| Fall Semester 2023   |        | Session 1<br>Aug 28 - Oct 19 | Session 2<br>Oct 23 - Dec 14 |
|----------------------|--------|------------------------------|------------------------------|
| Charge               | Refund | Last Date of Attendance      | Last Date of Attendance      |
| 25%                  | 75%    | Aug 28 - Sep 3               | Oct 23 - Oct 29              |
| 50%                  | 50%    | Sep 4 - Sep 10               | Oct 30 - Nov 5               |
| 100%                 | 0%     | After Sep 10                 | After Nov 5                  |
| Spring Semester 2024 |        | Session 3<br>Jan 8 - Feb 29  | Session 4<br>Mar 11 - May 2  |
| Charge               | Refund | Last Date of Attendance      | Last Date of Attendance      |
| 25%                  | 75%    | Jan 8 - Jan 14               | Mar 11 - Mar 17              |
| 50%                  | 50%    | Jan 15 - Jan 21              | Mar 18 - Mar 24              |
| 100%                 | 0%     | After Jan 21                 | After Mar 24                 |
| Summer Semester 2024 |        | Session 5<br>May 13 - July 4 | Session 6<br>July 8 - Aug 15 |

| Charge | Refund | Last Date of Attendance | Last Date of Attendance |
|--------|--------|-------------------------|-------------------------|
| 25%    | 75%    | May 13 - May 19         | July 5 - July 14        |
| 50%    | 50%    | May 20- May 26          | July 15 - July 21       |
| 100%   | 0%     | After May 26            | After July 21           |

### Semester-long course refund schedule

| Fall Semester 2023   |        | Aug 28 - Dec 14         |
|----------------------|--------|-------------------------|
| Charge               | Refund | Last Date of Attendance |
| 25%                  | 75%    | Aug 28 - Sept 3         |
| 50%                  | 50%    | Sept 4 - Sept 10        |
| 75%                  | 25%    | Sept 11 - Sept 17       |
| 100%                 | 0%     | After Sep 17            |
| Spring Semester 2024 |        | Jan 8 - May 2           |
| Charge               | Refund | Last Date of Attendance |
| 25%                  | 75%    | Jan 8 - Jan 14          |
| 50%                  | 50%    | Jan 15 - Jan 21         |
| 75%                  | 25%    | Jan 22 - Jan 28         |
| 100%                 | 0%     | After Jan 28            |
| Summer Semester 2024 |        | May 13 - Aug 15         |
| Charge               | Refund | Last Date of Attendance |
| 25%                  | 75%    | May 13 - May 19         |
| 50%                  | 50%    | May 20 - May 26         |
| 75%                  | 25%    | May 27 - June 2         |
| 100%                 | 0%     | After June 2            |

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

Withdrawing from a course in progress may result in significant student account charges. Consult an academic advisor before withdrawing. For more information on financial aid implications, visit [uiu.edu/withdraw-financial](http://uiu.edu/withdraw-financial).

## **Validation of Enrollment/Non-Attendance**

Enrollment for each online course must be validated by attending class (attended by discussion post, reply to a post, quiz completion or assignment submission) during the first seven days of the session. Failure to validate enrollment will result in a grade of NA (never attended) and removal from the course. An NA will be recorded on the student's transcript and financial aid funding may be affected.

## **Withdrawal**

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

## **Administrative Withdrawal**

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

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

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

## **Online Program Guidelines**

### **Course Attendance and Participation**

The Online Program course week begins on Monday and ends the following Sunday, except in weeks 6 or 8 when the last day is Thursday. Students will be given access to their classroom the first day of the course.

A student is expected to actively participate and contribute to the learning experience in the course at least four of each seven day academic week. Participation means providing substantive comments, questions and contributions that advance the learning process for the student and other learners in the course.

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

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

## **Collaborative Learning**

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

## **Technical Requirements**

It is UIU's goal to make the student's learning experience the best it can be. One way to achieve this goal is to ensure that certain essential tools are available when the student accesses their web-based course. Information related to technical requirements for the Upper Iowa University learning management system, uiuLearn, can be found under the browser information section on the uiuLearn Student Tutorials page.

## **Learning Management System**

UIU utilizes D2L Brightspace learning management system (LMS). UIU has branded the LMS with the name uiuLearn. All students who enroll in online classes are expected to complete the student orientation tutorial and have appropriate knowledge to use the system effectively. The system is supported by a 24/7 helpdesk chat as well as via email and phone at [helpdesk@d2l.com](mailto:helpdesk@d2l.com) or 877-325-7778.

## **Andres Department of Education**

The Andres Department of Education offers programs in early childhood, elementary, middle level, secondary education, instructional strategist and English as a Second Language (ESL).

Through the cooperation with the Department of Humanities and Social Science, teaching licensure is available in social science, art and language arts. Through the cooperation with the Department of Science and Mathematics, teaching licensure is available in biology, chemistry, and general science. Through cooperation with the Departments in the area of Business, teaching licensure is available in business and economics. Through a unique partnership with Northeast Iowa Community College, Upper Iowa University offers programs which can lead to a teaching career in secondary industrial technology education and secondary agriculture education. Through a unique partnership with Eastern Iowa Community College, Upper Iowa University offers programs which can lead to a teaching career in American sign language and secondary industrial technology. Through a unique partnership with Des Moines Area Community College, Upper Iowa University offers a program which can lead to a teaching career in secondary industrial technology and secondary family and consumer science. Through a unique partnership with Hawkeye Community College, Upper Iowa offers a program which can lead to a teaching career in secondary industrial technology.

## **Teacher Education**

The Upper Iowa University Teacher Education Program seeks to develop within their students the skills, beliefs, and dispositions of pedagogically effective, technologically literate, culturally responsive, and reflective educators. The Upper Iowa University Teacher Education Program considers the following statements fundamental to the development of future educators:

- Students use reflection to deepen understanding, examine practices and improve effectiveness.
- Students recognize the many aspects of diversity and actively promote social justice.
- Students acknowledge the backgrounds and experiences of others and respond in culturally responsible and developmentally appropriate ways.
- Students effectively navigate technology as a way/tool/method of teaching and learning in multiple modalities.
- Students fully understand their discipline to deliver lessons using content specific instructional strategies in alignment with standards.
- Students understand how dispositions relate to professionalism and being an effective teacher.
- Students apply skills, knowledge and strategies in authentic field-based experiences.

Teacher preparation at Upper Iowa University includes performance-based assessment and practical teaching experience. The education curriculum is designed to meet changing educational demands of curriculum including literacy development, integrated instruction, higher order thinking skills and practical skills (flexible management, technology and early teaching experiences). A practicum in Foundations of American Education provides students with an opportunity to observe and participate in a classroom to 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 need to plan their program early in their college experience and work closely with the academic advisors to ensure coursework and performance requirements leading to state licensure are being met in a timely manner. Students must also 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 gender, age, race, color, creed, disability or national/ethnic origin.

Students seeking initial licensure are strongly advised to retake education methods courses if these courses were completed prior to ten years from initial enrollment at Upper Iowa University. Students must complete their program

requirements within seven years of initial enrollment or be subject to current program requirements. In addition, changes in licensure requirements of the Iowa Department of Education may affect requirements for students.

Upper Iowa University's Teacher Education Program is approved by the Iowa State Board of Education. Individuals seeking teacher licensure must complete the approved requirements of the Teacher Education Program to be recommended for teacher licensure.

## Endorsements

Students may prepare for a teaching license with an elementary classroom endorsement (grades K-6) by completing an elementary education major and a specific K-8 or prekindergarten endorsement. Students may prepare for secondary classroom licensure (grades 5-12) in a specific content area by completing the professional education requirements (the professional education core) and required content area courses in the content major as listed in Upper Iowa University's approved programs on file with the Iowa Department of Education. Those who hold a license to teach may add an additional endorsement or endorsements at the PreK, K-8 and 5-12 levels. Contact the Teacher Education Program office, Andres Department of Education for specific requirements of the PreK, K-8 and 5-12 endorsements and to learn the requirements for obtaining licensure to teach additional grade levels or subject matter. Students must have a grade point average (GPA) of 2.70 or above for each endorsement.

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

### Endorsement Number

|         |   |          |
|---------|---|----------|
| 1001    | Teacher-Birth - Grade 3: Inclusive Settings | Prek-3   |
| 101     | Athletic Coach                              | K-12     |
| 102     | Teacher-Elementary Classroom                | K-6      |
| 103     | Teacher-Prekindergarten-Kindergarten        | Prek-K   |
| 104     | ESL   | K-12     |
| 107     | Talented and Gifted                         | PreK-12  |
| 112     | Agriculture                                 | 5-12     |
| 1171    | Business-All                                | 5-12     |
| 119/120 | English/Language Arts                       | K-8 5-12 |
| 1201    | All Language Arts                           | 5-12     |
| 137/138 | Health                                      | K-8 5-12 |
| 139     | Family/Consumer Science                     | 5-12     |

|         |                                |          |
|---------|--------------------------------|----------|
| 140     | Industrial Technology          | 5-12     |
| 141     | Journalism                     | 5-12     |
| 1421    | Algebra for High School Credit | 5-8      |
| 1431    | Mathematics-Basic              | 5-12     |
| 146/147 | Physical Education             | K-8 5-12 |
| 148/149 | Reading                        | K-8 5-12 |
| 150     | Basic Science                  | K-8      |
| 151     | Biological Science             | 5-12     |
| 152     | Chemistry                      | 5-12     |
| 1541    | Basic Science                  | 5-12     |
| 157     | American Government            | 5-12     |
| 158     | American History               | 5-12     |
| 160     | Economics                      | 5-12     |
| 163     | Psychology                     | 5-12     |
| 164     | Social Studies                 | K-8      |
| 165     | Sociology                      | 5-12     |
| 172/173 | Professional School Counseling | K-8 5-12 |
| 176     | Reading Specialist             | K-12     |
| 181     | ASL                            | K-12     |
| 1821    | Middle School Language Arts    | 5-8      |
| 1822    | Middle School Math             | 5-8      |
| 1823    | Middle School Science          | 5-8      |
| 1824    | Middle School Social Studies   | 5-8      |
| 185     | All Science                    | 5-12     |

|         |   |          |
|---------|---|----------|
| 186     | All Social Science  | 5-12     |
| 1861    | Social Science Basic  | 5-12     |
| 234     | Work Experience Coordinator   | 5-12     |
| 250     | Special Education Consultant  | K-12     |
| 259     | Instructional Strategist I & II-All                                   | K-12     |
| 260/261 | Instructional Strategist I: Mild/Moderate                             | K-8 5-12 |
| 263     | Instructional Strategist II: Behavior Disorders/Learning Disabilities | K-12     |
| 264     | Intellectual Disabilities   | K-12     |

## Overview of Teacher Education Program

The assessment of the Teacher Education Program (TEP) system has four major "checkpoints:" (1) admission to the Teacher Education Program; (2) completion of Field Experience; (3) admission to student teaching; and (4) completion of student teaching. At each checkpoint, information relevant to the student's performance in the Teacher Education Program (TEP) is collected and evaluated. Although the assessment system focuses on student performance at four "checkpoints," the student continues to provide evidence of knowledge and skills in the other aspects of the TEP by completing all EDU, ECE, SPED and ST courses with a grade of "C" or higher and by demonstrating acceptable levels of performance on all critical elements of courses as indicated by course syllabi.

Completion of the UIU Teacher Education Program requires successful passage through four checkpoints:

### Checkpoint 1 - Admission to the Teacher Education Program

All students seeking initial licensure to teach must be admitted to the Upper Iowa University Teacher Education Program.

Requirements for admission into the Teacher Education Program:

1. Candidate must successfully complete EDU 110 Foundations of American Education with a grade of "C" or above and complete the Foundations practicum (completed 20 hours, was prompt, score "Fair" or better on personal attributes).
2. Candidate must earn an Upper Iowa University cumulative grade point average (GPA) of 2.70 or above.
3. Grade of "C" or above in English Composition I.
4. Grade of "C" or above in English Composition II

If a candidate possesses a BA or BS degree for which only one composition course was required and the candidate earned a "C" or better in the composition course or if the candidate 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 candidate who has not yet earned a degree tests into a second writing course and completes it with a "C" or above, no additional composition course will be required.

### Admission to Teacher Education APPEAL PROCESS

If a candidate is denied admission to the Teacher Education Program due to deficiencies, the candidate may request an appeal. Appeal forms are available on the Teacher Education Student Page on myUIU or may be requested from the Andres Department of Education Program and Administrative Assistant. Completed appeal forms and supporting documentation must be submitted via email to the Andres Department of Education. The department chair's decision is final. The decision will be communicated in a meeting with the candidate and the chair.

**Students need to be admitted into the Teacher Education Program to register for Field Experience and to register for many of the EDU, ECE, SPED and ST courses required in their programs.**

## **Checkpoint 2 - Field Experience**

Students admitted to the Teacher Education Program will complete 40 hours of field experience at the same time they take the appropriate methods course and will complete a second 40-hour field experience when they take another methods class.

In addition to helping the student to "see into the daily life of the classroom teacher" through the activities completed at the field experience site, the student engages in classroom activities, completes various assignments to understand more deeply the Iowa Teaching Standards and Criteria, and learns how to write lesson plans. At the end of each 40-hour placement, students are assessed on their knowledge of these standards and criteria.

## **Checkpoint 3 - Admission to Student Teaching**

Student teaching, the teacher education capstone experience, takes place at the end of the student's program. Application for student teaching must be filed according to the deadlines established by the Teacher Education Program. Failure to adhere to deadlines may delay student teaching placements. Placements are made by the Teacher Education Coordinator. Students will not be allowed to register for any courses during the sessions in which their student teaching will take place.

Teachers already licensed at a particular level (i.e., K-8) and seeking an endorsement at a new level (i.e., 5-12) need to complete student teaching at the new level. Other requirements may also apply.

Requirements for Student Teaching:

1. Candidate must be admitted to the Teacher Education Program.
2. Candidate must successfully complete Field Experiences I and II with a grade of "C" or above.
3. Candidate must have completed an approved speech course with a grade of "C" or above.
4. Candidate must complete all EDU, ECE and SPED courses with a grade of "C" or better as well as demonstrate acceptable performance on essential elements aligned to program outcomes.
5. Student must complete The Peacock Professional Experience ("general education") with these specific qualifications:
  - Physical science or biological science courses may be used to meet the science requirement.
  - EDU 162 Diversity for Teachers may be used to meet the diversity, equity, and inclusion requirement.
  - EDU 142 Human Growth, Development and Guidance may be used to meet a social science requirement.
6. Passing grade in math course that meets The Peacock Professional Experience ("general education") requirement.
7. Candidate completes and submits a resume outlining skills and accomplishments completed in college. The candidate will collaborate with Career Services to complete this.
8. Candidate completes the 3-hour Mandatory Child and Dependent Adult Abuse Reporter Training found on the BoEE website.
9. Student must have met all competencies required within standards set by the University and Iowa Department of Education.

10. 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).

11. Candidate must maintain a GPA of 2.70 (Upper Iowa cumulative), 2.70 in the major to include transfer courses applied to the major and 2.70 in each Pk-K, K-8, 5-12 and K-12 endorsement area to include transfer courses in which the candidate is seeking licensure. GPA's will be closely monitored.

12. Student must complete and submit application materials to student teach to the Teacher Education Coordinator.

Note: A student may have no more than six of The Peacock Professional Experience ("general education") semester credits of total coursework remaining prior to the start of the student teaching experience. The remaining coursework may not be in the student's major, in the professional education core, in the first specific endorsement area, or in The Peacock Professional Experience ("general education") requirements of Composition I, Composition II and speech.

## **Checkpoint 4 - Completion of Student Teaching**

Student teaching is the culminating experience in the Teacher Education Program. As a part of the student teaching experience, the student develops and teaches instructional units. The student also completes a Teacher Work Sample based on teaching an instructional unit. Overall, student teaching is assessed through the cooperating teacher's evaluation, the supervisor's evaluation and submission of required student teaching documents.

### **Teacher Work Sample**

Successful student teachers will support learning by designing a Teacher Work Sample that employs a range of strategies and builds on each student's strengths, needs, and prior experiences. Through this performance assessment, the student teacher provides credible evidence to facilitate learning and display dispositions aligned with the Interstate Teacher Assessment and Support Consortium (InTASC) by meeting the following Teacher Education Program standards:

- **Considers Contextual Factors:** The teacher uses information about the learning-teaching context and individual student differences to set learning outcomes and plan instruction and assessment.
- **Identifies Learning Outcomes:** The teacher sets significant, challenging, varied and appropriate learning outcomes.
- **Establishes Assessment Plan:** The teacher uses multiple assessment modes and approaches, aligned with learning outcomes, to assess student learning before, during, and after instruction.
- **Creates Design for Instruction:** The teacher designs instruction for student characteristics and needs, and learning outcomes.
- **Makes Instructional Decisions:** The teacher uses ongoing analysis of student learning to make instructional decisions.
- **Analyzes Student Learning:** The teacher uses assessment data to profile student learning, and communicate information about student progress and achievement.
- **Reflects and Evaluates Professional Practices:** The teacher analyzes the relationship between his or her instruction and student learning in order to improve teaching practices.

The Teacher Work Sample will be assessed by two readers using standardized rubrics. The Teacher Education Program collects and evaluates the following information at this checkpoint:

- Rating on Work Sample Rubric for Contextual Factors
- Rating on Work Sample Rubric for Learning Outcomes
- Rating on Work Sample Rubric for Assessment Plan
- Rating on Work Sample Rubric for Design for Instruction
- Rating on Work Sample Rubric for Instructional Decision Making
- Rating on Work Sample Rubric for Analysis of Student Learning

- Rating on Work Sample Rubric for Reflection and Self Evaluation
- Rating on Work Sample Rubric for Written Communication

(This will not be in overall score.)

## Graduate Program General Information

### Applying for Admission

To qualify for admission to the Upper Iowa University Graduate Program, the student must meet the requirements listed in this section. The graduate academic advisor will evaluate prior educational experience and grades to determine admission to Upper Iowa University's Graduate Program. The student will be notified in writing of the approval or denial of admission.

A student should check with the program staff to determine whether graduate degrees are offered with the student's learning experience.

### MAP, MBA, MEd, MHA, MPA, MSC

#### Admission Requirements:

1. A baccalaureate degree from an institution accredited by an agency that is recognized by the U.S. Department of Education Office of Post-secondary Education (USDE-OPE) or by the Council for Higher Education Accreditation (CHEA). (If from a foreign institution, an English translation and evaluation must accompany the record.)
2. GPA or GRE/GMAT score:
  - a. A cumulative GPA of 2.75 or better in undergraduate degree, or
  - b. 3.00 GPA or better in a minimum of 6 semester hours of graduate credit
  - c. For MBA and MPA an acceptable GRE or GMAT score. An acceptable score is 1090 for GRE, 308 for GRE revised General Test, or 550 for GMAT. An official GRE/GMAT transcript, which is only available for five years following completion of the GMAT or GRE must be submitted directly to Upper Iowa University. See [www.gre.org](http://www.gre.org) or [www.gmat.org](http://www.gmat.org) for information on these exams.
3. Verification of English language proficiency requirements. See English Proficiency Requirements .
4. International students must provide proof of financial responsibility. Contact advisor for more information.

#### Additional requirements for MSC:

1. Two professional and/or academic letters of recommendation
2. Personal Statement essay
3. Completion of a Criminal Background Check (Note: A second criminal background check will be required before practicum.)
4. Group interview

If the minimum GPA or GRE/GMAT test score is not met, additional documentation may be requested by the graduate program chair or director for further consideration.

1. MBA and MHA: Resume; an essay may also be requested
2. MEd and MSC: Complete two graduate courses as non-degree seeking and earn a grade of B or above in each course to be considered for admission to the program
3. MAP and MPA,: Two letters of recommendation, resume or curriculum vitae, and essay

## **Application Procedure**

1. Submit an application for admission. Apply online at [uiu.edu/apply](http://uiu.edu/apply).
2. Submit official transcript from the college/university where the baccalaureate degree was conferred. If you have earned graduate level credit at another institution(s), submit those transcripts as well. Transcripts must be submitted directly from the granting institution. Transcripts cannot pass through the student's hands. Paper copy transcripts should be sent directly to Upper Iowa University, Attn: Student Enrollment Center, P.O. Box 1857, Fayette, IA 52142. Electronic transcripts using a secure site (e.g. Parchment or Clearinghouse) should be sent to [IECOperations@uiu.edu](mailto:IECOperations@uiu.edu).
3. The complete admission file will be reviewed and a letter will be forwarded to the student concerning admission status.
4. Once admitted, the student receives an advising worksheet and may register for classes.

Students who complete the admission process and do not register within one year may be required to resubmit certain documents.

## **Transferring Credits**

The MAP, MBA, MEd, MHA, MPA, and MSC programs will accept up to 12 relevant graduate credits from graduate institutions and/or programs accredited by an agency recognized by the U.S. Department of Education Office of Post-secondary Education (USDE-OPE) or by the Council for Higher Education Accreditation (CHEA). Transfer credit should be arranged at the time of application. Only courses in which the student has earned a grade of B or above are eligible for transfer. All graduate transfer credit is subject to review and credit will be transferred only from institutions recognized by the above listed agencies or graduate level ACE evaluated coursework. Experiential learning without an ACE recommendation is not an option in the graduate program. All credit transferred must be closely related to the student's program. The substitution of any transferred course for a core or emphasis course will be based on an evaluation of the student's exposure to equivalent subject matter. Approved transfers of credit will be officially recorded after the student is accepted in the program and completed at least one course with Upper Iowa University. All requests for transfer of credit must be submitted in writing by the student to the graduate academic advisor, Upper Iowa University, PO Box 1857, Fayette, IA 52142.

### **Transferring within UIU Graduate Programs**

Students who have been admitted to an UIU graduate program but would like to switch to a different UIU graduate program will need to complete the Change of Major form located on myUIU. The completed form is emailed by the student to [uiuregistrar@uiu.edu](mailto:uiuregistrar@uiu.edu) and the student's academic advisor. To be considered for admission into the new program, the applying student must meet the new program's admission requirements.

### **Graduate Link Program**

Courses completed through the Graduate Link Program at UIU follow the above transfer credit policy when applying credit to a graduate program.

### **Military Tuition Assistance**

Active-duty Army, Army National Guard, and Army Reserve personnel must register through the ArmyIgnitED portal. All other military personnel using military tuition assistance (MTA) will have their education officer approve the class and submit the completed TA form to an academic advisor. All military tuition assistance forms must be received before the first day of the session. Forms may be mailed to Upper Iowa University, SEC, PO Box 1857, Fayette, IA 52142 or scanned and emailed to [distance@uiu.edu](mailto:distance@uiu.edu). If a student needs assistance applying for Military Tuition Assistance, they should contact the respective education office.

## Employee Tuition Assistance

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

## Writing

The ability to write clearly and succinctly is essential for success in the graduate program. Students should expect that assignments in every course will require demonstrated writing competency. All graduate courses require the use of a current style guide for all formal assignments.

## Graduate Tuition and Fees 2024-2025 Academic Year

|  |           |
|--|-----------|
| Tuition per graduate semester credit for MAP courses, due prior to the first day of session.     | \$607     |
| Tuition per graduate semester credit for MEd courses, due prior to the first day of session.     | \$342     |
| Tuition per graduate semester credit for MSC courses, due prior to the first day of session.     | \$520     |
| Tuition per graduate semester credit for MHA/MPA courses, due prior to the first day of session. | \$607     |
| Tuition per graduate semester credit for MBA courses, due prior to the first day of session.     | \$642     |
| Application and evaluation fee U.S. Online and Center Programs                                   | No Charge |
| Transcripting credit as recommended by ACE guidelines  | No Charge |
| Transcripts, per copy  | \$10      |
| Graduation fee,<br>payable at time of application for graduation                                 | \$70      |

All fees are in U.S. dollars

In accordance with University policy, all semester charges are due and payable the Wednesday before start of semester/session. Students receiving financial aid will be required to pay any difference between total expenses and the aid. Payment plans must be in place by Wednesday before the start of the semester if charges and fees won't be paid in full. Default of payment may result in the student's enrollment being delayed or denied; satisfactory arrangements must be made before reinstatement.

Accepted financial aid is applied to the student's account beginning the 3rd week of each session upon verification of attendance. Student refunds will be processed within 14 calendar days from the date the credit balance was created on the student's account. Diplomas, certificates, or transcripts will not be released until all financial obligations are met.

## Online Program Information

## **Online Program Registration**

New students must register with their admissions advisor.

All returning Upper Iowa University students register through myUIU, Upper Iowa University's online portal. Access to myUIU is on the University website at [uiu.edu](http://uiu.edu). Step-by-step instructions for course registration are listed under the Academics tab in the Student Help folder. All students are issued a username and password by Information Technology Services after their first Upper Iowa University registration.

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

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

Session start dates are published in this catalog (see Academic Calendar) and on the website at [uiu.edu/online](http://uiu.edu/online). No registrations will be accepted after the published last day to register for the session.

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

## **Changes in Registration (Drop Procedures)**

Students may drop a course at any time during the registration period and up to the last day prior to the first day of the session/semester.

## **Changes in Enrollment**

Refer to Academic Policies for information on attendance, validation of enrollment and course withdrawal.

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

## **Course Attendance and Participation**

The Online Program course week begins on Monday and ends the following Sunday, except in week 8 when the last day is Thursday. Students will be given access to their classroom the first day of the course.

A student is expected to actively participate and contribute to the learning experience in the course at least four days of each seven days in an academic week. Participation means providing substantive comments, questions and contributions that advance the learning process for the student and other learners in the course.

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

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

## **Collaborative Learning**

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

## **Technical Requirements**

It is UIU's goal to make the student's learning experience the best it can be. One way to achieve this goal is to ensure that certain essential tools are available when students access their web-based course. Information related to technical requirements for the Upper Iowa University learning management system, uiuLearn, can be found under the browser information section on the uiuLearn Student Tutorials page.

## **Learning Management System**

Upper Iowa University utilizes D2L Brightspace learning management system (LMS). UIU has branded the LMS with the name uiuLearn. All students who enroll in online classes are expected to complete the student orientation tutorial and have appropriate knowledge to use the system effectively. The system is supported by a 24/7 helpdesk chat as well as via email and phone at [helpdesk@d2l.com](mailto:helpdesk@d2l.com) or 877-325-7778.

## **U.S. Center Program Information**

### **Center Program Registration**

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

All Upper Iowa University students register through myUIU, Upper Iowa University's online portal. Access to myUIU is on the University website at [uiu.edu](http://uiu.edu). Step-by-step instructions for course registration are listed under the Academics tab in the Student Help folder. All students are issued a username and password by Information Technology Services after their first Upper Iowa University registration.

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

Tuition and any course-related fees are due at the time of registration or before the first night of class. International students need to contact their advisor regarding specific information on admission and registration.

## **Changes in Center Program Registration**

Note the following policies for changing registration:

1. A student may not add a course after it meets for 1/8 of the total hours it is scheduled to meet.
2. If a student wishes to withdraw from a course, the student must complete a Course Withdrawal Card (contact the center office) prior to the last day of the fifth week of the session. Failure to attend class does not constitute withdrawal. Students who register for a course and fail to attend it will be assigned a grade of NA unless a withdrawal form is completed prior to the first day of the session.

## **Changes in Enrollment**

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

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

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

## **Leave of Absence**

Upper Iowa University does not grant a leave of absence. A student needing to withdraw from the University will follow the withdrawal procedures.

## **Delivery, Schedule and Refund**

### **Delivery & Schedule**

The goal of Upper Iowa University is to offer its curriculum on a schedule that allows students to take courses and continue their careers. Please contact the program office for the course schedule and exact starting dates. A schedule is available at [uiu.edu/online](http://uiu.edu/online).

### **Refund Policy and Course Withdrawal**

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

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

For students from Wisconsin, state laws apply.

## Session-long course refund schedule

| Fall Semester 2024   |        | Session 1<br>Aug 26 - Oct 17 | Session 2<br>Oct 21 - Dec 12 |
|----------------------|--------|------------------------------|------------------------------|
| Charge               | Refund | Last Date of Attendance      | Last Date of Attendance      |
| 25%                  | 75%    | Aug 26 - Sep 1               | Oct 21- Oct 27               |
| 50%                  | 50%    | Sep 2 - Sep 8                | Oct 28 - Nov 3               |
| 100%                 | 0%     | After Sep 8                  | After Nov 3                  |
| Spring Semester 2025 |        | Session 3<br>Jan 6 - Feb 27  | Session 4<br>Mar 10 - May 1  |
| Charge               | Refund | Last Date of Attendance      | Last Date of Attendance      |
| 25%                  | 75%    | Jan 6 - Jan 12               | Mar 10 - Mar 16              |
| 50%                  | 50%    | Jan 13 - Jan 19              | Mar 17 - Mar 23              |
| 100%                 | 0%     | After Jan 19                 | After Mar 23                 |
| Summer Semester 2025 |        | Session 5<br>May 12 - July 3 | Session 6<br>July 7 - Aug 14 |
| Charge               | Refund | Last Date of Attendance      | Last Date of Attendance      |
| 25%                  | 75%    | May 12 - May 18              | July 7 - July 13             |
| 50%                  | 50%    | May 19 - May 25              | July 14 - July 20            |
| 100%                 | 0%     | After May 25                 | After July 20                |

## Semester-long course refund schedule

| Fall Semester 2024   |        | Aug 26 - Dec 12         |
|----------------------|--------|-------------------------|
| Charge               | Refund | Last Date of Attendance |
| 25%                  | 75%    | Aug 26 - Sept 1         |
| 50%                  | 50%    | Sept 2 - Sept 8         |
| 75%                  | 25%    | Sept 9 - Sept 15        |
| 100%                 | 0%     | After Sep 15            |
| Spring Semester 2025 |        | Jan 6 - May 1           |
| Charge               | Refund | Last Date of Attendance |
| 25%                  | 75%    | Jan 6 - Jan 12          |
| 50%                  | 50%    | Jan 13 - Jan 19         |
| 75%                  | 25%    | Jan 20 - Jan 26         |
| 100%                 | 0%     | After Jan 26            |
| Summer Semester 2025 |        | May 12 - Aug 14         |
| Charge               | Refund | Last Date of Attendance |
| 25%                  | 75%    | May 12 - May 18         |
| 50%                  | 50%    | May 19 - May 25         |
| 75%                  | 25%    | May 26 - June 1         |
| 100%                 | 0%     | After June 1            |

These percentages will also be used to determine eligibility for state aid the student may have received. Examples of refund calculations are available online [www.uiu.edu/financialaid](http://www.uiu.edu/financialaid) or upon request in the Financial Aid Office.

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

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

Withdrawing from a course in progress may result in significant student account charges. Consult with the Student Accounts Office before withdrawing. For more information on financial aid implications, go to [uiu.edu/financialaid](http://uiu.edu/financialaid).

## **Classification and Course Loads**

### **Classification of Graduate Students**

#### Registration Status

1. Full-time: A student registered in a graduate division for six or more credits each semester.
2. Half-time: A student registered for three to five credits per semester.
3. Less than half-time: A student registered for less than three credits per semester.
4. Non-Matriculated: A student attending classes for the purpose of obtaining credit, but not a candidate for degree.

### **Course Loads**

Students enrolled in the UIU Graduate Program are considered full-time with the completion of six or more graduate credits during each semester. Enrollment in six semester graduate credits during an eight-week session is allowed as long as the student is successfully completing the course requirements. Graduate students should carefully consider personal time management issues, including commitments outside the university, before enrolling in more than one graduate course in a session.

### **Graduation Requirements**

A student will have five years after initial enrollment in the first graduate level course to complete the graduate program under the requirements in effect at the time of enrollment. If the student does not complete the graduate degree program within the five-year period, the requirements in effect at the time of the next enrollment will be used to determine the student's graduation requirements. Upper Iowa University reserves the right to make changes in its academic regulations and requirements when, in its judgment, the best interests of the institution are served.

### **Additional Coursework**

Students completing a graduate degree with Upper Iowa University may not take additional courses exceeding the required credits to graduate. If additional courses are desired, a letter of request must be submitted to the graduate advisor/program director with information supporting the reason for the additional courses, including but not limited to transfer of courses for an additional degree or required for employment or certification. The request must be received four weeks prior to the session start and must specifically list the courses and sessions the student plans to complete. The graduate advisor will review the request and, following discussion with the student, approve or deny the request. In general, a request will not be approved if taking the additional courses would delay or interfere with the student's progress toward a degree. Students using financial aid for degree-required courses are not eligible for additional funds for courses that do not count towards the degree.

### **Multiple Masters Degrees**

Students who have earned one master's degree at Upper Iowa University may desire to earn one or more additional masters degrees at UIU. There may be certain courses in common for these programs.

1. A student may use a graduate course taken at UIU in satisfaction of one graduate degree towards the requirements of another graduate degree provided that the grade earned was B or better. This grade requirement is consistent with the grade requirement for graduate courses transferred to UIU from external graduate programs.
2. Not more than 12 semester credits in total from a prior UIU master's degree or transferred from another institution may be used towards a subsequent UIU master's degree.

Graduate degrees represent attainment of advanced knowledge in specific disciplines. Therefore, each graduate degree will have its own grade point average calculation (GPA). Courses not part of the graduate degree will not be included in the calculation of a student's GPA for that degree.

Students may complete only one area of emphasis in each graduate degree. Students who wish to change areas of emphasis should submit a petition to do so to their Graduate Academic Advisor who will approve or deny the petition based on whether the change is justified by changes in the student's career circumstances.

## Grading System

Grades in the program are as follows:

| Grades | Quality Points |
|--------|----------------|
| A      | 4.00           |
| A-     | 3.67           |
| B+     | 3.33           |
| B      | 3.00           |
| B-     | 2.67           |
| C+     | 2.33*          |
| C      | 2.00           |
| C-     | 1.67           |
| F      | 0.00           |

All grades of "F" posted at Upper Iowa University are considered to be earned "F" grades.

\* C+ grades and lower are below the standard expected of graduate students.

Instructors are required to implement +/- grades in their courses. The instructor's course syllabus will outline the +/- grading scale and assigned percentage associated with each grade.

### **P - Pass (for PA internship only)**

## **I - Incomplete**

A temporary grade assigned by the faculty member that will be changed to a letter grade of A-F by the end of the following session (center or online courses) or semester (Fayette Campus courses and semester long courses).

## **W - Withdrawal**

The grade **W** is used to denote courses dropped (student-initiated) between the first and the fifth week of an eight-week session or between the first and fourth week of a six-week session. Courses no longer attended after the fifth week of the eight-week session will be issued a letter grade based on work completed in relation to total course requirements.

## **AW - Administrative Withdrawal**

The grade **AW** is assigned to courses in which the student has been administratively withdrawn (normally due to lack of attendance).

## **NA - Non-Attendance**

If a student has not attended class (or posted in each of the student's registered online class(s) one or more notes to the main class meeting during the first week of the session) the student will be considered to be in non-attendance and will be withdrawn from the course. An **NA** will be recorded on the student's transcript and financial aid funding will be affected.

A student's official grade is the grade posted to myUIU at the end of the grading period. It is the student's responsibility to check myUIU grades for accuracy. Grades leading to academic warning or suspension apply to one three-semester credit course or any combination of courses that equal three semester credits. A cumulative grade point average of 3.0 in graduate-level courses is required to receive a graduate degree from Upper Iowa University.

## **Expected Timeline for Graduation**

A full-time graduate student will normally enroll for 3 semester credits per eight-week session (session 6 is a six-week session). A student who enrolls for 3 semester credits in each of the six sessions may earn 18 semester hours of credit per year. When computing expected graduation dates we normally assume a full-time student will complete 18 semester hours of credit per year.

Students completing a 36 credit master's program may complete in approximately two years.

Students completing a 42 credit master's program may complete in just over two years.

Students completing a 60 credit master's program may complete in just over three years.

Students who are allowed to enroll in more than 3 semester credits per 8-week session may complete the graduate program in less time than listed above.

## **Academic Misconduct**

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

Cheating includes, but is not limited to:

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

Academic dishonesty includes, but is not limited to:

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

Plagiarism includes, but is not limited to:

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

#### **Levels of Academic Misconduct and Sanctions**

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

Additional information regarding sanctions is located in Policy 107 at [uiu.edu/about/policies-reports](http://uiu.edu/about/policies-reports).

# Programs

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

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

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

Choosing a minor field of study is optional. Minors are offered in accounting, art, biology, chemistry, communication studies, criminal justice, exercise science, Earth systems science, economics, financial management, general business, graphic design, health services administration, human resources management, human services, information systems, information technology, management, marketing, mass media, mortuary science, pre-law, psychology, public administration, sociology, and sustainability. The same course may not be used in a major and a minor unless the course is a required course (not part of a "select" area) in both the major and the minor.

A minimum of 15 semester hours of separate identifiable semester credits must be earned for each minor that is declared. The same course may not be used in a major and a minor or among multiple minors unless the course is a required course (not part of a "select" area) in both the major and the minor or among multiple minors.

For a list of master degree programs see Graduate Programs.

## Associate of Arts

### Associate of Arts - Criminal Justice Emphasis

The Criminal Justice Associate of Arts degree prepares students to understand the guidelines and ethical principles to the practical functions of the criminal justice system.

#### Requirements

- Complete The Peacock Professional Experience ("general education") requirements. **27 - 30 Credits\***

#### Required Course in The Peacock Professional Experience

- SOC 110 - Principles of Sociology **3 Credit(s)**

#### Criminal Justice Core - 15 credits

- CJ 224 - Introduction to Criminal Justice **3 Credit(s)**

- CJ 237 - Criminal Law and Procedure **3 Credit(s)**
- CJ 362 - Criminal Investigations **3 Credit(s)**
- CJ 367 - Ethics in Criminal Justice **3 Credit(s)**
- CJ 380 - Introduction to Corrections **3 Credit(s)**

#### Four of the following: 12 Credits\*

- CJ 315 - Juvenile Justice **3 Credit(s)**
- CJ 321 - Juvenile Delinquency **3 Credit(s)**
- CJ 333 - Criminology **3 Credit(s)**
- CJ 337 - Victimology **3 Credit(s)**
- SOC 347 - Deviance and Social Control **3 Credit(s)**
- CJ 353 - Sociology of Law **3 Credit(s)**
- CJ 365 - Introduction to Policing **3 Credit(s)**
- CJ 396 - Community Corrections **3 Credit(s)**
- CJ 398 - Justice Administration **3 Credit(s)**
- CJ 426 - Institutional Corrections **3 Credit(s)**
- CJ 428 - Offender Treatment **3 Credit(s)**

#### Special Project - 3 credits

- CJ 299 - Special Project **3 Credit(s)**

#### Total Credits: 60

\*Students who have earned 24 or more semester hours of transfer credit are required to complete only 27 The Peacock Professional Experience ("general education") requirements. In this case, an additional 3 semester hour credit free elective is required to earn a total of 60 semester hours of credit for the degree.

## Associate of Arts - General Business Emphasis

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

### Requirements

- Complete The Peacock Professional Experience ("general education") requirements. **30 Credits**
- ECON 160 - Principles of Microeconomics **3 Credit(s)**
- ACCT 201 - Accounting Principles I **3 Credit(s)**
- MKT 208 - Marketing Principles **3 Credit(s)**
- BA 210 - Management Principles **3 Credit(s)**
- BA 222 - Management Information Systems **3 Credit(s)**
- BA 302 - Business Law and Ethics **3 Credit(s)**
- General Electives **18-21 Credits\***

#### Total Credits: 60

\*Remaining electives vary per student as some courses may be used to meet requirements in both The Peacock Professional Experience ("general education") and General Business Emphasis areas. The advising worksheet will confirm a number of General Electives remaining.

## **Associate of Arts - Liberal Arts Emphasis**

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

### **Requirements**

- Complete The Peacock Professional Experience ("general education") requirements. **27-30 Credits\***
- LA 298 - Associate of Arts Capstone **1 Credit(s)**
- General Electives **29-32\* Credits\***

**Total Credits: 60**

\*Students who have earned 24 or more semester hours of transfer credit are required to complete only 27 The Peacock Professional Experience ("general education") requirements. In this case 32 general electives are required to earn a total of 60 semester hours of credit for the degree.

## **Associate of Arts - Psychology Emphasis**

The Psychology Associate of Arts degree prepares students to learn about the origins and development of human behavior and mental processes. Psychology provides a valuable foundation of knowledge important in a wide variety of fields.

### **Requirements**

- Complete The Peacock Professional Experience ("general education") requirements. **30 Credits**
- The Peacock Professional Experience ("general education") coursework must include PSY 190

**Learning and Cognition (choose one of the following): 3 Credits**

- PSY 323 - Cognition **3 Credit(s)**
- PSY 445 - Learning and Memory **3 Credit(s)**

**Individual Differences (choose one of the following): 3 Credits**

- PSY 310 - Social Psychology **3 Credit(s)**
- PSY 332 - Personality **3 Credit(s)**
- PSY 360 - Abnormal Psychology **3 Credit(s)**

**Biological Bases and Behavior (choose one of the following): 3 Credits**

- PSY 335 - Biological Psychology **3 Credit(s)**

- PSY 338 - Motivation 3 Credit(s)

### Developmental Changes in Behavior (choose one of the following): 3 Credits

- PSY 212 - Developmental Psychology: Birth to Adolescence 3 Credit(s)
- PSY 222 - Developmental Psychology: Young Adulthood to Late Adulthood 3 Credit(s)
- PSY 321 - Death and Dying 3 Credit(s)
- HSV 397 - Social Gerontology 3 Credit(s)

### Elective in Psychology or Human Services (see full list of psychology/human services offerings) 3 Credits

- General Electives: 15-21 Credits\*

### Total Credits: 60

\*Remaining electives vary per student as some courses may be used to meet requirements in both The Peacock Professional Experience ("general education") and Psychology Emphasis areas. The advising worksheet will confirm the number of General Electives remaining.

## Bachelor of Arts

### All Language Arts, 5-12 Secondary, BA

This major prepares preservice educators to teach grades 5-12 in all areas of language arts such as English, drama, theater, media, etc.

### Professional Education Core Requirements

Candidates for an initial teaching license must complete a major in Birth-Grade 3: Inclusive Settings, a major in Elementary Education, a major in Instructional Strategist II: Behavior Disorders/ Learning Disabilities/Intellectual Disabilities, or a major in a secondary teaching subject area. Candidates must complete the following approved professional education courses:

### Core Requirements for All Education Majors

#### Certification in Mental Health First Aid

- EDU 110 - Foundations of American Education 3 Credit(s)
- EDU 142 - Human Growth, Development and Guidance 3 Credit(s)
- EDU 152 - Assessment and Psychology 3 Credit(s)
- EDU 162 - Diversity for Teachers 3 Credit(s)
- EDU 252 - Computers and Instructional Technology 3 Credit(s)
- SPED 304 - Exceptional Persons 3 Credit(s)
- SPED 462 - Individual Behavior and Classroom Management 3 Credit(s)
- ST 4\_\_ Student Teaching 16 Credits
- Experience at the level (8) and student teaching in a specific endorsement area (8)

## Required Courses within the Major

- COMM 102 - Introduction to Mass Media 3 Credit(s)
- COMM 105 - Public Speaking 3 Credit(s)
- COMM 221 - Intercultural Communication 3 Credit(s)
- COMM 352 - Rhetoric and Public Culture 3 Credit(s)
- EDU 30002 - Teaching Secondary School English/Language Arts 3 Credit(s)
- EDU 232 - Grammar Content for Teachers 1 Credit(s)
- EDU 307 - Field Experience I: Secondary 3 Credit(s)
- EDU 322 - Field Experience II: Secondary 2 Credit(s)
- EDU 333 - Literature: Birth-Adolescence 3 Credit(s)
- EDU 425 - Content Area Literacy 3 Credit(s)
- EDU 428 - Middle School Curriculum, Design and Strategies 3 Credit(s)
- EDU 445 - Language Acquisition 3 Credit(s)
- ENG 125 - Introduction to Literature 3 Credit(s)
- ENG 170 - Introduction to Creative Writing 3 Credit(s)
- ENG 330 - Shakespeare 3 Credit(s)

## One of the following: 3 Credits

- ENG 209 - American Literature I 3 Credit(s)
- ENG 210 - American Literature II 3 Credit(s)

## One of the following: 3 Credits

- ENG 265 - African American Literature 3 Credit(s)
- ENG 365 - Women and Literature 3 Credit(s)
- An approved world literature course

## One of the following: 3 Credits

- THE 240 - Oral Interpretation 3 Credit(s)
- An approved creative voice course

**Total Credits: 88**

## **All Social Science, 5-12 Secondary, BA**

The All Social Science major prepares preservice educators to teach grades 5-12 in all areas of social science: American History, World History, American Government, Psychology, Sociology, Geography, and/or Economics.

## Professional Education Core Requirements

Candidates for an initial teaching license must complete a major in Birth-Grade 3: Inclusive Settings, a major in Elementary Education, a major in Instructional Strategist II: Behavior Disorders/ Learning Disabilities/Intellectual Disabilities, or a major in a secondary teaching subject area. Candidates must complete the following approved professional education courses:

## Core Requirements for All Education Majors

### Certification in Mental Health First Aid

- EDU 110 - Foundations of American Education **3 Credit(s)**
- EDU 142 - Human Growth, Development and Guidance **3 Credit(s)**
- EDU 152 - Assessment and Psychology **3 Credit(s)**
- EDU 162 - Diversity for Teachers **3 Credit(s)**
- EDU 252 - Computers and Instructional Technology **3 Credit(s)**
- SPED 304 - Exceptional Persons **3 Credit(s)**
- SPED 462 - Individual Behavior and Classroom Management **3 Credit(s)**
- ST 4\_\_ Student Teaching **16 Credits**
- Experience at the level (8) and student teaching in a specific endorsement area (8)

### Required Courses within the Major

- EDU 30006 - Teaching Secondary School Social Science **3 Credit(s)**
- EDU 307 - Field Experience I: Secondary **3 Credit(s)**
- EDU 322 - Field Experience II: Secondary **2 Credit(s)**
- EDU 425 - Content Area Literacy **3 Credit(s)**
- EDU 428 - Middle School Curriculum, Design and Strategies **3 Credit(s)**

### Economics

- ECON 160 - Principles of Microeconomics **3 Credit(s)**
- ECON 161 - Principles of Macroeconomics **3 Credit(s)**

### Government

- PS 100 - U.S. Government **3 Credit(s)**
- PS 230 - State and Local Government **3 Credit(s)**

### One of the following: 3 Credits

- PS 362 - The Legislative Process **3 Credit(s)**
- PS 368 - Political Parties and Interest Groups **3 Credit(s)**
- PS 380 - Congress and the Presidency **3 Credit(s)**
- PS 411 - American Constitutional Law I **3 Credit(s)**
- PS 412 - American Constitutional Law II **3 Credit(s)**
- An approved Government course

### Psychology

- PSY 190 - General Psychology **3 Credit(s)**

### One of the following: 3 Credits

- PSY 302 - Substance Abuse **3 Credit(s)**
- PSY 310 - Social Psychology **3 Credit(s)**
- PSY 323 - Cognition **3 Credit(s)**
- PSY 332 - Personality **3 Credit(s)**
- PSY 338 - Motivation **3 Credit(s)**
- An approved Psychology course (other than Educational Psychology)

## World History

- HIST 100 - World History to 1500 **3 Credit(s)**
- HIST 101 - World History Since 1500 **3 Credit(s)**

## One of the following: 3 Credits

- HIST 214 - World at War, 1914-1945 **3 Credit(s)**
- HIST 355 - Modern World History **3 Credit(s)**
- An approved World History course

## American History

- HIST 110 - American History to 1877 **3 Credit(s)**
- HIST 111 - American History Since 1877 **3 Credit(s)**

## One of the following: 3 Credits

- HIST 214 - World at War, 1914-1945 **3 Credit(s)**
- HIST 374 - Modern America, 1945-Present **3 Credit(s)**
- An approved American History course

## Sociology

- SOC 110 - Principles of Sociology **3 Credit(s)**

## One of the following: 3 Credits

- SOC 220 - Social Problems **3 Credit(s)**
- PSY 232 - Group Dynamics **3 Credit(s)**
- SOC 240 - Diversity in the United States **3 Credit(s)**
- SOC 363 - Social Stratification **3 Credit(s)**
- An approved Sociology course

## Geography

## Two of the following: 6 Credits

- GEOG 100 - Introduction to Physical Geography **3 Credit(s)**
- GEOG 200 - World Regional Geography **3 Credit(s)**

- An approved Geography course

Total Credits: 102

## **Early Childhood Education, Birth - Grade 3: Inclusive Settings (Unified Endorsement 1001), BA**

This major consists of 93-94 semester credits and authorizes the holder of this endorsement to teach children from birth through grade three in general and inclusive settings.

### **Certification in Mental Health First Aid**

- Current certification to include infant/child CPR/First Aid **0-1 Credit(s)**  
**OR**
- EXSS 102 - First Aid/CPR/AED Programs **1 Credit(s)** (certification must be current upon licensure)
- EDU 110 - Foundations of American Education **3 Credit(s)**
- EDU 142 - Human Growth, Development and Guidance **3 Credit(s)**
- EDU 152 - Assessment and Psychology **3 Credit(s)**
- EDU 162 - Diversity for Teachers **3 Credit(s)**
- EDU 306 - Field Experience I: Elementary **3 Credit(s)**
- ECE 223 - Health, Safety, and Nutrition in Early Childhood **3 Credit(s)**
- ECE 334 - Field Experience: Infant/Toddler **1 Credit(s)**
- ECE 335 - Field Experience: Prekindergarten **2 Credit(s)**
- ECE 451 - Introduction to Early Childhood **3 Credit(s)**
- ECE 452 - Observation and Assessment in Early Childhood **3 Credit(s)**
- ECE 455 - Methods and Curriculum of Early Childhood **3 Credit(s)**
- ECE 456 - Administration and Supervision of Early Childhood **3 Credit(s)**
- EDU 252 - Computers and Instructional Technology **3 Credit(s)**
- EDU 305 - Teaching Elementary Science **3 Credit(s)**
- EDU 309 - Teaching Elementary Movement and Wellness **1 Credit(s)**
- EDU 310 - Teaching Elementary Visual Arts **1 Credit(s)**
- EDU 315 - Teaching Elementary Social Studies **3 Credit(s)**
- EDU 326 - Developmental Reading and Language Arts **3 Credit(s)**
- EDU 333 - Literature: Birth-Adolescence **3 Credit(s)**
- EDU 335 - Teaching Elementary Language Arts **3 Credit(s)**
- EDU 352 - Teaching Mathematics PreK-3rd Grade **3 Credit(s)**
- EDU 407 - Diagnostic Assessment Practices in Reading and Language Arts **3 Credit(s)**
- SPED 304 - Exceptional Persons **3 Credit(s)**
- SPED 459 - Home, School and Community Relations **3 Credit(s)**
- SPED 462 - Individual Behavior and Classroom Management **3 Credit(s)**
- SPED 465 - Methods/Curriculum: Behavior Disorders Prek-12 **3 Credit(s)**
- SPED 467 - Characteristics of Individuals with Disabilities **3 Credit(s)**
- SPED 478 - Methods/Curriculum: Mild/Moderate Disabilities Prekindergarten-8 **3 Credit(s)**
- ST 4xx Student Teaching **16 Credits**

Total Credits: 93-94

## **Elementary Education, K-6, BA**

This major consists of 86 semester credits (including professional education core requirements). In addition, to qualify for licensure, preservice educators must also meet the requirements of a prekindergarten, middle level or K-8 endorsement in a specific area. The courses in the major are as follows:

## Certification in Mental Health First Aid

- EDU 110 - Foundations of American Education **3 Credit(s)**
- EDU 142 - Human Growth, Development and Guidance **3 Credit(s)**
- EDU 152 - Assessment and Psychology **3 Credit(s)**
- EDU 162 - Diversity for Teachers **3 Credit(s)**
- EDU 252 - Computers and Instructional Technology **3 Credit(s)**
- EDU 305 - Teaching Elementary Science **3 Credit(s)**
- EDU 306 - Field Experience I: Elementary **3 Credit(s)**
- EDU 309 - Teaching Elementary Movement and Wellness **1 Credit(s)**
- EDU 310 - Teaching Elementary Visual Arts **1 Credit(s)**
- EDU 315 - Teaching Elementary Social Studies **3 Credit(s)**
- EDU 321 - Field Experience II: Elementary **2 Credit(s)**
- EDU 326 - Developmental Reading and Language Arts **3 Credit(s)**
- EDU 333 - Literature: Birth-Adolescence **3 Credit(s)**
- EDU 335 - Teaching Elementary Language Arts **3 Credit(s)**
- EDU 352 - Teaching Mathematics PreK-3rd Grade **3 Credit(s)**
- EDU 353 - Teaching Mathematics Intermediate-Middle School **3 Credit(s)**
- SPED 304 - Exceptional Persons **3 Credit(s)**
- SPED 462 - Individual Behavior and Classroom Management **3 Credit(s)**
- ST 4xx Student Teaching **16 Credits**

## One of the following: 3 Credits

- HIST 100 - World History to 1500 **3 Credit(s)**
- HIST 101 - World History Since 1500 **3 Credit(s)**
- HIST 110 - American History to 1877 **3 Credit(s)**
- HIST 111 - American History Since 1877 **3 Credit(s)**
- An approved history course

## One of the following: 3 Credits

- PS 100 - U.S. Government **3 Credit(s)**
- PS 230 - State and Local Government **3 Credit(s)**
- An approved political science course

## One of the following: 3 Credits

- ES 100 - Introduction to Geology **3 Credit(s)**
- ES 114 - Conservation of Natural Resources **3 Credit(s)**
- ES 117 - Natural Disasters **3 Credit(s)**
- ES 121 - Dinosaurs **3 Credit(s)**
- ES 161 - Introduction to Environmental Science **3 Credit(s)**
- ES 220 - Soil and Water Conservation **3 Credit(s)**
- GEOG 100 - Introduction to Physical Geography **3 Credit(s)**

- PHY 110 - Introduction to Astronomy 3 Credit(s)
- An approved Earth/space science course

### One of the following: 3 Credits

- BIO 100 - General Biological Science 3 Credit(s)
- BIO 135 - Principles of Biology I 4 Credit(s)
- BIO 165 - Human Biology and Nutrition 3 Credit(s)
- BIO 215 - Local Field Science 3 Credit(s)
- BIO 268 - Introduction to Human Anatomy and Physiology 4 Credit(s)
- ES 161 - Introduction to Environmental Science 3 Credit(s)
- An approved life science course

### One of the following: 3 Credits

- MATH 101 - Math for Liberal Arts 3 Credit(s)
- MATH 105 - College Mathematics with Applications 3 Credit(s)
- MATH 107 - College Algebra 3 Credit(s)
- MATH 115 - Trigonometry and Analytic Geometry 3 Credit(s)
- MATH 120 - Calculus I 3 Credit(s)
- MATH 220 - Elementary Statistics 3 Credit(s)
- An approved mathematics course

### One of the following: 3 Credits

- COMM 105 - Public Speaking 3 Credit(s)
- COMM 200 - Interpersonal Communication 3 Credit(s)
- An approved oral communications course

### One of the following: 3 Credits

- ENG 102 - English Composition II 3 Credit(s)
- An approved written communication course

**Total Credits: 86**

## **Graphic Design, BA**

A major in graphic design prepares students to be successful in a competitive and fast-paced occupation, where they will use technical skills and creative problem solving to produce traditional print publications, advertisements, web designs and social media using the latest digital technologies. The graphic design major is a portfolio-driven program. Students formulate unique responses to design problems and create original work in every course.

## **Computer Recommendation for all Graphic Design Majors**

It is recommended that Graphic Design majors have a computer that meets the following:

- 2018 or above
- MacBook Pro 13-inch or above, or equivalent
- Apple M1 chip with 8-core CPU, 8-core GPU, and 16-core Neural Engine, 8 GB unified memory, 256 GB SSD storage, or equivalent
- With Mouse
- Plus the Adobe Creative Cloud Suite

## Required Studio Courses Core

- GRAF 112 - Introduction to Graphic Design **3 Credit(s)**
- GRAF 280 - Interaction Design **3 Credit(s)**
- GRAF 319 - Digital Video and Editing **3 Credit(s)**
- GRAF 333 - Digital Illustration **3 Credit(s)**
- GRAF 335 - Publication Design **3 Credit(s)**
- GRAF 355 - Typography **3 Credit(s)**
- GRAF 380 - Advertising Design **3 Credit(s)**
- GRAF 442 - Digital Animation **3 Credit(s)**
- GRAF 480 - Senior Thesis and Portfolio **3 Credit(s)**

## Choose three of the following: 9 Credits

- ART 101 - Digital Tools **3 Credit(s)**
- ART 110 - Drawing **3 Credit(s)**
- ART 211 - Art History I **3 Credit(s)**
- ART 212 - Art History II **3 Credit(s)**
- GRAF 218 - Digital Photography **3 Credit(s)**
- MKT 208 - Marketing Principles **3 Credit(s)**
- MKT 479 - Branding **3 Credit(s)**

Total Credits: 42

## Instructional Strategist BD/LD/ID, K-12 Education, BA

### Certification in Mental Health First Aid

- Current certification to include infant/child CPR/first aid **0-1 Credits**  
**OR**
- EXSS 102 - First Aid/CPR/AED Programs **1 Credit(s)** (certification must be current upon licensure)
- EDU 110 - Foundations of American Education **3 Credit(s)**
- EDU 142 - Human Growth, Development and Guidance **3 Credit(s)**
- EDU 152 - Assessment and Psychology **3 Credit(s)**
- EDU 162 - Diversity for Teachers **3 Credit(s)**
- EDU 252 - Computers and Instructional Technology **3 Credit(s)**
- EDU 308 - Field Experience I: Elementary/Secondary **3 Credit(s)**
- EDU 323 - Field Experience II: Elementary/Secondary **2 Credit(s)**
- EDU 326 - Developmental Reading and Language Arts **3 Credit(s)**
- EDU 335 - Teaching Elementary Language Arts **3 Credit(s)**

- EDU 352 - Teaching Mathematics PreK-3rd Grade **3 Credit(s)**
- EDU 353 - Teaching Mathematics Intermediate-Middle School **3 Credit(s)**
- EDU 407 - Diagnostic Assessment Practices in Reading and Language Arts **3 Credit(s)**
- EDU 425 - Content Area Literacy **3 Credit(s)**
- SPED 304 - Exceptional Persons **3 Credit(s)**
- SPED 459 - Home, School and Community Relations **3 Credit(s)**
- SPED 462 - Individual Behavior and Classroom Management **3 Credit(s)**
- SPED 465 - Methods/Curriculum: Behavior Disorders Prek-12 **3 Credit(s)**
- SPED 467 - Characteristics of Individuals with Disabilities **3 Credit(s)**
- SPED 469 - Methods/Curriculum: Learning Disabilities K-12 **3 Credit(s)**
- SPED 473 - Methods/Curriculum: Intellectual Disabilities K - 12 **3 Credit(s)**
- SPED 477 - Career and Vocational Programming **3 Credit(s)**
- ST 4xx Student Teaching **16 Credits**

**Total Credits: 78-79**

## **Liberal Arts, BA**

The Bachelor of Arts in Liberal Arts degree program offers students an educational experience that is both flexible and dynamic while remaining firmly rooted in the liberal arts tradition. This program serves both the adult learner who has amassed a variety of credits over an extended period of time and the more traditional student whose academic interests are not rigidly defined.

For the nontraditional student with wider college exposure, the major permits the constructive utilization of more transfer credit than can usually be accommodated given the specific requirements of Upper Iowa's more traditional majors.

For the traditional student, the curriculum provides a deeper immersion in the various liberal arts than does the common general education, and it can be expected to direct the student toward a defined curriculum in one or more of the identified emphasis areas.

**Major in Liberal Arts:**

The learning outcomes will be achieved in part through the successful completion of the following common core of courses:

### **Requirements:**

- Two courses in Art or Graphic Design **6 Credits**
- Two courses in English (excluding courses in composition) **6 Credits**
- Two courses in History **6 Credits**
- Two courses in Political Science **6 Credits**
- A student's area or areas of interest will be addressed through the successful completion of four courses at the 300- and 400-levels within a single Liberal Arts Discipline or two courses at the 300- and 400-levels within each of two Liberal Arts Disciplines. **12 Credits**
- LA 498 - Liberal Arts Capstone **1 Credit(s)**

**Two courses from each of two of the following disciplines: 12 Credits**

- Psychology/Human Services

- Communication
- Sociology/Criminal Justice
- Foreign Language

**Total Credits: 49**

Note: Some courses a student completes as part of The Peacock Professional Experience ("general education") may also serve as components of the common core.

## **Reading, BA**

### **Professional Education Core Requirements**

Candidates for an initial teaching license must complete a major in Birth-Grade 3: Inclusive Settings, a major in Elementary Education, a major in Instructional Strategist II: Behavior Disorders/ Learning Disabilities/Intellectual Disabilities, or a major in a secondary teaching subject area. Candidates must complete the following approved professional education courses:

#### **Core Requirements for All Education Majors**

Certification in Mental Health First Aid

- EDU 110 - Foundations of American Education **3 Credit(s)**
- EDU 142 - Human Growth, Development and Guidance **3 Credit(s)**
- EDU 152 - Assessment and Psychology **3 Credit(s)**
- EDU 162 - Diversity for Teachers **3 Credit(s)**
- EDU 252 - Computers and Instructional Technology **3 Credit(s)**
- SPED 304 - Exceptional Persons **3 Credit(s)**
- SPED 462 - Individual Behavior and Classroom Management **3 Credit(s)**
- ST 4\_\_ Student Teaching **16 Credits**
- Experience at the level (8) and student teaching in a specific endorsement area (8)

#### **Required Courses within the Major**

- SPED 304 - Exceptional Persons **3 Credit(s)**
- EDU 307 - Field Experience I: Secondary **3 Credit(s)**
- EDU 322 - Field Experience II: Secondary **2 Credit(s)**
- EDU 326 - Developmental Reading and Language Arts **3 Credit(s)**
- EDU 333 - Literature: Birth-Adolescence **3 Credit(s)**
- EDU 407 - Diagnostic Assessment Practices in Reading and Language Arts **3 Credit(s)**
- EDU 410 - Practicum: Secondary Reading and Language Arts **3 Credit(s)**
- EDU 425 - Content Area Literacy **3 Credit(s)**
- EDU 428 - Middle School Curriculum, Design and Strategies **3 Credit(s)**
- EDU 445 - Language Acquisition **3 Credit(s)**
- EDU 485 - Advanced Instructional Issues and Methods in Reading and Language Arts **3 Credit(s)**

## Electives in Reading, English, Communication, and/or Language Arts (300-400 level) 6 Credits

One of the following: 3 Credits

- ENG 102 - English Composition II 3 Credit(s)
- An equivalent composition course

Total Credits: 78

## Social Science Basic, BA

### Professional Education Core Requirements

Candidates for an initial teaching license must complete a major in Birth-Grade 3: Inclusive Settings, a major in Elementary Education, a major in Instructional Strategist II: Behavior Disorders/ Learning Disabilities/Intellectual Disabilities, or a major in a secondary teaching subject area. Candidates must complete the following approved professional education courses:

### Core Requirements for All Education Majors

Certification in Mental Health First Aid

- EDU 110 - Foundations of American Education 3 Credit(s)
- EDU 142 - Human Growth, Development and Guidance 3 Credit(s)
- EDU 152 - Assessment and Psychology 3 Credit(s)
- EDU 162 - Diversity for Teachers 3 Credit(s)
- EDU 252 - Computers and Instructional Technology 3 Credit(s)
- SPED 304 - Exceptional Persons 3 Credit(s)
- SPED 462 - Individual Behavior and Classroom Management 3 Credit(s)
- ST 4\_\_ Student Teaching 16 Credits
- Experience at the level (8) and student teaching in a specific endorsement area (8)

### Required Courses within the Major

- EDU 30006 - Teaching Secondary School Social Science 3 Credit(s)
- EDU 307 - Field Experience I: Secondary 3 Credit(s)
- EDU 322 - Field Experience II: Secondary 2 Credit(s)
- EDU 425 - Content Area Literacy 3 Credit(s)
- EDU 428 - Middle School Curriculum, Design and Strategies 3 Credit(s)

### World History

- HIST 100 - World History to 1500 3 Credit(s)
- HIST 101 - World History Since 1500 3 Credit(s)
- An approved elective in World History 3 Credits

## American History

- HIST 110 - American History to 1877 **3 Credit(s)**
- HIST 111 - American History Since 1877 **3 Credit(s)**
- An approved elective in American History **3 Credits**

## American Government

- PS 100 - U.S. Government **3 Credit(s)**
- PS 230 - State and Local Government **3 Credit(s)**
- An approved elective in American Government **3 Credits**

Elective in sociology, psychology (other than educational psychology), geography, or economics **3 Credits**

### Note:

Holders of the 5 - 12 Social Sciences - Basic endorsement may add the following endorsements with 6 semester hours per endorsement area: 5 - 12 Economics, 5 - 12 Geography, 5 - 12 Psychology, and 5 - 12 Sociology.

Total Credits: 81

## Bachelor of Science

### Accounting, BS

The major in accounting gives students exposure to areas of accounting in preparation for public, private or governmental accounting careers.

### Business Core

Students majoring in accounting, agricultural business, business administration, financial management, human resources management, management, marketing, or supply chain management must complete the 39-credit business core and the required credits in the major.

- ECON 160 - Principles of Microeconomics **3 Credit(s)**
- ECON 161 - Principles of Macroeconomics **3 Credit(s)**
- ACCT 201 - Accounting Principles I **3 Credit(s)**
- ACCT 202 - Accounting Principles II **3 Credit(s)**
- MKT 208 - Marketing Principles **3 Credit(s)**
- BA 210 - Management Principles **3 Credit(s)**
- BA 222 - Management Information Systems **3 Credit(s)**
  
- BA 256 - Quantitative Analysis for Business I **3 Credit(s)**  
**OR**
- MATH 220 - Elementary Statistics **3 Credit(s)**

- BA 302 - Business Law and Ethics 3 Credit(s)
- FIN 341 - Corporate Financial Management 3 Credit(s)
- BA 356 - Quantitative Analysis for Business II 3 Credit(s)
- BA 374 - Business Communication 3 Credit(s)
- BA 460 - Strategic Management 3 Credit(s)

Total Credits: 39

## Requirements

- ACCT 321 - Intermediate Financial Accounting I 3 Credit(s)
- ACCT 322 - Intermediate Financial Accounting II 3 Credit(s)
- ACCT 323 - Federal Taxation I 3 Credit(s)
- ACCT 324 - Federal Taxation II 3 Credit(s)
- ACCT 422 - Cost Accounting 3 Credit(s)
- ACCT 425 - Auditing 3 Credit(s)
- ACCT 431 - Advanced Financial Accounting 3 Credit(s) \*
- OR
- ACCT 432 - Accounting for Not-For-Profit Organizations 3 Credit(s) \*
- ACCT 533 - Advanced Accounting Information Systems 3 Credit(s) \*\*

Total Credits: 24

Transfer students are required to complete a minimum of nine semester credits of upper division accounting coursework with Upper Iowa University or another four-year institution.

## Agricultural Business, BS

This major takes advantage of cross-divisional opportunities and a cooperative relationship with Northeast Iowa Community College (NICC) in Calmar. This major is offered only at Fayette Campus.

## Business Core

Students majoring in accounting, agricultural business, business administration, financial management, human resources management, management, marketing, or supply chain management must complete the 39-credit business core and the required credits in the major.

- ECON 160 - Principles of Microeconomics 3 Credit(s)
- ECON 161 - Principles of Macroeconomics 3 Credit(s)
- ACCT 201 - Accounting Principles I 3 Credit(s)
- ACCT 202 - Accounting Principles II 3 Credit(s)
- MKT 208 - Marketing Principles 3 Credit(s)
- BA 210 - Management Principles 3 Credit(s)
- BA 222 - Management Information Systems 3 Credit(s)
- BA 256 - Quantitative Analysis for Business I 3 Credit(s)
- OR
- MATH 220 - Elementary Statistics 3 Credit(s)

- BA 302 - Business Law and Ethics **3 Credit(s)**
- FIN 341 - Corporate Financial Management **3 Credit(s)**
- BA 356 - Quantitative Analysis for Business II **3 Credit(s)**
- BA 374 - Business Communication **3 Credit(s)**
- BA 460 - Strategic Management **3 Credit(s)**

Total Credits: 39

## Requirements

### NICC Courses:

- AGA 114 - Principles of Agronomy **3 Credits**
- AGS 101 - Working with Animals **2 Credits**
- AGS 114 - Survey of the Animal Industry **2 Credits**
- AGB 235 - Introduction to Ag Markets **3 Credits**

### UIU Courses:

- ES 220 - Soil and Water Conservation **3 Credit(s)**
- FIN 310 - Money and Capital Markets **3 Credit(s)**  
**OR**
- ECON 310 - Money and Capital Markets **3 Credit(s)**
- ES 326 - Soil Genesis, Classification and Morphology **4 Credit(s)**
- BA 370 - Entrepreneurship and Small Business Management **3 Credit(s)** (NICC course)  
**OR**
- AGB 330 - Farm Business Management **3 Credits** (NICC course)
- BA 403 - Internship **3 Credit(s)**

### One of the following: 3/4 Credits

(courses have prerequisite requirements)

- GEOG 356 - Introduction to Geographic Information Systems **3 Credit(s)**
- BIO 323 - Plant Nutrition **3 Credit(s)**
- BIO 428 - Plant Pathology **3 Credit(s)**
- BIO 490 - Entomology **4 Credit(s)**

Total Credits: 29/30

## **Agriculture Education, 5-12 Secondary, BS**

This major prepares preservice educators to teach grades 5-12 in the area of agriculture.

## Professional Education Core Requirements

Candidates for an initial teaching license must complete a major in Birth-Grade 3: Inclusive Settings, a major in Elementary Education, a major in Instructional Strategist II: Behavior Disorders/ Learning Disabilities/Intellectual Disabilities, or a major in a secondary teaching subject area. Candidates must complete the following approved professional education courses:

### Core Requirements for All Education Majors

#### Certification in Mental Health First Aid

- EDU 110 - Foundations of American Education **3 Credit(s)**
- EDU 142 - Human Growth, Development and Guidance **3 Credit(s)**
- EDU 152 - Assessment and Psychology **3 Credit(s)**
- EDU 162 - Diversity for Teachers **3 Credit(s)**
- EDU 252 - Computers and Instructional Technology **3 Credit(s)**
- SPED 304 - Exceptional Persons **3 Credit(s)**
- SPED 462 - Individual Behavior and Classroom Management **3 Credit(s)**
- ST 4\_\_ Student Teaching **16 Credits**
- Experience at the level (8) and student teaching in a specific endorsement area (8)

### Required Courses within the Major

- EDU 30011 - Teaching Secondary School Agriculture **3 Credit(s)**

### NICC Courses

- AGA 114 - Principles of Agronomy **3 Credits**
- AGB 330 - Farm Business Management **3 Credits**
- AGP 333 - Precision Farming Systems **3 Credits**
- AGS 101 - Working with Animals **2 Credits**
- AGS 114 - Survey of the Animal Industry **2 Credits**
- AGS 319 - Animal Nutrition **3 Credits**
- GIS 111 - Introduction to Geographic Information Systems **3 Credits**

### One of the following: 3 Credits

- AGA 223 - Grain Management  
**OR**
- AGS 360 - Dairy Cattle Science

### One of the following: 3-4 Credits

- ACC 115 - Introduction to Accounting **4 Credits**
- AGB 235 - Introduction to Agriculture Markets **3 Credits**
- AGB 336 - Agricultural Selling **3 Credits**

### One of the following: 3-4 Credits

- ENV 140 - Natural Resource Conservation **4 Credits**
- ES 114 - Conservation of Natural Resources **3 Credit(s)** (3 - UIU course)

### One of the following: 4 Credits

- ES 161 - Introduction to Environmental Science **3 Credit(s)** (3 - UIU course) **AND**
  - ES 175 - Earth Systems Laboratory **1 Credit(s)** (1 - UIU course)
- OR**
- ENV 115 - Environmental Science (3 - NICC course) **AND**
  - ENV 116 - Environmental Science Lab (1 - NICC course)

Total Credits: 72-74

## All Business, 5-12 Secondary, BS

This major corresponds to endorsement 1171 Business All 5-12.

### Professional Education Core Requirements

Candidates for an initial teaching license must complete a major in Birth-Grade 3: Inclusive Settings, a major in Elementary Education, a major in Instructional Strategist II: Behavior Disorders/ Learning Disabilities/Intellectual Disabilities, or a major in a secondary teaching subject area. Candidates must complete the following approved professional education courses:

### Core Requirements for All Education Majors

#### Certification in Mental Health First Aid

- EDU 110 - Foundations of American Education **3 Credit(s)**
- EDU 142 - Human Growth, Development and Guidance **3 Credit(s)**
- EDU 152 - Assessment and Psychology **3 Credit(s)**
- EDU 162 - Diversity for Teachers **3 Credit(s)**
- EDU 252 - Computers and Instructional Technology **3 Credit(s)**
- SPED 304 - Exceptional Persons **3 Credit(s)**
- SPED 462 - Individual Behavior and Classroom Management **3 Credit(s)**
- ST 4\_\_ Student Teaching **16 Credits**
- Experience at the level (8) and student teaching in a specific endorsement area (8)

### Required Courses within the Major

- ECON 160 - Principles of Microeconomics **3 Credit(s)**
- ECON 161 - Principles of Macroeconomics **3 Credit(s)**
- ACCT 201 - Accounting Principles I **3 Credit(s)**
- ACCT 202 - Accounting Principles II **3 Credit(s)**
- MKT 208 - Marketing Principles **3 Credit(s)**
- BA 210 - Management Principles **3 Credit(s)**
- BA 222 - Management Information Systems **3 Credit(s)**
- FIN 288 - Personal Financial Management **3 Credit(s)**

- BA 302 - Business Law and Ethics **3 Credit(s)**
- MKT 358 - Consumer Behavior **3 Credit(s)**
- BA 374 - Business Communication **3 Credit(s)**
- EDU 30001 - Teaching Secondary School Business **3 Credit(s)**
- EDU 307 - Field Experience I: Secondary **3 Credit(s)**
- EDU 322 - Field Experience II: Secondary **2 Credit(s)**
- EDU 425 - Content Area Literacy **3 Credit(s)**
- EDU 428 - Middle School Curriculum, Design and Strategies **3 Credit(s)**

### One of the following: 3 Credits

- BA 325 - New Venture Creation **3 Credit(s)**
- BA 370 - Entrepreneurship and Small Business Management **3 Credit(s)**

Total Credits: 87

## All Science, 5-12 Secondary, BS

This major prepares preservice educators to teach all sciences in grades 5-12.

### Professional Education Core Requirements

Candidates for an initial teaching license must complete a major in Birth-Grade 3: Inclusive Settings, a major in Elementary Education, a major in Instructional Strategist II: Behavior Disorders/ Learning Disabilities/Intellectual Disabilities, or a major in a secondary teaching subject area. Candidates must complete the following approved professional education courses:

### Core Requirements for All Education Majors

#### Certification in Mental Health First Aid

- EDU 110 - Foundations of American Education **3 Credit(s)**
- EDU 142 - Human Growth, Development and Guidance **3 Credit(s)**
- EDU 152 - Assessment and Psychology **3 Credit(s)**
- EDU 162 - Diversity for Teachers **3 Credit(s)**
- EDU 252 - Computers and Instructional Technology **3 Credit(s)**
- SPED 304 - Exceptional Persons **3 Credit(s)**
- SPED 462 - Individual Behavior and Classroom Management **3 Credit(s)**
- ST 4\_\_ Student Teaching **16 Credits**
- Experience at the level (8) and student teaching in a specific endorsement area (8)

### Required Courses within the Major

- EDU 30005 - Teaching Secondary School Science **3 Credit(s)**
- EDU 307 - Field Experience I: Secondary **3 Credit(s)**
- EDU 322 - Field Experience II: Secondary **2 Credit(s)**
- EDU 425 - Content Area Literacy **3 Credit(s)**
- EDU 428 - Middle School Curriculum, Design and Strategies **3 Credit(s)**

## Biology

- BIO 135 - Principles of Biology I **4 Credit(s)**
- BIO 140 - Principles of Biology II **4 Credit(s)**
- Elective in Biology (300 or above) **4 Credits**

## Chemistry

- CHEM 151 - General Chemistry I **4 Credit(s)**
- CHEM 152 - General Chemistry II **4 Credit(s)**
- Elective in Chemistry (200 or above) **3-4 Credits**

## Physics

- PHY 111 - Introductory Physics I **3 Credit(s) AND**
- PHY 112 - Introductory Physics Laboratory I **1 Credit(s) \***
- PHY 113 - Introductory Physics II **3 Credit(s) AND**
- PHY 114 - Introductory Physics Laboratory II **1 Credit(s)**

## Earth Science

- PHY 109 - Introduction to Astronomy Laboratory **1 Credit(s) AND**
- PHY 110 - Introduction to Astronomy **3 Credit(s)**
- ES 100 - Introduction to Geology **3 Credit(s)**
- ES 161 - Introduction to Environmental Science **3 Credit(s)**
- BIO 496 - Senior Project **2 Credit(s)**

## Total Credits: 94-95

\*MATH 115 - Trigonometry and Analytic Geometry is a prerequisite for this course. MATH 115 has a prerequisite of MATH 107.

## **American Sign Language (ASL), K-12 Education, BS**

This major consists of 99 semester credits. An innovative partnership is available between Upper Iowa University and Eastern Iowa Community College. An associate of science degree and a Deaf Studies Certificate is earned from EICC and a bachelor of science degree with a major in American Sign Language from Upper Iowa. In addition to the major requirements, the professional education core must be completed.

## Professional Education Core Requirements

Candidates for an initial teaching license must complete a major in Birth-Grade 3: Inclusive Settings, a major in Elementary Education, a major in Instructional Strategist II: Behavior Disorders/ Learning Disabilities/Intellectual Disabilities, or a major in a secondary teaching subject area. Candidates must complete the following approved professional education courses:

## Core Requirements for All Education Majors

### Certification in Mental Health First Aid

- EDU 110 - Foundations of American Education **3 Credit(s)**
- EDU 142 - Human Growth, Development and Guidance **3 Credit(s)**
- EDU 152 - Assessment and Psychology **3 Credit(s)**
- EDU 162 - Diversity for Teachers **3 Credit(s)**
- EDU 252 - Computers and Instructional Technology **3 Credit(s)**
- SPED 304 - Exceptional Persons **3 Credit(s)**
- SPED 462 - Individual Behavior and Classroom Management **3 Credit(s)**
- ST 4\_\_ Student Teaching **16 Credits**
- Experience at the level (8) and student teaching in a specific endorsement area (8)

### Required Courses within the Major

- EDU 308 - Field Experience I: Elementary/Secondary **3 Credit(s)**
- EDU 323 - Field Experience II: Elementary/Secondary **2 Credit(s)**
- EDU 339 - Teaching World Languages K-12 **3 Credit(s)**
- EDU 425 - Content Area Literacy **3 Credit(s)**
- EDU 428 - Middle School Curriculum, Design and Strategies **3 Credit(s)**
- ASL 141 - Sign Language I **4 Credits** (EICC)
- ASL 142 - Sign Language I Lab **1 Credits** (EICC)
- ASL 171 - American Sign Language II **4 Credits** (EICC)
- ASL 172 - American Sign Language II Lab **1 Credits** (EICC)
- ASL 245 - American Sign Language III **4 Credits** (EICC)
- ASL 246 - American Sign Language III Lab **1 Credits** (EICC)
- ASL 281 - American Sign Language IV **4 Credits** (EICC)
- ASL 296 - American Sign Language V **4 Credits** (EICC)
- ASL 297 - American Sign Language VI **4 Credits** (EICC)
- ITP 129 - Deaf Studies **4 Credits** (EICC)
- ITP 131 - Social Aspects of Deaf Culture **4 Credits** (EICC)
- ITP 135 - Introduction to Language **3 Credits** (EICC)
- ITP 141 - English Vocabulary/Grammar for Interpreters **4 Credits** (EICC)
- ITP 142 - Comparative Discourse Analysis **3 Credits** (EICC)
- EDU 445 - Language Acquisition **3 Credit(s)**

**Total Credits: 99**

## Biology BS

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

Students majoring in Biology must complete the 26-credit biological science core and the additional 25-43 credits in a specific area of emphasis. Only one emphasis area may be completed.

## Biology Core

- BIO 135 - Principles of Biology I 4 **Credit(s)**
- BIO 140 - Principles of Biology II 4 **Credit(s)**
- BIO 201 - Scientific Literature Skills 1 **Credit(s)**
- BIO 283 - General Genetics 4 **Credit(s)**
- BIO 340 - Evolution 3 **Credit(s)**
- BIO 381 - Cell and Molecular Biology 3 **Credit(s)**
- CHEM 151 - General Chemistry I 4 **Credit(s)**
- MATH 220 - Elementary Statistics 3 **Credit(s)**

Credits: 26

## General Biology Emphasis

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

## Requirements

- BIO 398 - Thesis Research I 2 **Credit(s)**
- BIO 498 - Thesis Research II 2 **Credit(s)**
- CHEM 152 - General Chemistry II 4 **Credit(s)**

One of the following: 3 Credits

- MATH 115 - Trigonometry and Analytic Geometry 3 **Credit(s)**
- MATH 120 - Calculus I 3 **Credit(s)**
- MATH 200 - Calculus II 3 **Credit(s)**

Two of the following: 8 Credits

- CHEM 251 - Organic Chemistry I 4 **Credit(s)**
- CHEM 252 - Organic Chemistry II 4 **Credit(s)**
  
- PHY 111 - Introductory Physics I 3 **Credit(s)** **AND**
- PHY 112 - Introductory Physics Laboratory I 1 **Credit(s)**
  
- PHY 113 - Introductory Physics II 3 **Credit(s)** **AND**
- PHY 114 - Introductory Physics Laboratory II 1 **Credit(s)**

Electives in Biology numbered 200 or above: 24 Credits

12 credits of which must be 300 or above.

Total Credits: 43

## Life Science Emphasis

The life science emphasis is intended for students who wish to go into scientific industry or for students who wish to combine a background in biology with other majors or minors for career preparation or as preparation for graduate study.

### Requirements

- BIO 496 - Senior Project 2 Credit(s)

One of the following: 3 Credits

- MATH 105 - College Mathematics with Applications 3 Credit(s)
- MATH 107 - College Algebra 3 Credit(s)
- MATH 115 - Trigonometry and Analytic Geometry 3 Credit(s)
- MATH 120 - Calculus I 3 Credit(s)
- MATH 200 - Calculus II 3 Credit(s)

Electives in Biology numbered 200 or above: 20 Credits

10 credits of which must be 300 or above.

Total Credits: 25

## Medical Laboratory Science Emphasis

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

### Requirements

- BIO 210 - Microbiology 4 Credit(s)
- BIO 268 - Introduction to Human Anatomy and Physiology 4 Credit(s)
- BIO 398 - Thesis Research I 2 Credit(s)
- BIO 498 - Thesis Research II 2 Credit(s)
- CHEM 152 - General Chemistry II 4 Credit(s)
- CHEM 251 - Organic Chemistry I 4 Credit(s)
- CHEM 252 - Organic Chemistry II 4 Credit(s)
- CHEM 330 - Biochemistry I 3 Credit(s)

## One of the following 3 Credits

- MATH 115 - Trigonometry and Analytic Geometry 3 Credit(s)
- MATH 120 - Calculus I 3 Credit(s)
- MATH 200 - Calculus II 3 Credit(s)

## One of the following: 3-4 Credits

- BIO 330 - Vertebrate Histology 4 Credit(s)
- BIO 370 - Pathophysiology 3 Credit(s)
- BIO 375 - Immunology 3 Credit(s)
- BIO 396 - Molecular Tools I - DNA Techniques 3 Credit(s)
- BIO 397 - Molecular Tools II - Cell Biology and Protein Techniques 3 Credit(s)
- BIO 420 - Cancer Biology 3 Credit(s)

Total Credits: 33-34

## Pre-Chiropractic Articulation Emphasis

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

## Requirements

- BIO 270 - Human Anatomy and Physiology I 4 Credit(s)
- BIO 275 - Human Anatomy and Physiology II 4 Credit(s)
- CHEM 152 - General Chemistry II 4 Credit(s)
- CHEM 251 - Organic Chemistry I 4 Credit(s)
- CHEM 252 - Organic Chemistry II 4 Credit(s)
  
- PHY 111 - Introductory Physics I 3 Credit(s) AND
- PHY 112 - Introductory Physics Laboratory I 1 Credit(s)
  
- PHY 113 - Introductory Physics II 3 Credit(s) AND
- PHY 114 - Introductory Physics Laboratory II 1 Credit(s)

## One of the following 3 Credits

- MATH 115 - Trigonometry and Analytic Geometry 3 Credit(s)
- MATH 120 - Calculus I 3 Credit(s)
- MATH 200 - Calculus II 3 Credit(s)

Total Credits: 31

## Pre-Nursing Emphasis (Biology Major)

After successfully completing 90 credits including the Biology Core, the courses in this emphasis, and fulfilling all of The Peacock Professional Experience ("general education") requirements, a student may matriculate at Allen College into the Accelerated BSN program and transfer 30 credits from their first year back to UIU to reach 120 credits and graduate from UIU or complete the last 30 credits (including BIO 496) to reach 120 at UIU. In either case, the student will receive a B.S. degree with a major in Biology from UIU. Credit transferred from Allen College replaces BIO 496 in the core for 3+1 students, but BIO 496 must be taken at UIU if the student completes the entire major at UIU.

Note: In order to matriculate into the Accelerated BSN at Allen College, the student must have CNA certification.

## Requirements

- BIO 165 - Human Biology and Nutrition 3 Credit(s)
- BIO 210 - Microbiology 4 Credit(s)
- BIO 270 - Human Anatomy and Physiology I 4 Credit(s)
- BIO 275 - Human Anatomy and Physiology II 4 Credit(s)
- BIO 496 - Senior Project 2 Credit(s) \*
- EDU 142 - Human Growth, Development and Guidance 3 Credit(s)
- PSY 190 - General Psychology 3 Credit(s)
- PSY 360 - Abnormal Psychology 3 Credit(s)
- SOC 110 - Principles of Sociology 3 Credit(s)
- SOC 240 - Diversity in the United States 3 Credit(s)

### One of the following: 3 Credits

- MATH 105 - College Mathematics with Applications 3 Credit(s)
- MATH 107 - College Algebra 3 Credit(s)
- MATH 115 - Trigonometry and Analytic Geometry 3 Credit(s)
- MATH 120 - Calculus I 3 Credit(s)
- MATH 200 - Calculus II 3 Credit(s)

### Total Credits: 33-35

\*Note: BIO 496 is waived for students who complete the 3+1 articulation.

## Additional Articulation Requirement

Admission to the Allen College Accelerated BSN Program requires 6 credit hours in the Humanities (ART, MUS, THE, ENG, PHIL, HIST, REL, COMM, or Cultures). Students attending Allen college as a part of this articulation must take an additional course in this area outside of The Peacock Professional Experience ("general education") requirements. Please work with your academic advisor to ensure this requirement is met

## Pre-Professional/Health Science Emphasis

This emphasis prepares a student for entrance into professional programs such as medicine, pharmacy, dentistry, optometry, chiropractic, physical therapy, occupational therapy, and veterinary medicine programs. The addition of a minor in chemistry can provide even more robust preparation for professional programs. Visit [uiu.edu/academics/pre-](http://uiu.edu/academics/pre-)

professional-students for pre-professional students for more information and a comparison of courses commonly required by professional programs.

## Requirements

- BIO 398 - Thesis Research I **2 Credit(s)**
- BIO 498 - Thesis Research II **2 Credit(s)**
- CHEM 152 - General Chemistry II **4 Credit(s)**

### Two of the following: 8 Credits

- CHEM 251 - Organic Chemistry I **4 Credit(s)**
- CHEM 252 - Organic Chemistry II **4 Credit(s)**
- PHY 111 - Introductory Physics I **3 Credit(s) AND**
- PHY 112 - Introductory Physics Laboratory I **1 Credit(s)**
- PHY 113 - Introductory Physics II **3 Credit(s) AND**
- PHY 114 - Introductory Physics Laboratory II **1 Credit(s)**

### One of the following 3 Credits

- MATH 115 - Trigonometry and Analytic Geometry **3 Credit(s)**
- MATH 120 - Calculus I **3 Credit(s)**
- MATH 200 - Calculus II **3 Credit(s)**

### Select electives from the following: 24 Credits

- BIO 210 - Microbiology **4 Credit(s)**
- BIO 270 - Human Anatomy and Physiology I **4 Credit(s)**
- BIO 275 - Human Anatomy and Physiology II **4 Credit(s)**
- BIO 301 - Individual Research in the Biological Sciences **1 Credit(s)**
- BIO 303 - Experience in Health Science Careers **3 Credit(s)**
- BIO 330 - Vertebrate Histology **4 Credit(s)**
- BIO 370 - Pathophysiology **3 Credit(s)**
- BIO 375 - Immunology **3 Credit(s)**
- BIO 396 - Molecular Tools I - DNA Techniques **3 Credit(s)**
- BIO 397 - Molecular Tools II - Cell Biology and Protein Techniques **3 Credit(s)**
- BIO 420 - Cancer Biology **3 Credit(s)**
- CHEM 251 - Organic Chemistry I **4 Credit(s)**
- CHEM 252 - Organic Chemistry II **4 Credit(s)**
- CHEM 330 - Biochemistry I **3 Credit(s)**
- CHEM 331 - Biochemistry II **3 Credit(s)**
- CHEM 335 - Biochemistry Laboratory **1 Credit(s)**
- PHY 111 - Introductory Physics I **3 Credit(s)**
- PHY 112 - Introductory Physics Laboratory I **1 Credit(s)**
- PHY 113 - Introductory Physics II **3 Credit(s)**
- PHY 114 - Introductory Physics Laboratory II **1 Credit(s)**

**Total Credits: 43**

## **Business Administration, BS**

The business administration major is designed for students to gain a broad-based understanding of business. May not be taken with any major or minor that would duplicate an emphasis or with the management major.

### **Business Core**

Students majoring in accounting, agricultural business, business administration, financial management, human resources management, management, marketing, or supply chain management must complete the 39-credit business core and the required credits in the major.

- ECON 160 - Principles of Microeconomics 3 Credit(s)
- ECON 161 - Principles of Macroeconomics 3 Credit(s)
- ACCT 201 - Accounting Principles I 3 Credit(s)
- ACCT 202 - Accounting Principles II 3 Credit(s)
- MKT 208 - Marketing Principles 3 Credit(s)
- BA 210 - Management Principles 3 Credit(s)
- BA 222 - Management Information Systems 3 Credit(s)
  
- BA 256 - Quantitative Analysis for Business I 3 Credit(s)  
**OR**
- MATH 220 - Elementary Statistics 3 Credit(s)
  
- BA 302 - Business Law and Ethics 3 Credit(s)
- FIN 341 - Corporate Financial Management 3 Credit(s)
- BA 356 - Quantitative Analysis for Business II 3 Credit(s)
- BA 374 - Business Communication 3 Credit(s)
- BA 460 - Strategic Management 3 Credit(s)

Total Credits: 39

### **Requirements**

- BA 361 - Human Resources Management 3 Credit(s)
- BA 370 - Entrepreneurship and Small Business Management 3 Credit(s)
- BA 423 - Production and Operations Management 3 Credit(s)

Complete One of the Following Emphases 15-21 Credits

(Only one emphasis area may be completed.)

### **Entrepreneurship Emphasis**

Complete the following courses:

- FIN 444 - New Venture Finance 3 Credit(s)
- MKT 337 - Personal Selling 3 Credit(s)

- MKT 414 - New Product Development 3 Credit(s)
- MKT 489 - Social Media Marketing 3 Credit(s)

## **Finance Emphasis**

Complete the following courses:

- FIN 310 - Money and Capital Markets 3 Credit(s)  
OR
- ECON 310 - Money and Capital Markets 3 Credit(s)
- FIN 343 - Investments 3 Credit(s)
- FIN 442 - Intermediate Financial Management 3 Credit(s)
- FIN 446 - Bank Management 3 Credit(s)

## **General Business Emphasis**

Complete four 300-400 level Business courses (ACCT, BA, ECON, FIN, HSA, MKT, SA, SCM), with at least two at the 400-level.

## **Health Services Administration Emphasis**

Complete the following courses:

- HSA 205 - Introduction to the American Health System 3 Credit(s)
- HSA 440 - Health Services Administration 3 Credit(s)
- HSA 460 - Health Services Policy and Regulation 3 Credit(s)
- HSA 490 - Health Program Planning and Evaluation 3 Credit(s)

## **Human Resources Management Emphasis**

Choose the following courses:

- BA 371 - Training and Development 3 Credit(s)
- BA 383 - Compensation and Benefits Management 3 Credit(s)
- BA 393 - Personnel Selection and Evaluation 3 Credit(s)
- BA 411 - Labor Relations and Negotiation 3 Credit(s)

## **Marketing Emphasis**

Choose the following courses:

- MKT 358 - Consumer Behavior 3 Credit(s)
- MKT 363 - Advertising and Integrated Marketing Communications 3 Credit(s)

- MKT 414 - New Product Development 3 Credit(s)
- MKT 489 - Social Media Marketing 3 Credit(s)

## **Sports Administration Emphasis**

Complete the following courses:

- SA 348 - Sports Administration 3 Credit(s)
- SA 355 - Administration of Intercollegiate Athletics 3 Credit(s)
- SA 363 - Sport Marketing 3 Credit(s)
- SA 365 - Ethical and Legal Issues in Sports Administration 3 Credit(s)
- SA 371 - Planning Facilities for Physical Activity 3 Credit(s)
- SA 435 - Governance and Policy in Sport Organizations 3 Credit(s)

## **Communication Studies, BS**

The Communication Studies major provides students with the opportunity to learn about the central role communication has in our lives. Students learn to identify, analyze, and evaluate various communication goals and successfully adapt messages to the demands of complex situations. As global citizens, students learn to understand, value, and manage diverse communication behaviors associated with people from other groups, organizations, and cultures. As communication professionals, students gain competence in the theoretical and ethical foundations that drive research, organizational, and professional practices. A major in communication studies prepares students for a professional career in government, industry, academia, or graduate school. Students majoring in Communication Studies must complete the 21-credit communication studies core and the additional 24 hours in a specific area of emphasis.

### **Communication Studies Core (21 credit hours)**

- COMM 102 - Introduction to Mass Media 3 Credit(s)
- COMM 105 - Public Speaking 3 Credit(s)
- COMM 203 - Communication Theory 3 Credit(s)
- COMM 221 - Intercultural Communication 3 Credit(s)
- COMM 326 - New and Experimental Media 3 Credit(s)
- COMM 334 - Public Relations 3 Credit(s)
- COMM 415 - Communication and Media Ethics 3 Credit(s)

### **Communication Studies Emphasis (24 credit hours)**

#### **Emphasis Requirements**

- COMM 107 - Human Communication 3 Credit(s)
- COMM 200 - Interpersonal Communication 3 Credit(s)
- COMM 352 - Rhetoric and Public Culture 3 Credit(s)
- COMM 390 - Research Methods in Communication 3 Credit(s)

Three of the following: 9 Credits

- PSY 310 - Social Psychology 3 Credit(s)
- COMM 276 - Television Production 3 Credit(s)
- COMM 286 - Radio and Podcasting Production 3 Credit(s)
- COMM 307 - Business and Professional Communication 3 Credit(s)
- COMM 332 - Writing for Media 3 Credit(s)
- COMM 416 - Crisis Communication 3 Credit(s)

One of the following: 3 Credits

- COMM 403 - Internship 1-3 Credit(s)
- COMM 498 - Senior Seminar 3 Credit(s)
- COMM 499 - Special Project 1-3 Credit(s)

**Total Credits: 45**

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

## **Public Relations Emphasis (24 credit hours)**

### **Emphasis Requirements**

- COMM 307 - Business and Professional Communication 3 Credit(s)
- COMM 332 - Writing for Media 3 Credit(s)
- COMM 416 - Crisis Communication 3 Credit(s)
- GRAF 218 - Digital Photography 3 Credit(s)

Three of the following: 9 Credits

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

- COMM 180 - Makerspace 1 Credit(s)
- COMM 276 - Television Production 3 Credit(s)
- COMM 286 - Radio and Podcasting Production 3 Credit(s)
- COMM 308 - Sports Writing and Reporting 3 Credit(s)
- GRAF 132 - Introduction to Graphic Design Tools 3 Credit(s)
- GRAF 335 - Publication Design 3 Credit(s)
- MKT 208 - Marketing Principles 3 Credit(s)
- MKT 358 - Consumer Behavior 3 Credit(s)

One of the following: 3 Credits

- COMM 403 - Internship 1-3 Credit(s)
- COMM 498 - Senior Seminar 3 Credit(s)
- COMM 499 - Special Project 1-3 Credit(s)

**Total Credits: 45**

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

## **Sports Communication Emphasis (24 credit hours)**

### **Emphasis Requirements**

- COMM 276 - Television Production 3 Credit(s)
- COMM 286 - Radio and Podcasting Production 3 Credit(s)
- COMM 308 - Sports Writing and Reporting 3 Credit(s)
- COMM 332 - Writing for Media 3 Credit(s)
- MKT 208 - Marketing Principles 3 Credit(s)
- SA 363 - Sport Marketing 3 Credit(s)

### **One of the following: 3 Credits**

- COMM 180 - Makerspace 1 Credit(s)
- COMM 307 - Business and Professional Communication 3 Credit(s)
- COMM 416 - Crisis Communication 3 Credit(s)
- EXSS 334 - Sport Law and Legal Issues 3 Credit(s)
- GRAF 218 - Digital Photography 3 Credit(s)

### **One of the following: 3 Credits**

- COMM 403 - Internship 1-3 Credit(s)
- COMM 498 - Senior Seminar 3 Credit(s)
- COMM 499 - Special Project 1-3 Credit(s)

### **Total Credits: 45**

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

## **Conservation Management, BS**

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

### **Requirements**

- BIO 135 - Principles of Biology I 4 Credit(s)
- BIO 280 - Plant Identification 4 Credit(s)
- BIO 335 - Ecology 4 Credit(s)
- BIO 365 - Conservation Biology 3 Credit(s)
- BIO 403 - Field Internship 3 Credit(s)
- BIO 496 - Senior Project 2 Credit(s)
- ES 220 - Soil and Water Conservation 3 Credit(s)
- GEOG 356 - Introduction to Geographic Information Systems 3 Credit(s)

### One of the following: 4 Credits

- BIO 430 - Wildlife Management 4 Credit(s)
- BIO 433 - Ecological Restoration and Ecosystem Management Practices and Principles 4 Credit(s)
- BIO 435 - Fisheries Management 4 Credit(s)

### One of the following: 3 Credits

- MATH 105 - College Mathematics with Applications 3 Credit(s)
- MATH 107 - College Algebra 3 Credit(s)
- MATH 115 - Trigonometry and Analytic Geometry 3 Credit(s)
- MATH 120 - Calculus I 3 Credit(s)

### Choose two of the following: 8 credits

- BIO 140 - Principles of Biology II 4 Credit(s)
- BIO 220 - Zoology 4 Credit(s)
- BIO 231 - General Botany 4 Credit(s)

### One of the following: 3 credits

- BIO 307 - Genetics and Evolution 3 Credit(s)
- CHEM 115 - Environmental Chemistry 3 Credit(s)
- ECON 160 - Principles of Microeconomics 3 Credit(s)
- ES 340 - Environmental Policy 3 Credit(s)
- PA 305 - Grant Writing 3 Credit(s)
- PHIL 202 - Contemporary Ethics 3 Credit(s)

### Electives from the following: 11 Credits

- MATH 220 - Elementary Statistics 3 Credit(s)
- BIO 301 - Individual Research in the Biological Sciences 1 Credit(s)
- BIO 315 - Ichthyology 4 Credit(s)
- BIO 323 - Plant Nutrition 3 Credit(s)
- BIO 325 - Plant Physiology 3 Credit(s)
- BIO 385 - Ornithology 4 Credit(s)
- BIO 391 - Mammalogy 4 Credit(s)
- BIO 393 - Herpetology 4 Credit(s)
- BIO 428 - Plant Pathology 3 Credit(s)
- BIO 430 - Wildlife Management 4 Credit(s)
- BIO 433 - Ecological Restoration and Ecosystem Management Practices and Principles 4 Credit(s)
- BIO 435 - Fisheries Management 4 Credit(s)
- BIO 480 - Stream Ecology 4 Credit(s)
- ES 326 - Soil Genesis, Classification and Morphology 4 Credit(s)

Total Credits: 55

## Criminal Justice, BS

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

## Requirements

- CJ 224 - Introduction to Criminal Justice **3 Credit(s)**
- CJ 333 - Criminology **3 Credit(s)**
- CJ 365 - Introduction to Policing **3 Credit(s)**
- CJ 367 - Ethics in Criminal Justice **3 Credit(s)**
- CJ 380 - Introduction to Corrections **3 Credit(s)**
- CJ 388 - Comparative Study of Criminal Justice **3 Credit(s)**
- SOC 334 - Introduction to Sociological Research Methods **3 Credit(s)**

### One of the following (3 Credits)

- SOC 220 - Social Problems **3 Credit(s)**
- SOC 240 - Diversity in the United States **3 Credit(s)**

### One of the following - Law Enforcement (3 Credits)

- CJ 237 - Criminal Law and Procedure **3 Credit(s)**
- CJ 291 - Community Oriented Policing **3 Credit(s)**
- CJ 362 - Criminal Investigations **3 Credit(s)**

### One of the following - Law Adjudication (3 Credits)

- CJ 315 - Juvenile Justice **3 Credit(s)**
- CJ 353 - Sociology of Law **3 Credit(s)**
- CJ 398 - Justice Administration **3 Credit(s)**

### One of the following - Corrections (3 Credits)

- CJ 396 - Community Corrections **3 Credit(s)**
- CJ 426 - Institutional Corrections **3 Credit(s)**
- CJ 428 - Offender Treatment **3 Credit(s)**

### Criminal Justice or Sociology Electives (6 Credits)

#### One of the following: (3 Credits)

- CJ 403 - Internship **3 Credit(s)**
- CJ 499 - Special Project **3 Credit(s)**

**Total Credits: 42**

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

## Emergency and Disaster Management, BS

The purpose of the emergency and disaster management major is to integrate theory with practice and prepare the student to understand, manage, and mitigate the physical and human consequences of natural, technological, civil, and human-caused hazards.

The emergency and disaster management major consists of 51 semester credits. In addition, students must complete The Peacock Professional Experience ("general education") along with additional elective credits to complete the 120 semester credits required for the Bachelor of Science degree. At least 18 credits in this major must be earned in upper division coursework. A minimum 2.0 GPA in the major is required for graduation.

### Specific Requirement in The Peacock Professional Experience

#### Social Science

- PSY 190 - General Psychology 3 Credit(s)

### Emergency and Disaster Management Major

- PS 100 - U.S. Government 3 Credit(s)
- PS 230 - State and Local Government 3 Credit(s)
- PA 306 - Principles of Emergency Management 3 Credit(s)
- PA 320 - Political and Policy Basis of Emergency Management 3 Credit(s)
- PA 332 - Emergency Preparedness and Planning 3 Credit(s)
- PA 346 - Disaster Response and Recovery 3 Credit(s)
- GEOG 356 - Introduction to Geographic Information Systems 3 Credit(s)
- BA 362 - Supervision 3 Credit(s)
- PA 371 - Urban Management 3 Credit(s)
- PSY 373 - Research Methods 3 Credit(s)

**OR**

- SOC 334 - Introduction to Sociological Research Methods 3 Credit(s)
- PA 404 - Integrated Emergency Management 3 Credit(s)
- PSY 409 - Psychology of Disaster 3 Credit(s)
- PA 414 - Principles and Practice of Hazards Mitigation 3 Credit(s)
- PA 430 - Cases in Public Administration 3 Credit(s)
- PA 440 - Public Budgeting Process 3 Credit(s)
- PA 445 - Administrative Law 3 Credit(s)
- PA 49802 - Senior Project 3 Credits

**Total Credits: 51**

Note: The following prerequisites are required for this major: BA 210 - Management Principles, BA 361 - Human Resources Management, IS 102 - Introduction to Computer Applications and Technology, ENG 102 - English Composition II and PA 364 - Public Administration.

## Exercise Science, BS

The major in exercise science 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 science, while the emphases allow students to focus on an area of interest.

## Exercise Science Core

- Certification in First Aid, CPR, AED **0-1 Credits**  
**OR**
- EXSS 102 - First Aid/CPR/AED Programs **1 Credit(s)**
- EXSS 226 - Foundations of Physical Fitness **2 Credit(s)**
- EXSS 283 - Sport Nutrition **3 Credit(s)**
- EXSS 302 - Exercise Physiology **3 Credit(s)**
- EXSS 305 - Kinesiology and Biomechanics **3 Credit(s)**
- EXSS 318 - Psychology of Exercise & Sport **3 Credit(s)**
- EXSS 334 - Sport Law and Legal Issues **3 Credit(s)**
- EXSS 360 - Motor Learning **3 Credit(s)**
- EXSS 420 - Exercise Prescription **3 Credit(s)**

## One of the following: 3 Credits

- EDU 142 - Human Growth, Development and Guidance **3 Credit(s)**
- PSY 212 - Developmental Psychology: Birth to Adolescence **3 Credit(s)**
- PSY 222 - Developmental Psychology: Young Adulthood to Late Adulthood **3 Credit(s)**

## Capstone Experience: 6 Credits

- EXSS 403 - Internship in Exercise Science **3-6 Credit(s)**
- EXSS 40301 - Internship in Exercise Science **3 Credits**
- EXSS 40302 - Internship and Exercise Science **3 Credits**
- EXSS 49901 - Special Project **3 Credits**
- EXSS 49902 - Special Project **3 Credits**

## Total Credits: 32-33

## Performance Enhancement Emphasis

The focus of this emphasis is to prepare students to work within the fitness and health industry with a variety of client populations including professional athletes, middle-age individuals trying to get back into shape, and geriatric adults trying to extend their quality of life. Students will learn strategies to assist clients with improving performance on the field or in activity, increasing physical fitness levels, maintaining ideal body weight and composition, and developing behaviors to prevent disease and promote a healthy lifestyle.

## Requirements

- BIO 268 - Introduction to Human Anatomy and Physiology **4 Credit(s)**
- EXSS 10022 - Walking for Fitness **1 Credit(s)**
- EXSS 166 - Care and Prevention of Athletic Injuries **2 Credit(s)**
- EXSS 225 - Group Exercise Instruction **2 Credit(s)**

- EXSS 280 - Personal and Community Health **3 Credit(s)**
- EXSS 290 - Introduction to Personal Training **3 Credit(s)**
- EXSS 354 - Methods of Strength and Conditioning **3 Credit(s)**
- EXSS 365 - Special Populations and Exercise **3 Credit(s)**

**Total Credits: 21**

## **Pre-Health Professions Emphasis**

The focus of this emphasis is to prepare students for application to graduate programs in athletic training, physical therapy, occupational therapy, chiropractic, physician's assistant and medical school. Students should work with their academic advisor to determine which specific coursework would be appropriate for the various graduate programs.

### **Requirements**

- BIO 270 - Human Anatomy and Physiology I **4 Credit(s) \*\***
- BIO 275 - Human Anatomy and Physiology II **4 Credit(s)**
- MATH 220 - Elementary Statistics **3 Credit(s)**
- EXSS 170 - Medical Terminology **3 Credit(s)**

**Choose from the following: 15 Credits**

- BIO 135 - Principles of Biology I **4 Credit(s)**
- BIO 140 - Principles of Biology II **4 Credit(s) \*\***
- BIO 165 - Human Biology and Nutrition **3 Credit(s)**
- BIO 210 - Microbiology **4 Credit(s) \*\***
- BIO 370 - Pathophysiology **3 Credit(s)**
- CHEM 151 - General Chemistry I **4 Credit(s)**
- CHEM 152 - General Chemistry II **4 Credit(s)**
- CHEM 251 - Organic Chemistry I **4 Credit(s)**
- CHEM 330 - Biochemistry I **3 Credit(s)**
- PHY 111 - Introductory Physics I **3 Credit(s) \***
- PHY 112 - Introductory Physics Laboratory I **1 Credit(s)**
- PHY 113 - Introductory Physics II **3 Credit(s)**
- PHY 114 - Introductory Physics Laboratory II **1 Credit(s)**

**Choose two of the following: 6 Credits**

- ANTH 110 - Introduction to Cultural Anthropology **3 Credit(s)**
- PSY 190 - General Psychology **3 Credit(s)**
- PSY 310 - Social Psychology **3 Credit(s)**
- PSY 360 - Abnormal Psychology **3 Credit(s)**
- SOC 110 - Principles of Sociology **3 Credit(s)**

**Total Credits: 35**

\*MATH 115 - Trigonometry and Analytic Geometry is a prerequisite for this course. MATH 115 has a prerequisite of MATH 107 which will also meet the prerequisite for MATH 220.

\*\*BIO 135 - Principles of Biology I is a prerequisite for these courses.

## Family/Consumer Science, BS

This major consists of 67 semester credits with a partnership with Des Moines Area Community College. In addition to the major requirements, the professional education core must be completed.

### Professional Education Core Requirements

Candidates for an initial teaching license must complete a major in Birth-Grade 3: Inclusive Settings, a major in Elementary Education, a major in Instructional Strategist II: Behavior Disorders/ Learning Disabilities/Intellectual Disabilities, or a major in a secondary teaching subject area. Candidates must complete the following approved professional education courses:

### Core Requirements for All Education Majors

#### Certification in Mental Health First Aid

- EDU 110 - Foundations of American Education **3 Credit(s)**
- EDU 142 - Human Growth, Development and Guidance **3 Credit(s)**
- EDU 152 - Assessment and Psychology **3 Credit(s)**
- EDU 162 - Diversity for Teachers **3 Credit(s)**
- EDU 252 - Computers and Instructional Technology **3 Credit(s)**
- SPED 304 - Exceptional Persons **3 Credit(s)**
- SPED 462 - Individual Behavior and Classroom Management **3 Credit(s)**
- ST 4\_\_ Student Teaching **16 Credits**
- Experience at the level (8) and student teaching in a specific endorsement area (8)

### Required Courses within the Major

- APP 255 Garment Construction **3 Credits** (DMACC)
- APP 261 Fashion Industry Analysis **3 Credits** (DMACC)
- BIO 165 - Human Biology and Nutrition **3 Credit(s)**
- ECE 223 - Health, Safety, and Nutrition in Early Childhood **3 Credit(s)**
- ECE 451 - Introduction to Early Childhood **3 Credit(s)**
- EDU 30012 - Teaching Secondary Family/Consumer Science **3 Credit(s)**
- EDU 307 - Field Experience I: Secondary **3 Credit(s)**
- EDU 322 - Field Experience II: Secondary **2 Credit(s)**
- EDU 425 - Content Area Literacy **3 Credit(s)**
- EDU 428 - Middle School Curriculum, Design and Strategies **3 Credit(s)**
- FIN 288 - Personal Financial Management **3 Credit(s)**
- HSV 361 - Marriage and the Family **3 Credit(s)**
- INT 114 Interior Design Materials **3 Credits** (DMACC)
- Finishing 3 INT 124 Interior Design Analysis **3 Credits** (DMACC)
- SPED 459 - Home, School and Community Relations **3 Credit(s)**

Total Credits: 67

## Financial Management, BS

This major prepares students to make effective financial decisions in the contemporary business world. May not be completed with a business administration major with a finance emphasis.

### Business Core

Students majoring in accounting, agricultural business, business administration, financial management, human resources management, management, marketing, or supply chain management must complete the 39-credit business core and the required credits in the major.

- ECON 160 - Principles of Microeconomics 3 Credit(s)
- ECON 161 - Principles of Macroeconomics 3 Credit(s)
- ACCT 201 - Accounting Principles I 3 Credit(s)
- ACCT 202 - Accounting Principles II 3 Credit(s)
- MKT 208 - Marketing Principles 3 Credit(s)
- BA 210 - Management Principles 3 Credit(s)
- BA 222 - Management Information Systems 3 Credit(s)
  
- BA 256 - Quantitative Analysis for Business I 3 Credit(s)  
OR
- MATH 220 - Elementary Statistics 3 Credit(s)
  
- BA 302 - Business Law and Ethics 3 Credit(s)
- FIN 341 - Corporate Financial Management 3 Credit(s)
- BA 356 - Quantitative Analysis for Business II 3 Credit(s)
- BA 374 - Business Communication 3 Credit(s)
- BA 460 - Strategic Management 3 Credit(s)

Total Credits: 39

### Requirements

- FIN 310 - Money and Capital Markets 3 Credit(s)  
OR
- ECON 310 - Money and Capital Markets 3 Credit(s)
  
- FIN 343 - Investments 3 Credit(s)
- BA 352 - Risk Management 3 Credit(s)
- ACCT 422 - Cost Accounting 3 Credit(s)
- FIN 442 - Intermediate Financial Management 3 Credit(s)
- FIN 446 - Bank Management 3 Credit(s)
- FIN 448 - Options, Futures and Derivatives 3 Credit(s)
- ECON 488 - International Trade 3 Credit(s)

One of the following: 3 Credits

- FIN 444 - New Venture Finance 3 Credit(s)
- BA 403 - Internship 3 Credit(s)
- BA 499 - Special Project 3 Credit(s)

Total Credits: 27

## Health Services Administration, BS

The health services administration major prepares students to understand the health system, manage diverse groups and identify new markets. Health Services Administration majors do not complete the business core. May not be completed with a business administration major with a health services administration emphasis.

Health Services Administration courses are available online and at some center locations. Contact an advisor for availability.

### Specific Requirement in The Peacock Professional Experience

- ECON 160 - Principles of Microeconomics 3 Credit(s)

### Business Courses:

- ACCT 201 - Accounting Principles I 3 Credit(s)
- BA 210 - Management Principles 3 Credit(s)
- BA 361 - Human Resources Management 3 Credit(s)
- BA 460 - Strategic Management 3 Credit(s)

### HSA Courses:

- HSA 205 - Introduction to the American Health System 3 Credit(s)
- HSA 241 - Healthcare Informatics 3 Credit(s)
- HSA 344 - Population Health Management 3 Credit(s)
- HSA 360 - Health Care Law and Ethics 3 Credit(s)
- HSA 362 - Financial Management of Health Services Organizations 3 Credit(s)
- HSA 440 - Health Services Administration 3 Credit(s)
- HSA 460 - Health Services Policy and Regulation 3 Credit(s)
- HSA 490 - Health Program Planning and Evaluation 3 Credit(s)

### Emphasis Courses: 9-21 Credits

Select one of the emphases below

## General Leadership Emphasis

### Requirements

- HSA 306 - Long-Term Care Administration 3 Credit(s)
- HSA 312 - Community and Public Health 3 Credit(s)

- ECON 455 - Economics of Health and Health Care **3 Credit(s)**

## **Pre-Nursing Emphasis**

After successfully completing 90 credits including the Health Services Administration core, Health Services Administration business courses, the courses in this emphasis, and all of UIU's general education requirements, a student may matriculate at Allen College into the Accelerated BSN program and transfer 30 credits from their first year back to UIU to reach 120 credits and graduate from UIU, or complete the last 30 credits (including HSA 490) to reach 120 at UIU. In either case, the student will receive a B.S. degree with a major in Health Services Administration from UIU.

Credit transferred from Allen College replaces HSA 490 in the core for 3+1 students, but HSA 490 must be taken at UIU if the student completes the entire major at UIU.

Note: In order to matriculate into the Accelerated BSN at Allen College, the student must have CNA certification.

**Total Credits: 45-57**

## **Human Resources Management, BS**

The human resources management major builds on the foundation of the business core providing students the skills, knowledge and ethical standards for strategic planning, staffing, training and development, compensation and employee relations. May not be completed with a business administration major with a human resources management emphasis. (Available online and at some centers.)

The major is recognized by SHRM (Society of Human Resources Management).

## **Business Core**

Students majoring in accounting, agricultural business, business administration, financial management, human resources management, management, marketing, or supply chain management must complete the 39-credit business core and the required credits in the major.

- ECON 160 - Principles of Microeconomics **3 Credit(s)**
- ECON 161 - Principles of Macroeconomics **3 Credit(s)**
- ACCT 201 - Accounting Principles I **3 Credit(s)**
- ACCT 202 - Accounting Principles II **3 Credit(s)**
- MKT 208 - Marketing Principles **3 Credit(s)**
- BA 210 - Management Principles **3 Credit(s)**
- BA 222 - Management Information Systems **3 Credit(s)**
  
- BA 256 - Quantitative Analysis for Business I **3 Credit(s)**  
**OR**
- MATH 220 - Elementary Statistics **3 Credit(s)**
  
- BA 302 - Business Law and Ethics **3 Credit(s)**
- FIN 341 - Corporate Financial Management **3 Credit(s)**
- BA 356 - Quantitative Analysis for Business II **3 Credit(s)**

- BA 374 - Business Communication 3 Credit(s)
- BA 460 - Strategic Management 3 Credit(s)

Total Credits: 39

## Requirements

- BA 317 - International Management 3 Credit(s)
- BA 361 - Human Resources Management 3 Credit(s)
- BA 371 - Training and Development 3 Credit(s)
- BA 383 - Compensation and Benefits Management 3 Credit(s)
- BA 393 - Personnel Selection and Evaluation 3 Credit(s)
- BA 411 - Labor Relations and Negotiation 3 Credit(s)

Two of the following: 6 Credits

- PSY 232 - Group Dynamics 3 Credit(s)
- SOC 240 - Diversity in the United States 3 Credit(s)
- BA 362 - Supervision 3 Credit(s)
- BA 365 - Leadership Theory 3 Credit(s)
- BA 367 - Cross-Cultural Leadership 3 Credit(s)
- BA 415 - Cross-Cultural Negotiation 3 Credit(s)
- BA 474 - Organizational Behavior 3 Credit(s)
- ECON 466 - Labor Economics 3 Credit(s)
- PSY 340 - Industrial Psychology 3 Credit(s)

Total Credits: 24

## Human Services, BS

An interdisciplinary major in human services is offered to those students who intend to pursue careers in the human services area after graduation. The major also provides excellent preparation for those wishing to continue their education in graduate school. At least 18 credits in this major must be earned in courses numbered 300 or above.

### Specific Requirement in The Peacock Professional Experience

#### Mathematics

- MATH 220 - Elementary Statistics 3 Credit(s)

#### Major in Human Services

- SOC 110 - Principles of Sociology 3 Credit(s)
- PSY 190 - General Psychology 3 Credit(s)
- HSV 221 - Introduction to Human Services 3 Credit(s)
- SOC 220 - Social Problems 3 Credit(s)
- SOC 240 - Diversity in the United States 3 Credit(s)

- PSY 302 - Substance Abuse **3 Credit(s)**
- HSV 361 - Marriage and the Family **3 Credit(s)**
- HSV 375 - Methods in Human Services I **3 Credit(s)**
- HSV 384 - Social Welfare Programs and Policies **3 Credit(s)**
- HSV 454 - Issues and Ethics in the Helping Professions **3 Credit(s)**
- Two upper division electives selected from any human services, psychology or sociology courses. **6 Credits**

One of the following: **3 Credits**

- HSV 403 - Internship **3 Credit(s)**
- HSV 498 - Senior Project **3 Credit(s)**
- HSV 499 - Research Project **3 Credit(s)**

**Total Credits: 39**

## **Industrial Technology (DMACC), BS**

This major consists of 88-89 semester credits. An innovative 2+2 program is available through a partnership between Upper Iowa University and Des Moines Area Community College. In addition to the major requirements, the professional education core must be completed.

### **Professional Education Core Requirements**

Candidates for an initial teaching license must complete a major in Birth-Grade 3: Inclusive Settings, a major in Elementary Education, a major in Instructional Strategist II: Behavior Disorders/ Learning Disabilities/Intellectual Disabilities, or a major in a secondary teaching subject area. Candidates must complete the following approved professional education courses:

### **Core Requirements for All Education Majors**

Certification in Mental Health First Aid

- EDU 110 - Foundations of American Education **3 Credit(s)**
- EDU 142 - Human Growth, Development and Guidance **3 Credit(s)**
- EDU 152 - Assessment and Psychology **3 Credit(s)**
- EDU 162 - Diversity for Teachers **3 Credit(s)**
- EDU 252 - Computers and Instructional Technology **3 Credit(s)**
- SPED 304 - Exceptional Persons **3 Credit(s)**
- SPED 462 - Individual Behavior and Classroom Management **3 Credit(s)**
- ST 4\_\_ Student Teaching **16 Credits**
- Experience at the level (8) and student teaching in a specific endorsement area (8)

### **Required Courses within the Major**

- EDU 30010 - Teaching Secondary School Industrial Technology **3 Credit(s)**
- EDU 307 - Field Experience I: Secondary **3 Credit(s)**
- EDU 322 - Field Experience II: Secondary **2 Credit(s)**
- EDU 425 - Content Area Literacy **3 Credit(s)**

- EDU 428 - Middle School Curriculum, Design and Strategies **3 Credit(s)**

## DMACC Courses

- AUT 114 - Shop Fundamentals and Minor Service **4 Credits**
- CON 333 - Materials/Construction Theory **5 Credits**
- CON 334 - Construction Techniques **7 Credits**
- CON 336 - Care and Use of Hand/Power Tools **1 Credits**
- CON 337 - Construction Blueprint Reading **1 Credits**
- CON 338 - Materials Takeoff **1 Credits**
- ELT 303 - Principles of Electricity **3 Credits**

## One of the following: 2-3 Credits

- WEL 233 - Print Reading/Symbol Interpretation **3 Credits**  
**OR**
- WEL 228 - Welding Safety **1 Credits** **AND**
- WEL 254 - Inspection/Test Principles **1 Credits**

## One of the following: 3 Credits

- CAD 119 - Introduction to Computer-aided Drafting **3 Credits**
- CAD 125 - Intermediate CADD-Mechanical **3 Credits**

## Minimum of 10 semester hours in one of the following areas:

- Manufacturing, Energy/Power, Graphic Communication, Construction, Transportation

## Total Credits: 88-89

## Industrial Technology (EICC), BS

This major consists of 86-89 semester credits. An innovative 2+2 program is available through a partnership between UIU and Eastern Iowa Community College. A diploma in Automotive Technology and an Associate of Applied Science (AAS) degree in Technical Studies is earned from EICC and a bachelor of science degree with a major in Industrial Technology from Upper Iowa. In addition to the major requirements, the professional education core must be completed.

## Professional Education Core Requirements

Candidates for an initial teaching license must complete a major in Birth-Grade 3: Inclusive Settings, a major in Elementary Education, a major in Instructional Strategist II: Behavior Disorders/ Learning Disabilities/Intellectual Disabilities, or a major in a secondary teaching subject area. Candidates must complete the following approved professional education courses:

## Core Requirements for All Education Majors

Certification in Mental Health First Aid

- EDU 110 - Foundations of American Education **3 Credit(s)**
- EDU 142 - Human Growth, Development and Guidance **3 Credit(s)**
- EDU 152 - Assessment and Psychology **3 Credit(s)**
- EDU 162 - Diversity for Teachers **3 Credit(s)**
- EDU 252 - Computers and Instructional Technology **3 Credit(s)**
- SPED 304 - Exceptional Persons **3 Credit(s)**
- SPED 462 - Individual Behavior and Classroom Management **3 Credit(s)**
- ST 4\_\_ Student Teaching **16 Credits**
- Experience at the level (8) and student teaching in a specific endorsement area (8)

## Required Courses within the Major

- EDU 30010 - Teaching Secondary School Industrial Technology **3 Credit(s)**
- EDU 307 - Field Experience I: Secondary **3 Credit(s)**
- EDU 322 - Field Experience II: Secondary **2 Credit(s)**
- EDU 425 - Content Area Literacy **3 Credit(s)**
- EDU 428 - Middle School Curriculum, Design and Strategies **3 Credit(s)**

## EICC Courses

- AUT 115 - Automotive Shop Safety **1 Credits**
- AUT 404 - Automotive Suspension and Steering **4 Credits**  
**OR**
- AUT 524 - Automotive Brake Systems and Service **4 Credits**
- CAD 203 - Principles of Design **3 Credits**  
**OR**
- MFG 192 - Blueprint Reading **3 Credits**
- CON 170 - Building Construction Techniques I **6 Credits**
- ELE 216 - DC Circuit **3 Credits**
- ELE 217 - AC Circuit **3 Credits**

## One of the following: 2-4 Credits

- AUT 331 - Welding Fundamentals **2 Credits**
- WEL 361 - VR Welding **2 Credits**
- WEL 364 - Gas Metal Arc Welding **4 Credits**

## One of the following: 3-4 Credits

- CAD 140 - Parametric Solid Modeling I **3 Credits**
- CIS 210 - Web Development I **3 Credits**
- NET 167 - Computer Systems & Troubleshooting **4 Credits**
- NET 305 - Introduction to Network Operating Systems **3 Credits**

Minimum of 10 semester hours in one of the following areas:

- Manufacturing, Energy/ Power, Graphic Communication, Construction, Transportation

**Total Credits: 86-89**

## **Industrial Technology (HCC), BS**

This major consists of 76 semester credits. An innovative 2+2 program is available through a partnership between Upper Iowa University and Hawkeye Community College. An associate of science degree is earned from HCC and a bachelor of science degree with a major in industrial technology is earned from Upper Iowa University. In addition to the major requirements, the professional education core must be completed.

### **Professional Education Core Requirements**

Candidates for an initial teaching license must complete a major in Birth-Grade 3: Inclusive Settings, a major in Elementary Education, a major in Instructional Strategist II: Behavior Disorders/ Learning Disabilities/Intellectual Disabilities, or a major in a secondary teaching subject area. Candidates must complete the following approved professional education courses:

### **Core Requirements for All Education Majors**

Certification in Mental Health First Aid

- EDU 110 - Foundations of American Education **3 Credit(s)**
- EDU 142 - Human Growth, Development and Guidance **3 Credit(s)**
- EDU 152 - Assessment and Psychology **3 Credit(s)**
- EDU 162 - Diversity for Teachers **3 Credit(s)**
- EDU 252 - Computers and Instructional Technology **3 Credit(s)**
- SPED 304 - Exceptional Persons **3 Credit(s)**
- SPED 462 - Individual Behavior and Classroom Management **3 Credit(s)**
- ST 4\_\_ Student Teaching **16 Credits**
- Experience at the level (8) and student teaching in a specific endorsement area (8)

### **Required Courses within the Major**

- EDU 30010 - Teaching Secondary School Industrial Technology **3 Credit(s)**
- EDU 307 - Field Experience I: Secondary **3 Credit(s)**
- EDU 322 - Field Experience II: Secondary **2 Credit(s)**
- EDU 425 - Content Area Literacy **3 Credit(s)**
- EDU 428 - Middle School Curriculum, Design and Strategies **3 Credit(s)**

### **Required HCC Courses**

- IND 111 Industrial Safety Mechanical Systems (OSHA10) **1 Credit**
- AUT 106 Introduction to Automotive Technology **2 Credits**
- AUT 109 Introduction to Automotive Technology II **2 Credits**
- CAD 200 CAD SoftPlan **3 Credits**
- CON 131 Site Layout and Blueprint Reading **1 Credit**
- CON 102 Introduction to Residential Construction **2 Credits**

- ELT 290 DC Electricity 4 Credits
- ELT 291 AC Electricity 4 Credits
- WEL 228 Introduction to Welding, Safety, and Health of Welders 1 Credit
- WEL 274 Shielded Metal Arc Welding I 3 Credits

Two of the following:

- CAD 118 Technical Drawing and CAD 3 Credits
- MFG 107 Introduction to 3D Modeling 3 Credits
- CIS 206 Web Scripting 3 Credits
- CIS 121 Introduction to Programming Logic 3 Credits

Other

At least 10 semester hours in ONE of the following areas of concentration:

- Manufacturing, Energy/Power, Graphic Communication, Construction, Transportation

Total Credits: 76

## **Industrial Technology (NICC), BS**

This major consists of 87-89 semester credits. An innovative 2+2 program is available through a partnership between Upper Iowa University and Northeast Iowa Community College. An associate of science degree is earned from NICC and a bachelor of science degree with a major in industrial technology is earned from Upper Iowa. In addition to the major requirements, the professional education core must be completed.

## **Professional Education Core Requirements**

Candidates for an initial teaching license must complete a major in Birth-Grade 3: Inclusive Settings, a major in Elementary Education, a major in Instructional Strategist II: Behavior Disorders/ Learning Disabilities/Intellectual Disabilities, or a major in a secondary teaching subject area. Candidates must complete the following approved professional education courses:

## **Core Requirements for All Education Majors**

Certification in Mental Health First Aid

- EDU 110 - Foundations of American Education 3 Credit(s)
- EDU 142 - Human Growth, Development and Guidance 3 Credit(s)
- EDU 152 - Assessment and Psychology 3 Credit(s)
- EDU 162 - Diversity for Teachers 3 Credit(s)
- EDU 252 - Computers and Instructional Technology 3 Credit(s)
- SPED 304 - Exceptional Persons 3 Credit(s)
- SPED 462 - Individual Behavior and Classroom Management 3 Credit(s)
- ST 4\_\_ Student Teaching 16 Credits

- Experience at the level (8) and student teaching in a specific endorsement area (8)

## Required Courses within the Major

- EDU 30010 - Teaching Secondary School Industrial Technology **3 Credit(s)**
- EDU 307 - Field Experience I: Secondary **3 Credit(s)**
- EDU 322 - Field Experience II: Secondary **2 Credit(s)**
- EDU 425 - Content Area Literacy **3 Credit(s)**
- EDU 428 - Middle School Curriculum, Design and Strategies **3 Credit(s)**

## Manufacturing

### One of the following: 1-2 Credits

- AGM 504 - John Deere Welding
- AUT 191 - Automotive Metal Repair/Hybrid Vehicles Introduction

## Construction

- CON 111 - Basic Drafting **2 Credits**
- CON 113 - Construction Print Reading **2 Credits**
- CON 391 - Construction II **3 Credits**
- CON 393 - Construction III **3 Credits**

## Energy and Power

- ELE 113 - AC/DC Fundamentals **3 Credits**

## Graphic Communications

### One of the following: 2-3 Credits

- CAD 104 - Computer Aided Drafting **3 Credits**
- CAD 172 - Introduction to CAD: AutoCAD **2 Credits**
- CIS 197 - Fundamentals of Web Design **3 Credits**
- NET 266 - Routing & Switching: Introduction To Networks **3 Credits**

## Transportation

### Certificate in 10-hour OSHA (General Industry)

- AUT 405 - Automotive Suspension and Steering **5 Credits**
- AUT 505 - Automotive Brake Systems **5 Credits**

## Other

Minimum of 10 semester hours in one of the following areas:

- Manufacturing, Energy/Power, Graphic Communication, Construction, Transportation

Total Credits: 87-89

## Information Systems, BS

Technology is a powerful force in shaping the future and influences our lives in many ways. The Information Systems (IS) major provides a broad coverage of this emerging discipline. The Information Systems (IS) program is an undergraduate major for students who want to design and implement effective solutions to meet organizational and management needs for information and decision support. The discipline is ideal for those students interested in interfacing Information Technology tools and professions to the needs of an organization. General business minor is inherent in the major. Students who declare a double major in information systems and a major with a business core will not have the minor posted to their record. (Offered at Fayette Campus, online and select centers)

### Requirements

- IS 102 - Introduction to Computer Applications and Technology **3 Credit(s)**
- MATH 107 - College Algebra **3 Credit(s)**
- IT 122 - IT Infrastructure **4 Credit(s)**
- IT 140 - Introduction to Programming **4 Credit(s)**
- ECON 160 - Principles of Microeconomics **3 Credit(s)**
- ACCT 201 - Accounting Principles I **3 Credit(s)**
- MKT 208 - Marketing Principles **3 Credit(s)**
- BA 210 - Management Principles **3 Credit(s)**
- MATH 220 - Elementary Statistics **3 Credit(s)**
- BA 256 - Quantitative Analysis for Business I **3 Credit(s)**
- BA 222 - Management Information Systems **3 Credit(s)**
- IS 248 - Business Process Management **3 Credit(s)**
- BA 302 - Business Law and Ethics **3 Credit(s)**
- IS 310 - Systems Analysis and Design **3 Credit(s)**
- IS 320 - Enterprise Architecture **3 Credit(s)**
- IT 332 - Databases and Information Management **3 Credit(s)**
- IS 400 - Project Management and Integration **4 Credit(s)**
- IS 410 - IS Strategy, Management, and Acquisition **3 Credit(s)**
- IS 480 - IS Senior Capstone **1 Credit(s)**
- IS 481 - IS Senior Capstone II **2 Credit(s)**
- Upper Level Electives **6 Credits \***

Total Credits: 63

\*Elective Options:

### Information Systems and Security and Integration (ISSI) Specialization

- IS 360 - IT Security and Risk Management **3 Credit(s)**
- IS 420 - Enterprise Systems and Integration **3 Credit(s)**

## Information Systems and Technology Management (ISTM) Specialization

- IS 370 - IT Audit and Controls **3 Credit(s)**

### Other IS Elective

- IS 499 - Special Project **1-3 Credit(s)**

### Non-IS Electives

- IT 311 - Networking **4 Credit(s)**
- IT 320 - Web Systems and System Integration **4 Credit(s)**
- IT 410 - Information and System Security **3 Credit(s)**

## Information Technology, BS

The Information Technology (IT) major provides a broad coverage of this emerging discipline. The major blends acquisition of fundamental knowledge in computer science with a practical hands-on approach. Students majoring in IT will gain the knowledge and skills necessary for employment as IT professionals, or the major can be customized for students wishing to pursue graduate studies. The degree program is aligned with nationally recognized standards in information technology. (Offered at Fayette Campus, select centers and online)

### Requirements

- IS 102 - Introduction to Computer Applications and Technology **3 Credit(s)**
- MATH 115 - Trigonometry and Analytic Geometry **3 Credit(s)**
- IT 122 - IT Infrastructure **4 Credit(s)**
- IT 140 - Introduction to Programming **4 Credit(s)**
- IT 206 - Computer Architecture **4 Credit(s)**
- IT 213 - Operating Systems **4 Credit(s)**
- MATH 220 - Elementary Statistics **3 Credit(s)**
- **OR**
- BA 256 - Quantitative Analysis for Business I **3 Credit(s)**
- BA 222 - Management Information Systems **3 Credit(s)**
- IS 242 - Human Computer Interaction **3 Credit(s)**
- IT 311 - Networking **4 Credit(s)**
- IT 320 - Web Systems and System Integration **4 Credit(s)**
- IT 332 - Databases and Information Management **3 Credit(s)**
- IS 400 - Project Management and Integration **4 Credit(s)**
- IT 410 - Information and System Security **3 Credit(s)**
- IT 482 - Senior Capstone I **1 Credit(s)**
- IT 483 - Senior Capstone II **2 Credit(s)**
- Upper Level Electives **6 Credits \***

Total Credits: 58

\*Elective Options:

## Cyber Security and Computer Forensics (SEC) Specialization

- IT 360 - Computer Forensics and Incident Response **3 Credit(s)**
- IT 420 - System Security and Risks **3 Credit(s)**

## Network Management (NET) Specialization

- IT 348 - Advanced Networking **3 Credit(s)**
- IT 370 - Network Management **3 Credit(s)**

## Other IT Elective

- IT 499 - Special Project **1-3 Credit(s)**

## Non-IT Electives

- IS 310 - Systems Analysis and Design **3 Credit(s)**
- IS 320 - Enterprise Architecture **3 Credit(s)**
- IS 410 - IS Strategy, Management, and Acquisition **3 Credit(s)**

## Life Science, BS

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

## Professional Education Core Requirements

Candidates for an initial teaching license must complete a major in Birth-Grade 3: Inclusive Settings, a major in Elementary Education, a major in Instructional Strategist II: Behavior Disorders/ Learning Disabilities/Intellectual Disabilities, or a major in a secondary teaching subject area. Candidates must complete the following approved professional education courses:

## Core Requirements for All Education Majors

### Certification in Mental Health First Aid

- EDU 110 - Foundations of American Education **3 Credit(s)**
- EDU 142 - Human Growth, Development and Guidance **3 Credit(s)**
- EDU 152 - Assessment and Psychology **3 Credit(s)**
- EDU 162 - Diversity for Teachers **3 Credit(s)**
- EDU 252 - Computers and Instructional Technology **3 Credit(s)**
- SPED 304 - Exceptional Persons **3 Credit(s)**
- SPED 462 - Individual Behavior and Classroom Management **3 Credit(s)**
- ST 4\_\_ Student Teaching **16 Credits**
- Experience at the level (8) and student teaching in a specific endorsement area (8)

## Required Courses within the Major

- BIO 135 - Principles of Biology I 4 Credit(s)
- BIO 140 - Principles of Biology II 4 Credit(s)
- BIO 201 - Scientific Literature Skills 1 Credit(s)
- BIO 270 - Human Anatomy and Physiology I 4 Credit(s)
- BIO 275 - Human Anatomy and Physiology II 4 Credit(s)
- BIO 283 - General Genetics 4 Credit(s)
- BIO 340 - Evolution 3 Credit(s)
- BIO 381 - Cell and Molecular Biology 3 Credit(s)
- BIO 496 - Senior Project 2 Credit(s)
- CHEM 151 - General Chemistry I 4 Credit(s)
- EDU 30005 - Teaching Secondary School Science 3 Credit(s)
- EDU 307 - Field Experience I: Secondary 3 Credit(s)
- EDU 322 - Field Experience II: Secondary 2 Credit(s)
- EDU 425 - Content Area Literacy 3 Credit(s)
- EDU 428 - Middle School Curriculum, Design and Strategies 3 Credit(s)

Electives in Biology (300 or above) 8 Credits

Total Credits: 92

## Major in Criminal Justice with Homeland Security, BS

### Requirements

- CJ 224 - Introduction to Criminal Justice 3 Credit(s)
- CJ 333 - Criminology 3 Credit(s)
- CJ 365 - Introduction to Policing 3 Credit(s)
- CJ 367 - Ethics in Criminal Justice 3 Credit(s)
- CJ 380 - Introduction to Corrections 3 Credit(s)
- CJ 388 - Comparative Study of Criminal Justice 3 Credit(s)
- SOC 334 - Introduction to Sociological Research Methods 3 Credit(s)

One of the following 3 Credits

- SOC 220 - Social Problems 3 Credit(s)
- SOC 240 - Diversity in the United States 3 Credit(s)

One of the following 3 Credits

- CJ 403 - Internship 3 Credit(s)
- CJ 499 - Special Project 3 Credit(s)

Select five courses of the following in consultation with the Criminal Justice-Homeland Security advisor. Of the five courses, two courses must be upper level. 15 Credits

- PA 306 - Principles of Emergency Management 3 Credit(s)
- PA 320 - Political and Policy Basis of Emergency Management 3 Credit(s)
- PA 414 - Principles and Practice of Hazards Mitigation 3 Credit(s)

- CJ 423 - Introduction to Terrorism 3 Credit(s)
- CJ 425 - Intelligence Analysis and Security Management 3 Credit(s)
- PSY 409 - Psychology of Disaster 3 Credit(s)
- GEOG 356 - Introduction to Geographic Information Systems 3 Credit(s)
- PS 211 - International Relations 3 Credit(s)
- PS 230 - State and Local Government 3 Credit(s)
  
- PS 342 - The Development of American Foreign Policy 3 Credit(s)  
OR
- SOC 351 - Sociology of 9/11 and the War on Terror 3 Credit(s)

**Total Credits: 42**

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

## **Management, BS**

The major in management provides students the knowledge and skills managers use to marshal the human, material and financial resources of organizations to achieve objectives. May not be taken with a business administration major.

### **Business Core**

Students majoring in accounting, agricultural business, business administration, financial management, human resources management, management, marketing, or supply chain management must complete the 39-credit business core and the required credits in the major.

- ECON 160 - Principles of Microeconomics 3 Credit(s)
- ECON 161 - Principles of Macroeconomics 3 Credit(s)
- ACCT 201 - Accounting Principles I 3 Credit(s)
- ACCT 202 - Accounting Principles II 3 Credit(s)
- MKT 208 - Marketing Principles 3 Credit(s)
- BA 210 - Management Principles 3 Credit(s)
- BA 222 - Management Information Systems 3 Credit(s)
  
- BA 256 - Quantitative Analysis for Business I 3 Credit(s)  
OR
- MATH 220 - Elementary Statistics 3 Credit(s)
  
- BA 302 - Business Law and Ethics 3 Credit(s)
- FIN 341 - Corporate Financial Management 3 Credit(s)
- BA 356 - Quantitative Analysis for Business II 3 Credit(s)
- BA 374 - Business Communication 3 Credit(s)
- BA 460 - Strategic Management 3 Credit(s)

**Total Credits: 39**

## **Requirements**

- BA 317 - International Management 3 Credit(s)
- BA 361 - Human Resources Management 3 Credit(s)
- BA 403 - Internship 3 Credit(s)
- OR
- BA 499 - Special Project 3 Credit(s)
- OR
- BA 454 - Management Cases 3 Credit(s)
- BA 423 - Production and Operations Management 3 Credit(s)

## Two of the following: 6 Credits

- BA 362 - Supervision 3 Credit(s)
- BA 365 - Leadership Theory 3 Credit(s)
- BA 367 - Cross-Cultural Leadership 3 Credit(s)
- BA 370 - Entrepreneurship and Small Business Management 3 Credit(s)
- BA 411 - Labor Relations and Negotiation 3 Credit(s)
- BA 415 - Cross-Cultural Negotiation 3 Credit(s)
- ACCT 422 - Cost Accounting 3 Credit(s)
- PSY 338 - Motivation 3 Credit(s)
- BA 445 - Contemporary Topics in Management 3 Credit(s)
- BA 474 - Organizational Behavior 3 Credit(s)

Total Credits: 18

## Marketing, BS

The marketing major includes both descriptive and analytical approaches to marketing. The major provides the student marketing skills for all areas of business. May not be completed with a business administration major with a marketing emphasis.

## Business Core

Students majoring in accounting, agricultural business, business administration, financial management, human resources management, management, marketing, or supply chain management must complete the 39-credit business core and the required credits in the major.

- ECON 160 - Principles of Microeconomics 3 Credit(s)
- ECON 161 - Principles of Macroeconomics 3 Credit(s)
- ACCT 201 - Accounting Principles I 3 Credit(s)
- ACCT 202 - Accounting Principles II 3 Credit(s)
- MKT 208 - Marketing Principles 3 Credit(s)
- BA 210 - Management Principles 3 Credit(s)
- BA 222 - Management Information Systems 3 Credit(s)
- BA 256 - Quantitative Analysis for Business I 3 Credit(s)
- OR
- MATH 220 - Elementary Statistics 3 Credit(s)
- BA 302 - Business Law and Ethics 3 Credit(s)

- FIN 341 - Corporate Financial Management 3 Credit(s)
- BA 356 - Quantitative Analysis for Business II 3 Credit(s)
- BA 374 - Business Communication 3 Credit(s)
- BA 460 - Strategic Management 3 Credit(s)

Total Credits: 39

## Requirements

- MKT 358 - Consumer Behavior 3 Credit(s)
- MKT 363 - Advertising and Integrated Marketing Communications 3 Credit(s)
- MKT 414 - New Product Development 3 Credit(s)
- MKT 424 - Global Marketing 3 Credit(s)
- MKT 451 - Marketing Research 3 Credit(s)
- MKT 479 - Branding 3 Credit(s)
- MKT 489 - Social Media Marketing 3 Credit(s)

Two of the following: 6 Credits

- MKT 315 - Sales Management 3 Credit(s)
- MKT 337 - Personal Selling 3 Credit(s)
- MKT 403 - Internship 3 Credit(s)
- MKT 459 - Contemporary Topics in Marketing 3 Credit(s)

Total Credits: 27

## Mathematics-Basic, BS

The Mathematics-Basic major prepares preservice educators to teach grades 5-12 Mathematics. This major consists of 67 semester credits. In addition to the major requirements, the professional education core must be completed.

## Professional Education Core Requirements

Candidates for an initial teaching license must complete a major in Birth-Grade 3: Inclusive Settings, a major in Elementary Education, a major in Instructional Strategist II: Behavior Disorders/ Learning Disabilities/Intellectual Disabilities, or a major in a secondary teaching subject area. Candidates must complete the following approved professional education courses:

## Core Requirements for All Education Majors

Certification in Mental Health First Aid

- EDU 110 - Foundations of American Education 3 Credit(s)
- EDU 142 - Human Growth, Development and Guidance 3 Credit(s)
- EDU 152 - Assessment and Psychology 3 Credit(s)
- EDU 162 - Diversity for Teachers 3 Credit(s)
- EDU 252 - Computers and Instructional Technology 3 Credit(s)
- SPED 304 - Exceptional Persons 3 Credit(s)

- SPED 462 - Individual Behavior and Classroom Management **3 Credit(s)**
- ST 4\_\_ Student Teaching **16 Credits**
- Experience at the level (8) and student teaching in a specific endorsement area (8)

## Required Courses within the Major

- EDU 30004 - Teaching Secondary School Mathematics **3 Credit(s)**
- EDU 307 - Field Experience I: Secondary **3 Credit(s)**
- EDU 322 - Field Experience II: Secondary **2 Credit(s)**
- EDU 425 - Content Area Literacy **3 Credit(s)**
- EDU 428 - Middle School Curriculum, Design and Strategies **3 Credit(s)**
- MATH 105 - College Mathematics with Applications **3 Credit(s)**
- MATH 107 - College Algebra **3 Credit(s)**
- MATH 115 - Trigonometry and Analytic Geometry **3 Credit(s)**
- MATH 220 - Elementary Statistics **3 Credit(s)**
- IT 140 - Introduction to Programming **4 Credit(s)**
- Electives to include mathematics or computer programming content **15 Credits**

## Courses that will count for the electives in mathematics or computer programming content:

- Any MATH prefix or transferred math prefix course **3 Credits**
- Any course involving computer programming
- MATH 101 - Math for Liberal Arts **3 Credit(s)**
- EDU 353 - Teaching Mathematics Intermediate-Middle School **3 Credit(s)**

Total Credits: 67

## Nursing BSN

### **(This program is not accepting new students for 2024-25)**

Upper Iowa University offers an RN to BSN program Online. Prior to admission to the nursing program, students must show evidence of the following:

1. Licensure as a Registered Nurse in state of attendance or a compact state if applicable.
2. GPA of 2.5 or higher and maintained.
3. Evidence of current CPR certification.
4. Evidence of meeting current health and immunization requirements.
5. Completed Criminal Background Check.

The UIU nursing program requires the successful completion of 35 credit hours. The BSN degree requires the successful completion of a total of 120 semester hours, including transfer credit, and credit for coursework completed at UIU. All courses required for the nursing major must be completed with a grade of C- or above. If a grade below a C- is received, the course must be repeated. A course may only be repeated once.

The Iowa Board of Nursing (IBON) requires approved programs to document student achievement of all program goals and outcomes in a summative evaluation (IAC 655 ch. 2, § 2.12(5)).

## Requirements

- MATH 220 - Elementary Statistics 3 Credit(s)
- NUR 305 - Professional Communication for Nurses 3 Credit(s)
- NUR 315 - Professional Nursing Practice 3 Credit(s)
- NUR 325 - Integrated Concepts of Nursing Care I 4 Credit(s)
- NUR 335 - Integrated Concepts of Nursing Care II 4 Credit(s)
- NUR 340 - Community Health Nursing 4 Credit(s) \*
- NUR 400 - Evidence Based Practice in Nursing 3 Credit(s)
- NUR 420 - Nursing Leadership and Management 3 Credit(s)
- NUR 450 - Nursing Concepts Capstone I 2 Credit(s) \*
- NUR 455 - Nursing Concepts Capstone II 2 Credit(s) \*
- Nursing Electives 4 Credits

**Total Credits: 35**

\*Course includes a practicum component.

NUR 450 and NUR 455 need to be completed consecutively.

The RN-BSN nursing program at Upper Iowa University is accredited by the Commission on Collegiate Nursing Education ([www.ccnaccreditation.org](http://www.ccnaccreditation.org)). The RN-BSN nursing program at Upper Iowa University is approved by the Iowa Board of Nursing.

## **Nursing - Concurrent Enrollment Program (CEP)**

The Concurrent Enrollment Program (CEP) is a partnership between Upper Iowa University and select Associate Degree prelicensure programs that allows qualifying students to enroll in both programs concurrently. The CEP allows students to enroll in specific BSN courses while concurrently enrolled in the Associate Degree in Nursing program, decreasing both time and cost to completion of the BSN. Applicants must complete the combined admission requirements and be accepted by the partnering Associate Degree program before applying to the Upper Iowa University CEP. NUR 301 - Logic and Reasoning in Nursing is a requirement for all concurrent enrollment program (CEP) nursing students unless they have earned a prior bachelor's degree or have successfully completed an approved equivalent course. While enrolled in the CEP, students must follow the designated plan of progression and remain in good standing with both institutions at all times. For more information about the CEP program, students can contact a partnering institution or the Upper Iowa University Department of Nursing.

## **Physical Education and Coaching, K-12 Education, BS**

This major consists of 82 semester credits. In addition to the major requirements the professional education core must be completed. This major prepares preservice educators to teach grades K-12 in the area of physical education and K-12 athletic coach.

## **Professional Education Core Requirements**

Candidates for an initial teaching license must complete a major in Birth-Grade 3: Inclusive Settings, a major in Elementary Education, a major in Instructional Strategist II: Behavior Disorders/ Learning Disabilities/Intellectual Disabilities, or a major in a secondary teaching subject area. Candidates must complete the following approved professional education courses:

## Core Requirements for All Education Majors

### Certification in Mental Health First Aid

- EDU 110 - Foundations of American Education **3 Credit(s)**
- EDU 142 - Human Growth, Development and Guidance **3 Credit(s)**
- EDU 152 - Assessment and Psychology **3 Credit(s)**
- EDU 162 - Diversity for Teachers **3 Credit(s)**
- EDU 252 - Computers and Instructional Technology **3 Credit(s)**
- SPED 304 - Exceptional Persons **3 Credit(s)**
- SPED 462 - Individual Behavior and Classroom Management **3 Credit(s)**
- ST 4\_\_ Student Teaching **16 Credits**
- Experience at the level (8) and student teaching in a specific endorsement area (8)

## Required Courses within the Major

### Certificate of Concussion Training

- BIO 268 - Introduction to Human Anatomy and Physiology **4 Credit(s)**
- EDU 308 - Field Experience I: Elementary/Secondary **3 Credit(s)**
- EDU 332 - Teaching Adapted Physical Education **3 Credit(s)**
- EDU 336 - Teaching Physical Education K-12 **3 Credit(s)**
- EDU 425 - Content Area Literacy **3 Credit(s)**
- EDU 428 - Middle School Curriculum, Design and Strategies **3 Credit(s)**
- EXSS 102 - First Aid/CPR/AED Programs **1 Credit(s)**
- EXSS 166 - Care and Prevention of Athletic Injuries **2 Credit(s)**
- EXSS 225 - Group Exercise Instruction **2 Credit(s)**
- EXSS 226 - Foundations of Physical Fitness **2 Credit(s)**
- EXSS 243 - Coaching Theory and Ethics **3 Credit(s)**
- EXSS 280 - Personal and Community Health **3 Credit(s)**
- EXSS 302 - Exercise Physiology **3 Credit(s)**
- EXSS 305 - Kinesiology and Biomechanics **3 Credit(s)**
- EXSS 360 - Motor Learning **3 Credit(s)**
- PED 110 - Outdoor Activities **1 Credit(s)**
- PED 112 - Lifetime and Leisure Activities **1 Credit(s)**
- PED 125 - Games and Sports **3 Credit(s)**

Total Credits: 82

## Psychology, BS

The study of psychology offers the opportunity to learn about the origins and development of human behavior and mental processes and the factors that influence change. Psychology provides a valuable foundation of knowledge important in a wide variety of fields, including human services, business, law, education, communication and health. The program in psychology may also lead to graduate preparation for professional psychology.

At least 18 credits toward a major and nine credits toward a minor in psychology must be earned in courses numbered 300 or above.

## Requirements

- PSY 190 - General Psychology 3 Credit(s)
- PSY 373 - Research Methods 3 Credit(s)
- MATH 220 - Elementary Statistics 3 Credit(s) \*

### Learning and Cognition (choose one of the following): 3 Credits

- PSY 323 - Cognition 3 Credit(s)
- PSY 445 - Learning and Memory 3 Credit(s)

### Individual Differences (choose two of the following): 6 Credits

- PSY 310 - Social Psychology 3 Credit(s)
- PSY 332 - Personality 3 Credit(s)
- PSY 360 - Abnormal Psychology 3 Credit(s)

### Biological Bases of Behavior (choose one of the following): 3 Credits

- PSY 335 - Biological Psychology 3 Credit(s)
- PSY 338 - Motivation 3 Credit(s)

### Developmental Changes in Behavior (choose two of the following): 6 Credits

- PSY 212 - Developmental Psychology: Birth to Adolescence 3 Credit(s)
- PSY 222 - Developmental Psychology: Young Adulthood to Late Adulthood 3 Credit(s)
- PSY 321 - Death and Dying 3 Credit(s)
- HSV 397 - Social Gerontology 3 Credit(s)

### Capstone Experience (choose one of the following): 3 Credits

- PSY 403 - Internship 3 Credit(s)
- PSY 498 - Senior Project 3 Credit(s)
- PSY 499 - Research Project 3 Credit(s)

### Electives in Psychology or Human Services 9 Credits

(see full list of psychology offerings)

### Total Credits: 39

\*MATH 220 has a prerequisite of MATH 105.

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

## Public Administration, BS

The purpose of a public administration major is to prepare a student to understand public organizations and to utilize that knowledge to manage, plan and administer public policy. The Public Administration major consists of nine credits

specific to The Peacock Professional Experience ("general education") 12 credits of core courses, and 24 credits in an emphasis area for a total of 45 credits.

## Specific Requirements in The Peacock Professional Experience

- PS 100 - U.S. Government **3 Credit(s)**
- COMM 105 - Public Speaking **3 Credit(s)**

## Core Courses

- PS 230 - State and Local Government **3 Credit(s)**
- PA 364 - Public Administration **3 Credit(s)**
- PA 430 - Cases in Public Administration **3 Credit(s)**
- PA 49801 - Senior Project **3 Credits**

## Policy/Politics Emphasis

### Requirements

- PS 211 - International Relations **3 Credit(s)**  
**OR**
- PS 212 - Comparative Politics **3 Credit(s)**
- PS 222 - Introduction to Political Society **3 Credit(s)**
- PS 368 - Political Parties and Interest Groups **3 Credit(s)**
- PS 380 - Congress and the Presidency **3 Credit(s)**
- PS 342 - The Development of American Foreign Policy **3 Credit(s)**  
**OR**
- HSV 384 - Social Welfare Programs and Policies **3 Credit(s)**
- Electives **9 Credits\***

### Note:

\* At least 6 must be in Public Administration or Political Science. Other acceptable electives, as approved by the Department of Social Sciences, from Business, Communication, Criminal Justice, History, and Sociology can be chosen in consultation with an advisor.

## General Emphasis

### Requirements

- BA 210 - Management Principles **3 Credit(s)**
- PA 305 - Grant Writing **3 Credit(s)**
- PA 371 - Urban Management **3 Credit(s)**
- PA 440 - Public Budgeting Process **3 Credit(s)**
- Electives **12 Credits \***

### Note:

\* At least 6 must be in Public Administration or Political Science. Other acceptable electives, as approved by the Department of Social Sciences, from Business, Communication, Criminal Justice, History, and Sociology can be chosen in consultation with an advisor.

## **Emergency Management Emphasis**

### **Requirements**

- PA 306 - Principles of Emergency Management **3 Credit(s)**
- PA 320 - Political and Policy Basis of Emergency Management **3 Credit(s)**
- PA 332 - Emergency Preparedness and Planning **3 Credit(s)**
- PA 346 - Disaster Response and Recovery **3 Credit(s)**
- Electives **12 Credits \***

### **Note:**

\* At least 6 must be in Public Administration or Political Science. Other acceptable electives, as approved by the Department of Social Sciences, from Business, Communication, Criminal Justice, History, and Sociology can be chosen in consultation with an advisor.

## **Law Enforcement or Fire Science Emphasis**

The public administration core of 27 credits and emphasis of nine credits must be completed for a total of 36 semester credits.

These areas of emphasis are designed to build on relevant prior learning in law enforcement and fire science by adding management and social science perspectives to prepare a student to understand public organizations and to utilize that knowledge to manage, plan and administer public policy in the areas of police and fire science.

The public administration major with an emphasis in law enforcement or fire science is a unique program that is only available to those individuals who have completed related college courses, training in law enforcement or fire science, and/or who have extensive work experience in law enforcement or fire science. Eligibility for this emphasis is dependent upon documentation of completion of: an associate degree in a field related to law enforcement or fire science, a basic police recruit or fire science academy, or transfer or completion of 15 semester credits of related coursework. Eligibility may also be determined based on a combination of experiential learning and college credit. The minimum 15 semester credits of related credit count toward the 120 semester credits for degree completion as electives.

### **Required Courses**

- PS 100 - U.S. Government **3 Credit(s)**
- BA 210 - Management Principles **3 Credit(s)**
- PS 230 - State and Local Government **3 Credit(s)**
- PA 364 - Public Administration **3 Credit(s)**
- HSV 384 - Social Welfare Programs and Policies **3 Credit(s)**
- PA 440 - Public Budgeting Process **3 Credit(s)**
- PA 445 - Administrative Law **3 Credit(s)**
- PA 49801 - Senior Project **3 Credits**

## Select one of the following: 3 Credits

- PA 430 - Cases in Public Administration 3 Credit(s)
- BA 454 - Management Cases 3 Credit(s)

## Three of the following: 9 Credits

- ECON 160 - Principles of Microeconomics 3 Credit(s)
- MATH 220 - Elementary Statistics 3 Credit(s)
- SOC 220 - Social Problems 3 Credit(s)
- PSY 240 - Conflict Resolution 3 Credit(s)
- SOC 240 - Diversity in the United States 3 Credit(s)
- BA 302 - Business Law and Ethics 3 Credit(s)
- PSY 302 - Substance Abuse 3 Credit(s)
- CJ 333 - Criminology 3 Credit(s)
- BA 361 - Human Resources Management 3 Credit(s)
- HSV 361 - Marriage and the Family 3 Credit(s)
- BA 362 - Supervision 3 Credit(s)
- PS 362 - The Legislative Process 3 Credit(s)
- BA 390 - Complex Organizations 3 Credit(s)
- PS 403 - Internship 3 Credit(s)
- PS 411 - American Constitutional Law I 3 Credit(s)

## Social Science, BS

The purpose of a social science major is to prepare a student to understand the broad implications of the various social science disciplines and to utilize that knowledge as a foundation for personal, professional, and educational growth. The social science major with an emphasis in History, Political Science, Psychology, or Sociology prepares students for professional or graduate study in the social sciences or law, as well as an extensive variety of professions.

The social science major consists of 42 semester credits. A minimum of 18 semester credits must be selected from upper division coursework. In addition, students must complete The Peacock Professional Experience program along with additional elective credits to complete the 120 semester credits required for the Bachelor of Science degree. A minimum 2.00 GPA in the major is required for graduation.

Students may select only one emphasis area with this major. Students may not double major in the area associated with the emphasis.

## Social Science Core Courses (18 credits)

- PS 100 - U.S. Government 3 Credit(s)
- PSY 190 - General Psychology 3 Credit(s)
- SOC 110 - Principles of Sociology 3 Credit(s)

## At least one of the following: 3 Credits

- ANTH 110 - Introduction to Cultural Anthropology 3 Credit(s)

- ANTH 120 - Culture and Difference 3 Credit(s)

At least one of the following: 3 Credits

- HIST 100 - World History to 1500 3 Credit(s)
- HIST 101 - World History Since 1500 3 Credit(s)
- HIST 110 - American History to 1877 3 Credit(s)
- HIST 111 - American History Since 1877 3 Credit(s)

Capstone (3 credits)\*

\*Psychology emphasis may complete PSY 403 , PSY 498 , or PSY 499 in place of SOC 498.

- SOC 498 - Senior Project 3 Credit(s)

Select one Emphasis Area (24 credits)

## Emphasis in History

Courses in addition to at least one of the following in the core: 9 Credits

- HIST 100 - World History to 1500 3 Credit(s)
- HIST 101 - World History Since 1500 3 Credit(s)
- HIST 110 - American History to 1877 3 Credit(s)
- HIST 111 - American History Since 1877 3 Credit(s)

Note:

One of these will count toward the social science core, and the others will count toward the emphasis area.

U.S. History (select two of the following) 6 Credits

- HIST 371 - New Nation, 1787-1848 3 Credit(s)
- HIST 372 - Civil War and Reconstruction, 1848-1877 3 Credit(s)
- HIST 373 - Industrialization and Reform, 1877-1914 3 Credit(s)
- HIST 374 - Modern America, 1945-Present 3 Credit(s)
- PS 342 - The Development of American Foreign Policy 3 Credit(s)

World History (select two of the following) 6 Credits

- HIST 302 - Modern East Asia 3 Credit(s)
- HIST 355 - Modern World History 3 Credit(s)
- HIST 367 - Atlantic Revolutions 3 Credit(s)
- PS 211 - International Relations 3 Credit(s)
- SOC 304 - Globalization 3 Credit(s)

Social Justice (select one of the following) 3 Credits

- HIST 330 - African American History 3 Credit(s)
- HIST 343 - U.S. Women's History 3 Credit(s)

Total Credits: 24

## Emphasis in Political Science

### Requirements

- PS 212 - Comparative Politics 3 Credit(s)
- PS 222 - Introduction to Political Society 3 Credit(s)
- PS 230 - State and Local Government 3 Credit(s)
- PS 342 - The Development of American Foreign Policy 3 Credit(s)
- PS 368 - Political Parties and Interest Groups 3 Credit(s)

Legislation (select one of the following) 3 Credits

- PS 362 - The Legislative Process 3 Credit(s)
- PS 380 - Congress and the Presidency 3 Credit(s)

Constitutional Law Area or Elective Area: 6 Credits

- PS 411 - American Constitutional Law I 3 Credit(s) AND
  - PS 412 - American Constitutional Law II 3 Credit(s)
- OR

Select Two of the Following Electives

- ANTH 310 - Political Anthropology 3 Credit(s)
- PA 305 - Grant Writing 3 Credit(s)
- PA 364 - Public Administration 3 Credit(s)
- SOC 381 - Political Sociology 3 Credit(s)
- HSV 384 - Social Welfare Programs and Policies 3 Credit(s)
- ECON 455 - Economics of Health and Health Care 3 Credit(s)
- ECON 466 - Labor Economics 3 Credit(s)
- ECON 477 - Public Finance 3 Credit(s)

Total Credits: 24

## Emphasis in Psychology

### Requirements

- MATH 220 - Elementary Statistics 3 Credit(s)
- PSY 373 - Research Methods 3 Credit(s)

Learning and Cognition (select one of the following) 3 Credits

- PSY 323 - Cognition 3 Credit(s)
- PSY 445 - Learning and Memory 3 Credit(s)

### Individual Differences (select two of the following) 6 Credits

- PSY 310 - Social Psychology 3 Credit(s)
- PSY 332 - Personality 3 Credit(s)
- PSY 360 - Abnormal Psychology 3 Credit(s)

### Biological Bases of Behavior (select one of the following) 3 Credits

- PSY 335 - Biological Psychology 3 Credit(s)
- PSY 338 - Motivation 3 Credit(s)

### Developmental Changes in Behavior (select one of the following) 3 Credits

- EDU 142 - Human Growth, Development and Guidance 3 Credit(s)
- PSY 212 - Developmental Psychology: Birth to Adolescence 3 Credit(s)
- PSY 222 - Developmental Psychology: Young Adulthood to Late Adulthood 3 Credit(s)
- HSV 397 - Social Gerontology 3 Credit(s)

### Elective in Psychology or Human Services (select any PSY/HSV course not already taken) 3 Credits

Total Credits: 2

## Emphasis in Sociology

### Requirements

- SOC 220 - Social Problems 3 Credit(s)
- MATH 220 - Elementary Statistics 3 Credit(s)
- SOC 304 - Globalization 3 Credit(s)
- SOC 334 - Introduction to Sociological Research Methods 3 Credit(s)
- SOC 392 - Sociological Theory 3 Credit(s)

### Select three of the following: 9 Credits

- PSY 232 - Group Dynamics 3 Credit(s)
- SOC 240 - Diversity in the United States 3 Credit(s)
- PSY 310 - Social Psychology 3 Credit(s)
- PSY 312 - Psychology of Women and Gender 3 Credit(s)
- SOC 347 - Deviance and Social Control 3 Credit(s)
- SOC 351 - Sociology of 9/11 and the War on Terror 3 Credit(s)
- HSV 361 - Marriage and the Family 3 Credit(s)
- SOC 363 - Social Stratification 3 Credit(s)
- SOC 381 - Political Sociology 3 Credit(s)

- HSV 384 - Social Welfare Programs and Policies **3 Credit(s)**
- SOC 418 - Applied Research Methods **3 Credit(s)**

Total Credits: 24

## **Emphasis in General Social Science**

### Requirements

Select eight courses from the following social science areas: 24 Credits

(at least 15 semester credits must be at the 300 level or above)

- Anthropology (ANTH)
- Economics (ECON)
- Geography (GEOG)
- History (HIST)
- Human Services (HSV)
- Political Science (PS)
- Psychology (PSY)
- Public Administration (PA)
- Sociology (SOC)

Total Credits: 24

## **Supply Chain Management, BS**

### Business Core

Students majoring in accounting, agricultural business, business administration, financial management, human resources management, management, marketing, or supply chain management must complete the 39-credit business core and the required credits in the major.

- ECON 160 - Principles of Microeconomics **3 Credit(s)**
- ECON 161 - Principles of Macroeconomics **3 Credit(s)**
- ACCT 201 - Accounting Principles I **3 Credit(s)**
- ACCT 202 - Accounting Principles II **3 Credit(s)**
- MKT 208 - Marketing Principles **3 Credit(s)**
- BA 210 - Management Principles **3 Credit(s)**
- BA 222 - Management Information Systems **3 Credit(s)**
- BA 256 - Quantitative Analysis for Business I **3 Credit(s)**  
**OR**
- MATH 220 - Elementary Statistics **3 Credit(s)**
- BA 302 - Business Law and Ethics **3 Credit(s)**
- FIN 341 - Corporate Financial Management **3 Credit(s)**
- BA 356 - Quantitative Analysis for Business II **3 Credit(s)**

- BA 374 - Business Communication **3 Credit(s)**
- BA 460 - Strategic Management **3 Credit(s)**

Total Credits: 39

## Requirements

- ACCT 422 - Cost Accounting **3 Credit(s)**
- BA 423 - Production and Operations Management **3 Credit(s)**
- SCM 201 - Principles of Supply Chain Management **3 Credit(s)**
- SCM 310 - Procurement Management **3 Credit(s)**
- SCM 330 - Transportation Management **3 Credit(s)**
- SCM 331 - Logistics Management **3 Credit(s)**

Select one of the following: 3 Credits

- SCM 320 - Global Supply Chain Management **3 Credit(s)**
- SCM 410 - Quality Management **3 Credit(s)**
- SCM 420 - Supplier Relationship Management **3 Credit(s)**
- IS 248 - Business Process Management **3 Credit(s)**
- IS 400 - Project Management and Integration **4 Credit(s)**
- IT 410 - Information and System Security **3 Credit(s)**
- IT 420 - System Security and Risks **3 Credit(s)**

Total Credits: 21

IS 248 has a prerequisite of IT 140

IS 400 has a prerequisite of IS 320 or IT 320 (IS 320 has a prerequisite of IS 310, which has a prerequisite of IS 248, which has a prerequisite of IT 140: IT 320 has a prerequisite of IT 206, which has a prerequisite of IT 322).

IT 410 and IT 420 have a prerequisite of IT 311 which has a prerequisite of IT 122.

## Certificates

### Emergency and Disaster Management Certificate

#### Requirements

- PA 306 - Principles of Emergency Management **3 Credit(s)**
- PA 320 - Political and Policy Basis of Emergency Management **3 Credit(s)**
- PA 332 - Emergency Preparedness and Planning **3 Credit(s)**
- PA 346 - Disaster Response and Recovery **3 Credit(s)**

One of the following: 3 Credits

- PA 404 - Integrated Emergency Management **3 Credit(s)**

- PSY 409 - Psychology of Disaster **3 Credit(s)**
- PA 414 - Principles and Practice of Hazards Mitigation **3 Credit(s)**
- BA 449 - Business and Industrial Crisis Management **3 Credit(s)**

Total Credits: 15

## **Human Resource Management Certificate**

### **Requirements**

- BA 210 - Management Principles **3 Credit(s)**
- BA 361 - Human Resources Management **3 Credit(s)**

Three of the following: 9 Credits

- BA 371 - Training and Development **3 Credit(s)**
- BA 383 - Compensation and Benefits Management **3 Credit(s)**
- BA 393 - Personnel Selection and Evaluation **3 Credit(s)**
- BA 411 - Labor Relations and Negotiation **3 Credit(s)**

Total Credits: 15

## **Human Services Major for Social Work, Training Certification**

(Available only at Wisconsin Centers)

### **Requirements**

- SOC 220 - Social Problems **3 Credit(s)**
- HSV 221 - Introduction to Human Services **3 Credit(s)**
- PSY 302 - Substance Abuse **3 Credit(s)**
- PSY 373 - Research Methods **3 Credit(s)**
- HSV 383 - Human Behavior in the Social Environment **3 Credit(s)**
- HSV 384 - Social Welfare Programs and Policies **3 Credit(s)**
- HSV 391 - Social Work Practice I: Individuals **3 Credit(s)**
- HSV 392 - Social Work Practice II: Families and Groups **3 Credit(s)**
- HSV 393 - Social Work Practice III: Communities and Social Institutions **3 Credit(s)**
- HSV 454 - Issues and Ethics in the Helping Professions **3 Credit(s)**
- HSV 403 - Internship **3 Credit(s)**
- One upper division elective selected from any human services, psychology or sociology courses. **3 Credits**

### **Senior Project:**

- HSV 498 - Senior Project **3 Credit(s)**

Total Credits: 45

## Specific Requirements to The Peacock Professional Experience

### Quantitative Reasoning

- MATH 220 - Elementary Statistics 3 Credit(s) \*

### Social Science

- PSY 190 - General Psychology 3 Credit(s)
- SOC 110 - Principles of Sociology 3 Credit(s)

### Diversity, Equity, and Inclusion

- SOC 240 - Diversity in the United States 3 Credit(s)

### Note:

\*MATH 220 has a prerequisite of MATH 105.

**Note:** To apply for a social work training certificate, the State of Wisconsin requires students to have grades of C or above in all social work equivalency courses (HSV 383, HSV 391, HSV 392, HSV 393, and HSV 384) and at least a 2.5 GPA in the major. Students must meet specific standards and demonstrate identified competencies through an assessment process before they will be approved for an internship. This degree plan has been approved by the Wisconsin Department of Safety and Professional Services (DSPS). The social work equivalency courses may also be incorporated into UIU's Psychology or Criminal Justice majors per DSPS rules. Completion of the major does not guarantee social work certification. For clarification of these and other state requirements, please contact the DSPS.

## Psychology Certificate

### Requirements

- PSY 190 - General Psychology 3 Credit(s)
- PSY 355 - Skills and Strategies in the Helping Professions 3 Credit(s)
- PSY 360 - Abnormal Psychology 3 Credit(s)
- HSV 454 - Issues and Ethics in the Helping Professions 3 Credit(s)

### Select one of the following: 3 Credits

- EDU 142 - Human Growth, Development and Guidance 3 Credit(s)
- PSY 212 - Developmental Psychology: Birth to Adolescence 3 Credit(s)
- PSY 222 - Developmental Psychology: Young Adulthood to Late Adulthood 3 Credit(s)
- HSV 397 - Social Gerontology 3 Credit(s)

Total Credits: 15

## Psychology Major for Social Work Training Certification

## Requirements

- PSY 190 - General Psychology 3 Credit(s)
- PSY 373 - Research Methods 3 Credit(s)
- MATH 220 - Elementary Statistics 3 Credit(s) \*

### Learning and Cognition (choose one of the following): 3 Credits

- PSY 323 - Cognition 3 Credit(s)
- PSY 445 - Learning and Memory 3 Credit(s)

### Individual Differences (choose two of the following): 6 Credits

- PSY 310 - Social Psychology 3 Credit(s)
- PSY 332 - Personality 3 Credit(s)
- PSY 360 - Abnormal Psychology 3 Credit(s)

### Biological Bases of Behavior (choose one of the following): 3 Credits

- PSY 335 - Biological Psychology 3 Credit(s)
- PSY 338 - Motivation 3 Credit(s)

### Developmental Changes in Behavior (choose two of the following): 6 Credits

- PSY 212 - Developmental Psychology: Birth to Adolescence 3 Credit(s)
- PSY 222 - Developmental Psychology: Young Adulthood to Late Adulthood 3 Credit(s)
- PSY 321 - Death and Dying 3 Credit(s)
- HSV 397 - Social Gerontology 3 Credit(s)

### Capstone Experience (choose one of the following): 3 Credits

- PSY 403 - Internship 3 Credit(s)
- PSY 498 - Senior Project 3 Credit(s)
- PSY 499 - Research Project 3 Credit(s)

### Electives in Psychology or Human Services: 9 Credits

(see full list of psychology offerings)

### Total Credits: 39

\*MATH 220 has a prerequisite of MATH 105.

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

In the state of Wisconsin an individual seeking to be certified as a basic social worker and holding a bachelor's degree in Psychology from an accredited institution may apply for a Social Work Training Certificate (SWTC).

The state allows a two-year period for holders of the SWTC to obtain specific training and experience which then qualifies them to sit for the Social Work Certification exam. Students may choose to incorporate those courses and experience into your Psychology major. The courses are listed below. A nine-credit 400-hour internship or a year of qualifying work experience (see your advisor) is also required.

## Social Work Training Certificate Courses - 27 credits

- HSV 383 - Human Behavior in the Social Environment **3 Credit(s)**
- HSV 384 - Social Welfare Programs and Policies **3 Credit(s)**
- HSV 391 - Social Work Practice I: Individuals **3 Credit(s)**
- HSV 392 - Social Work Practice II: Families and Groups **3 Credit(s)**
- HSV 393 - Social Work Practice III: Communities and Social Institutions **3 Credit(s)**
- HSV 40341 - Internship
- HSV 40342 - Internship
- HSV 40343 - Internship
- HSV 454 - Issues and Ethics in the Helping Professions **3 Credit(s)**

### Note:

To apply for a social work training certificate, the state of Wisconsin requires students to have grades of "C" or above in all social work equivalency courses (HSV 383, HSV 391, HSV 392, HSV 393, and HSV 384) and at least a 2.5 GPA in the major. Students must meet specific standards and demonstrate identified competencies through an assessment process before they will be approved for an internship. Completion of the major does not guarantee social work certification. For clarification of these and other state requirements, please contact the DSPS.

## Supply Chain Management Certificate

### Requirements

- SCM 201 - Principles of Supply Chain Management **3 Credit(s)**
- SCM 310 - Procurement Management **3 Credit(s)**
- SCM 320 - Global Supply Chain Management **3 Credit(s)**
- SCM 330 - Transportation Management **3 Credit(s)**
- SCM 331 - Logistics Management **3 Credit(s)**

Total Credits: 15

## Graduate Certificates

### Literacy Coach, M.Ed. Certificate

#### Certificate Course Requirements

- EDU 525 - Content Area Literacy **3 Credit(s)**
- EDU 534 - Instructional Coaching **3 Credit(s)**
- EDU 580 - Best Practices in Literacy Intervention **3 Credit(s)**

- EDU 581 - Administration of Literacy Programs **3 Credit(s)**
- EDU 589 - Reading Specialist/Literacy Coaching Internship **3 Credit(s)**

Total Credits: 15

## **Teacher Leadership, M.Ed. Certificate**

### **Certificate Course Requirements**

- EDU 516 - Best Practices: Research-Based Teaching Strategies **3 Credit(s)**
- EDU 531 - Teaching and Working in a Multicultural Setting **3 Credit(s)**
- EDU 532 - Professional Learning Communities **3 Credit(s)**
- EDU 534 - Instructional Coaching **3 Credit(s)**
- EDU 536 - Classroom Curriculum Design **3 Credit(s)**

Total Credits: 15

Note: Financial aid is not available for certificate programs.

## **Master's Degrees**

### **Master of Business Administration MBA**

The Master of Business Administration (MBA) Program prepares graduates to find innovative solutions to marketplace opportunities. The program offers emphases in accounting, corporate financial management, general management, human resources management, leadership, and organizational development. Skill and competence in specific business areas are developed through individual and team assignments and application of relevant theories to practical case study situations. The program provides a balance of quantitative and qualitative studies to strengthen contemporary managerial skills.

The program concludes with BA 590 Research Seminar providing a capstone experience for the student to apply the concepts of the program in the development of a business report or proposal. The report or proposal is presented to peer students and/or business leaders using presentation software. The researched report or proposal provides the student an opportunity to demonstrate integration of the core curriculum and emphasis acquired knowledge and skills using graduate level communication and critical thinking skills.

### **Program Student Learning Outcomes**

- Analyze the implications of regulatory and legal issues for corporations competing in the current economic environment.
- Identify and resolve problems, create change, or develop recommendations using analytical tools for business decision making.
- Explain the interdependence of corporate functional responsibilities.
- Evaluate effective business and management practices of corporations competing in the global or domestic economy.

### **Degree Requirements**

The Upper Iowa University Master of Business Administration degree requires a minimum of 36 semester credits of graduate level coursework with a minimum cumulative grade point average of 3.0 on a 4.0 scale for completion. At UIU, three-semester-credit courses are scheduled in five eight-week sessions and one six-week session each year.

The student completes 15 semester credit hours in core requirements, three semester credit hours in the capstone, 18 semester credit hours in a chosen area of emphasis and any required prerequisite credits. Students choosing an emphasis with an elective can select courses in another emphasis or graduate program relevant to the student's area of emphasis.

Students entering the MBA program are required to hold a BS or BA in a business discipline or be able to demonstrate a basic level of knowledge and achievement in accounting and finance. Students who have not completed a bachelor's degree in business and cannot demonstrate a basic level of knowledge as listed above will be required to take MBA 500 - Accounting & Finance Principles. This course is a prerequisite course to FIN 513 - Financial Management. At the time of admission, the student's file is reviewed and it is determined if MBA 500 is required. MBA 500 will not satisfy a Graduate Elective in an emphasis area of any graduate program.

## **Degree Completion**

To receive the Master of Business Administration degree, the student must successfully complete 36 semester credits of graduate work and earn a cumulative GPA of not less than 3.0 on a 4.0 point scale.

A graduate student will have five years after initial enrollment in the first graduate level course to complete the graduate program under the requirements in effect at the time of enrollment. If program requirements change, the student can elect to complete the revised curriculum or to complete under the original curriculum.

If the student does not complete the graduate degree program within the five-year period, the requirements in effect at the time of the next enrollment will be used to determine the student's graduation requirements.

Upper Iowa University reserves the right to make changes in its academic regulations and requirements when, in its judgment, the best interests of the institution are served.

## **Core Requirements**

The core curriculum is a forward-thinking academic program developing comprehension and competence in financial risk, economics and change, innovation through sustainability, current legal implications, product improvement and market analysis. Many courses include group work that prepares students to work in teams in the corporate world, a skill sought by many organizations.

- BA 506 - Organizational Strategy/Economic Change **3 Credit(s)**
- BA 508 - Current Issues in Corporate Law and Ethics **3 Credit(s)**
- BA 511 - Corporate Entrepreneurship and Sustainability **3 Credit(s)**
- FIN 513 - Financial Management **3 Credit(s)**
- MKT 504 - Marketing and Product Management **3 Credit(s)**

## **Capstone**

- BA 590 - Research Seminar **3 Credit(s)**

**Credits: 18**

## Emphasis Area(s)

Elective courses can be selected from other MBA courses not already required in the emphasis or from another graduate program. If selecting elective courses from a graduate program outside the MBA, course substitution approval will be required prior to registration in the course.

### Accounting Emphasis

The Accounting Emphasis integrates management skills with accounting theory and practice. It is strongly recommended that students have an undergraduate degree in accounting when pursuing this emphasis. The Accounting Emphasis will provide students an opportunity to meet the 150 credit requirement for the Uniform CPA examination. The completion of the Accounting Emphasis does not guarantee that the requirements to sit for the Uniform CPA examination have been met. Contact the Board of Accountancy in the state that the student wishes to sit for the examination for that state's specific requirements.

### Requirements

- ACCT 533 - Advanced Accounting Information Systems 3 Credit(s)
- ACCT 547 - Contemporary Topics in Financial Accounting 3 Credit(s)
- ACCT 551 - Taxation for Corporations 3 Credit(s)
- ACCT 552 - Forensic Accounting 3 Credit(s)
- ACCT 553 - Advanced Managerial Accounting 3 Credit(s)
- Graduate Elective 3 Credits

Total Credits: 18

### Corporate Financial Management Emphasis

The Corporate Financial Management Emphasis provides students with a broad understanding of financial management, financial institutions, and investment strategies. Graduates will evaluate investments, develop management strategies using corporate financial information, and apply various corporate financial management strategies to evaluate risk.

### Requirements

- FIN 531 - Financial Markets and Financial Strategy 3 Credit(s)
- FIN 536 - Derivatives and Risk Management 3 Credit(s)
- FIN 551 - Financial Data Analysis 3 Credit(s)
- FIN 552 - Investment Management 3 Credit(s)
- ACCT 553 - Advanced Managerial Accounting 3 Credit(s)
- Graduate Elective 3 Credits

Total Credits: 18

### General Management Emphasis

The General Management Emphasis allows learners, in collaboration with their academic advisor, to develop a program that meets their specific career needs and goals. Elective courses can be selected from other MBA courses not already

required in the emphasis or from another graduate program. If selecting elective courses from a graduate program outside the MBA, course substitution approval will be required prior to registration in the course.

## Requirements

- MBA 501 - Managerial Communication 3 Credit(s)
- Graduate Elective 3 Credits
- Graduate Elective 3 Credits
- Graduate Elective 3 Credits
- Graduate Elective 3 Credits
- Graduate Elective 3 Credits

Total Credits: 18

## Human Resources Management Emphasis, MBA

The Human Resources Management Emphasis assists students as they explore the theories and methods to manage the personnel resources of an organization. The emphasis has been reviewed and aligns with SHRM curriculum guidelines.

## Requirements

- BA 524 - Managing in the International Environment 3 Credit(s)
- BA 540 - Labor/Management Relations 3 Credit(s)
- BA 544 - Organizational and Management Theories 3 Credit(s)
- BA 546 - Compensation and Benefits 3 Credit(s)
- BA 548 - Development and Management of Human Resources Management 3 Credit(s)
- Graduate Elective 3 Credits

Total Credits: 18

## Leadership Emphasis

The Leadership Emphasis is intended for seasoned professionals desiring an MBA with a focus on leadership. Graduates of the Leadership Emphasis will gain skills in the holistic view of leadership including foundational groundwork, globalization, diversity, and conflict management from a leadership position.

## Requirements

- BA 509 - Theories of Leadership 3 Credit(s)
- BA 570 - Team Building Techniques 3 Credit(s)
- LDR 530 - Globalization and Diversity 3 Credit(s)
- LDR 550 - Leadership and Business Operations 3 Credit(s)
- LDR 560 - Change Management 3 Credit(s)
- LDR 570 - Conflict and Negotiation 3 Credit(s)

Total Credits: 18

## **Organizational Development Emphasis**

The Organizational Development Emphasis provides students with the skills and understanding of organizational structure and culture and the ability to analyze and diagnose problems to develop recommendations supporting long-term change.

### **Requirements**

- BA 520 - Training and Development **3 Credit(s)**
- BA 553 - Organizational Development **3 Credit(s)**
- BA 555 - Organizational Culture **3 Credit(s)**
- BA 560 - Organizational Diagnosis and Intervention **3 Credit(s)**
- BA 570 - Team Building Techniques **3 Credit(s)**
- Graduate Elective **3 Credits**

**Total Credits: 18**

## **Sport Administration Emphasis**

The Sport Administration emphasis integrates topics specific to sport with high-level business administration content from the MBA. Students of the Sport Administration emphasis delve deeper into the specifics of sport administration, strengthening their knowledge of the industry and applying the knowledge in leadership roles. This emphasis is an excellent option for those in professional sports, intercollegiate athletics, high school athletic departments, and not-for-profit sports programs just to name a few.

### **Note:**

The student is responsible to complete all prerequisite requirements for elective courses. Exceptions must be approved by the MBA Program Director.

### **Requirements:**

- SA 501 - Sport Administration **3 Credit(s)**
- SA 525 - Sport Law and Contract Negotiation **3 Credit(s)**
- SA 535 - Sport Psychology **3 Credit(s)**
- SA 565 - Sport Sales and Professional Development **3 Credit(s)**
- SA 575 - Sport Facilities Management **3 Credit(s)**

**Total Credits: 18**

## **Master of Education MED**

Upper Iowa University's Master of Education (M.Ed.) program is designed to increase an educator's skill set when working with students as well as enhance knowledge, skills, and dispositions to be an effective leader in the educator's discipline. Classes are taught by individuals who have strong hands-on experience teaching in K-12 and working in higher education. Within the M.Ed. emphases, we offer advanced coursework that targets the needs of those seeking endorsements in Special Education, Early Childhood Education, English as a Second Language, Talented and Gifted, and

Reading. We also offer an emphasis in Teacher Leadership. We expect to serve those students who seek to earn certain teaching license endorsements and/or meet the requirements for the Master of Education degree. Students may earn one or more of the following Iowa endorsements:

- Early Childhood (PreK-K)
- Early Childhood Unified (Birth-Grade 3: Inclusive Settings)
- English as a Second Language K-12
- Instructional Strategist I: Mild/Moderate (K-8 and/or 5-12)
- Instructional Strategist II: Behavior Disorders/Learning Disabilities K-12
- Instructional Strategist II: Intellectual Disabilities K-12
- Reading (K-8 and/or 5-12)
- Reading Specialist
- Talented and Gifted

All students who complete endorsements are encouraged to complete the additional graduate work to earn a Master of Education degree in one of the following areas of emphasis:

- Early Childhood
- English as a Second Language
- Instructional Strategist
- Reading
- Talented and Gifted
- Teacher Leadership

To be eligible for admission to the Master of Education program, the applicant must have earned a bachelor's degree from an institution recognized by its own regional accreditation association and must have earned a cumulative undergraduate grade point average of 2.75 (A = 4.0) or above.

#### **Program Planning**

There are three categories of graduate students - those just seeking a teaching license endorsement, those seeking a graduate certificate and those seeking the Master of Education degree. Candidates in all three categories must follow the degree plan/advising worksheet developed for the individual. The degree plan is developed by the candidate and his/her graduate advisor in a manner consistent with expectations of the graduate program.

## **Degree Requirements**

To be awarded the Master of Education, candidate must earn a minimum of 36 credits in an approved program of study and achieve a minimum cumulative grade point average of 3.00 for all graduate courses. All requirements for the Master of Education degree must be completed within five years from the date of admission to the graduate program.

## **Program Student Learning Outcomes**

Candidates successfully completing the Master of Education core and an emphasis in Teacher Leadership, Instructional Strategist, Reading, Early Childhood, English as a Second Language, Talented and Gifted, or Higher Education will be able to:

1. Read and evaluate educational research and/or engage in a research project.
2. Using the student's knowledge of different backgrounds, ethnicities and cultures, explain how to collaborate effectively with constituents.

3. Identify and solve problems in program finance, legal issues, distance learning, curriculum design, methods, or assessment using research.
4. Demonstrate effective leadership decision making and analytical skills.

## Areas of Emphasis

The Masters of Education is offered in the following areas of emphasis:

- Early Childhood
- ESL (English as a Second Language)
- Instructional Strategist
- Reading
- Talented and Gifted
- Teacher Leadership

Generally, candidates who pursue the Master of Education Instructional Strategist, Reading, Talented and Gifted, Early Childhood and/or ESL sequence of courses seek a teaching license endorsement. These candidates must complete the Iowa State Department of Education approved Upper Iowa University endorsement requirements, successfully complete the Master of Education core requirements and additional coursework in the Teacher Leadership area of emphasis, if necessary, to meet the Master of Education degree credit hour requirements.

For candidates who are seeking a Master of Education degree without adding an endorsement, the following emphasis areas are offered as non-licensure options:

- ESL (English as a Second Language non-licensure)
- Instructional Strategist (non-licensure)
- Talented and Gifted (non-licensure)

## Early Childhood

To be awarded the Master of Education Early Childhood emphasis, the candidate must earn a minimum of 36 approved graduate credit hours that include the following courses/requirements:

### Early Childhood Emphasis: Prekindergarten - Kindergarten Emphasis

#### Core Requirements

- EDU 512 - Educational Research Methods 3 Credit(s)
- EDU 531 - Teaching and Working in a Multicultural Setting 3 Credit(s)
- EDU 590-01 - Capstone Seminar Early Childhood 3 Credit(s)

#### Prekindergarten - Kindergarten Emphasis

- EDU 142 - Human Growth, Development and Guidance 3 Credit(s) (required for licensure, not available for graduate credit)
- EDU 326 - Developmental Reading and Language Arts 3 Credit(s) (required for licensure, not available for graduate credit)
- ECE 502 - Field Experience: PreKindergarten 2 Credit(s)

- ECE 523 - Health, Safety, and Nutrition in Early Childhood **3 Credit(s)**
- ECE 551 - Introduction to Early Childhood **3 Credit(s)**
- ECE 552 - Observation and Assessment in Early Childhood **3 Credit(s)**
- ECE 556 - Administration and Supervision of Early Childhood **3 Credit(s)**
- ECE 557 - Methods and Curriculum of Early Childhood **3 Credit(s)**
- SPED 559 - Home, School, and Community Relations **3 Credit(s)**
- ECE 536 - Clinical Teaching Experience Prekindergarten - Kindergarten **4 Credit(s)**
- OR**
- ECE 596 - Clinical Teaching Experience Prekindergarten-Kindergarten **8 Credit(s)**

## Graduate Electives: 3 Credits

(EDU 516 or EDU 519 recommended.)

### Note:

To complete the 36 credit hour requirements for the Master of Education degree, candidates will be advised on an individual basis about appropriate coursework.

## Early Childhood Emphasis: Birth - Grade 3: Inclusive Settings Emphasis

### Core Requirements

- EDU 512 - Educational Research Methods **3 Credit(s)**
- EDU 531 - Teaching and Working in a Multicultural Setting **3 Credit(s)**
- EDU 590-01 - Capstone Seminar Early Childhood **3 Credit(s)**

### Birth - Grade 3: Inclusive Settings Emphasis

Current certification in infant CPR and first aid.

- EDU 306 - Field Experience I: Elementary **3 Credit(s)**
- (undergraduate credit) (40 clock hours in grades K, 1, 2, or 3)
- SPED 304 - Exceptional Persons **3 Credit(s)**
- (prerequisite to the following courses, not available for graduate credit)
- ECE 501 - Field Experience: Infant/Toddler **1 Credit(s)**
- ECE 502 - Field Experience: PreKindergarten **2 Credit(s)**
- ECE 523 - Health, Safety, and Nutrition in Early Childhood **3 Credit(s)**
- ECE 551 - Introduction to Early Childhood **3 Credit(s)**
- ECE 552 - Observation and Assessment in Early Childhood **3 Credit(s)**
- ECE 556 - Administration and Supervision of Early Childhood **3 Credit(s)**
- ECE 557 - Methods and Curriculum of Early Childhood **3 Credit(s)**
- EDU 507 - Diagnostic Assessment Practices in Reading and Language Arts **3 Credit(s)**
- SPED 559 - Home, School, and Community Relations **3 Credit(s)**
- SPED 562 - Individual Behavior and Classroom Management PreK-12 **3 Credit(s)**
- SPED 565 - Methods/Curriculum: Behavior Disorders PreK-12 **3 Credit(s)**
- SPED 567 - Characteristics of Individuals with Disabilities **3 Credit(s)**
- SPED 578 - Methods/Curriculum: Mild/Moderate Disabilities PreK-8 **3 Credit(s)**
- ECE 537 - Clinical Teaching Experience Kindergarten - Grade 3 **4 Credit(s)**

- SPED 534 - Clinical Teaching Experiences: Prekindergarten including Special Education **4 Credit(s)**

## Note:

Note: If not endorsed in elementary education, please contact an advisor for additional requirements.

To complete the 36 credit hour requirements for the Master of Education degree, candidates will be advised on an individual basis about appropriate coursework.

## English as a Second Language

To be awarded the Master of Education ESL emphasis, the candidate must earn a minimum of 36 approved graduate credit hours that include the following courses/requirements:

### ESL Emphasis: K-12 English as a Second Language Emphasis

#### Core Requirements

- EDU 512 - Educational Research Methods **3 Credit(s)**
- EDU 531 - Teaching and Working in a Multicultural Setting **3 Credit(s)**
- EDU 590-02 - Capstone Seminar English as a Second Language **3 Credit(s)**

#### English as a Second Language Emphasis

- EDU 543 - Concepts of English **3 Credit(s)**
- EDU 544 - Curriculum and Methods of ESL **3 Credit(s)**
- EDU 545 - Language Acquisition **3 Credit(s)**
- EDU 546 - Practicum in ESL **3 Credit(s)**
- EDU 547 - Problems in English Grammar **3 Credit(s)**
- EDU 548 - Cultural and Linguistic Diversity **3 Credit(s)**
- EDU 549 - Clinical Experience Teaching in ESL **1 Credit(s)**

#### Graduate Electives: 9 Credits

(EDU 516 and EDU 519 recommended.)

## Note:

To complete the 36 credit hour requirements for the Master of Education degree, candidates will be advised on an individual basis about appropriate coursework.

### ESL K-12 English as a Second Language Non-Licensure Emphasis

#### Core Requirements

- EDU 512 - Educational Research Methods **3 Credit(s)**
- EDU 531 - Teaching and Working in a Multicultural Setting **3 Credit(s)**

- EDU 590-02 - Capstone Seminar English as a Second Language 3 Credit(s)

## English as a Second Language Non-Licensure

- EDU 543 - Concepts of English 3 Credit(s)
- EDU 544 - Curriculum and Methods of ESL 3 Credit(s)
- EDU 545 - Language Acquisition 3 Credit(s)
- EDU 547 - Problems in English Grammar 3 Credit(s)
- EDU 548 - Cultural and Linguistic Diversity 3 Credit(s)

## Graduate Electives: 12 Credits

## Total Credits: 36

To complete the 36 credit hour requirements for the Master of Education degree, candidates will be advised on an individual basis about appropriate coursework.

## Instructional Strategist

To be awarded the Master of Education, Instructional Strategist I emphasis, the candidate must earn a minimum of 36 approved graduate credit hours that include the following courses/requirements:

### Instructional Strategist Emphasis: Instructional Strategist I Emphasis

#### Core Requirements

- EDU 512 - Educational Research Methods 3 Credit(s)
- EDU 531 - Teaching and Working in a Multicultural Setting 3 Credit(s)
- EDU 590-04 - Capstone Seminar Instructional Strategist 3 Credit(s)

#### Instructional Strategist I Emphasis Requirements

- SPED 304 - Exceptional Persons 3 Credit(s)
- EDU 507 - Diagnostic Assessment Practices in Reading and Language Arts 3 Credit(s)
- SPED 559 - Home, School, and Community Relations 3 Credit(s)
- SPED 562 - Individual Behavior and Classroom Management PreK-12 3 Credit(s)
- SPED 565 - Methods/Curriculum: Behavior Disorders PreK-12 3 Credit(s)
- SPED 567 - Characteristics of Individuals with Disabilities 3 Credit(s)
- SPED 578 - Methods/Curriculum: Mild/Moderate Disabilities PreK-8 3 Credit(s)
- SPED 579 - Clinical Teaching Experience: Instructional Strategist 4 Credit(s)
- OR
- SPED 582 - Clinical Teaching Experience: Instructional Strategist 8 Credit(s)

## Graduate Electives: 6 Credits

(EDU 516 and EDU 519 recommended.)

## Note:

To complete the 36 credit hour requirements for the Master of Education degree, candidates will be advised on an individual basis about appropriate coursework.

## **Instructional Strategist Emphasis: Instructional Strategist I 5-12 Emphasis**

### Core Requirements

- EDU 512 - Educational Research Methods **3 Credit(s)**
- EDU 531 - Teaching and Working in a Multicultural Setting **3 Credit(s)**
- EDU 590-04 - Capstone Seminar Instructional Strategist **3 Credit(s)**

### Instructional Strategist I 5-12 Emphasis Requirements

- SPED 304 - Exceptional Persons **3 Credit(s)**
  - EDU 507 - Diagnostic Assessment Practices in Reading and Language Arts **3 Credit(s)**
  - SPED 559 - Home, School, and Community Relations **3 Credit(s)**
  - SPED 562 - Individual Behavior and Classroom Management PreK-12 **3 Credit(s)**
  - SPED 565 - Methods/Curriculum: Behavior Disorders Prek-12 **3 Credit(s)**
  - SPED 567 - Characteristics of Individuals with Disabilities **3 Credit(s)**
  - SPED 575 - Methods /Curriculum: Mild/Moderate Disabilities 5-12 **3 Credit(s)**
  - SPED 577 - Career and Vocational Programming **3 Credit(s)**
  - SPED 579 - Clinical Teaching Experience: Instructional Strategist **4 Credit(s)**
- OR**
- SPED 582 - Clinical Teaching Experience: Instructional Strategist **8 Credit(s)**

### Graduate Elective: 3 Credits

## Note:

To complete the 36 credit hour requirements for the Master of Education degree, candidates will be advised on an individual basis about appropriate coursework.

## **Instructional Strategist Emphasis: Instructional Strategist I and II: K-12 All Emphasis**

### Core Requirements

- EDU 512 - Educational Research Methods **3 Credit(s)**
- EDU 531 - Teaching and Working in a Multicultural Setting **3 Credit(s)**
- EDU 590-04 - Capstone Seminar Instructional Strategist **3 Credit(s)**

### Instructional Strategist I and II: K-12 All Emphasis

- EDU 507 - Diagnostic Assessment Practices in Reading and Language Arts **3 Credit(s)**
- SPED 559 - Home, School, and Community Relations **3 Credit(s)**
- SPED 562 - Individual Behavior and Classroom Management PreK-12 **3 Credit(s)**

- SPED 565 - Methods/Curriculum: Behavior Disorders PreK-12 **3 Credit(s)**
- SPED 567 - Characteristics of Individuals with Disabilities **3 Credit(s)**
- SPED 569 - Methods /Curriculum: Learning Disabilities K-12 **3 Credit(s)**
- SPED 573 - Methods /Curriculum: Intellectual Disabilities K-12 **3 Credit(s)**
- SPED 575 - Methods /Curriculum: Mild/Moderate Disabilities 5-12 **3 Credit(s)**
- SPED 577 - Career and Vocational Programming **3 Credit(s)**
- SPED 578 - Methods/Curriculum: Mild/Moderate Disabilities PreK-8 **3 Credit(s)**
- SPED 579 - Clinical Teaching Experience: Instructional Strategist **4 Credit(s)**  
**OR**
- SPED 582 - Clinical Teaching Experience: Instructional Strategist **8 Credit(s)**

**Total Credits: 45-49**

## Note

To complete the 36 credit hour requirements for the Master of Education degree, candidates will be advised on an individual basis about appropriate coursework.

## **Instructional Strategist Emphasis: Instructional Strategist II: Behavior Disorders/Learning Disabilities K-12 Emphasis**

### Core Requirements

- EDU 512 - Educational Research Methods **3 Credit(s)**
- EDU 531 - Teaching and Working in a Multicultural Setting **3 Credit(s)**
- EDU 590-04 - Capstone Seminar Instructional Strategist **3 Credit(s)**

### Instructional Strategist II: Behavior Disorders/Learning Disabilities K-12 Emphasis

- SPED 304 - Exceptional Persons **3 Credit(s)** (required for licensure, not available for graduate credit)
- EDU 507 - Diagnostic Assessment Practices in Reading and Language Arts **3 Credit(s)**
- SPED 559 - Home, School, and Community Relations **3 Credit(s)**
- SPED 562 - Individual Behavior and Classroom Management PreK-12 **3 Credit(s)**
- SPED 565 - Methods/Curriculum: Behavior Disorders PreK-12 **3 Credit(s)**
- SPED 567 - Characteristics of Individuals with Disabilities **3 Credit(s)**
- SPED 569 - Methods /Curriculum: Learning Disabilities K-12 **3 Credit(s)**
- SPED 577 - Career and Vocational Programming **3 Credit(s)**
- SPED 579 - Clinical Teaching Experience: Instructional Strategist **4 Credit(s)**  
**OR**
- SPED 582 - Clinical Teaching Experience: Instructional Strategist **8 Credit(s)**

### Graduate Elective: 3 Credits

## Note:

To complete credit hour requirements for the Master of Education degree, candidates will be advised on an individual basis about appropriate coursework.

## **Instructional Strategist Emphasis: Instructional Strategist II: Intellectual Disabilities K-12 Emphasis**

### **Core Requirements**

- EDU 512 - Educational Research Methods **3 Credit(s)**
- EDU 531 - Teaching and Working in a Multicultural Setting **3 Credit(s)**
- EDU 590-04 - Capstone Seminar Instructional Strategist **3 Credit(s)**

## **Instructional Strategist II: Intellectual Disabilities K-12 Emphasis**

Current certification in CPR

- SPED 304 - Exceptional Persons **3 Credit(s)** (required for licensure, not available for graduate credit)
  - EDU 507 - Diagnostic Assessment Practices in Reading and Language Arts **3 Credit(s)**
  - SPED 559 - Home, School, and Community Relations **3 Credit(s)**
  - SPED 562 - Individual Behavior and Classroom Management PreK-12 **3 Credit(s)**
  - SPED 567 - Characteristics of Individuals with Disabilities **3 Credit(s)**
  - SPED 573 - Methods /Curriculum: Intellectual Disabilities K-12 **3 Credit(s)**
  - SPED 577 - Career and Vocational Programming **3 Credit(s)**
  - SPED 579 - Clinical Teaching Experience: Instructional Strategist **4 Credit(s)**
- OR**
- SPED 582 - Clinical Teaching Experience: Instructional Strategist **8 Credit(s)**

### **Graduate Electives: 6 Credits**

EDU 516 and EDU 519 recommended.

### **Note:**

To complete the 36 credit hour requirements for the Master of Education degree, candidates will be advised on an individual basis about appropriate coursework.

## **Instructional Strategist Non-Licensure Emphasis**

To be awarded the Master of Education Early Childhood emphasis, the candidate must earn a minimum of 36 approved graduate credit hours that include the following courses/requirements:

### **Core Requirements**

- EDU 512 - Educational Research Methods **3 Credit(s)**
- EDU 531 - Teaching and Working in a Multicultural Setting **3 Credit(s)**
- EDU 590-04 - Capstone Seminar Instructional Strategist **3 Credit(s)**

## **Instructional Strategist Non-Licensure**

- EDU 507 - Diagnostic Assessment Practices in Reading and Language Arts **3 Credit(s)**

- SPED 559 - Home, School, and Community Relations **3 Credit(s)**
- SPED 565 - Methods/Curriculum: Behavior Disorders Prek-12 **3 Credit(s)**
- SPED 567 - Characteristics of Individuals with Disabilities **3 Credit(s)**
- SPED 569 - Methods /Curriculum: Learning Disabilities K-12 **3 Credit(s)**

## Graduate Electives: 12 Credits

To complete the 36 credit hour requirements for the Master of Education degree, candidates will be advised on an individual basis about appropriate coursework.

## Reading

To be awarded the Master of Education, Reading emphasis, the candidate must earn a minimum of 36 approved graduate credit hours that include the following courses/requirements:

### Reading Emphasis: Reading K-8 Emphasis

#### Core Requirements

- EDU 512 - Educational Research Methods **3 Credit(s)**
- EDU 531 - Teaching and Working in a Multicultural Setting **3 Credit(s)**
- EDU 590-05 - Capstone Seminar Reading **3 Credit(s)**

#### Reading K-8 Emphasis

- SPED 304 - Exceptional Persons **3 Credit(s) \***
- EDU 326 - Developmental Reading and Language Arts **3 Credit(s) \***
- EDU 333 - Literature: Birth-Adolescence **3 Credit(s) \***
- EDU 335 - Teaching Elementary Language Arts **3 Credit(s) \***
- EDU 507 - Diagnostic Assessment Practices in Reading and Language Arts **3 Credit(s)**
- EDU 509 - Practicum: Elementary Reading **3 Credit(s)**
- EDU 525 - Content Area Literacy **3 Credit(s)**
- EDU 545 - Language Acquisition **3 Credit(s)**
- EDU 585 - Advanced Instructional Issues and Methods in Reading and Language Arts **3 Credit(s)**

## Graduate Electives: 12 Credits

(EDU 516 and EDU 519 recommended.)

### Note:

\*Prerequisites; not available for graduate credit

To complete the 36 credit hour requirements for the Master of Education degree, candidates will be advised on an individual basis about appropriate coursework.

## **Reading Emphasis: Reading 5-12 Emphasis**

### **Core Requirements**

- EDU 512 - Educational Research Methods 3 **Credit(s)**
- EDU 531 - Teaching and Working in a Multicultural Setting 3 **Credit(s)**
- EDU 590-05 - Capstone Seminar Reading 3 **Credit(s)**

### **Reading 5-12 Emphasis**

- SPED 304 - Exceptional Persons 3 **Credit(s)** \*
- EDU 326 - Developmental Reading and Language Arts 3 **Credit(s)** \*
- EDU 333 - Literature: Birth-Adolescence 3 **Credit(s)** \*
- EDU 507 - Diagnostic Assessment Practices in Reading and Language Arts 3 **Credit(s)**
- EDU 510 - Practicum: Secondary Reading 3 **Credit(s)**
- EDU 525 - Content Area Literacy 3 **Credit(s)**
- EDU 545 - Language Acquisition 3 **Credit(s)**
- EDU 585 - Advanced Instructional Issues and Methods in Reading and Language Arts 3 **Credit(s)**

### **One of the following\*: 3 Credits**

- ENG 102 - English Composition II 3 **Credit(s)**
- An equivalent composition course

### **Graduate Electives: 12 Credits**

EDU 516 and EDU 519 recommended.

### **Note:**

\*Prerequisites; not available for graduate credit

To complete credit hour requirements for the Master of Education degree, candidates will be advised on an individual basis about appropriate coursework.

## **Reading Emphasis: Reading Specialist K-12 Emphasis**

### **Core Requirements**

- EDU 512 - Educational Research Methods 3 **Credit(s)**
- EDU 531 - Teaching and Working in a Multicultural Setting 3 **Credit(s)**
- EDU 590-05 - Capstone Seminar Reading 3 **Credit(s)**

### **Reading Specialist K-12 Emphasis**

- EDU 507 - Diagnostic Assessment Practices in Reading and Language Arts 3 **Credit(s)**
- EDU 522 - Assessment for Learning 3 **Credit(s)**

- EDU 525 - Content Area Literacy **3 Credit(s)**
- EDU 534 - Instructional Coaching **3 Credit(s)**
- EDU 545 - Language Acquisition **3 Credit(s)**
- EDU 580 - Best Practices in Literacy Intervention **3 Credit(s)**
- EDU 581 - Administration of Literacy Programs **3 Credit(s)**
- EDU 585 - Advanced Instructional Issues and Methods in Reading and Language Arts **3 Credit(s)**
- EDU 589 - Reading Specialist/Literacy Coaching Internship **3 Credit(s)**

## Note:

Note: Must also hold a master's degree, standard license and a teaching endorsement and have at least one year of experience which included the teaching of reading as a significant part of the responsibility.

## Talented and Gifted (TAG)

To be awarded the Master of Education, Talented and Gifted (TAG) emphasis, the candidate must earn a minimum of 36 approved graduate credit hours that include the following courses/requirements:

### Talented and Gifted (TAG) Emphasis

#### Core Requirements

- EDU 512 - Educational Research Methods **3 Credit(s)**
- EDU 531 - Teaching and Working in a Multicultural Setting **3 Credit(s)**
- EDU 590-07 - Capstone Seminar Talented and Gifted **3 Credit(s)**

#### Talented and Gifted Emphasis

- EDU 516 - Best Practices: Research-Based Teaching Strategies **3 Credit(s)**
- EDU 519 - Teaching with Technology **3 Credit(s)**
- EDU 524 - Issues in Educational Psychology and Learning **3 Credit(s)**
- EDU 539 - Introduction to Gifted Education **3 Credit(s)**
- EDU 540 - Methods and Curriculum: Gifted Education PreK-12 **3 Credit(s)**
- EDU 541 - Administration and Supervision of Gifted Programs **3 Credit(s)**
- EDU 542 - Practicum: Gifted Programs **3 Credit(s)**

#### Graduate Electives: 6 Credits

#### Total Credits: 36

To complete the 36 credit hour requirements for the Master of Education degree, candidates will be advised on an individual basis about appropriate coursework.

### Talented and Gifted (TAG) Non-Licensure Emphasis

To be awarded the Master of Education TAG emphasis, the candidate must earn a minimum of 36 approved graduate credit hours that include the following courses/requirements:

## Core Requirements

- EDU 512 - Educational Research Methods 3 Credit(s)
- EDU 531 - Teaching and Working in a Multicultural Setting 3 Credit(s)
- EDU 590-07 - Capstone Seminar Talented and Gifted 3 Credit(s)

## Talented and Gifted (TAG) Non-Licensure

- EDU 516 - Best Practices: Research-Based Teaching Strategies 3 Credit(s)
- EDU 539 - Introduction to Gifted Education 3 Credit(s)
- EDU 540 - Methods and Curriculum: Gifted Education PreK-12 3 Credit(s)
- EDU 541 - Administration and Supervision of Gifted Programs 3 Credit(s)
- EDU 542 - Practicum: Gifted Programs 3 Credit(s)

Graduate Electives: 12 Credits

Total Credits: 36

To complete the 36 credit hour requirements for the Master of Education degree, candidates will be advised on an individual basis about appropriate coursework.

## Teacher Leadership

To be awarded the Master of Education, Teacher Leadership emphasis, the candidate must earn a minimum of 36 approved graduate credit hours that include the following courses:

### Teacher Leadership Emphasis

#### Core Requirements

- EDU 512 - Educational Research Methods 3 Credit(s)
- EDU 531 - Teaching and Working in a Multicultural Setting 3 Credit(s)
- EDU 590-06 - Capstone Seminar Teacher Leadership 3 Credit(s)

#### Teacher Leadership Emphasis Requirements

- EDU 516 - Best Practices: Research-Based Teaching Strategies 3 Credit(s)
- EDU 519 - Teaching with Technology 3 Credit(s)
- EDU 522 - Assessment for Learning 3 Credit(s)
- EDU 524 - Issues in Educational Psychology and Learning 3 Credit(s)
- EDU 526 - Selective Methods 3 Credit(s)
- EDU 532 - Professional Learning Communities 3 Credit(s)
- EDU 534 - Instructional Coaching 3 Credit(s)
- EDU 536 - Classroom Curriculum Design 3 Credit(s)

- EDU 538 - Educational Policy Seminar 3 Credit(s)

Total Credits: 36

## **Other Resources (Professional Development)**

### **One-credit, online, and self-paced graduate-level professional development courses:**

- EDGD 503 - 2 Classroom Management by Robert Marzano
- EDGD 503 - 3 Better Conversations by Jim Knight
- EDGD 503 - 4 Mindset by Carol Dweck
- EDGD 503 - 5 Collaborative Leadership by Peter Dewitt
- EDGD 501 - 7 Differentiated Classroom by Carol Ann Tomlinson

## **Happy Teacher Professional Development Partnership**

Happy Teacher Professional Development is a private company that partners with Upper Iowa University to offer professional development courses for teacher license renewal or salary advancement with optional graduate level credit. Courses are self-paced over the span of a month, and each 3-credit course carries the equivalent of 45 hours of content and coursework. The courses are research-based, current, relevant, and relate to a variety of topics within the field of education.

## **Learners Edge**

Learners Edge is a national, private company that partners with Upper Iowa University to offer relevant, applicable continuing education for graduate credit. Learners Edge offers 100+ online courses that are rigorous and align with the Quality Matters framework - and the Learners Edge Professional Learning Model. Courses are self-paced, and each 3-credit course carries the equivalent of 45 hours of content and coursework. The majority of courses are built around seminal texts that are a balance of research and applicability, and written by major authors in the field of education. Courses include high quality tutorial videos, multi-media clips and research-based articles to supplement course texts.

## **Master of Healthcare Administration MHA**

The Upper Iowa University Master of Healthcare Administration (MHA) degree requires a minimum of 42 semester credits of graduate level coursework with a minimum cumulative grade point average of 3.0 on a 4.0 scale for completion. At UIU, three-semester credit courses are scheduled in five eight-week sessions and one six-week session.

The students complete 33 semester credit hours in core requirements including a capstone course, and 9 semester credit hours in a chosen area of emphasis.

Students entering the MHA programs are required to hold a BS or BA degree.

## **Degree Completion**

To receive the Master of Healthcare Administration degree, the student must successfully complete 42 semester credits of graduate work and earn a cumulative GPA of not less than 3.0 on a 4.0 point scale.

A graduate student will have five years after initial enrollment in the first graduate level course to complete the graduate program under the requirements in effect at the time of enrollment. If program requirements change, the student can elect to complete the revised curriculum or to complete under the original curriculum.

If the student does not complete the graduate degree program within the five-year period, the requirements in effect at the time of the next enrollment will be used to determine the student's graduation requirements.

Upper Iowa University reserves the right to make changes in its academic regulations and requirements when, in its judgment, the best interests of the institution are served.

## **Program Requirements**

The MHA program will provide graduates with the knowledge and skills needed to become effective leaders within the healthcare sector. The core courses are designed to give students a broad overview of the discipline while preparing them to develop their analytical, communication, and leadership skills. The curriculum emphasizes deep institutional knowledge in healthcare delivery, financing, population health management, regulatory compliance, critical thinking, problem-solving, as well as leadership, and professional development.

## **Core Requirements**

- HA 505 - Healthcare Organizational Behavior and Leadership **3 Credit(s)**
- HA 510 - Human Resource Management in Healthcare Organizations **3 Credit(s)**
- HA 515 - Marketing and Strategic Planning in Healthcare **3 Credit(s)**
- HA 520 - Healthcare Regulatory Compliance and Risk Management **3 Credit(s)**
- HA 525 - Population Health Management **3 Credit(s)**
- HA 531 - Introduction to Healthcare Systems **3 Credit(s)**
- OR
- PA 531 - Introduction to Healthcare Systems **3 Credit(s)**
- HA 534 - Healthcare Economics **3 Credit(s)**
- OR
- PA 534 - Healthcare Economics **3 Credit(s)**
- HA 536 - Healthcare Law and Ethics **3 Credit(s)**
- OR
- PA 536 - Healthcare Law and Ethics **3 Credit(s)**
- HA 537 - Healthcare Quality Assessment and Improvement **3 Credit(s)**
- OR
- PA 537 - Healthcare Quality Assessment And Improvement **3 Credit(s)**
- HA 538 - Healthcare Financial Management **3 Credit(s)**
- OR
- PA 538 - Healthcare Financial Management **3 Credit(s)**

## **Capstone**

- BA 590 - Research Seminar **3 Credit(s)**
- OR
- PA 590 - Research Seminar **3 Credit(s)**

## **Note**

- MHA students who take PA 590 will need to be assessed a course fee for Peregrin.

Total Credits: 33

## **Areas of Emphasis**

### **General Leadership Emphasis**

#### Requirements

- BA 509 - Theories of Leadership 3 Credit(s)  
**OR**
- PA 509 - Theories of Leadership 3 Credit(s)
- HA 535 - Healthcare Operation 3 Credit(s)
- HA 540 - Decision Analysis in Healthcare 3 Credit(s)

Total Credits: 9

### **Healthcare Data Analytics Emphasis**

#### Requirements

- HA 539 - Healthcare Informatics Technology Management 3 Credit(s)  
**OR**
- PA 539 - Healthcare Informatics Technology Management 3 Credit(s)
  
- HA 540 - Decision Analysis in Healthcare 3 Credit(s)
- HA 545 - Data Management and Visual Analytics 3 Credit(s)

Total Credits: 9

### **Population Health Management Emphasis**

#### Requirements

- PA 503 - Research Methods for Public Administration 3 Credit(s)
- HA 528 - Politics of Poverty, Inequality, and Health Policy 3 Credits  
**OR**
- PA 528 - Politics of Poverty, Inequality, and Health Policy 3 Credit(s)
- HA 530 - Population Health Informatics 3 Credit(s)

Total Credits: 9

### **Senior Living Services Emphasis**

#### Requirements

- BA 509 - Theories of Leadership 3 Credit(s)  
OR
- PA 509 - Theories of Leadership 3 Credit(s)
- HA 551 - Introduction to Gerontology 3 Credit(s)
- HA 555 - Senior Services Administration 3 Credit(s)

Total Credits: 9

## Master of Public Administration MPA

The Master of Public Administration (MPA) degree at Upper Iowa University is a flexible program designed to prepare students to assume managerial and leadership positions at all levels of government and in nonprofit organizations. The core courses are designed to give students a broad overview of the discipline while preparing them to develop their analytical, communication, and leadership skills.

The Upper Iowa University MPA degree provides students with the current theories, concepts and learning models necessary to assume managerial and leadership roles in a public sector or nonprofit agency with an emphasis in criminal justice, healthcare management, emergency management and homeland security, nonprofit organization or public management. There is also a general study emphasis for students who would like to develop broad knowledge across emphasis areas. Graduates will be positioned to make significant contributions to their organizations.

The UIU MPA program identifies diversity, democracy, and due process as "core democratic values." The MPA program strives to:

1. Develop and maintain a collaborative and inclusive learning environment that promotes the values of diversity, democracy, and due process.
2. Develop and maintain a high-quality curriculum that develops students' leadership, managerial, and analytical skills for public service in government and non-profit organizations.
3. Develop a culture of intellectual inquiry for faculty to pursue teaching excellence and for both students and faculty to pursue scholarship that advances the public administration field.

## Program Student Learning Outcomes

The program student learning outcomes are based on the core competencies recommended by the Network of Schools of Public Affairs and Administration (NASPAA). The program is designed to promote and develop the following student learning outcomes:

1. Students will have demonstrated an ability to lead and manage.
2. Students will have demonstrated an ability to participate in and contribute to the public policy process.
3. Students will have demonstrated an ability to analyze, synthesize, think critically, solve problems and make decisions.
4. Students will have demonstrated an ability to articulate and apply a public service perspective.
5. Students will have demonstrated the ability to communicate and interact productively with a diverse and changing workforce and citizenry.

## Degree Completion

A graduate student will have five years after initial enrollment in the first graduate level course to complete the graduate program under the requirements in effect at the time of enrollment. If program requirements change, the student can elect to complete the revised curriculum or to complete under the original curriculum. If the student does not complete the graduate degree program within the five-year period, the requirements in effect at the time of the next enrollment will be used to determine the student's graduation requirements.

Upper Iowa University reserves the right to make changes in its academic regulations and requirements when, in its judgment, the best interests of the institution are served.

## **Degree Requirements**

The Upper Iowa University Master of Public Administration degree requires 36 semester credits of graduate level coursework with a minimum cumulative grade point average of 3.0 on a 4.0 scale for completion.

Students completing the 18 credit MPA core requirements will have a broad overview of the discipline with an understanding of organizations, ethics, policy and research methods. Students should take either PA 500 or PA 501 as their first graduate course. The 18 credit emphasis areas provide more in-depth knowledge into the areas of criminal justice, healthcare management, public management, nonprofit organizations or emergency management and homeland security. PA 590 should be taken as the last course in the program and should not be taken concurrently with any other course. Permission to deviate from these guidelines can be done with permission from the MPA program director.

## **Core Requirements**

- PA 500 - Writing for Public Administrators **3 Credit(s)**
  - PA 501 - Graduate Survey of Public Administration **3 Credit(s)**
  - PA 502 - Introduction to Program Evaluation **3 Credit(s)**
  - PA 503 - Research Methods for Public Administration **3 Credit(s)**
- OR**
- PA 565 - Advanced Policy Analysis and Evaluation **3 Credit(s)**
  - PA 504 - Political Economy and Public Policy **3 Credit(s)**
  - PA 511 - Public Budgeting and Finance **3 Credit(s)**

### **Capstone:**

- PA 590 - Research Seminar **3 Credit(s)**

Credits: 21

## **Emphasis Area(s)**

### **Criminal Justice Emphasis**

This emphasis is designed to provide students with a comprehensive understanding of how conceptual and theoretical frameworks apply to real-world situations in a wide range of criminal justice career paths, and prepare students for leadership positions in agencies and organizations with missions related to criminal justice and public safety. Students will possess the knowledge needed to provide leadership in positions in a wide range of policing organizations from the local to the federal level.

## Requirements

- PA 554 - Theories of Crime and Public Policy **3 Credit(s)**

### Choose four of the following: 12 Credits

- PA 507 - Ethics of Public Service **3 Credit(s)**
- PA 508 - Terrorism and Politics **3 Credit(s)**
- **OR**
- PA 522 - Psychology and Culture of Terrorism **3 Credit(s)**
- **OR**
- PA 535 - Counter-Terrorism **3 Credit(s)**
- PA 550 - Advanced Criminal Procedure **3 Credit(s)**
- PA 552 - Correctional Systems Issues and Policy **3 Credit(s)**
- PA 553 - Seminar in Juvenile Justice **3 Credit(s)**
- PA 556 - Constitutional Law: Civil Liberties **3 Credit(s)**
- PA 557 - Introduction to GIS: Crime Mapping/Critical Incidents **3 Credit(s)**
- PA 558 - Psychology of Criminal Behavior **3 Credit(s)**
- PA 559 - Seminar in Cybercrime **3 Credit(s)**

**Total Credits: 15**

## Emergency Management and Homeland Security Emphasis

This emphasis area is designed to prepare students for leadership positions in agencies and organizations with missions to protect life, liberty, and property.

Students will develop the knowledge needed to provide strategic leadership for an all hazards/Whole Community approach to an emergency event given a networked environment operating within a democratic political system.

## Requirements

- Graduate Elective **3 Credits**

### Choose four of the following: 12 Credits

- PA 507 - Ethics of Public Service **3 Credit(s)**
- PA 508 - Terrorism and Politics **3 Credit(s)**
- PA 522 - Psychology and Culture of Terrorism **3 Credit(s)**
- PA 523 - Emergency Management, Homeland Security, and Public Policy **3 Credit(s)**
- PA 524 - Leadership Issues with Critical Incidents **3 Credit(s)**
- PA 525 - Comparative Strategies of National Security **3 Credit(s)**
- PA 526 - Emergency Management: Mitigation, Recovery, and Continuity **3 Credit(s)**
- PA 532 - Human Resources Management in Public Organizations **3 Credit(s)**
- PA 535 - Counter-Terrorism **3 Credit(s)**
- PA 543 - Emergency Management: Planning and Response **3 Credit(s)**
- PA 555 - Critical Infrastructure: Vulnerability Analysis and Protection **3 Credit(s)**
- PA 557 - Introduction to GIS: Crime Mapping/Critical Incidents **3 Credit(s)**

Total Credits: 15

## General Study Emphasis

This emphasis allows students to develop a program that meets their specific needs and goals. At least 4 of the electives (12 credits) must be MPA courses that are not cross-listed as HA (Healthcare Administration). Select five elective courses with advice and consent of advisor.

### Requirements

- Graduate Elective 3 Credits
- Graduate Elective 3 Credits
- Graduate Elective 3 Credits
- Graduate Elective 3 Credits
- Graduate Elective 3 Credits

Total Credits: 15

## Healthcare Management Emphasis

This emphasis area is designed to provide students with specialized knowledge of the issues and challenges facing leaders in healthcare and human services organizations.

Students will develop the skills necessary to create and maintain a system of continuous quality improvement in healthcare organizations.

### Requirements

- PA 537 - Healthcare Quality Assessment And Improvement 3 Credit(s)
- PA 539 - Healthcare Informatics Technology Management 3 Credit(s)

Choose three of the following: 9 Credits

- PA 528 - Politics of Poverty, Inequality, and Health Policy 3 Credit(s)
- PA 530 - Public Policy and Healthcare 3 Credit(s)
- PA 531 - Introduction to Healthcare Systems 3 Credit(s)
- PA 534 - Healthcare Economics 3 Credit(s)
- PA 536 - Healthcare Law and Ethics 3 Credit(s)
- PA 538 - Healthcare Financial Management 3 Credit(s)

Total Credits: 15

## Nonprofit Organizational Management Emphasis

This emphasis is designed to prepare students with the knowledge and skills necessary to lead organizations in the growing nonprofit sector.

Student will acquire knowledge needed for the development and responsible use of financial and human resources for effective nonprofit organizational leadership in either the public or private sectors in compliance with local, state, and federal regulations and laws.

## Requirements

- Graduate Elective **3 Credits**

Choose four of the following: **12 Credits**

- PA 507 - Ethics of Public Service **3 Credit(s)**
- PA 515 - Grant Writing and Contract Management **3 Credit(s)**
- PA 541 - Nonprofit Philanthropy and Fundraising **3 Credit(s)**
- PA 546 - Nonprofit Marketing and Public Affairs Advocacy **3 Credit(s)**
- PA 547 - Volunteer Recruitment and Management **3 Credit(s)**
- PA 563 - Administrative Law **3 Credit(s)**
- PA 567 - Board Governance and Strategic Management **3 Credit(s)**
- PA 569 - Government and Nonprofit Accounting and Budgeting **3 Credit(s)**

**Total Credits: 15**

## Public Management Emphasis

This emphasis is designed to assist students develop the knowledge and skills necessary to successfully manage in complex and dynamic public organizational settings.

Students will develop the knowledge, skills and ability to evaluate and apply contemporary managerial research, theories, concepts and principles in order to successfully maximize the potential of diverse human talent in order to develop contributing and productive public employees and teams so they are able to serve the needs of diverse citizen groups.

Choose five of the following: **15 Credits**

- PA 505 - Organizational Behavior **3 Credit(s)**  
**OR**
- BA 555 - Organizational Culture **3 Credit(s)**
- PA 507 - Ethics of Public Service **3 Credit(s)**
- PA 509 - Theories of Leadership **3 Credit(s)**
- PA 532 - Human Resources Management in Public Organizations **3 Credit(s)**
- PA 544 - Productivity Improvement in Government **3 Credit(s)**
- PA 545 - Labor Relations and Conflict Resolution in the Public Sector **3 Credit(s)**
- PA 548 - Advanced Issues In Public Management **3 Credit(s)**
- PA 562 - Seminar in Federalism and Intergovernmental Relations **3 Credit(s)**
- PA 563 - Administrative Law **3 Credit(s)**
- PA 564 - Seminar in State and Local Government Management **3 Credit(s)**
- PA 565 - Advanced Policy Analysis and Evaluation **3 Credit(s)**
- PA 566 - Economic Development: Theory and Practice **3 Credit(s)**
- PA 569 - Government and Nonprofit Accounting and Budgeting **3 Credit(s)**

## **\*Note:**

Students may not use PA 565 to meet both the core requirement and emphasis requirement.

## **Internship**

Students may complete, as an elective, an internship (PA 594 ). This means obtaining a full-time paid or unpaid position for a period of eight weeks (not less than 320 hours) in a public sector or not-for-profit agency. The internship typically involves the student working on an administrative policy or management issue confronting a public or not-for-profit organization. It is an opportunity for the student to relate her/his academic experience in the master's program to the issue that is the focus of the experience.

Internship positions are coordinated by the MPA Program Chair. Some internships are competitive in nature and are available on a regular basis with federal, state, county, and local governments. Others are posted from time to time as they are made known to the University. Still others become available on an ad hoc basis through the initiative of the student. A student's progress in an internship is monitored by the student's immediate supervisor at the agency sponsoring the internship and by the instructor.

The student prepares a report on the internship documenting the experience and its product, indicating the value of the experience for the student, and offers personal reflection on:

- Achievement of the core and emphasis area student learning outcomes.
- Opportunities for integration of program values in practice.
- Future career directions based on the experience and related learning.

The report incorporates documentation prepared for and submitted to the sponsoring organization regarding the issue studied, and is submitted to the instructor of record for PA 594 as the evidence of completion of the experience. The sponsoring organization will prepare a report on the work and effectiveness of the student. These reports, along with the student's work product, will be considered in assigning a grade to the Internship. The report is graded on a pass/fail basis.

The Internship (PA 594 ) is graded pass/fail for transcript purposes.

## **Master of Science in Counseling MSC**

The online Master of Science in Counseling (MSC) program prepares students to become professional counselors for a unique profession which emphasizes prevention of emotional and mental disorders, early intervention when problems are identified, and empowerment of clients. The MSC program offers two emphases: 1) Clinical Mental Health Counseling and 2) School Counseling. The MSC program is aligned to meet the national standards.

Professional counselors utilize a wellness model in providing professional services to clients. Counselors aim not only to assist individuals. They are committed to working for social justice in our society and learn to work effectively with a diverse clientele. Graduates of the MSC program are usually employed as professional counselors in a variety of settings including but not limited to hospitals, substance abuse treatment centers, schools, colleges, universities, private practice, rehabilitation facilities, community counseling agencies, court systems, crisis and disaster mental health services and other settings in which counseling or other mental health services are offered.

### **Program Mission Statement**

The online Master of Science in Counseling program at Upper Iowa University prepares exemplary graduates to serve in a variety of positions in community mental health and school settings. We establish academic expectations for an

intellectual climate and provide a supportive environment for a diverse student body to grow and develop personally, interpersonally, clinically, and professionally.

## Program Student Learning Outcomes

- Students will attain strong theoretical foundations in the eight core areas of counseling.
- Students will be able to successfully apply knowledge and skills covered in graduate level courses to counseling settings.
- Students will develop and demonstrate multicultural competence in counseling.
- Students will develop strong identities as professional counselors.
- The student population body will be diverse with respect to race, gender, sexual orientation and other cultural identities.
- Master's graduates will secure professional positions in counseling settings.

## Degree Requirements

The Master of Science in Counseling requires a total of 60 semester hours as follows: 48 semester hours of core credits, nine semester hours of emphasis credits and three semester hours of counseling elective credits. These requirements include three semester hours of credit in research and nine semester hours of credit in field work. Students must successfully pass the written Counselor Preparation Comprehensive Examination (CPCE) administered by the Center for Credentialing & Education (CCE) to be eligible to graduate from the program. This examination must be taken near the end of the student's degree program. The examination covers all eight (8) core areas of the student's field of study. In the event the student does not successfully pass the written exam, a second opportunity will be presented to the student of an oral examination which will include content relevant to the eight (8) counseling core areas.

## Core Requirements

- CNSL 509 - Theories of Counseling **3 Credit(s)**
- CNSL 510 - Ethical, Legal & Professional Issues in Counseling **3 Credit(s)**
- CNSL 515 - Lifespan Human Growth & Development **3 Credit(s)**
- CNSL 520 - Research & Program Evaluation **3 Credit(s)**
- CNSL 540 - Multicultural Counseling **3 Credit(s)**
- CNSL 543 - Career Counseling **3 Credit(s)**
- CNSL 550 - Diagnosis and Treatment Planning in Counseling **3 Credit(s) \***
- CNSL 552 - Group Work **3 Credit(s) \***
- CNSL 554 - Introduction to Counseling Techniques **3 Credit(s) \***
- CNSL 570 - Advanced Counseling Techniques **3 Credit(s) \***
- CNSL 571 - Crisis Intervention Counseling **3 Credit(s)**
- CNSL 573 - Assessment in Counseling **3 Credit(s)**
- CNSL 584 - Substance Abuse Counseling **3 Credit(s)**
- CNSL 590 - Practicum in Counseling **3 Credit(s) \***
- CNSL 597 - Internship in Counseling I **3 Credit(s) \***
- CNSL 598 - Internship in Counseling II **3 Credit(s) \***

Credits: 48

\*Students must earn a grade of "B" or better in each prerequisite clinical course in order to enroll in the next counseling skills course. In the event a student earns a grade of "B-" or lower in a counseling skills course, the course must be repeated.

CNSL 597 and CNSL 598 may be taken concurrently with the approval of the MSC program director. Students must have a 3.50 GPA or above.

## Emphasis Area(s)

Select one of the following emphases:

### **Clinical Mental Health Counseling (CMHC) Emphasis**

#### Requirements

- CNSL 580 - Couples, Marriage and Family Counseling **3 Credit(s)**
- CNSL 581 - Clinical Mental Health Counseling **3 Credit(s)**
- CNSL 586 - Advanced Diagnosis and Treatment Planning in Counseling **3 Credit(s)**

Credits: 9

### **School Counseling (SC)\***

- School Counseling (SC) Emphasis

### **School Counseling (SC) Emphasis**

#### Requirements

- CNSL 582 - Counseling Children and Adolescents **3 Credit(s)**
- CNSL 583 - School Counseling **3 Credit(s)**
- CNSL 585 - School Counselors as Leaders in Re-Imagining Student Discipline Practices **3 Credit(s)**

Credits: 9

Select one of the following counseling electives: 3 Credits

- CNSL 574 - Introduction to Play Therapy **3 Credit(s)** (CMHC)
- CNSL 576 - Psychopharmacology **3 Credit(s)** (CMHC)
- CNSL 582 - Counseling Children and Adolescents **3 Credit(s)** (CMHC)
- CNSL 591 - Supervision in Counseling **3 Credit(s)** (CMHC)
- CNSL 592 - Counseling Sexology **3 Credit(s)** (CMHC)
- CNSL 593 - Developing, Organizing and Managing School Counseling Services/Programs **3 Credit(s)** (SC)\*\*
- EDU 536 - Classroom Curriculum Design **3 Credit(s)** (SC)\*\*

## Total Credits: 60

\*SPED 304 - Exceptional Persons is required for Iowa licensure to serve as a professional school counselor. Students completing the coursework for school counseling will be recommended for Iowa licensure.

\*\*One of these courses is required to meet the curriculum requirement in the state of Iowa.

## Masters of Arts in Psychology MAP

The Masters of Arts in Psychology (MAP) Leadership and Professional Development program is designed to provide a student-centered exploration of psychological theory with application to the modern workplace. Advanced coursework targets theories of learning, motivation, leadership, development, and research. The program gives students a non-licensure option to further their education in psychology, and it is fully online. The M.A. Psychology provides a flexible course rotation. Students who enroll in this program will expand their psychological knowledge while applying that knowledge to their current or aspirant careers. Students hoping to eventually pursue further education in psychology (e.g., PhD) will also benefit from the grounding of this program in the science of psychology, with an opportunity for completion of a faculty-supervised Thesis. Those who graduate from this program will possess knowledge that will support their critical thinking, interpersonal understanding, and career development.

### Core Requirements

- PSY 501 - Applied Learning Strategies 1 Credit(s)
- PSY 510 - Learning and Motivation 3 Credit(s)
- PSY 511 - Leading to Motivate 3 Credit(s)
- PSY 520 - Adult Development 3 Credit(s)
- PSY 521 - Developmental Applications and Considerations 3 Credit(s)
- PSY 530 - Research and Ethics 3 Credit(s)
- PSY 531 - Data Visualization 3 Credit(s)
- PSY 540 - Applied Social Psychology 3 Credit(s)
- PSY 541 - Group Dynamics and Cohesion 3 Credit(s)

### Capstone

- PSY 598 - Capstone/Thesis I 3 Credit(s)
- PSY 599 - Capstone/Thesis II 3 Credit(s)

Credits: 31

## Micro-Credentials

### Conflict Management Micro-Credential

The Conflict Management Micro-Credential is designed to equip students with essential skills and knowledge for effectively managing and resolving conflicts in various settings. This badge integrates coursework in conflict resolution and crisis communication and provides a comprehensive understanding of the mechanisms and strategies involved in

managing interpersonal and organizational disputes. Students will engage in theoretical and practical learning experiences, preparing them to handle conflicts confidently and competently.

## Requirements

For students, the **Conflict Management Micro-Credential** offers valuable insights and skills applicable in numerous professional fields, including psychology, public relations, business, and human resources. This Micro-Credential enhances their ability to navigate and resolve conflicts, making them more effective leaders and collaborators.

For employers, hiring individuals with this Micro-Credential means gaining team members who are adept at maintaining a harmonious work environment, effectively managing crises, and fostering positive labor relations. These skills are crucial for improving workplace morale, reducing disputes, and enhancing overall productivity.

- COMM 416 - Crisis Communication 3 Credit(s)
- PSY 240 - Conflict Resolution 3 Credit(s)

Total Credits: 6

## Consumer Analytics Fundamentals Micro-Credential

### Requirements

The **Consumer Analytics Fundamentals Micro-Credential** is designed to provide students with essential skills and knowledge in analyzing consumer behavior and market data. This Micro-Credential integrates coursework in quantitative analysis, marketing principles, and consumer behavior, equipping students with the tools necessary to understand and predict consumer actions, preferences, and trends. Through this interdisciplinary approach, students will learn to apply statistical methods, marketing strategies, and behavioral insights to make informed business decisions that enhance consumer satisfaction and drive organizational success.

- BA 256 - Quantitative Analysis for Business I 3 Credit(s)
- MKT 208 - Marketing Principles 3 Credit(s)
- MKT 358 - Consumer Behavior 3 Credit(s)

Total Credits: 9

## Healthcare Informatics Micro-Credential

### Requirements

The **Healthcare Informatics Micro-Credential** is designed to equip students with the knowledge and skills necessary to effectively manage health information and technology within healthcare organizations. This Micro-Credential integrates coursework in healthcare informatics, healthcare law and ethics, and the American health system, providing a comprehensive understanding of data management, legal and ethical considerations, and the operational structure of the U.S. healthcare system. Through this interdisciplinary approach, students will learn to optimize health data usage, navigate legal and ethical challenges, and improve healthcare delivery and patient care quality.

- HSA 205 - Introduction to the American Health System 3 Credit(s)

- HSA 241 - Healthcare Informatics 3 Credit(s)
- HSA 360 - Health Care Law and Ethics 3 Credit(s)

Total Credits: 9

## **Social Media Micro-Credential**

### **Requirements**

The **Social Media Micro-Credential** is designed to equip students with the skills and knowledge necessary to navigate and excel in the dynamic field of social media. This Micro-Credential integrates coursework in new and experimental media, mass media, and media ethics, providing students with a comprehensive understanding of digital engagement strategies, the historical and functional aspects of mass media, and the ethical considerations in media practice. Through this interdisciplinary approach, students learn to create compelling content, responsibly engage with target audiences, and uphold ethical standards in media interactions.

- COMM 102 - Introduction to Mass Media 3 Credit(s)
- COMM 326 - New and Experimental Media 3 Credit(s)
- COMM 415 - Communication and Media Ethics 3 Credit(s)

Total Credits: 9

## **Supply Chain Logistics Micro-Credential**

### **Requirements**

The **Supply Chain Logistics Micro-Credential** is designed to equip students with a comprehensive understanding of the principles and practices involved in supply chain management, transportation management, and procurement. This Micro-Credential integrates coursework in these key areas, providing students with the knowledge and skills necessary to optimize the flow of goods and services from suppliers to customers. Through this Micro-Credential, students will gain insights into the strategic, operational, and technological aspects of supply chain logistics, preparing them for successful careers in the field.

- SCM 201 - Principles of Supply Chain Management 3 Credit(s)
- SCM 310 - Procurement Management 3 Credit(s)
- SCM 330 - Transportation Management 3 Credit(s)

Total Credits: 9

## **Minors**

### **Accounting, Minor**

### **Requirements**

- ACCT 202 - Accounting Principles II 3 Credit(s)
- ACCT 422 - Cost Accounting 3 Credit(s)

#### Four of the following: 12 Credits

- ACCT 321 - Intermediate Financial Accounting I 3 Credit(s)
- ACCT 322 - Intermediate Financial Accounting II 3 Credit(s)
- ACCT 323 - Federal Taxation I 3 Credit(s)
- ACCT 324 - Federal Taxation II 3 Credit(s)
- ACCT 425 - Auditing 3 Credit(s)
- ACCT 431 - Advanced Financial Accounting 3 Credit(s) \*
- ACCT 432 - Accounting for Not-For-Profit Organizations 3 Credit(s) \*

#### Total Credits: 18

\* Must be completed at UIU or another four-year institution.

\*\* Graduate course for undergraduate credit through the MBA Link program.

## Art, Minor

The Art minor challenges students to develop a personal approach to the arts while they strengthen their artistic skills.

### Core Requirements

- ART 101 - Digital Tools 3 Credit(s)
- ART 109 - Two Dimensional Foundations 3 Credit(s)
- ART 110 - Drawing 3 Credit(s)
- ART 120 - Three Dimensional Foundations 3 Credit(s)

#### Three of the following: 6 Credits

- ART 202 - Painting 3 Credit(s)
- ART 204 - Printmaking 3 Credit(s)
- ART 210 - Intermediate Drawing 3 Credit(s)
- ART 222 - Ceramics/Hand Building 3 Credit(s)
- ART 223 - Ceramics/Wheel Throwing 3 Credit(s)
- ART 225 - Sculpture 3 Credit(s)
- GRAF 218 - Digital Photography 3 Credit(s)

#### One of the following: 3 Credits

- ART 305 - Environmental Art 3 Credit(s)
- ART 330 - Watercolor/Water Media 3 Credit(s)
- GRAF 319 - Digital Video and Editing 3 Credit(s)

#### Total Credits: 24

## **Biology, Minor**

### **Requirements**

- BIO 135 - Principles of Biology I **4 Credit(s)**
- BIO 140 - Principles of Biology II **4 Credit(s)**
- BIO 283 - General Genetics **4 Credit(s)**
- BIO 340 - Evolution **3 Credit(s)**
- BIO 381 - Cell and Molecular Biology **3 Credit(s)**

Biology electives - two courses must be 200 or above; must be at least 3 credit courses 6-8 Credits

Total Credits: 24-26

## **Chemistry, Minor**

The minor in chemistry can be paired with majors in biology or other disciplines to prepare students for entry into professional programs at schools of medicine, pharmacy, dentistry, optometry, chiropractic, physical therapy, occupational therapy, mortuary science, and veterinary medicine.

### **Requirements**

- CHEM 151 - General Chemistry I **4 Credit(s)**
- CHEM 152 - General Chemistry II **4 Credit(s)**
- CHEM 220 - Quantitative Analysis **4 Credit(s)**
- CHEM 251 - Organic Chemistry I **4 Credit(s)**
- CHEM 252 - Organic Chemistry II **4 Credit(s)**
- Electives in chemistry numbered 300 or above **6 Credits**

Total Credits: 26

## **Coaching, Minor**

### **Requirements**

- Certification in First Aid, CPR, AED **0-1 Credits**  
**OR**
- EXSS 102 - First Aid/CPR/AED Programs **1 Credit(s)**
- EDU 142 - Human Growth, Development and Guidance **3 Credit(s)**
- EXSS 166 - Care and Prevention of Athletic Injuries **2 Credit(s)**
- EXSS 226 - Foundations of Physical Fitness **2 Credit(s)**
- EXSS 243 - Coaching Theory and Ethics **3 Credit(s)**
- EXSS 283 - Sport Nutrition **3 Credit(s)**
- EXSS 318 - Psychology of Exercise & Sport **3 Credit(s)**
- EXSS 354 - Methods of Strength and Conditioning **3 Credit(s)**

Total Credits: 19-20

## **Communication Studies, Minor**

### Requirements

- COMM 105 - Public Speaking 3 Credit(s)
- COMM 107 - Human Communication 3 Credit(s)
- COMM 200 - Interpersonal Communication 3 Credit(s)
- COMM 203 - Communication Theory 3 Credit(s)
- COMM 221 - Intercultural Communication 3 Credit(s)
- COMM 352 - Rhetoric and Public Culture 3 Credit(s)
- COMM 415 - Communication and Media Ethics 3 Credit(s)

One of the following: 3 Credits

- COMM 307 - Business and Professional Communication 3 Credit(s)
- COMM 326 - New and Experimental Media 3 Credit(s)
- THE 240 - Oral Interpretation 3 Credit(s)
- THE 260 - Storytelling 3 Credit(s)

Total Credits: 24

## **Criminal Justice, Minor**

### Requirements

- CJ 224 - Introduction to Criminal Justice 3 Credit(s)
- CJ 237 - Criminal Law and Procedure 3 Credit(s)
- CJ 299 - Special Project 3 Credit(s)
- CJ 367 - Ethics in Criminal Justice 3 Credit(s)

One of the following: 3 Credits

- SOC 220 - Social Problems 3 Credit(s)
- SOC 240 - Diversity in the United States 3 Credit(s)

Two courses from any Criminal Justice or Sociology courses 300 level or higher 6 Credits

Total Credits: 21

## **Earth and Environmental Science Minor**

The Earth and Environmental Science minor is available to students of any major who would like to explore Earth and environmental science issues. This could be helpful for students exploring interdisciplinary careers in overlapping job

sectors. Career sectors that may partner well with this minor could include, but are not limited to public administration, natural resources and conservation, biology, emergency and disaster management, or business.

## Requirements

- CHEM 115 - Environmental Chemistry 3 Credit(s)
- ES 100 - Introduction to Geology 3 Credit(s)
- ES 161 - Introduction to Environmental Science 3 Credit(s)
- ES 220 - Soil and Water Conservation 3 Credit(s)
- PHIL 202 - Contemporary Ethics 3 Credit(s)

## Select two of the following: 6-8 credits

- BIO 480 - Stream Ecology 4 Credit(s)
- ES 117 - Natural Disasters 3 Credit(s)
- ES 321 - Building an Eco-Economy 3 Credit(s)
- ES 326 - Soil Genesis, Classification and Morphology 4 Credit(s)
- ES 340 - Environmental Policy 3 Credit(s)
- GEOG 100 - Introduction to Physical Geography 3 Credit(s)
- GEOG 356 - Introduction to Geographic Information Systems 3 Credit(s)
- PA 305 - Grant Writing 3 Credit(s)
- PA 306 - Principles of Emergency Management 3 Credit(s)

Total Credits: 21-23

## Economics, Minor

### Requirements

- ECON 160 - Principles of Microeconomics 3 Credit(s)
- ECON 161 - Principles of Macroeconomics 3 Credit(s)

### Four of the following: 12 Credits

- ECON 281 - Western Economic History: 1600-Present 3 Credit(s)  
**OR**
- HIST 281 - Western Economic History: 1600-Present 3 Credit(s)
  
- FIN 310 - Money and Capital Markets 3 Credit(s)  
**OR**
- ECON 310 - Money and Capital Markets 3 Credit(s)
  
- BA 450 - Special Topics 3 Credit(s)
- ECON 212 - Agricultural Economics 3 Credit(s)
- ECON 433 - Environmental Economics 3 Credit(s)
- ECON 455 - Economics of Health and Health Care 3 Credit(s)
- ECON 466 - Labor Economics 3 Credit(s)
- ECON 477 - Public Finance 3 Credit(s)

- ECON 488 - International Trade **3 Credit(s)**
- ECON 493 - Managerial Economics **3 Credit(s)**
- ECON 499 - Special Project **3 Credit(s)**

Total Credits: 18

## **Exercise Science, Minor**

### Requirements

- BIO 268 - Introduction to Human Anatomy and Physiology **4 Credit(s)** \*\*
- EXSS 226 - Foundations of Physical Fitness **2 Credit(s)**
- EXSS 302 - Exercise Physiology **3 Credit(s)**
- EXSS 305 - Kinesiology and Biomechanics **3 Credit(s)**
- Electives in EXSS **9 Credits**

Total Credits: 21

\*\*BIO 135 - Principles of Biology I is a prerequisite for BIO 268.

## **Financial Management, Minor**

### Requirements

- ECON 160 - Principles of Microeconomics **3 Credit(s)**
- ECON 161 - Principles of Macroeconomics **3 Credit(s)**
- FIN 310 - Money and Capital Markets **3 Credit(s)**  
**OR**
- ECON 310 - Money and Capital Markets **3 Credit(s)**
- FIN 341 - Corporate Financial Management **3 Credit(s)**
- FIN 343 - Investments **3 Credit(s)**
- FIN 442 - Intermediate Financial Management **3 Credit(s)**
- FIN 444 - New Venture Finance **3 Credit(s)**

Total Credits: 21

## **General Business, Minor**

### Requirements

- ECON 160 - Principles of Microeconomics **3 Credit(s)**
- ACCT 201 - Accounting Principles I **3 Credit(s)**
- MKT 208 - Marketing Principles **3 Credit(s)**
- BA 210 - Management Principles **3 Credit(s)**

- BA 222 - Management Information Systems 3 Credit(s)
- BA 302 - Business Law and Ethics 3 Credit(s)
- MATH 220 - Elementary Statistics 3 Credit(s)
- OR
- BA 256 - Quantitative Analysis for Business I 3 Credit(s)

Total Credits: 21

## Graphic Design, Minor

### Requirements

- GRAF 112 - Introduction to Graphic Design 3 Credit(s)
- GRAF 333 - Digital Illustration 3 Credit(s)
- GRAF 335 - Publication Design 3 Credit(s)
- GRAF 355 - Typography 3 Credit(s)
- GRAF 380 - Advertising Design 3 Credit(s)
- GRAF 480 - Senior Thesis and Portfolio 3 Credit(s)

Choose one of the following: 3 Credits

- GRAF 280 - Interaction Design 3 Credit(s)
- GRAF 319 - Digital Video and Editing 3 Credit(s)

Choose one of the following: 3 Credits

- GRAF 218 - Digital Photography 3 Credit(s)

Total Credits: 24

## Health Services Administration, Minor

### Requirements

- HSA 205 - Introduction to the American Health System 3 Credit(s)
- HSA 241 - Healthcare Informatics 3 Credit(s)
- HSA 360 - Health Care Law and Ethics 3 Credit(s)
- HSA 440 - Health Services Administration 3 Credit(s)
- HSA 460 - Health Services Policy and Regulation 3 Credit(s)

Total Credits: 15

## Human Resources Management, Minor

### Requirements

- BA 361 - Human Resources Management 3 Credit(s) \*
- BA 371 - Training and Development 3 Credit(s)
- BA 383 - Compensation and Benefits Management 3 Credit(s)
- BA 393 - Personnel Selection and Evaluation 3 Credit(s)

### Two of the Following: 6 Credits

- BA 303 - Business Law II 3 Credit(s) \*
  - BA 317 - International Management 3 Credit(s)
  - BA 403 - Internship 3 Credit(s)
- OR**
- BA 499 - Special Project 3 Credit(s)
  - BA 411 - Labor Relations and Negotiation 3 Credit(s) \*
  - BA 423 - Production and Operations Management 3 Credit(s)
  - ECON 466 - Labor Economics 3 Credit(s)
  - MKT 358 - Consumer Behavior 3 Credit(s)
  - PSY 232 - Group Dynamics 3 Credit(s)
  - SOC 240 - Diversity in the United States 3 Credit(s)

Total Credits: 18

\*For non-business majors these courses require at least one prerequisite that is not in the minor.

## Human Services, Minor

### Requirements

- HSV 221 - Introduction to Human Services 3 Credit(s)
- HSV 361 - Marriage and the Family 3 Credit(s)
- HSV 375 - Methods in Human Services I 3 Credit(s)
- HSV 384 - Social Welfare Programs and Policies 3 Credit(s)
- HSV 454 - Issues and Ethics in the Helping Professions 3 Credit(s)
- Elective in human services, psychology or sociology 3 Credits

Total Credits: 18

## Information Systems, Minor

### Requirements

- BA 222 - Management Information Systems 3 Credit(s)
- IT 122 - IT Infrastructure 4 Credit(s) \*
- IS 242 - Human Computer Interaction 3 Credit(s)
- IS 310 - Systems Analysis and Design 3 Credit(s) \*\*
- IS 320 - Enterprise Architecture 3 Credit(s)
- IT 332 - Databases and Information Management 3 Credit(s)

Total Credits: 19

\* IS 102 is a prerequisite for IT 122

\*\*IS 248 is a prerequisite for IS 310

## **Information Technology, Minor**

### Requirements

- IT 122 - IT Infrastructure 4 Credit(s) \*
- IT 140 - Introduction to Programming 4 Credit(s)
- IT 206 - Computer Architecture 4 Credit(s)
- IT 213 - Operating Systems 4 Credit(s)
- IT 311 - Networking 4 Credit(s)
- Additional course from IT required or IT elective courses 3-4 Credits

Total Credits: 23-24

\* IS 102 is a prerequisite for IT 122 and IT 140

## **Management, Minor**

### Requirements

- BA 361 - Human Resources Management 3 Credit(s)
- BA 423 - Production and Operations Management 3 Credit(s)

Four of the following: 12 Credits

- BA 303 - Business Law II 3 Credit(s)
- BA 362 - Supervision 3 Credit(s)
- BA 370 - Entrepreneurship and Small Business Management 3 Credit(s)
- BA 403 - Internship 3 Credit(s)
- OR
- BA 499 - Special Project 3 Credit(s)
- BA 411 - Labor Relations and Negotiation 3 Credit(s)
- ACCT 422 - Cost Accounting 3 Credit(s)
- BA 445 - Contemporary Topics in Management 3 Credit(s)
- BA 454 - Management Cases 3 Credit(s)

Total Credits: 18

## **Marketing, Minor**

### Requirements

- MKT 208 - Marketing Principles 3 Credit(s)
- MKT 358 - Consumer Behavior 3 Credit(s)
- MKT 363 - Advertising and Integrated Marketing Communications 3 Credit(s)
- MKT 479 - Branding 3 Credit(s)

Two of the following: 6 Credits

- MKT 315 - Sales Management 3 Credit(s)
- MKT 337 - Personal Selling 3 Credit(s)
- MKT 414 - New Product Development 3 Credit(s)
- MKT 424 - Global Marketing 3 Credit(s)
- MKT 451 - Marketing Research 3 Credit(s)
- MKT 459 - Contemporary Topics in Marketing 3 Credit(s)
- MKT 489 - Social Media Marketing 3 Credit(s)

Total Credits: 18

## Mortuary Science, Minor

Upper Iowa University offers a minor in Mortuary Science for students who are pursuing a Bachelor's degree prior to attending a Mortuary Science licensure program. The minor provides background science and psychology classes helpful as prerequisites for mortuary science training. The Mortuary Science minor is a good complement for students majoring in Business or Psychology in preparation for becoming a mortuary science professional. Please note UIU does not grant mortuary science licenses.

### Requirements

- BIO 135 - Principles of Biology I 4 Credit(s)
- BIO 210 - Microbiology 4 Credit(s)
- BIO 268 - Introduction to Human Anatomy and Physiology 4 Credit(s)
- CHEM 151 - General Chemistry I 4 Credit(s)
- CHEM 152 - General Chemistry II 4 Credit(s)
- PSY 190 - General Psychology 3 Credit(s)

One of the Following 3 Credits

- PSY 321 - Death and Dying 3 Credit(s)
- PSY 355 - Skills and Strategies in the Helping Professions 3 Credit(s)

Total Credits: 26

## Pre-Law, Minor

### Requirements

Context and Development of American Law: 6 Credits

Two of the following:

- HIST 110 - American History to 1877 **3 Credit(s)**
- HIST 111 - American History Since 1877 **3 Credit(s)**
- PS 100 - U.S. Government **3 Credit(s)**
- PS 230 - State and Local Government **3 Credit(s)**
- PS 362 - The Legislative Process **3 Credit(s)**

## Develop Skills Useful for Law School: 6 Credits

Two of the following:

- COMM 352 - Rhetoric and Public Culture **3 Credit(s)**
- ENG 270 - Craft and Technique of Creative Writing **3 Credit(s)**
- ENG 301 - Writing Strategies **3 Credit(s)**
- ENG 370 - Non-Fiction Workshop **3 Credit(s)**
- PHIL 150 - Introduction to Philosophy **3 Credit(s)**
- PHIL 202 - Contemporary Ethics **3 Credit(s)**

## Substantive Areas of Law and Legal Reasoning: 6 Credits

Two of the following:

- BA 302 - Business Law and Ethics **3 Credit(s)**
- BA 303 - Business Law II **3 Credit(s)**
- PS 411 - American Constitutional Law I **3 Credit(s)**
- PS 412 - American Constitutional Law II **3 Credit(s)**
- PA 445 - Administrative Law **3 Credit(s)**

## Electives from the above categories, communication, and/or business: 6 Credits

(In consultation with the pre-law advisor)

**Total Credits: 25**

## **Psychology, Minor**

### Requirements

- PSY 190 - General Psychology **3 Credit(s)**

### Learning and Cognition (choose one of the following): 3 Credits

- PSY 323 - Cognition **3 Credit(s)**
- PSY 445 - Learning and Memory **3 Credit(s)**

### Individual Differences (choose one of the following): 3 Credits

- PSY 310 - Social Psychology 3 Credit(s)
- PSY 332 - Personality 3 Credit(s)
- PSY 360 - Abnormal Psychology 3 Credit(s)

### Biological Bases and Behavior (choose one of the following): 3 Credits

- PSY 335 - Biological Psychology 3 Credit(s)
- PSY 338 - Motivation 3 Credit(s)

### Developmental Changes in Behavior (choose one of the following): 3 Credits

- PSY 212 - Developmental Psychology: Birth to Adolescence 3 Credit(s)
- PSY 222 - Developmental Psychology: Young Adulthood to Late Adulthood 3 Credit(s)
- PSY 321 - Death and Dying 3 Credit(s)
- HSV 397 - Social Gerontology 3 Credit(s)

### Electives in Psychology or Human Services 3 Credits

(see full list of psychology and human services offerings)

### Total Credits: 18

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

## Public Administration, Minor

This minor is available to all majors except the public administration and emergency and disaster management major.

### Requirements

- BA 210 - Management Principles 3 Credit(s)
- PA 364 - Public Administration 3 Credit(s)
- PA 440 - Public Budgeting Process 3 Credit(s)
- PA 445 - Administrative Law 3 Credit(s)

### One of the following: 3 Credits

- PS 100 - U.S. Government 3 Credit(s)
- PS 230 - State and Local Government 3 Credit(s)

### One of the following: 3 Credits

- BA 302 - Business Law and Ethics 3 Credit(s)
- BA 361 - Human Resources Management 3 Credit(s)
- BA 362 - Supervision 3 Credit(s)

- HSV 384 - Social Welfare Programs and Policies 3 Credit(s)
- BA 390 - Complex Organizations 3 Credit(s)
- PS 411 - American Constitutional Law I 3 Credit(s)
- PA 430 - Cases in Public Administration 3 Credit(s)

Total Credits: 18

At least nine credits in this minor must be earned in upper division coursework.

## Public Relations, Minor

### Minor Core

- COMM 102 - Introduction to Mass Media 3 Credit(s)
- COMM 105 - Public Speaking 3 Credit(s)
- COMM 203 - Communication Theory 3 Credit(s)
- COMM 415 - Communication and Media Ethics 3 Credit(s)

Two of the following: 6 Credits

- COMM 320 - News Editing 3 Credit(s)
- COMM 326 - New and Experimental Media 3 Credit(s)
- COMM 332 - Writing for Media 3 Credit(s)

Two of the following: 6 Credits

- COMM 276 - Television Production 3 Credit(s)
- COMM 286 - Radio and Podcasting Production 3 Credit(s)
- COMM 307 - Business and Professional Communication 3 Credit(s)
- COMM 308 - Sports Writing and Reporting 3 Credit(s)
- COMM 334 - Public Relations 3 Credit(s)
- GRAF 218 - Digital Photography 3 Credit(s)
- GRAF 280 - Interaction Design 3 Credit(s)
- GRAF 319 - Digital Video and Editing 3 Credit(s)
- MKT 358 - Consumer Behavior 3 Credit(s)
- MKT 363 - Advertising and Integrated Marketing Communications 3 Credit(s)

Total Credits: 24

Note: Students must choose either the minor in Communication Studies or the minor in Public Relations.

## Sociology, Minor

### Requirements

- SOC 110 - Principles of Sociology 3 Credit(s)
- SOC 220 - Social Problems 3 Credit(s)

- SOC 304 - Globalization **3 Credit(s)**
- SOC 334 - Introduction to Sociological Research Methods **3 Credit(s)**
- SOC 392 - Sociological Theory **3 Credit(s)**

At least two of the following: **6 Credits**

- SOC 240 - Diversity in the United States **3 Credit(s)**
- SOC 347 - Deviance and Social Control **3 Credit(s)**
- HSV 361 - Marriage and the Family **3 Credit(s)**
- SOC 363 - Social Stratification **3 Credit(s)**
- SOC 381 - Political Sociology **3 Credit(s)**

**Total Credits: 24**

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

## **Other Teacher Education Certifications, Licensures and Endorsements**

### **#1821 Middle School Language Arts (13 credits)**

#### **Requirements**

- EDU 232 - Grammar Content for Teachers **1 Credit(s)**
- EDU 333 - Literature: Birth-Adolescence **3 Credit(s)**

One of the following: **3 Credits**

- ENG 101 - English Composition I **3 Credit(s)**
- An equivalent composition course

One of the following: **3 Credits**

- COMM 105 - Public Speaking **3 Credit(s)**
- COMM 107 - Human Communication **3 Credit(s)**
- An approved oral communication course

One of the following: **3 Credits**

- ENG 265 - African American Literature **3 Credit(s)**
- ENG 365 - Women and Literature **3 Credit(s)**
- An approved literature across cultures course

**Total Credits: 13**

## #1822 Middle School Math (12 credits)

### Requirements

- MATH 107 - College Algebra 3 Credit(s)
- EDU 353 - Teaching Mathematics Intermediate-Middle School 3 Credit(s)

### Two of the following: 6 Credits

- MATH 101 - Math for Liberal Arts 3 Credit(s)
- MATH 115 - Trigonometry and Analytic Geometry 3 Credit(s)
- MATH 120 - Calculus I 3 Credit(s) (if MATH 115 prerequisite is met)
- MATH 220 - Elementary Statistics 3 Credit(s)
- An approved math course

Total Credits: 12

## #1823 Middle School Science

### One of the following: 4 Credits

- BIO 135 - Principles of Biology I 4 Credit(s)
- An approved biology course

### One of the following: 4 Credits

- ES 100 - Introduction to Geology 3 Credit(s) AND
- ES 175 - Earth Systems Laboratory 1 Credit(s)
- An approved earth science course

### One of the following: 4 Credits

- CHEM 151 - General Chemistry I 4 Credit(s)
- PHY 111 - Introductory Physics I 3 Credit(s) AND
- PHY 112 - Introductory Physics Laboratory I 1 Credit(s) \*
- An approved physical science course

Total Credits: 12

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

## #1824 Middle School Social Studies

## One of the following: 3 Credits

- HIST 110 - American History to 1877 3 Credit(s)
- HIST 111 - American History Since 1877 3 Credit(s)
- An approved American history course

## One of the following: 3 Credits

- HIST 100 - World History to 1500 3 Credit(s)
- HIST 101 - World History Since 1500 3 Credit(s)
- An approved world history course

## One of the following: 3 Credits

- PS 100 - U.S. Government 3 Credit(s)
- PS 230 - State and Local Government 3 Credit(s)
- An approved political science course

## One of the following: 3 Credits

- GEOG 100 - Introduction to Physical Geography 3 Credit(s)
- GEOG 200 - World Regional Geography 3 Credit(s)
- An approved geography course

Total Credits: 12

## **5 - 12 Agriculture #112**

### Requirements

- EDU 30011 - Teaching Secondary School Agriculture 3 Credit(s)

Coursework in each of the following areas: 17-21 Credits

and at least 3 semester credit hours in five of the following areas:

- Agribusiness Systems Electives
- Power, Structure, and Technical Systems Electives
- Plant Systems Electives
- Animal Systems Electives
- Natural Resources Systems Electives
- Environmental Service Systems Electives
- Food Products and Processing Systems Electives

## **5 - 12 Basic Science #1541**

### Requirements

- EDU 30005 - Teaching Secondary School Science **3 Credit(s)**
- BIO 135 - Principles of Biology I **4 Credit(s)**
- BIO 140 - Principles of Biology II **4 Credit(s)**
- CHEM 151 - General Chemistry I **4 Credit(s)**
- CHEM 152 - General Chemistry II **4 Credit(s)**
- ES 161 - Introduction to Environmental Science **3 Credit(s)**
- PHY 110 - Introduction to Astronomy **3 Credit(s)**
- PHY 111 - Introductory Physics I **3 Credit(s)**
- PHY 112 - Introductory Physics Laboratory I **1 Credit(s)**

## **5 - 12 Biology #151**

### Requirements

- EDU 30005 - Teaching Secondary School Science **3 Credit(s)**
- BIO 135 - Principles of Biology I **4 Credit(s)**
- BIO 140 - Principles of Biology II **4 Credit(s)**
- BIO 270 - Human Anatomy and Physiology I **4 Credit(s)**
- BIO 275 - Human Anatomy and Physiology II **4 Credit(s)**

Electives in Biology (300 and above) **8 Credits**

## **5 - 12 Chemistry #153**

### Requirements

- EDU 30005 - Teaching Secondary School Science **3 Credit(s)**
- CHEM 151 - General Chemistry I **4 Credit(s)**
- CHEM 152 - General Chemistry II **4 Credit(s)**

Two of the following: **8 Credits**

- CHEM 220 - Quantitative Analysis **4 Credit(s)**
- CHEM 251 - Organic Chemistry I **4 Credit(s)**
- CHEM 252 - Organic Chemistry II **4 Credit(s)**

Electives in Chemistry (200-400 level) **8 Credits**

## **5 - 12 Economics Endorsement #160**

### Requirements

- ECON 160 - Principles of Microeconomics **3 Credit(s)**
- ECON 161 - Principles of Macroeconomics **3 Credit(s)**

Select two of the following: **6 Credits**

- ECON 281 - Western Economic History: 1600-Present **3 Credit(s)**  
**OR**
- HIST 281 - Western Economic History: 1600-Present **3 Credit(s)**
- FIN 310 - Money and Capital Markets **3 Credit(s)**  
**OR**
- ECON 310 - Money and Capital Markets **3 Credit(s)**
- ECON 433 - Environmental Economics **3 Credit(s)**
- ECON 466 - Labor Economics **3 Credit(s)**
- ECON 477 - Public Finance **3 Credit(s)**
- ECON 488 - International Trade **3 Credit(s)**

### Electives in Economics: 12 Credits

- EDU 30006 - Teaching Secondary School Social Science **3 Credit(s)**

## **5 - 12 English/Language Arts Endorsement**

### Requirements

- EDU 30002 - Teaching Secondary School English/Language Arts **3 Credit(s)**
- EDU 326 - Developmental Reading and Language Arts **3 Credit(s)**
- EDU 333 - Literature: Birth-Adolescence **3 Credit(s)**
- ENG 101 - English Composition I **3 Credit(s)**
- ENG 330 - Shakespeare **3 Credit(s)**

### One of the following: 3 Credits

- ENG 209 - American Literature I **3 Credit(s)**
- ENG 210 - American Literature II **3 Credit(s)**

### One of the following: 3 Credits

- COMM 105 - Public Speaking **3 Credit(s)**
- COMM 107 - Human Communication **3 Credit(s)**

### One of the following: 3 Credits

- ENG 102 - English Composition II **3 Credit(s)**
- An approved composition course

Elective in English, Language Arts, Speech, Drama Theatre, English as a Second Language, and/or Reading **3 Credits**

## **5 - 12 Health #138**

Upper Iowa offers the health endorsement for a student who has an original endorsement in another subject area.

## Requirements

- EXSS 280 - Personal and Community Health 3 Credit(s)
- PSY 302 - Substance Abuse 3 Credit(s)

### Select one of the following: 3 Credits

- PSY 270 - Human Sexuality 3 Credit(s)
- HSV 361 - Marriage and the Family 3 Credit(s)

### One of the following: 3 Credits

- EXSS 283 - Sport Nutrition 3 Credit(s)
- BIO 165 - Human Biology and Nutrition 3 Credit(s)

### Electives in health-related courses with consent of advisor 12 Credits

- EDU 337 - Teaching Health K-12 3 Credit(s)

## **5 - 12 Industrial Technology #140**

### Requirements

- EDU 30010 - Teaching Secondary School Industrial Technology 3 Credit(s)

### Note:

Six credits in three of the following areas: Construction; Energy and Power; Transportation; Graphic Communication; or Manufacturing (18 credits)

Six (6) additional elective credits from the remaining areas above (6 credits)

Overall, preservice educators must complete at least one course in each of the five areas listed above to complete this endorsement

## **5 - 12 Instructional Strategist I Mild/Moderate #261**

This endorsement consists of 28-32 semester credits. A person seeking this endorsement must already be the holder of a valid Iowa teaching license to teach students without disabilities or be concurrently seeking licensure to teach students without disabilities.

### Requirements

- SPED 304 - Exceptional Persons 3 Credit(s)
- EDU 407 - Diagnostic Assessment Practices in Reading and Language Arts 3 Credit(s)
- SPED 459 - Home, School and Community Relations 3 Credit(s)
- SPED 462 - Individual Behavior and Classroom Management 3 Credit(s)

- SPED 465 - Methods/Curriculum: Behavior Disorders Prek-12 **3 Credit(s)**
- SPED 467 - Characteristics of Individuals with Disabilities **3 Credit(s)**
- SPED 475 - Methods/Curriculum: Mild/Moderate Disabilities 5-12 **3 Credit(s)**
- SPED 477 - Career and Vocational Programming **3 Credit(s)**

One of the following:

- SPED 479 - Student Teaching Instructional Strategist **4 Credit(s)**
- SPED 482 - Student Teaching Instructional Strategist **8 Credit(s)**

## **5 - 12 Journalism # 141**

### Requirements

- COMM 320 - News Editing **3 Credit(s)**
- COMM 332 - Writing for Media **3 Credit(s)**
- COMM 415 - Communication and Media Ethics **3 Credit(s)**
- GRAF 218 - Digital Photography **3 Credit(s)**
- EDU 30002 - Teaching Secondary School English/Language Arts **3 Credit(s)**

Choose three of the following: **9 Credits**

- COMM 276 - Television Production **3 Credit(s)**
- COMM 307 - Business and Professional Communication **3 Credit(s)**
- COMM 403 - Internship **1-3 Credit(s)**
- COMM 450 - Special Topics **3 Credit(s)**
- COMM 499 - Special Project **1-3 Credit(s)**
- GRAF 380 - Advertising Design **3 Credit(s)**

## **5 - 12 Reading #149**

### Requirements

- SPED 304 - Exceptional Persons **3 Credit(s)**
- EDU 326 - Developmental Reading and Language Arts **3 Credit(s)**
- EDU 333 - Literature: Birth-Adolescence **3 Credit(s)**
- EDU 407 - Diagnostic Assessment Practices in Reading and Language Arts **3 Credit(s)**
- EDU 410 - Practicum: Secondary Reading and Language Arts **3 Credit(s)**
- EDU 425 - Content Area Literacy **3 Credit(s)**
- EDU 445 - Language Acquisition **3 Credit(s)**
- EDU 485 - Advanced Instructional Issues and Methods in Reading and Language Arts **3 Credit(s)**

One of the following: **3 Credits**

- ENG 102 - English Composition II **3 Credit(s)**
- An equivalent composition course

## **5 - 12 Work Experience Coordinator (Endorsement #234)**

### Requirements

- SPED 468 - Coordination of Occupational Programs 3 Credit(s)
- SPED 477 - Career and Vocational Programming 3 Credit(s)

### Note:

Must also hold a special education endorsement in grades 5-12.

## **5-8 Algebra For High School #1421**

### Requirements

- MATH 107 - College Algebra 3 Credit(s)

### Note:

Individual must hold either the K-8 Mathematics or Middle School Mathematics endorsement.

## **5-8 Middle School Endorsement #1821, #1822, #1823, #1824 (no major offered)**

### Requirements

- EDU 425 - Content Area Literacy 3 Credit(s)
- EDU 428 - Middle School Curriculum, Design and Strategies 3 Credit(s)
- EDU 435 - Middle School Students' Growth, Development and Management 3 Credit(s)

Completion of coursework in TWO of the following content areas:

- #1821 Middle School Language Arts (13 credits)
- #1822 Middle School Math (12 credits)
- #1823 Middle School Science
- #1824 Middle School Social Studies

## **Birth-Grade 3: Inclusive Settings #1001**

### Requirements

- Current certification to include infant/child CPR/First Aid  
OR
- EXSS 102 - First Aid/CPR/AED Programs 1 Credit(s) (Certification must be current upon licensure.)
- EDU 306 - Field Experience I: Elementary 3 Credit(s)
- ECE 223 - Health, Safety, and Nutrition in Early Childhood 3 Credit(s)

- ECE 334 - Field Experience: Infant/Toddler **1 Credit(s)**
- ECE 335 - Field Experience: Prekindergarten **2 Credit(s)**
- ECE 451 - Introduction to Early Childhood **3 Credit(s)**
- ECE 452 - Observation and Assessment in Early Childhood **3 Credit(s)**
- ECE 455 - Methods and Curriculum of Early Childhood **3 Credit(s)**
- ECE 456 - Administration and Supervision of Early Childhood **3 Credit(s)**
- EDU 407 - Diagnostic Assessment Practices in Reading and Language Arts **3 Credit(s)**
- SPED 304 - Exceptional Persons **3 Credit(s)**
- SPED 459 - Home, School and Community Relations **3 Credit(s)**
- SPED 462 - Individual Behavior and Classroom Management **3 Credit(s)**
- SPED 465 - Methods/Curriculum: Behavior Disorders Prek-12 **3 Credit(s)**
- SPED 467 - Characteristics of Individuals with Disabilities **3 Credit(s)**
- SPED 478 - Methods/Curriculum: Mild/Moderate Disabilities Prekindergarten-8 **3 Credit(s)**
- SPED 484 - Student Teaching Prekindergarten Inc. Special Education **8 Credit(s)**

**Total Credits: 50-51**

Note: If not endorsed in elementary education or prekindergarten - grade 3, please contact an advisor for additional requirements.

## **Coaching Authorization**

Coaching extracurricular activities in the state of Iowa, either paid or volunteer, requires a valid coaching authorization or endorsement through the Iowa Board of Educational Examiners (BOEE). The Coaching Authorization is for individuals coaching who do not possess a valid State of Iowa teaching license and coaching endorsement. Preservice educators who want to coach prior to obtaining a teaching license will need to obtain a coaching authorization. Preservice educators who have met the requirements for a coaching endorsement may add the endorsement area at the time of their application for initial teacher licensure.

## **Requirements**

- Certificate of Concussion Training **0 Credits**
- Certification in First Aid/CPR/AED **0-1 Credits**
- **OR**
- EXSS 102 - First Aid/CPR/AED Programs **1 Credit(s)**
- EDU 142 - Human Growth, Development and Guidance **3 Credit(s)**
- EXSS 166 - Care and Prevention of Athletic Injuries **2 Credit(s)**
- EXSS 226 - Foundations of Physical Fitness **2 Credit(s)**
- EXSS 243 - Coaching Theory and Ethics **3 Credit(s)**

**Total Credits: 10-11**

## **K-12 Coaching Endorsement (#101)**

Coaching extracurricular activities in the state of Iowa, either paid or volunteer, requires a valid coaching authorization or endorsement through the Iowa Board of Educational Examiners (BOEE). Preservice educators who have met the requirements for a coaching endorsement may add the endorsement area at the time of their application for licensure.

## Requirements

- Certificate of Concussion Training **0 Credits**
- Current certification to include infant/child CPR/First Aid **0-1 Credits**
- **OR**
- EXSS 102 - First Aid/CPR/AED Programs **1 Credit(s)**
- EDU 142 - Human Growth, Development and Guidance **3 Credit(s)**
- EXSS 166 - Care and Prevention of Athletic Injuries **2 Credit(s)**
- EXSS 226 - Foundations of Physical Fitness **2 Credit(s)**
- EXSS 243 - Coaching Theory and Ethics **3 Credit(s)**
- K-12 English as a Second Language (ESL) Endorsement #104

## Requirements

- EDU 443 - Concepts of English **3 Credit(s)**
- EDU 444 - Curriculum and Methods of ESL **3 Credit(s)**
- EDU 445 - Language Acquisition **3 Credit(s)**
- EDU 446 - Practicum in ESL **3 Credit(s)**
- EDU 447 - Problems in English Grammar **3 Credit(s)**
- EDU 448 - Cultural and Linguistic Diversity **3 Credit(s)**
- EDU 449 - Student Teaching ESL **1 Credit(s)**

## **K-12 Instructional Strategist Endorsement: Instructional Strategist I and II: All Endorsement #259**

### Course Requirements

- Current Certification to include CPR/First Aid **0-1 Credit(s)**
- **OR**
- EXSS 102 - First Aid/CPR/AED Programs **1 Credit(s)**
- SPED 304 - Exceptional Persons **3 Credit(s)**
- SPED 559 - Home, School, and Community Relations **3 Credit(s)**
- SPED 562 - Individual Behavior and Classroom Management PreK-12 **3 Credit(s)**
- SPED 565 - Methods/Curriculum: Behavior Disorders PreK-12 **3 Credit(s)**
- SPED 567 - Characteristics of Individuals with Disabilities **3 Credit(s)**
- SPED 569 - Methods /Curriculum: Learning Disabilities K-12 **3 Credit(s)**
- SPED 573 - Methods /Curriculum: Intellectual Disabilities K-12 **3 Credit(s)**
- SPED 575 - Methods /Curriculum: Mild/Moderate Disabilities 5-12 **3 Credit(s)**
- SPED 577 - Career and Vocational Programming **3 Credit(s)**
- SPED 578 - Methods/Curriculum: Mild/Moderate Disabilities PreK-8 **3 Credit(s)**
- EDU 507 - Diagnostic Assessment Practices in Reading and Language Arts **3 Credit(s)**
- SPED 579 - Clinical Teaching Experience: Instructional Strategist **4 Credit(s)**

Total Credits: 37-38

## **K-12 Instructional Strategist I & II - All Endorsement #259**

This endorsement consists of 37-38 credits.

## Requirements

- Current Certification to include CPR/First Aid **0-1 Credit(s)**  
**OR**
- EXSS 102 - First Aid/CPR/AED Programs **1 Credit(s)**
- EDU 407 - Diagnostic Assessment Practices in Reading and Language Arts **3 Credit(s)**
- SPED 304 - Exceptional Persons **3 Credit(s)**
- SPED 459 - Home, School and Community Relations **3 Credit(s)**
- SPED 462 - Individual Behavior and Classroom Management **3 Credit(s)**
- SPED 465 - Methods/Curriculum: Behavior Disorders Prek-12 **3 Credit(s)**
- SPED 467 - Characteristics of Individuals with Disabilities **3 Credit(s)**
- SPED 469 - Methods/Curriculum: Learning Disabilities K-12 **3 Credit(s)**
- SPED 477 - Career and Vocational Programming **3 Credit(s)**
- SPED 473 - Methods/Curriculum: Intellectual Disabilities K - 12 **3 Credit(s)**
- SPED 475 - Methods/Curriculum: Mild/Moderate Disabilities 5-12 **3 Credit(s)**
- SPED 478 - Methods/Curriculum: Mild/Moderate Disabilities Prekindergarten-8 **3 Credit(s)**
- SPED 479 - Student Teaching Instructional Strategist **4 Credit(s)**

## **K-12 Instructional Strategist II: Behavior Disorders/Learning Disabilities # 263**

This endorsement consists of 28-32 semester credits. A person seeking this endorsement must already be the holder of a valid Iowa teaching license to teach students without disabilities or be concurrently seeking licensure to teach students without disabilities.

## Requirements

- SPED 304 - Exceptional Persons **3 Credit(s)**
- EDU 407 - Diagnostic Assessment Practices in Reading and Language Arts **3 Credit(s)**
- SPED 459 - Home, School and Community Relations **3 Credit(s)**
- SPED 462 - Individual Behavior and Classroom Management **3 Credit(s)**
- SPED 465 - Methods/Curriculum: Behavior Disorders Prek-12 **3 Credit(s)**
- SPED 467 - Characteristics of Individuals with Disabilities **3 Credit(s)**
- SPED 469 - Methods/Curriculum: Learning Disabilities K-12 **3 Credit(s)**
- SPED 477 - Career and Vocational Programming **3 Credit(s)**

One of the following:

- SPED 479 - Student Teaching Instructional Strategist **4 Credit(s)**
- SPED 482 - Student Teaching Instructional Strategist **8 Credit(s)**

## **K-12 Instructional Strategist II: Intellectual Disabilities # 264**

This endorsement consists of 25-29 semester credits. A person seeking this endorsement must already be the holder of a valid Iowa teaching license to teach students without disabilities or be concurrently seeking licensure to teach students without disabilities.

## Requirements

- Current certification in CPR/First Aid **0-1 Credits**  
**OR**
- EXSS 102 - First Aid/CPR/AED Programs **1 Credit(s)** (Certification must be current upon licensure)
- SPED 304 - Exceptional Persons **3 Credit(s)**
- EDU 407 - Diagnostic Assessment Practices in Reading and Language Arts **3 Credit(s)**
- SPED 459 - Home, School and Community Relations **3 Credit(s)**
- SPED 462 - Individual Behavior and Classroom Management **3 Credit(s)**
- SPED 467 - Characteristics of Individuals with Disabilities **3 Credit(s)**
- SPED 473 - Methods/Curriculum: Intellectual Disabilities K - 12 **3 Credit(s)**
- SPED 477 - Career and Vocational Programming **3 Credit(s)**

One of the following:

- SPED 479 - Student Teaching Instructional Strategist **4 Credit(s)**
- SPED 482 - Student Teaching Instructional Strategist **8 Credit(s)**

Total Credits: 25/26-28/29

## **K-12 Special Education Consultant Endorsement #250**

This endorsement consists of 9 credits.

### Course Requirements

- EDU 522 - Assessment for Learning **3 Credit(s)**
- EDU 536 - Classroom Curriculum Design **3 Credit(s)**
- SPED 588 - Special Education Leadership and Consultation **3 Credit(s)**

## **K-8 Basic Science Endorsement #150**

### Requirements

- BIO 135 - Principles of Biology I **4 Credit(s)**
- BIO 140 - Principles of Biology II **4 Credit(s)**
- CHEM 151 - General Chemistry I **4 Credit(s)**
- PHY 111 - Introductory Physics I **3 Credit(s) \***
- PHY 112 - Introductory Physics Laboratory I **1 Credit(s)**
- EDU 305 - Teaching Elementary Science **3 Credit(s)**

One of the following: 4 Credits

- CHEM 152 - General Chemistry II 4 Credit(s)
- PHY 109 - Introduction to Astronomy Laboratory 1 Credit(s) AND
- PHY 110 - Introduction to Astronomy 3 Credit(s)
- PHY 113 - Introductory Physics II 3 Credit(s) AND
- PHY 114 - Introductory Physics Laboratory II 1 Credit(s)

Choose two of the following: 6 Credits

- ES 100 - Introduction to Geology 3 Credit(s)
- ES 114 - Conservation of Natural Resources 3 Credit(s)
- ES 117 - Natural Disasters 3 Credit(s)
- ES 121 - Dinosaurs 3 Credit(s)
- ES 161 - Introduction to Environmental Science 3 Credit(s)
- ES 220 - Soil and Water Conservation 3 Credit(s)

Total Credits: 29

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

## **K-8 English/Language Arts Endorsement #119**

### Requirements

- EDU 232 - Grammar Content for Teachers 1 Credit(s)
- EDU 326 - Developmental Reading and Language Arts 3 Credit(s)
- EDU 333 - Literature: Birth-Adolescence 3 Credit(s)
- EDU 335 - Teaching Elementary Language Arts 3 Credit(s)

One of the following: 3 Credits

- ENG 209 - American Literature I 3 Credit(s)
- ENG 210 - American Literature II 3 Credit(s)

One of the following: 3 Credits

- COMM 105 - Public Speaking 3 Credit(s)
- An approved oral communication course

One of the following: 3 Credits

- ENG 102 - English Composition II 3 Credit(s)
- An approved composition course

Electives in English, Language Arts, Speech, Drama, Theatre, ESL, and/or Reading 9 Credits

Total Credits: 28

## **K-8 Health #137**

### Requirements

- EXSS 280 - Personal and Community Health 3 Credit(s)
- PSY 302 - Substance Abuse 3 Credit(s)

Select one of the following: 3 Credits

- PSY 270 - Human Sexuality 3 Credit(s)
- HSV 361 - Marriage and the Family 3 Credit(s)

Select one of the following: 3 Credits

- EXSS 283 - Sport Nutrition 3 Credit(s)
- BIO 165 - Human Biology and Nutrition 3 Credit(s)

Electives in health-related courses with consent of advisor 12 Credits

- EDU 337 - Teaching Health K-12 3 Credit(s)

Total Credits: 27

## **K-8 Instructional Strategist I #260**

### Requirements

- SPED 304 - Exceptional Persons 3 Credit(s)
- EDU 407 - Diagnostic Assessment Practices in Reading and Language Arts 3 Credit(s)
- SPED 459 - Home, School and Community Relations 3 Credit(s)
- SPED 462 - Individual Behavior and Classroom Management 3 Credit(s)
- SPED 465 - Methods/Curriculum: Behavior Disorders Prek-12 3 Credit(s)
- SPED 467 - Characteristics of Individuals with Disabilities 3 Credit(s)
- SPED 478 - Methods/Curriculum: Mild/Moderate Disabilities Prekindergarten-8 3 Credit(s)

One of the following:

- SPED 479 - Student Teaching Instructional Strategist 4 Credit(s)
- SPED 482 - Student Teaching Instructional Strategist 8 Credit(s)

Total Credits: 25-29

## **K-8 Reading #148**

### Requirements

- SPED 304 - Exceptional Persons 3 Credit(s)
- EDU 326 - Developmental Reading and Language Arts 3 Credit(s)
- EDU 333 - Literature: Birth-Adolescence 3 Credit(s)
- EDU 335 - Teaching Elementary Language Arts 3 Credit(s)
- EDU 407 - Diagnostic Assessment Practices in Reading and Language Arts 3 Credit(s)
- EDU 409 - Practicum: Elementary Reading and Language Arts 3 Credit(s)
- EDU 425 - Content Area Literacy 3 Credit(s)
- EDU 445 - Language Acquisition 3 Credit(s)
- EDU 485 - Advanced Instructional Issues and Methods in Reading and Language Arts 3 Credit(s)

Total Credits: 27

## **K-8 Social Science #164**

### Requirements

- HIST 110 - American History to 1877 3 Credit(s)
- HIST 111 - American History Since 1877 3 Credit(s)
- World History Elective 3 Credits

One of the following: 3 Credits

- PS 100 - U.S. Government 3 Credit(s)
- PS 230 - State and Local Government 3 Credit(s)

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 Credits

- EDU 315 - Teaching Elementary Social Studies 3 Credit(s)

Total Credits: 27

## **Prek-12 Talented and Gifted Education (TAG) Endorsement #107**

### Requirements

- EDU 439 - Introduction to Gifted Education 3 Credit(s)
- EDU 440 - Methods and Curriculum: Gifted Education PK-12 3 Credit(s)
- EDU 441 - Administration and Supervision of Gifted Programs 3 Credit(s)
- EDU 442 - Practicum: Gifted Programs 3 Credit(s)

## **Prekindergarten-Kindergarten Endorsement #103**

### Requirements

- ECE 223 - Health, Safety, and Nutrition in Early Childhood **3 Credit(s)**
- ECE 335 - Field Experience: Prekindergarten **2 Credit(s)**
- ECE 451 - Introduction to Early Childhood **3 Credit(s)**
- ECE 452 - Observation and Assessment in Early Childhood **3 Credit(s)**
- ECE 455 - Methods and Curriculum of Early Childhood **3 Credit(s)**
- ECE 456 - Administration and Supervision of Early Childhood **3 Credit(s)**
- ECE 496 - Student Teaching Prekindergarten-Kindergarten **8 Credit(s)**
- EDU 142 - Human Growth, Development and Guidance **3 Credit(s)**
- EDU 326 - Developmental Reading and Language Arts **3 Credit(s)**
- SPED 459 - Home, School and Community Relations **3 Credit(s)**

**Total Credits: 34**

Note: If not endorsed in elementary education or prekindergarten - grade 3, please contact an advisor for additional requirements.

## **Post-Graduate Certificates**

### **Accounting, Certificate**

Note: Financial aid is not available for certificate programs.

#### **Requirements**

- ACCT 533 - Advanced Accounting Information Systems **3 Credit(s)**
- ACCT 551 - Taxation for Corporations **3 Credit(s)**
- ACCT 552 - Forensic Accounting **3 Credit(s)**
- ACCT 553 - Advanced Managerial Accounting **3 Credit(s)**
- Graduate Elective

### **Corporate Financial Management, Certificate**

Note: Financial aid is not available for certificate programs.

#### **Requirements**

- FIN 531 - Financial Markets and Financial Strategy **3 Credit(s)**
- FIN 551 - Financial Data Analysis **3 Credit(s)**
- FIN 552 - Investment Management **3 Credit(s)**
- ACCT 553 - Advanced Managerial Accounting **3 Credit(s)**
- Graduate Elective

### **Human Resources Management**

Note: Financial aid is not available for certificate programs.

## Requirements

- BA 524 - Managing in the International Environment 3 Credit(s)
- BA 540 - Labor/Management Relations 3 Credit(s)
- BA 544 - Organizational and Management Theories 3 Credit(s)
- BA 546 - Compensation and Benefits 3 Credit(s)
- BA 548 - Development and Management of Human Resources Management 3 Credit(s)

## Organizational Development

Note: Financial aid is not available for certificate programs.

## Requirements

- BA 520 - Training and Development 3 Credit(s)
- BA 553 - Organizational Development 3 Credit(s)
- BA 555 - Organizational Culture 3 Credit(s)
- BA 560 - Organizational Diagnosis and Intervention 3 Credit(s)
- BA 570 - Team Building Techniques 3 Credit(s)

## The Peacock Professional Experience ("general education")

### General Education Program Philosophy

Students take general education courses across a broad range of disciplines within the program to develop key professional skills. These skills are supported by knowledge also imparted in the courses. We believe these skills are important for student success within their areas of academic focus (i.e., their majors and minors) and also for successful entry into the global society. UIU faculty assess the program learning outcomes to determine the level of student mastery of the key skills, which then informs improvement in teaching methodologies, which ideally leads to increased levels of student mastery. When benchmarks are achieved, the bar for the expected level of mastery is raised. The program learning outcomes are reviewed on a regular basis to ensure they remain relevant to the needs of students in the dynamic global environment.

### General Education Program Mission

Upper Iowa University is committed to ensuring that all undergraduate students participating in its general education program receive a broad education while gaining essential professional skills across multiple disciplines. The Peacock Professional Experience provides nine learning outcomes,

each of which articulates a specific skill students should gain, and is supported by knowledge provided by the courses students choose to take within the guidelines of the program.

## **General Education Program Vision**

The Peacock Professional Experience provides students with knowledge and professional skills which support their academic journey at UIU and beyond as productive members of the global society.

### **Developing Professional Foundations**

Graduates will be able to use strong communication skills both in writing and speaking to make persuasive arguments backed by evidence and communicate their ideas to diverse groups in their career and future endeavors.

### **Diversity, Equity, and Inclusion**

Students will be able to engage as members of a diverse community.

NACE Competency: Equity and Inclusion.

Required: choose 3 credits from the following:

- ANTH 110 - Introduction to Cultural Anthropology 3 Credit(s)
- ANTH 120 - Culture and Difference 3 Credit(s)
- COMM 107 - Human Communication 3 Credit(s)
- COMM 221 - Intercultural Communication 3 Credit(s)
- EDU 162 - Diversity for Teachers 3 Credit(s)
- ENG 265 - African American Literature 3 Credit(s)
- ENG 311 - African American Film 3 Credit(s)
- ENG 365 - Women and Literature 3 Credit(s)
- HIST 330 - African American History 3 Credit(s)
- ID 200 - Short-Term International Travel 3 Credit(s)
- PSY 321 - Death and Dying 3 Credit(s)
- REL 120 - Introduction to World Religions 3 Credit(s)
- SOC 240 - Diversity in the United States 3 Credit(s)

**Total Credit(s): 3**

### **Professional Oral Communication**

Students will be able to communicate effectively through oral communication.

NACE Competency: Communication.

Required: choose 3 credits from the following:

- COMM 105 - Public Speaking 3 Credit(s)
- COMM 200 - Interpersonal Communication 3 Credit(s)

**Total Credit(s): 3**

### **Professional Written Communication**

Students will be able to communicate effectively through written communication.

NACE Competency: Communication.

Required: 6 credits

- ENG 101 - English Composition I 3 Credit(s)
- ENG 102 - English Composition II 3 Credit(s)

**Total Credit(s): 6**

## **Success in Higher Education**

Students will be able to transition to higher education at UIU through intellectual and university engagement.

NACE Competencies: Career in Self Development.

Required: choose 3 credits from the following:

- FYS 120 - First Year Seminar 3 Credit(s)
- FYS 122 - First Year Seminar 3 Credit(s)

**Total Credit(s): 3**

## **Expanding Professional Horizons by Using Diverse Ways of Knowing**

Graduates will be able to use diverse ways of knowing and think critically and creatively in their career and future endeavors.

### **Civics, Ethics and Citizenship as a Way of Understanding Societal Systems**

Students will be able to effectively evaluate or critique an aspect of a societal system.

NACE Competency: Critical Thinking as applied to Civics, Ethics, and Citizenship.

Required: choose 3 credits from the following:

- ECON 160 - Principles of Microeconomics 3 Credit(s)
- EXSS 334 - Sport Law and Legal Issues 3 Credit(s)
- PHIL 202 - Contemporary Ethics 3 Credit(s)
- PS 100 - U.S. Government 3 Credit(s)
- PS 211 - International Relations 3 Credit(s)
- PS 212 - Comparative Politics 3 Credit(s)
- PS 222 - Introduction to Political Society 3 Credit(s)
- PS 230 - State and Local Government 3 Credit(s)
- PSY 232 - Group Dynamics 3 Credit(s)
- PSY 240 - Conflict Resolution 3 Credit(s)
- SOC 304 - Globalization 3 Credit(s)

**Total Credit(s): 3**

## **Creative Expression as a Way of Appreciating Ourselves**

Students will be able to effectively evaluate or critique artistic or creative works.

NACE Competency: Critical Thinking as applied to Creative Expression.

Required: choose 3 credits from the following:

- ART 100 - Introduction to Art 3 Credit(s)
- ART 110 - Drawing 3 Credit(s)
- ART 212 - Art History II 3 Credit(s)
- ART 222 - Ceramics/Hand Building 3 Credit(s)
- ART 223 - Ceramics/Wheel Throwing 3 Credit(s)
- ART 305 - Environmental Art 3 Credit(s)
- ART 330 - Watercolor/Water Media 3 Credit(s)
- COMM 290 - The Movies 3 Credit(s)
- ENG 125 - Introduction to Literature 3 Credit(s)
- ENG 170 - Introduction to Creative Writing 3 Credit(s)
- ENG 210 - American Literature II 3 Credit(s)
- ENG 275 - Survey of Television 3 Credit(s)
- ENG 290 - The Movies 3 Credit(s)
- ENG 330 - Shakespeare 3 Credit(s)
- ENG 352 - Best Sellers 3 Credit(s)
- GRAF 112 - Introduction to Graphic Design 3 Credit(s)
- GRAF 218 - Digital Photography 3 Credit(s)
- MUS 100 - Introduction to Music 3 Credit(s)
- MUS 202 - American Popular Music 3 Credit(s)
- PHIL 150 - Introduction to Philosophy 3 Credit(s)
- THE 240 - Oral Interpretation 3 Credit(s)

**Total Credit(s): 3**

## Quantitative Reasoning as a Way of Solving Problems

Students will be able to apply mathematical concepts and skills to solve problems and communicate solutions. Quantitative Reasoning courses require a minimum ALEKS test score as a prerequisite if you have not met the requirement in transfer.

NACE Competency: Critical Thinking as applied to Quantitative Reasoning.

Required: choose 3 credits from the following:

- ACCT 201 - Accounting Principles I 3 Credit(s)
- BA 256 - Quantitative Analysis for Business I 3 Credit(s)
- MATH 101 - Math for Liberal Arts 3 Credit(s)
- MATH 105 - College Mathematics with Applications 3 Credit(s)
- MATH 107 - College Algebra 3 Credit(s)
- MATH 115 - Trigonometry and Analytic Geometry 3 Credit(s)
- MATH 220 - Elementary Statistics 3 Credit(s)

**Total Credit(s): 3**

## Science as a Way of Understanding the Universe

Students will be able to apply scientific methodology to problems or investigations in science.

NACE Competency: Critical Thinking as Applied to Quantitative Reasoning

Required: Choose 3 credits from the following:

- BIO 100 - General Biological Science 3 Credit(s)
- BIO 135 - Principles of Biology I 4 Credit(s)
- BIO 165 - Human Biology and Nutrition 3 Credit(s)

- BIO 215 - Local Field Science 3 Credit(s)
- BIO 268 - Introduction to Human Anatomy and Physiology 4 Credit(s)
- BIO 270 - Human Anatomy and Physiology I 4 Credit(s)
- CHEM 102 - Introduction to Forensic Science 3 Credit(s)
- CHEM 115 - Environmental Chemistry 3 Credit(s)
- CHEM 140 - Chemistry for Everyday Life 3 Credit(s)
- ES 100 - Introduction to Geology 3 Credit(s)
- ES 117 - Natural Disasters 3 Credit(s)
- ES 121 - Dinosaurs 3 Credit(s)
- ES 161 - Introduction to Environmental Science 3 Credit(s)
- ES 220 - Soil and Water Conservation 3 Credit(s)
- ES 321 - Building an Eco-Economy 3 Credit(s)
- PHY 110 - Introduction to Astronomy 3 Credit(s)

**Total Credit(s): 3**

## Social Science as a Way of Understanding Ourselves

Students will be able to apply scientific methodology to problems or investigations in social science.

NACE Competency: Critical Thinking as applied to Social Science.

Required: Choose 3 credits from the following:

- ANTH 310 - Political Anthropology 3 Credit(s)
- CJ 224 - Introduction to Criminal Justice 3 Credit(s)
- ECON 281 - Western Economic History: 1600-Present 3 Credit(s)
- EDU 142 - Human Growth, Development and Guidance 3 Credit(s)
- GEOG 100 - Introduction to Physical Geography 3 Credit(s)
- HIST 100 - World History to 1500 3 Credit(s)
- HIST 101 - World History Since 1500 3 Credit(s)
- HIST 110 - American History to 1877 3 Credit(s)
- HIST 111 - American History Since 1877 3 Credit(s)
- HIST 214 - World at War, 1914-1945 3 Credit(s)
- HIST 281 - Western Economic History: 1600-Present 3 Credit(s)
- PSY 190 - General Psychology 3 Credit(s)
- PSY 212 - Developmental Psychology: Birth to Adolescence 3 Credit(s)
- PSY 222 - Developmental Psychology: Young Adulthood to Late Adulthood 3 Credit(s)
- PSY 270 - Human Sexuality 3 Credit(s)
- SOC 110 - Principles of Sociology 3 Credit(s)
- SOC 220 - Social Problems 3 Credit(s)

**Total Credit(s): 3**

## Course Descriptions

### Accounting

assets and related revenues and expenses reported on financial statements of a business organization.

#### ACCT 201 - Accounting Principles I

3 Credit(s)

A study of accounting theory, record keeping, and the accounting cycle, with emphasis on accounting for the

**Prerequisites:** Achieve an ALEKS placement score of 30-60 or MATH 101, MATH 105, MATH 107, MATH 220, or transfer course equivalent.

#### ACCT 202 - Accounting Principles II

### 3 Credit(s)

A continuation of ACCT 201, with emphasis on accounting for the liabilities, owners' equity and related revenues and expenses reported in financial statements of a business organization; and preparation and analysis of financial statements and an introduction to managerial accounting including product costing using job orders and process costing systems and cost-volume-profit relationships.

**Prerequisites:** ACCT 201.

### **ACCT 301 - Accounting Ethics I**

#### 3 Credit(s)

This course is designed to provide an overview of business ethics in relation to the accounting profession. Ethical reasoning, cognitive processes and ethical decision making along with its effect on corporate governance are discussed.

**Prerequisites:** ACCT 202

### **ACCT 302 - Accounting Ethics II**

#### 3 Credit(s)

This course is designed to be a continuation of Accounting Ethics I. Fraud in financial accounting, legal obligations of auditors, earnings management, and ethical leadership will be the focus.

**Prerequisites:** ACCT 301

### **ACCT 321 - Intermediate Financial Accounting I**

#### 3 Credit(s)

An extension of the theory and principles of financial accounting, with emphasis on FASB pronouncements applicable to accounting for assets.

**Prerequisites:** ACCT 202.

### **ACCT 322 - Intermediate Financial Accounting II**

### 3 Credit(s)

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.

**Prerequisites:** ACCT 321.

### **ACCT 323 - Federal Taxation I**

#### 3 Credit(s)

A study of the theory and application of federal tax law, with emphasis on income tax law applicable to individuals.

**Prerequisites:** ACCT 202.

### **ACCT 324 - Federal Taxation II**

#### 3 Credit(s)

A continuation of ACCT 323, with emphasis on income tax law applicable to corporations, partnerships and fiduciaries; and transfer (gift and estate) taxes.

**Prerequisites:** ACCT 323.

### **ACCT 325 - Federal Tax Research I**

#### 3 Credit(s)

This course will introduce students to the fundamentals of tax research theory and methodology. By learning and understanding the tax law structure, students will be able to identify tax issues, research authority, argue positions, and communicate their findings in a professional manner.

**Prerequisites:** ACCT 202

### **ACCT 422 - Cost Accounting**

#### 3 Credit(s)

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.

**Prerequisites:** ACCT 202.

### **ACCT 425 - Auditing**

**3 Credit(s)**

An exploration of the concepts and procedures applicable to an audit of financial statements, with emphasis on procedures to substantiate amounts reported; along with the impact of internal control, quality of available evidence, and statistical sampling on the determination of appropriate procedures.

**Prerequisites:** Senior status and ACCT 322.

### **ACCT 431 - Advanced Financial Accounting**

**3 Credit(s)**

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.

**Prerequisites:** ACCT 322.

### **ACCT 432 - Accounting for Not-For-Profit Organizations**

**3 Credit(s)**

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:** ACCT 202 or substantial experience in accounting is recommended.

### **ACCT 533 - Advanced Accounting Information Systems**

**3 Credit(s)**

Students explore advanced topics in Accounting Information Systems (AIS) needed to understand and use technologies in making decisions in key practice areas of the accounting profession: managerial accounting, financial accounting, auditing, and tax accounting. Course topics include the technologies involved in AIS, types of AIS applications and systems, use of systems technology and database concepts as a philosophy of AIS, internal control issues of AIS, audit issues related to AIS, and systems development issues including the Software Development Life Cycle and current trends in AIS design.

**Prerequisites:** Undergraduate degree in accounting or 30 semester credits of undergraduate accounting.

### **ACCT 547 - Contemporary Topics in Financial Accounting**

**3 Credit(s)**

This course covers contemporary issues in the accounting field. This class may include recent pronouncements of the Financial Accounting Standards Board (FASB), accounting and technology, cash flow analysis, and globalization in the accounting field. The focus of this class will change as the accounting field changes.

**Prerequisites:** Undergraduate degree in accounting or 30 semester credits of undergraduate accounting.

### **ACCT 551 - Taxation for Corporations**

**3 Credit(s)**

This course focuses on advanced topics of taxation related to business entities. The class is designed to introduce students to topics related to tax research, corporate taxation, partnership taxation, limited liability companies, and capital structure. Students will also examine how these topics effect organizational strategy and management decisions.

### **ACCT 552 - Forensic Accounting**

### 3 Credit(s)

This course is designed to enhance a student's understanding of the emerging field of forensic accounting. The course is structured to enhance the ability of students to think critically and to develop the knowledge, skills and attitudes necessary to compete effectively in the rapidly changing world of information technology.

### **ACCT 553 - Advanced Managerial Accounting**

#### 3 Credit(s)

Managerial Accounting at the graduate level examines various methods that are utilized to make decisions within the context of organizational strategy. Effective decisions are linked with management concepts such as strategic position analysis, value chain analysis, and the effects that decisions have on the organization's competitive position. Students will learn how to use both non-financial and financial information to create strategic recommendations for the organization.

### **ACCT 554 - Governmental and Not-For-Profit Accounting**

#### 3 Credit(s)

This course will cover financial reporting, managerial, auditing, taxation, and information systems issues in governmental and nonprofit entities. Ethics and professional standards, as well as communication and analytical skills, are developed. Students will develop skills at analyzing transactions in a governmental entity and follow their effect on the financial statements.

## **Anthropology**

### **ANTH 110 - Introduction to Cultural Anthropology**

#### 3 Credit(s)

This course provides an introduction to cultural anthropology: in particular, the concept of culture and how it interpenetrates various domains of organization and activity - such as adaptation, subsistence, economy,

politics, and kinship - in a wide variety of societies and groups. Changing theoretical approaches, fieldwork, ethnography, cross-cultural analysis and comparisons, complex society, and local-regional-global perspectives will all be addressed. Meets the diversity, equity, and inclusion of The Peacock Professional Experience ("general education").

### **ANTH 120 - Culture and Difference**

#### 3 Credit(s)

This course pursues themes in cultural anthropology from a variety of domains to focus on how these compare and, especially, contrast in different cultures. Some of the topics to be addressed will include political systems, gender practices, religious beliefs, artistic performance and expression, and reactions to globalization. The main goals are for students to develop an appreciation of diversity among cultures and cultural groups, and understand differences in life conditions. Meets the diversity, equity, and inclusion requirement The Peacock Professional Experience ("general education").

### **ANTH 214 - Visual Anthropology**

#### 3 Credit(s)

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.

### **ANTH 310 - Political Anthropology**

#### 3 Credit(s)

This course will focus on the variety of political understandings, processes, and systems that have existed

and exist in non-state societies, and state societies at both the centers and the margins of power. Agents, structures, and institutions of power will be looked at to highlight cultural variability in the practice of politics. Meets the social science requirement in The Peacock Professional Experience ("general education").

## **Art**

### **ART 100 - Introduction to Art**

**3 Credit(s)**

An introduction to the visual arts through study of the elements of art, the various art forms and a chronological study of art history.

### **ART 101 - Digital Tools**

**3 Credit(s)**

This course is an introduction to technology as a tool and digital culture as a medium for creative expression and communication in studio art. Students will gain a hands-on understanding of graphic software and hardware in both object- and pixel-oriented programs. The class will consider the impact of computer technology on visual art and culture by means of research and discussion. Using the computer as an art-making tool, students undertake projects that incorporate their own artistic expression.

### **ART 109 - Two Dimensional Foundations**

**3 Credit(s)**

This course introduces the elements, principles and factors of two dimensional design. A sequenced investigation into the dynamics of various organizing principles using traditional and contemporary media. Development of visual awareness, analytical thinking, craftsmanship, and use of media and techniques will be addressed.

### **ART 110 - Drawing**

**3 Credit(s)**

A foundation course in drawing media and techniques;

focusing on the study of objects and natural forms in problems of analysis and composition.

### **ART 120 - Three Dimensional Foundations**

**3 Credit(s)**

A foundation course to introduce basic three dimensional process and materials as well as develop the students' ability to analyze form and space relationships. The course emphasizes the utilization of a variety of basic materials such as 3D software and printing, wood, plaster, wire and found objects.

### **ART 202 - Painting**

**3 Credit(s)**

This course focuses on the technical aspects of oil painting, such as stretching canvas, mixing and applying paint, composition and idea development.

**Prerequisites:** ART 110.

### **ART 204 - Printmaking**

**3 Credit(s)**

An introduction to printmaking with a view to mastering the fundamental procedures and design problems of relief, intaglio, and serigraphy.

**Prerequisites:** ART 110.

### **ART 210 - Intermediate Drawing**

**3 Credit(s)**

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.

**Prerequisites:** ART 110

### **ART 211 - Art History I**

**3 Credit(s)**

This course studies the development of Western art from the prehistoric period to the Renaissance.

### **ART 212 - Art History II**

**3 Credit(s)**

An exploration of the history of art from the Renaissance to the present. Concern is given to the major movements and artists and the various influences that affected their development.

### **ART 222 - Ceramics/Hand Building**

**3 Credit(s)**

This course teaches the techniques of hand-building, glazing and firing of non-functional ceramic sculpture.

### **ART 223 - Ceramics/Wheel Throwing**

**3 Credit(s)**

This course teaches the basic techniques of wheel throwing, glazing and firing functional and nonfunctional ceramics.

### **ART 225 - Sculpture**

**3 Credit(s)**

In this course, students use various techniques and media such as plaster, piece molds, wood and metal to produce three-dimensional art forms.

**Prerequisites:** ART 120

### **ART 250 - Special Topics**

**3 Credit(s)**

Special Topics courses are studies of selected problems, periods, or movements in the subject area not otherwise included in the curriculum.

### **ART 252 - Art and Architecture in Italy**

**3 Credit(s)**

This is a survey of the art and architecture of Italy and the Renaissance. This class will be a field-based course that focuses on the wealth of art and architecture of Italy. Florence and neighboring towns will be the classroom as the students visit some of the world's greatest museums and study the art and architecture from the Etruscans to Brunelleschi and Michelangelo.

### **ART 272 - World Art: Survey of Non-Western Art**

**3 Credit(s)**

Studies in the visual arts of cultures other than the United States and Western Europe. Particular attention will be given to cultural contexts from which these forms emerge.

### **ART 299 - Special Project**

**1-3 Credit(s)**

A Special Project allows the student to expand on work already completed in previous coursework. It is undertaken with the guidance of one or more faculty members and is intended to encourage the student into original investigation of a defined problem within the discipline. Examples include theses and themed portfolios or exhibitions.

### **ART 300 - Human Figure Drawing I**

**3 Credit(s)**

This course consists of drawing the human figure from direct observation. This course will focus on anatomical structure, pictorial structure and the expressive capacity of the human form.

**Prerequisites:** ART 110.

### **ART 301 - Human Figure Drawing II**

**3 Credit(s)**

Human Figure Drawing II allows for further skill development of drawing the human figure from direct

observation. This course will focus on anatomical structure, pictorial structure, and the expressive capacity of the human form and will include the use of color media.

**Prerequisites:** ART 300.

### **ART 304 - Printmaking: Screen Printing**

**3 Credit(s)**

This course will focus on planographic printmaking techniques including screen printing, plastic plate lithography, and digital imaging techniques. This course will emphasize combining traditional and digital imaging techniques. Students are expected to work toward a body of images unified by subject and form.

**Prerequisites:** ART 110.

### **ART 305 - Environmental Art**

**3 Credit(s)**

The natural environment is the medium through which students will explore the concepts of natural beauty and form. Students will collaborate with nature to form outdoor site-specific works of art. This course is an investigation of sculptural site activation, exploring the practice of how work gets redefined through its placement within a larger social, political, and environmental sphere of meaning.

### **ART 313 - 20th Century Art**

**3 Credit(s)**

Studies in the visual arts of the 20th century: topics in modernism, late modernism, postmodernism, and contemporary art will be covered. Particular attention will be given to cultural contexts from which these forms emerge.

**Prerequisites:** ART 100, ART 211, ART 212 or GRAF 112.

### **ART 323 - Ceramics Mold Making**

**3 Credit(s)**

Students will learn basic and advanced techniques in ceramic mold making. Students will learn how to make basic press molds, multi part slip molds plus more advanced techniques in firing and glazing work.

**Prerequisites:** ART 222.

### **ART 325 - Intermediate Sculpture**

**3 Credit(s)**

An in depth study of different materials to create three-dimensional form. Students will gain access to a more in depth study of technical equipment and the ideation process as it pertains to the sculpted object and installation. Students will learn more advanced techniques in metal, plastics, wood, and alternative materials.

**Prerequisites:** ART 225.

### **ART 330 - Watercolor/Water Media**

**3 Credit(s)**

An exploration of the transparent watercolor medium and its materials and techniques.

**Prerequisites:** ART 110.

### **ART 372 - Survey of American Art**

**3 Credit(s)**

This course is a study in the development of American art from first colonization to the present. ART 372 is a survey of painting, sculpture, and architecture with particular attention given to the historical and cultural contexts from which these forms emerged. The significance of these works from an artistic perspective will be the over-arching concern of this course.

**Prerequisites:** ART 100 or ART 211 or ART 212 or GRAF 112.

### **ART 375 - Art and Material Culture**

**3 Credit(s)**

This course explores three cultural case studies to understand the relationship between art, aesthetics, and material culture production. The case studies will be drawn from prehistoric, historic, and contemporary cultures to give a broad understanding of the way in which a culture's unique needs and environment shape the kinds of art objects it produces. Development of visual awareness, analytical thinking, connoisseurship, and theoretical foundations will be addressed.

### **ART 403 - Internship**

**3 Credit(s)**

### **ART 404 - Advanced Printmaking**

**3 Credit(s)**

This course is focused on concentrated study, usually in one print process area chosen by the student, with problems set by the instructor with a view toward idea and technique complexity.

**Prerequisites:** ART 204 or ART 304

### **ART 410 - Advanced Drawing**

**3 Credit(s)**

Specialized problems in drawing are presented in this course, designed to extend the range of each student's technical and expressive capability.

**Prerequisites:** ART 210.

### **ART 412 - Advanced Painting**

**3 Credit(s)**

Intensive work in technical and conceptual development in oils is the focus of this course.

**Prerequisites:** ART 202.

### **ART 423 - Advanced Ceramics**

**3 Credit(s)**

This course involves focused development of specific skills and concepts in ceramics.

**Prerequisites:** ART 222 and ART 223.

### **ART 425 - Advanced Sculpture**

**3 Credit(s)**

Specialized problems in sculpture are studied in this course.

**Prerequisites:** ART 325.

### **ART 430 - Advanced Watercolor/Water Media**

**3 Credit(s)**

A specialized study of techniques, problems and expression with water media.

**Prerequisites:** ART 330.

### **ART 450 - Special Topics**

**3 Credit(s)**

Special Topics courses are studies of selected problems, periods, or movements in the subject area not otherwise included in the curriculum.

### **ART 470 - Senior Seminar**

**3 Credit(s)**

Readings, discussion, presentation and writing on historic and contemporary art that emphasizes analysis of the observed tendencies concerning materials, presentation and concept in the field of art and other related fields. Through this examination, students will complete a senior thesis paper that functions as a framework for their portfolio. Students will also engage in learning best professional practices in the art field.

**Prerequisites:** Senior Art Major or Minor.

## **ART 490 - Senior Thesis**

**1 Credit(s)**

Senior Thesis documentation and evaluation, revision, and editing of student work as well as the exhibition itself.

**Prerequisites:** Senior Art major, minor or major in Art (Teacher Education).

## **ART 492 - Senior Arts Administration Thesis**

**1 Credit(s)**

A thesis intended to integrate the arts administration electives completed. It is undertaken with guidance of one or more faculty members and is intended to encourage the student into original investigation to define a problem.

**Prerequisites:** Completion of at least four out of the five courses for the Arts Administration certificate.

## **ART 499 - Special Project**

**1-3 Credit(s)**

A Special Project allows the student to expand on work already completed in previous coursework. It is undertaken with the guidance of one or more faculty members and is intended to encourage the student into original investigation of a defined problem within the discipline. Examples include theses and themed portfolios or exhibitions.

## **Biology**

### **BIO 100 - General Biological Science**

**3 Credit(s)**

This course presents the basic concepts of biology; it is intended for non-science majors. Recommended to satisfy The Peacock Professional Experience ("general education") requirement for science.

### **BIO 135 - Principles of Biology I**

**4 Credit(s)**

This course introduces students to fundamental concepts in biomolecular structure, cell biology, and genetics.

This course is the first part of a two-course introductory biology sequence for majors in the biological sciences.

### **BIO 140 - Principles of Biology II**

**4 Credit(s)**

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.

**Prerequisites:** BIO 135.

### **BIO 165 - Human Biology and Nutrition**

**3 Credit(s)**

This course provides learners with a fundamental understanding of how the human body works at the molecular, cellular and organ levels, as well as with a practical knowledge of how important nutritional and dietary needs help to maintain healthy body function.

### **BIO 190 - Introduction to Biological Evolution**

**3 Credit(s)**

This course will introduce students to the theory of evolution by natural selection. Emphasis will be placed on examples of evolution observed in nature, in the lab and the breeding of domestic plants and animals. The course will also compare and contrast evolution with religious and philosophical perspectives.

### **BIO 201 - Scientific Literature Skills**

**1 Credit(s)**

This course introduces students to critical analysis of biological literature. Students will learn methods for carrying out scientific literature searches, reading biological literature and preparation of scientific writing.

Additionally, the course will provide guidance for career preparation in the biological sciences.

**Prerequisites:** ENG 101, Sophomore status.  
**Same As:** CHEM 201.

### **BIO 210 - Microbiology**

4 Credit(s)

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.

**Prerequisites:** BIO 135.  
**Recommended** CHEM 151.

### **BIO 215 - Local Field Science**

3 Credit(s)

This course is designed as an exploration of biological, physical and plant sciences of the local area.

### **BIO 220 - Zoology**

4 Credit(s)

This course surveys the animal phyla. The emphasis is on evolution and systematics, anatomy and physiology, as well as animal development.

**Prerequisites:** BIO 135.

### **BIO 223 - Plant Propagation**

3 Credit(s)

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.

**Prerequisites:** BIO 135.

### **BIO 230 - Invertebrate Zoology**

4 Credit(s)

This course examines the taxonomy, anatomy, physiology, ecology and evolutionary biology of invertebrate animals.

**Prerequisites:** BIO 140 or BIO 220.

### **BIO 231 - General Botany**

4 Credit(s)

This course surveys the phyla of photosynthetic organisms, as well as of some fungi. The emphasis is on angiosperm plant anatomy and development, as well as on organismal diversity and reproductive cycles.

**Prerequisites:** BIO 135.

### **BIO 250 - Special Topics**

3-4 Credit(s)

### **BIO 268 - Introduction to Human Anatomy and Physiology**

4 Credit(s)

This course introduces the principles of human anatomy and physiology. An initial emphasis on basic cell structure and function will expand to examination of tissues and organs, with a focus on the following body systems: integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, respiratory, lymphatic, digestive, urinary, and reproductive.

### **BIO 270 - Human Anatomy and Physiology I**

4 Credit(s)

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.

**Prerequisites:** BIO 135.

### **BIO 275 - Human Anatomy and Physiology II**

**4 Credit(s)**

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.

**Prerequisites:** BIO 270.

### **BIO 280 - Plant Identification**

**4 Credit(s)**

This course surveys some specific plant species, including graminoids, herbaceous forbs, and woody trees and shrubs. Emphasis will be placed on the identification of native and introduced angiosperm species. Identification of key vegetative and reproductive features of these plants will be covered. Some attention also will be given to recognizing species considered invasive, endangered or threatened.

**Prerequisites:** BIO 140, BIO 231, or consent of instructor.

### **BIO 283 - General Genetics**

**4 Credit(s)**

This course presents fundamental principles of classical genetics as well as an introduction to modern molecular genetics; emphasis will be placed on Mendelian genetics, linkage, gene expression and regulation, and mutation. The laboratory will emphasize the use of statistics and probability to generate and test genetic hypotheses, as well as provide an introduction to molecular genetic techniques and tools.

**Prerequisites:** BIO 135.

### **BIO 299 - Special Project**

**1-4 Credit(s)**

A Special Project allows the student to expand on work already completed in previous coursework. It is undertaken with the guidance of one or more faculty members and is intended to encourage the student into original investigation of a defined problem within the discipline.

### **BIO 301 - Individual Research in the Biological Sciences**

**1 Credit(s)**

Field and/or laboratory research in an area of biological sciences involving participation in the scientific process with a faculty member from the Department of Biological Sciences. Each participant will write a progress report at the end of each semester and be expected to maintain a detailed laboratory notebook. Students are expected to work (on average) a minimum of 3 hours per week over two sessions (one semester) for one hour of credit. The course may be repeated for a maximum of three credit hours if both student and faculty member agree.

**Prerequisites:** Sophomore status and approval of the supervising faculty member along with project acceptance.

### **BIO 303 - Experience in Health Science Careers**

**3 Credit(s)**

This course gives students first-hand exposure to the work environment in a specialized field of the health sciences, such as medicine, chiropractic medicine, physical therapy, pharmacy, dentistry, optometry, or veterinary medicine. It is conducted in an off-campus, independent study setting, where students observe or assist health care professionals in hospitals, clinics, or laboratories.

**Prerequisites:** BIO 140 and junior status.

### **BIO 307 - Genetics and Evolution**

**3 Credit(s)**

This course presents fundamental principles of classical genetics and applies them to the theories and process of biological evolution. Emphasis will be placed on Mendelian genetics, linkage, gene expression, mutation, natural selection, phylogenetics, and population genetics. Students who have already completed BIO 283 (General Genetics) and BIO 340 (Evolution) should not register for this course.

**Prerequisites:** BIO 140 or BIO 220

### **BIO 311 - Evolution for Everyone**

**3 Credit(s)**

This course provides an introduction to evolutionary theory as well as a perspective on how scientists view evolutionary theory today by reading and discussing recently published books on the subject.

**Prerequisites:** Junior status.

### **BIO 315 - Ichthyology**

**4 Credit(s)**

This course examines the taxonomy, anatomy, physiology, ecology and evolutionary biology of fish. The laboratory emphasizes identification of fish native to Iowa.

**Prerequisites:** BIO 140 or BIO 220.

### **BIO 323 - Plant Nutrition**

**3 Credit(s)**

This course provides an in-depth understanding of the nutritional requirements of plants and the diagnosis of plant nutritional deficiencies and toxicities. The course will concentrate on the essential elements and their physiological role in plant growth and development. Soil nutrient availability, nutrient uptake and nutrient assimilation also will be discussed.

**Prerequisites:** BIO 140 or BIO 231.

**Recommended** CHEM 115 or CHEM 151.

### **BIO 325 - Plant Physiology**

**3 Credit(s)**

This course examines functions that impact plant growth and development. Emphasis is placed on water relations, basic mineral nutrition, transport phenomena, photosynthesis, and hormone action.

**Prerequisites:** BIO 140 or BIO 231

**Recommended** CHEM 115

### **BIO 330 - Vertebrate Histology**

**4 Credit(s)**

This course provides an extensive study of the structure and organization of vertebrate tissues. Emphasis is placed on the relationships between the structure and function of these tissues. The laboratory stresses identification of cell and tissue types.

**Prerequisites:** BIO 140 or BIO 220.

### **BIO 335 - Ecology**

**4 Credit(s)**

This course examines the relationships between organisms and their environment, with practical applications to field biology. The course includes units that utilize techniques of ecological analysis.

**Prerequisites:** BIO 140 or BIO 220 or BIO 231.

### **BIO 340 - Evolution**

**3 Credit(s)**

This course provides a detailed study of the theories and processes of biological evolution.

**Prerequisites:** BIO 283 and one of the following: BIO 140 or BIO 220 or BIO 231.

## **BIO 352 - Parasitology**

4 Credit(s)

This course provides a detailed study of parasites, with emphasis on those infecting humans and domestic animals. The course covers life cycles, disease syndromes and host-parasite interactions. The laboratory emphasizes the identification of animal parasites.

**Prerequisites:** BIO 140 or BIO 220.

## **BIO 365 - Conservation Biology**

3 Credit(s)

This course provides a comprehensive examination of the biological, societal, ethical, economic, and political basis of modern conservation. This course is not only about discussing conservation problems, but also about applying quantitative methods in a rigorous scientific manner to identify solutions to these problems.

**Prerequisites:** BIO 335 or consent of instructor.

## **BIO 370 - Pathophysiology**

3 Credit(s)

This course involves the study of the abnormal functioning of diseased organs with application to medical procedures and patient care. This course examines the etiology, symptoms, pathogenesis, diagnosis and therapy of disease.

**Prerequisites:** BIO 140 or BIO 220 or BIO 268 or BIO 270.

## **BIO 371 - Pathophysiology Lab**

1 Credit(s)

This course involves the microscopic study of diseased tissue, including preparation of sample tissue.  
Corequisite: BIO 370.

## **BIO 375 - Immunology**

3 Credit(s)

This course covers humoral and cellular immunity. The topics include but are not limited to antibodies, membrane receptors for antigen, regulation of the immune response, and antigen-antibody interactions. Topics in applied immunology include hypersensitivity, tumor immunity, autoimmunity, transplant rejection and immunological tests.

**Prerequisites:** BIO 283.

## **BIO 381 - Cell and Molecular Biology**

3 Credit(s)

This course provides an in-depth overview of the living cell and highlights the molecular and biochemical aspects impacting cell structure and function. Emphasis is placed on the structure and function of various cellular organelles and membranes, along with their roles in metabolism, transport, and cell communication.

**Prerequisites:** BIO 283.

**Recommended** CHEM 151.

## **BIO 385 - Ornithology**

4 Credit(s)

This course introduces students to avian evolution, flight, anatomy, physiology, ecology, and conservation. In addition, students will actively survey birds in the field to conduct estimates of avian diversity and density.

**Prerequisites:** BIO 140 or BIO 220.

## **BIO 391 - Mammalogy**

4 Credit(s)

This course will provide a conceptual understanding of many aspects of mammalian biology and will provide a detailed understanding of mammalian anatomy, diversity, and natural history (especially of local forms), as well as some of the techniques that mammalogists use to acquire such knowledge.

**Prerequisites:** BIO 140 or BIO 220.

### **BIO 393 - Herpetology**

**4 Credit(s)**

This course examines the taxonomy, anatomy, physiology, ecology and evolutionary biology of amphibians and reptiles.

**Prerequisites:** BIO 140 or BIO 220.

### **BIO 396 - Molecular Tools I - DNA Techniques**

**3 Credit(s)**

In this lab-based course, students will learn modern molecular techniques for purification, modification and analysis of DNA. This includes genomic DNA extraction, plasmid purification, polymerase chain reaction, cloning, restriction digestion and DNA sequencing. The course serves as an introduction to DNA laboratory techniques that may be especially useful for students interested in pursuing careers in research or in attending graduate or professional school.

**Prerequisites:** Successful completion with a B+ or higher of BIO 135 or successful completion with a C or better of BIO 283 AND successful completion with a C or higher of CHEM 152, OR permission of the instructor.

### **BIO 397 - Molecular Tools II - Cell Biology and Protein Techniques**

**3 Credit(s)**

Practical and theoretical laboratory based training on current molecular tools and techniques used in the field of cell biology and protein research. Topics ranging from bacterial and eukaryotic cell culture, cloning and protein expression, to methods of protein purification and immunological detection will be covered. Students will be expected to read and analyze primary literature to help them solve problems within the laboratory.

**Prerequisites:** Successful completion (with a "C" or

higher) of both BIO 283 and CHEM 152, or permission of the instructor.

### **BIO 398 - Thesis Research I**

**2 Credit(s)**

Students will complete the literature review portion of their project under the supervision of a science faculty member. The literature review will culminate in the completion of a paper reviewed by the students' project advisor. This course is the first part of a two-course capstone experience for several majors in the natural sciences.

**Prerequisites:** Junior status.

### **BIO 403 - Field Internship**

**3 Credit(s)**

Students will complete 120 hours working under the supervision of a professional in the field of conservation. The field experience is designed to give students opportunities for growth through active participation.

**Prerequisites:** Junior status.

### **BIO 420 - Cancer Biology**

**3 Credit(s)**

This course describes the biology of cancer, including the molecular changes of cancer initiation and progression, the dysfunctional cellular and tissue processes that make cancer difficult to treat, and the clinical implications for cancer as a disease. This course is intended for upper-level students of biology and pre-professional interests. It builds significantly from concepts learned in Genetics and Cell and Molecular Biology.

**Prerequisites:** BIO 381.

### **BIO 428 - Plant Pathology**

**3 Credit(s)**

This course provides an in-depth overview of the principles underlying plant disease, including causes of disease, as well as the mechanisms of dissemination, pathogenicity, and control of disease. The course also will cover the disease cycle, the physiological effects of disease and the methods of plant defense against disease.

**Prerequisites:** BIO 140 or BIO 231

### **BIO 430 - Wildlife Management**

**4 Credit(s)**

Wildlife management can range from protecting and conserving endangered species, to increasing the number of trophy game species, to controlling pest species. In this course we will discuss how the understanding of wildlife ecology, history, policy, public wants, and math help shape the decisions a wildlife manager makes in the real world.

**Prerequisites:** BIO 335 and one of the following: MATH 105, MATH 107, MATH 115, MATH 120, MATH 200.

### **BIO 433 - Ecological Restoration and Ecosystem Management Practices and Principles**

**4 Credit(s)**

In this course students will investigate biological, physical, and chemical processes to restore ecosystem structure and function to systems including grasslands, forests, and stream and riparian areas. Comparisons of management practices to reach restoration goals will be made at site level to watershed level, utilizing case studies and existing literature. Different management approaches will be identified and compared for a variety of scales of ecological restoration goals. Students will identify the objectives and provide an evaluation system for the project's success.

**Prerequisites:** BIO 335 and one of the following: MATH 105, MATH 107, MATH 115, MATH 120, MATH 200.

### **BIO 435 - Fisheries Management**

**4 Credit(s)**

This course examines the philosophy of managing fish populations and introduces students to techniques used to manage various species and the ecosystems they inhabit.

**Prerequisites:** BIO 335 and one of the following: MATH 105, MATH 107, MATH 115, MATH 120, MATH 200.

### **BIO 450 - Special Topics**

**3-4 Credit(s)**

### **BIO 470 - Wildlife Forensics**

**3 Credit(s)**

The protection of the wildlife resource (including threatened and endangered species and game species) is not possible without wildlife law enforcement. This course covers techniques for determining time of death, species identification, data collection and preservation of evidence for wildlife law enforcement cases, as well as advanced technologies available for identification and individualization of evidence. Fulfills an upper division Biology or Forensics Science elective.

**Prerequisites:** A 300-level biology laboratory course.

### **BIO 480 - Stream Ecology**

**4 Credit(s)**

Stream ecology involves the study of streams, rivers and their watersheds. This course examines the physical environment of streams, the organisms occupying streams, and the interactions between these organisms and their environment.

**Prerequisites:** BIO 335.

### **BIO 490 - Entomology**

**4 Credit(s)**

This course is an in-depth study of the insects emphasizing anatomy, physiology, ecology, evolution

and taxonomy.

**Prerequisites:** BIO 140 or BIO 220.

### **BIO 496 - Senior Project**

**2 Credit(s)**

Students will complete an independent project under the supervision of a science faculty member. This will include a paper reviewed by the student's project advisor and an oral presentation presented to the science faculty.

**Prerequisites:** Senior status.

### **BIO 498 - Thesis Research II**

**2 Credit(s)**

Students will complete an independent project under the supervision of a science faculty member. This will include a paper reviewed by the student's project advisor and an oral presentation presented to the science faculty. This course is the second part of a two-course capstone experience for several majors in the natural sciences.

**Prerequisites:** BIO 398.

### **BIO 499 - Special Project**

**1-4 Credit(s)**

A special project allows the student to expand on work already completed in previous coursework. It is undertaken with the guidance of one or more faculty members and is intended to encourage the student into original investigation of a defined problem within the discipline.

## **Business**

### **BA 210 - Management Principles**

**3 Credit(s)**

A look at modern management theory, including both functional and behavioral approaches to the administration of business enterprises.

### **BA 222 - Management Information Systems**

**3 Credit(s)**

A study of the procedures involved in the accumulation, processing and dissemination of various types of information within an organization. Typical business problems will be solved from a management perspective, using popular spreadsheet and database software packages as problem-solving tools.

**Prerequisites:** BA 210.

### **BA 225 - Business Ethics**

**3 Credit(s)**

This course seeks to recognize the distinctive set of problems encountered in the work environment, to study contrasting theories currently being used to make ethical decisions, and to apply those theories through examples and case studies.

### **BA 250 - Special Topics**

**3 Credit(s)**

This course is designed to examine in-depth current developments in specific areas of practice and research. Specific content of the course will change with each offering and will be announced prior to the session in which it is offered.

### **BA 256 - Quantitative Analysis for Business I**

**3 Credit(s)**

This course is designed for business students who have a good foundation in mathematics and algebra. Students will learn to apply descriptive statistics, probability and random variables, inferential statistics, sampling of business data, and time series within the business environment. Heavy emphasis will be on business applications utilizing Microsoft Excel and other business statistical packages.

**Prerequisites:** IS 102 and achieve an ALEKS placement

score of 30-60 or MATH 101, MATH 105, MATH 107, MATH 220, ACCT 201, or transfer course equivalent.

### **BA 302 - Business Law and Ethics**

**3 Credit(s)**

This course is designed to provide an introduction to legal and ethical issues within the business environment. Topics will include an introduction to the nature and sources of law, and the methods by which laws are made; basic principles of contract law and property law as the foundations for business enterprise; tort law governing business relationships. Students will also study the foundation of ethics and ethical theories currently being used in the business environment to make decisions, and will apply those theories through examples and case studies.

### **BA 303 - Business Law II**

**3 Credit(s)**

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.

### **BA 317 - International Management**

**3 Credit(s)**

Presents a cross-cultural perspective on managing global organizations. Focuses on understanding the influence of culture on international management, and how managers in multinational organizations address such issues as strategic analysis, organizational structure, global coordination and control, communications, inter-organizational cooperation, and human resource management.

**Prerequisites:** BA 210

### **BA 325 - New Venture Creation**

**3 Credit(s)**

This course focuses on the process of creating a startup, from the recognition of an opportunity to the launch of the business. It is designed to help students learn how to do the pre-launch activities necessary to start a business and secure its first customer.

**Prerequisites:** MKT 208 and BA 210.

### **BA 334 - Social Entrepreneurship**

**3 Credit(s)**

Social Entrepreneurs apply entrepreneurial talent to create social value and innovative sustainable solutions to pressing societal challenges. Students will identify opportunities, develop unique solutions, secure scarce resources, and manage risk. Social entrepreneurship will be studied in the context of civil society where there is inherent tension between market forces and democratic citizenship principles.

**Prerequisites:** ECON 160 and BA 210.

### **BA 352 - Risk Management**

**3 Credit(s)**

Explores non-speculative risks in business and selected management devices for dealing with them; assumption, avoidance, transfer and reduction of risk; risk management decision; control of risk and reduction of losses; case studies in risk management.

### **BA 356 - Quantitative Analysis for Business II**

**3 Credit(s)**

This course is designed for business students who have a good foundation in mathematics, algebra and statistics. Topics will include inventory management and business simulation. This course will be case-driven as part of the learning process.

**Prerequisites:** BA 256 or MATH 220 or instructor approval.

## **BA 361 - Human Resources Management**

**3 Credit(s)**

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.

**Prerequisites:** BA 210.

## **BA 362 - Supervision**

**3 Credit(s)**

A detailed examination of the fundamental concepts, principles and dynamics of the supervisory process.

**Prerequisites:** BA 210 and BA 361.

## **BA 365 - Leadership Theory**

**3 Credit(s)**

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 or permission of instructor.

## **BA 367 - Cross-Cultural Leadership**

**3 Credit(s)**

Provides insight into the impact of culture on concepts of leadership, values, expectations, and patterns of communication. Examines how sensitivity to cultural differences can contribute to leadership effectiveness and explores strategies for effectively communicating and negotiating with individuals from other cultures.

**Prerequisites:** BA 317.

## **BA 370 - Entrepreneurship and Small Business Management**

**3 Credit(s)**

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.

**Prerequisites:** BA 210.

## **BA 371 - Training and Development**

**3 Credit(s)**

This course involves the evaluation and study of trends in human resource training, education and development activities within organizational settings.

**Prerequisites:** BA 361.

## **BA 374 - Business Communication**

**3 Credit(s)**

Application of writing skills specifically for business managers includes annual reports; routine, persuasive and special messages; proposals; and brochures. This course places written and oral business communication within the context of general communication processes and familiarizes learners with recent technological advances. Strategy for effective writing is emphasized by engaging in a variety of business writing tasks.

**Prerequisites:** ENG 102.

## **BA 383 - Compensation and Benefits Management**

**3 Credit(s)**

Fundamental concepts of compensation theory, government and union influences, job analysis and evaluation, building and maintaining compensation

structure, comparable worth, performance and salaries.

**Prerequisites:** BA 361.

### **BA 390 - Complex Organizations**

**3 Credit(s)**

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.

### **BA 393 - Personnel Selection and Evaluation**

**3 Credit(s)**

Policies, procedures and problems in the selection of personnel, focusing on job analysis, validation, legal constraints, criteria and application of specific techniques.

**Prerequisites:** BA 361.

### **BA 403 - Internship**

**3 Credit(s)**

Advanced students work in business-related employment in the major area of interest. An internship is designed to assist students in taking maximum advantage of the educational potential and personal development opportunities found in an internship experience during the undergraduate business program. The internship provides a framework for students to be introspective about their personal growth objectives, understand their strengths and weaknesses in an organizational context, improve their professional maturity, develop their ability to assess and articulate their value to potential employers, evaluate their choice with respect to industry,

company and role, as well as further clarify their career passion and prospective about their future career direction. The company, industry analysis and interview sections of the course also provide an opportunity to apply the knowledge gained from courses already completed.

### **BA 411 - Labor Relations and Negotiation**

**3 Credit(s)**

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 Credit(s)**

Students will learn how to assess a culture to determine underlying assumptions regarding: social interaction, economic interests, legal requirements, and political realities. Students will then understand how these, in turn, affect expectations, outcomes, behavior, thoughts, and priorities. The course emphasizes negotiating deals, resolving disputes or making decisions in a multicultural environment.

**Prerequisites:** BA 317 and BA 367 or permission of instructor

### **BA 423 - Production and Operations Management**

**3 Credit(s)**

Production and operations management is designed to provide students with an in-depth look at the components of organizational operations and how they are managed. Successful management incorporates theories and practices that apply to a variety of operational areas involving factory and service operations, inventory management, quality management, capacity planning, supply chain management, aggregate planning, and project management. Elements of shop

floor control, status reporting systems, facilities design, cost estimating, inventory control, procurement, quality assurance, forecasting, labor loading, scheduling, and productivity measurement will be explored. Important tools of production and operations management that will be covered include Theory of Constraints, MRP, MRPII, CAD/CAM, CIM, JIT, SPC, and TQM.

**Prerequisites:** BA 210 and BA 256 or MATH 220.

### **BA 445 - Contemporary Topics in Management**

**3 Credit(s)**

This course description may change each session it is offered to cover the most contemporary management issues.

**Prerequisites:** BA 210.

### **BA 449 - Business and Industrial Crisis Management**

**3 Credit(s)**

Through case studies and discussion learners explore governmental emergency management and private sector crisis management in the context of fundamental concepts such as crisis management, disaster recovery, organizational continuity, and vulnerability and risk analyses. Learners will gain practice with tools including business area impact analysis, and explore risk management and loss control strategies. Learners will explore the characteristics of realistic and effective contingency, response, business recovery, and crisis management plans and discuss the purpose, value, and types of exercises and training needed to support an effective crisis management, disaster recovery, and organizational continuity program.

**Prerequisites:** BA 210 and PA 306.

### **BA 450 - Special Topics**

**3 Credit(s)**

This course is designed to examine in-depth current developments in specific areas of practice and research.

Specific content of the course will change with each offering and will be announced prior to the session in which it is offered.

### **BA 454 - Management Cases**

**3 Credit(s)**

A study of the current strategies and techniques of administration and management, including: business objectives; policies, functions, executive leadership and organizational structure; control standards; case studies in organization, financing and operations.

**Prerequisites:** BA 361 and BA 423 and completion of all management-business core requirements.

### **BA 456 - Marketing Cases**

**3 Credit(s)**

This course provides an in-depth exposure to strategic planning for marketing, using cases as illustrative examples. Emphasis is placed on extensive situation analysis, objective and criterion formulation, and alternative selection and implementation.

**Prerequisites:** Completion of all marketing/business core requirements.

### **BA 457 - Business Study Travel**

**3 Credit(s)**

This course applies learning experiences in the global economy. Countries around the globe are major players along with specific regions in the U.S. Understanding the dynamics a certain country/region plans will help students as they go forth in their chosen career(s). Destination of study travel course may change each time the course is offered.

**Prerequisites:** ECON 160 or approval of the instructor.

### **BA 460 - Strategic Management**

**3 Credit(s)**

The course is a culminating experience for students completing majors in business. Upon the successful completion of the course, students will have a practical knowledge of strategic application in the activities, procedures, and techniques unique to business operations.

**Prerequisites:** senior standing and within 9 credit hours of program completion.

### **BA 474 - Organizational Behavior**

**3 Credit(s)**

This course encourages students to describe and analyze the way that people behave in organizations by applying theories of organizational behavior. The course consists of a balance among theory and application.

**Prerequisites:** PSY 190 or SOC 110.

### **BA 499 - Special Project**

**3 Credit(s)**

This course is designed to provide an opportunity to complete a special project related to a student's field of study that is beyond the scope of courses offered. Proposals must include an overview or abstract of the study, indicate the anticipated learning outcomes of the project, the timeline of the study, and the deliverables (paper, presentation, project, etc.) upon which the study will be evaluated.

### **BA 506 - Organizational Strategy/Economic Change**

**3 Credit(s)**

This course will examine strategy and economic systems to manage risk and assess the impact of economic changes including regionalism, government regulations, corporate governance, international fiscal and monetary policies, and the balance of payments for strategy development.

### **BA 508 - Current Issues in Corporate Law and Ethics**

**3 Credit(s)**

This course will examine ethical theories and styles in contemporary organizational decision making, examining the ethics of current regulatory and legal issues impacting organizations.

### **BA 509 - Theories of Leadership**

**3 Credit(s)**

This course will include the investigation of leadership theories and explore the role of leadership in organizations. The course will also focus on the characteristics of leadership and the implications leadership has for organizations. Same as PA 509.

### **BA 511 - Corporate Entrepreneurship and Sustainability**

**3 Credit(s)**

This course synthesizes the responsibility of an organization as a leader in supporting global sustainability and integration of sustainability through entrepreneurial innovation and opportunities using industry analysis, competitive leverage, funding strategies, etc. within the organization.

### **BA 520 - Training and Development**

**3 Credit(s)**

This course provides a detailed review of the principles and methods for training and developing human resources in a work environment. Learning theory and principles of effective training provide the foundation, but the emphasis is on applied delivery including training and presentation skills. Methods for analyzing training and development needs and the principles and techniques of program evaluation are also emphasized. Development of a training proposal is a key element. This course provides "hands-on" experience in designing and implementing training programs.

### **BA 524 - Managing in the International Environment**

### 3 Credit(s)

This is a survey course of the issues presented to managers in the international environment. Students explore a variety of topics utilizing discussion, researched reports and case analysis. Students will explore issues including the nature of international business, the external environment of international business, strategy and planning, marketing, trade practices, human resources management, financial management, and operations management in an international environment. Students also explore the ethical considerations faced by international managers in decision making.

### **BA 540 - Labor/Management Relations**

#### 3 Credit(s)

An investigation of the National Labor Relations Act and its implications to businesses. Labor legislation, labor unions and collective bargaining are topics to explore.

### **BA 544 - Organizational and Management Theories**

#### 3 Credit(s)

This course provides an overview of the major principles of organization and management, in an integrated context. Frameworks for the analysis of managerial problems and decisions will be explored. Starting with basic organization theory and concluding with theories of micro-level processes, this course will introduce the different lenses with which to view behavioral processes within and between organizations. Special emphasis on issues of managing in a global business environment, the changing nature of governance, shareholder and stakeholder rights, multiculturalism in organizations, organizational power and domination and alternative organizational forms will be woven throughout.

### **BA 545 - Business Study Travel Course**

#### 3 Credit(s)

This course is an intensive study of business in a specific

country/region of the world. The course is a combination of classroom lectures and site visits to businesses.

Classroom lectures and site visits provide students the basis to study the impact of economic, social, financial, infrastructure, and international elements on business. Destination of study travel course may change each time course is offered. The course will be conducted in English.

### **BA 546 - Compensation and Benefits**

#### 3 Credit(s)

A study of the design and functioning of the entire compensation system with emphasis on wage and salary determination, individual group incentives, employee benefits, and non-economic rewards.

### **BA 548 - Development and Management of Human Resources Management**

#### 3 Credit(s)

An exploration of the principles and practices required to forecast and acquire the human resources necessary to implement operational and strategic plans in organizations. Students will develop a plan for a specific project. Topics can include compensation, motivation and quality of work life.

### **BA 550 - Special Topics Seminar**

#### 3 Credit(s)

This seminar is designed to examine in-depth current developments in specific areas of practice and research. Specific content of the seminar will change with each offering and will be announced prior to the session in which it is offered.

### **BA 553 - Organizational Development**

#### 3 Credit(s)

An explanation of the core values and behavioral science theories that have shaped the field and defined the practice for organizational development and a prerequisite to understanding collaborative processes for

managing planned change. Students are familiarized with the intellectual legacies of the major theorists and practitioners that have influenced the evolution of organization development as well as the traditional organizational development concepts, models and interventions. Contemporary practices and future trends in the field are also examined.

### **BA 555 - Organizational Culture**

**3 Credit(s)**

This course focuses on managing the informal organization, individual idiosyncrasies, the organization as a social system, and organization politics. The course reviews various models of organizational culture, including origins and purposes, how to establish and nourish a business-supporting culture, culture audits, and culture change.

### **BA 560 - Organizational Diagnosis and Intervention**

**3 Credit(s)**

This course utilizes the conceptual foundations acquired in Organizational Development and Organizational Culture as a basis for analyzing and diagnosing organizational performance and designing appropriate interventions. A primary focus is on understanding and applying organizational functioning, and becoming familiarized with different interventions and organizational development technologies. Heavy emphasis is placed on applying various diagnostic models. Both in-class case analysis of organizations and outside projects which require learners to conduct a diagnosis and assessment in an organizational setting are used to facilitate the acquisition of diagnostic competence.

### **BA 567 - Quality Management and Productivity**

**3 Credit(s)**

This course focuses on the concepts of continuous improvement and quality management, viewing quality as a systematic process that improves customer satisfaction. The course covers methods and

technologies that will aid managers in assuring that the organization's quality system is effectively meeting the organization's continuous improvement goals.

### **BA 570 - Team Building Techniques**

**3 Credit(s)**

This course will illustrate how teams benefit organizations and analyze how teams function. The student will obtain and analyze techniques used to improve group dynamics and obtain skills in how to facilitate an effective meeting.

### **BA 586 - Global Business Strategy**

**3 Credit(s)**

Students will explore and apply the essential theories of strategic management and operations concepts employed by best-practice companies in the transnational, international and global environments. Students will examine critical success factors in establishing and operating businesses in the global environment, including companies and their environments and the various external and internal issues not normally faced when operating solely in the domestic environment.

### **BA 590 - Research Seminar**

**3 Credit(s)**

The emphasis serves to integrate the student's studies in Business Administration by examining in depth an issue or problem of significance and special interest to the student. Research, writing, and presentation skills are employed in this course. Each student will design his/her own project, subject to approval of the faculty member, in order to fulfill the course requirements. The project shall demonstrate (1) integration of the MBA program objectives, (2) graduate-level writing skills using APA format, (3) graduate level critical thinking skills and (4) in-depth understanding and application of the objectives of the area of emphasis utilizing appropriate research techniques. A PowerPoint™ presentation of the project, suitable for senior-level decision makers, is also required.

**Prerequisites:** All core requirements and only 6 required credit hours or less remaining in the program.

### **MBA 500 - Accounting & Finance Principles**

**3 Credit(s)**

This course provides an introduction to financial concepts and principles. The course provides learners with an overview of the acquisition, analysis, and reporting of accounting information from the perspective of effective management decision-making in a global business environment. Attention is also given to the role of the financial system in the economy, investment analysis, and the financial decisions of business firms as related to capital budgeting, capital structure, and responsibility in the conduct of business financial operations.

**Prerequisites:** Graduate Standing. This course will not satisfy a Graduate Elective in any emphasis area of any graduate program.

### **MBA 501 - Managerial Communication**

**3 Credit(s)**

Communication skills have consistently been ranked in the top five characteristics of successful managers for many years. Being able to communicate effectively is also a key component for success in academic situations as well. Through-out this course students will examine various communication strategies used in the 21st Century marketplace; additionally students will learn how to utilize these strategies to communicate information effectively using a variety of communication styles/tools. The course will provide students with the feedback, tools and coaching for both their academic and professional careers.

## **Chemistry**

### **CHEM 102 - Introduction to Forensic Science**

**3 Credit(s)**

This course introduces students to the dynamic field of forensic science. Basic procedures for processing crime

scenes are discussed, including collection and preservation of physical evidence. Emphasis is placed on the science behind analysis of physical evidence and the conclusions that may be drawn by the forensic scientist performing the analysis. Topics are generally chosen from physical evidence commonly encountered at crime scenes such as fingerprints, glass, hairs, fibers, drugs, and DNA; and analytical techniques such as microscopy and spectroscopy.

### **CHEM 103 - Introduction to Forensic Science Laboratory**

**1 Credit(s)**

This course will actively engage students in laboratory activities through which they will have the opportunity to apply fundamental principles learned in CHEM 102.

**Prerequisite or Co-requisite:** CHEM 102

### **CHEM 115 - Environmental Chemistry**

**3 Credit(s)**

This course offers an introduction to chemical concepts through the examination of environmental issues. Students will gain an understanding of chemistry as it pertains to environmental topics and will be better equipped as citizens to make decisions using evidence-based reasoning.

### **CHEM 140 - Chemistry for Everyday Life**

**3 Credit(s)**

This course offers an introduction to chemical concepts through the examination of real life processes. Everyday items of interest are explored to determine their underlying chemical principles. Students will gain an appreciation for chemistry in their daily lives and will be better equipped as citizens to formulate opinions and make decisions about items of scientific interest. Non-laboratory.

### **CHEM 141 - Chemistry for Everyday Life Laboratory**

**1 Credit(s)**

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 Credit(s)**

This course introduces students to fundamental concepts in chemistry by taking an atoms first approach. Atomic structure is introduced early and is used as the basis for discussion of periodic trends of the elements, compounds and bonding, molecular structure and geometry, intermolecular forces, and chemical reactions. Laboratory projects emphasize application of scientific methodology and experimental design. Recommended: a strong high-school math background or a level of mathematics equivalent to or greater than MATH 105

**CHEM 152 - General Chemistry II****4 Credit(s)**

This course is a continuation of the atoms first approach begun in CHEM 151. Emphasis is placed on thermochemistry, gases, solutions, thermodynamics, equilibrium, acids and bases, and kinetics.

**Prerequisites:** CHEM 151.

**CHEM 201 - Scientific Literature Skills****1 Credit(s)**

This course introduces students to critical analysis of biological literature. Students will learn methods for carrying out scientific literature searches, reading biological literature and preparation of scientific writing. Additionally, the course will provide guidance for career preparation in the biological sciences.

**Prerequisites:** ENG 101, Sophomore status.

**Same As:** BIO 201.

**CHEM 220 - Quantitative Analysis****4 Credit(s)**

This course teaches the application of equilibrium, solubility, neutralization, oxidation-reduction, complexation, and acid-bas theories to quantitative chemical analysis. The application of chromatography and spectrophotometry to quantitative determinations is also investigated. The laboratory emphasizes gravimetric, volumetric, chromatographic, and spectrophotometric methods of analysis.

**Prerequisites:** CHEM 152.

**CHEM 250 - Special Topics****3-4 Credit(s)****CHEM 251 - Organic Chemistry I****4 Credit(s)**

A course featuring a mechanistic approach to organic chemistry, with emphasis on elementary and multistep reactions. Proton transfer and nucleophilic substitution and elimination reactions are highlighted. Organic nomenclature and stereochemistry are introduced. Laboratory emphasizes basic organic procedures and techniques.

**Prerequisites:** CHEM 152 or consent of the instructor.

**CHEM 252 - Organic Chemistry II****4 Credit(s)**

A continuation of CHEM 251 with emphasis on the mechanisms of electrophilic addition, nucleophilic addition, nucleophilic addition-elimination, and aromatic substitution processes. Coverage of organic spectroscopic techniques and the molecular orbitals of conjugated systems is also included. Laboratory correlates with lecture material and emphasizes methods of qualitative and spectroscopic organic analysis.

**Prerequisites:** CHEM 251.

**CHEM 299 - Special Project**

### 1-3 Credit(s)

A Special Project allows the student to expand on work already completed in previous coursework. It is undertaken with the guidance of one or more faculty members and is intended to encourage the student into original investigation of a defined problem within the discipline.

### **CHEM 301 - Physical Chemistry I**

#### 3 Credit(s)

A study of basic chemical thermodynamics, chemical kinetics, and equilibrium. Lecture concepts will be applied to solids, liquids, and gases and to chemical reactions occurring in the gas phase and in solutions.

**Prerequisites:** CHEM 252, PHY 113, and MATH 215 .

### **CHEM 302 - Physical Chemistry II**

#### 3 Credit(s)

A study of basic concepts of quantum chemistry and statistical mechanics/statistical thermodynamics and their application to molecular structure, chemical change, and some fundamental chemical spectroscopies.

**Prerequisites:** CHEM 252, PHY 113, and MATH 215 .

### **CHEM 309 - Individual Research in the Chemical Sciences**

#### 1 Credit(s)

Field and/or laboratory research in an area of chemical sciences involving participation in the scientific process with a faculty member from the Department of Biology and Chemistry. Each participant will write a progress report at the end of each semester and be expected to maintain a detailed laboratory/field notebook. Students are expected to work on their research (on average) a minimum of 3 hours per week over two sessions (one semester) for one hour of credit. The course may be repeated for a maximum of three credit hours if both student and faculty member agree.

**Prerequisites:** CHEM 152 and sophomore status and approval of the supervising faculty member along with project acceptance.

### **CHEM 325 - Forensic Chemistry**

#### 4 Credit(s)

This course covers an overview of chemical instrumentation and its applications in the forensic lab. This course includes a review of the chemical tests for fingerprints, gunshot residue and trace evidence, as well as the chemistry of drugs, arson and explosives, and chemical instrumental analysis of drugs, toxicological specimens, arson, explosives and questioned documents.

**Prerequisites:** CHEM 252

### **CHEM 330 - Biochemistry I**

#### 3 Credit(s)

This course is an introduction to major biomolecules. Topics include basic thermodynamics, aqueous solutions, structure and properties of amino acids, proteins and protein structure, enzymes and enzyme kinetics, structure and function of carbohydrates, nucleotides and nucleic acids, lipids and membranes.

**Prerequisites:** CHEM 251.

**Recommended** BIO 135.

### **CHEM 331 - Biochemistry II**

#### 3 Credit(s)

This course is an introduction to bioenergetics and metabolism. Discussion will focus on the degradation and biosynthesis of carbohydrates, lipids, amino acids and nucleotides.

**Prerequisites:** CHEM 330.

### **CHEM 335 - Biochemistry Laboratory**

#### 1 Credit(s)

This course provides a hands-on laboratory experience

using basic biochemical techniques, such as spectrophotometry, chromatography and electrophoresis. These techniques will be used to study major types of biomolecules, such as amino acids, proteins, carbohydrates, lipids and RNA.

**Co-requisites:** CHEM 330.

### **CHEM 345 - Chemical Spectroscopy and Instrumentation**

**4 Credit(s)**

This course targets several instruments common to modern chemistry laboratories with study of the theory underlying each instrumental technique. Covered are atomic absorption spectrophotometry, ultraviolet/visible spectroscopy, nuclear magnetic resonance spectroscopy, infrared and Raman spectroscopies, gas and liquid chromatographies, and mass spectrometry. Attention will be given to spectral interpretation.

**Prerequisites:** CHEM 252.

### **CHEM 361 - Inorganic Chemistry**

**3 Credit(s)**

A consideration of periodicity, atomic structure, and chemical bonding of main group elements and transition metals. Topics may include molecular symmetry, structures of solids, acid-base definitions and applications, coordination chemistry, organometallic chemistry, and bioinorganic chemistry.

**Prerequisites:** CHEM 252.

### **CHEM 391 - Chemistry Research I**

**2 Credit(s)**

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.

**Prerequisites:** Junior standing and consent of the instructor.

### **CHEM 401 - Organometallics**

**3 Credit(s)**

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.

**Prerequisites:** CHEM 361.

### **CHEM 410 - Advanced Organic Chemistry**

**3 Credit(s)**

This course covers, at an advanced level, topics not considered in either CHEM 251 or CHEM 252. It also expands upon some topics covered in both CHEM 251 and CHEM 252. The emphasis is on modern synthetic chemistry and applications to chemical systems of interest.

**Prerequisites:** CHEM 252.

### **CHEM 431 - Heterocyclic Chemistry**

**3 Credit(s)**

This course covers the chemistry of both aromatic and non-aromatic heterocyclic compounds. Topics include the synthesis, reactions, and properties of three- to seven-membered cyclic compounds containing one or more heteroatoms. The nomenclature of heteroatomic ring systems will also be introduced.

**Prerequisites:** CHEM 252.

### **CHEM 450 - Special Topics**

**3 Credit(s)**

## **CHEM 471 - Molecular Spectroscopy**

**3 Credit(s)**

An in-depth study of modern techniques in molecular spectroscopy. Topics will include mass spectrometry, raman spectroscopy, infrared spectroscopy and several methods in nuclear magnetic resonance spectroscopy, including multinuclear and multidimensional techniques.

**Prerequisites:** CHEM 252.

## **CHEM 491 - Chemistry Research II**

**2 Credit(s)**

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.

**Prerequisites:** CHEM 391.

## **CHEM 499 - Special Project**

**1-3 Credit(s)**

A Special Project allows the student to expand on work already completed in previous coursework. It is undertaken with the guidance of one or more faculty members and is intended to encourage the student into original investigation of a defined problem within the discipline.

## **Communication**

### **COMM 102 - Introduction to Mass Media**

**3 Credit(s)**

Introduction to Mass Media provides students an overview of the history and function of journalism and news media in a democratic society. Students study the history of mass media in the U.S. and gain knowledge of techniques in newsgathering and reporting, AP style, photojournalism, page design, and roles played in a 21st century newsroom. Students will gain hands-on skills covering news and sporting events on-campus and are

encouraged to contribute to The Collegian student newspaper.

### **COMM 105 - Public Speaking**

**3 Credit(s)**

This course increases the ability of students to make effective speeches and includes speech organization, presentation and extemporaneous talks.

### **COMM 107 - Human Communication**

**3 Credit(s)**

An introduction to communication studies providing an overview of communication theory with emphasis on information transmission and social influence functions of communication behavior in personal and mediated contexts. Course content focuses on the identification of communication goals, types of messages, and behaviors.

### **COMM 180 - Makerspace**

**1 Credit(s)**

Practical guided workshop in the preparation, design, and production of a project-based learning instruction. Students produce assignments based on campus needs in the areas of audio, film, and visual production. Note: This course may be repeated for up to four total credits.

### **COMM 200 - Interpersonal Communication**

**3 Credit(s)**

Interpersonal Communication provides an introduction to communication between individuals. Course content focuses on the identification and evaluation of communication goals, messages, and behaviors of individuals and groups.

### **COMM 203 - Communication Theory**

**3 Credit(s)**

A survey of theories in the field of human communication. Consideration is given to theories that

explain communication behavior between pairs of people, within groups, in organizations, and in societies. Course content focuses on the identification of various theories and the development of support messages appropriate for a prescribed research problem or medium.

### **COMM 221 - Intercultural Communication**

**3 Credit(s)**

Analysis of how culture interacts with communication and an examination of problems encountered when communicating across cultures. Distinctions among verbal and nonverbal code systems are examined. Students get the chance to experience presentations from members of other cultures.

### **COMM 250 - Special Topics**

**3 Credit(s)**

Special Topics courses are studies of selected problems, periods, or movements in the subject area not otherwise included in the curriculum.

### **COMM 275 - Survey of Television**

**3 Credit(s)**

Study of television programs and programming from the "Golden Age" to the present. Analysis of television's relation to post-modern American literature, culture and aesthetics.

**Same As:** ENG 275.

### **COMM 276 - Television Production**

**3 Credit(s)**

Introduction to television production, broadcast conventions and editing formats. Students learn writing for television, basic videography and editing. Students complete individual portfolios of original work that meet professional standards.

### **COMM 286 - Radio and Podcasting Production**

**3 Credit(s)**

Student introduction to radio: and podcasting production concepts and techniques. Students will have hands-on experience in writing for radio, podcasting, commercial scriptwriting, broadcast interviewing, on-air personality, and production. Students complete individual portfolios of original work that meet professional standards.

### **COMM 290 - The Movies**

**3 Credit(s)**

An introduction to narrative fiction films, using concepts of art, theatre and literature, and including a study of film aesthetics from a historical perspective.

**Same As:** ENG 290.

### **COMM 299 - Special Project**

**1-3 Credit(s)**

A Special Project allows the student to expand on work already completed in previous coursework. It is undertaken with the guidance of one or more faculty members and is intended to encourage the student into original investigation of a defined problem within the discipline. Examples include theses and themed portfolios or exhibitions.

### **COMM 307 - Business and Professional Communication**

**3 Credit(s)**

Oral and written communication skills for those involved in professional and business settings. Includes resume, cover letter, and memo writing; interpersonal and group applications; interviewing and professional presentations.

**Prerequisites:** COMM 105.

### **COMM 308 - Sports Writing and Reporting**

### 3 Credit(s)

This course provides a brief exploration of the history of sports journalism - print and broadcast - and on the state of these fields today, including the role of sports communication in contemporary cultures and social media. Using AP style, students learn to write for sports news, features, editorials, blogs, and social media, resulting in a course portfolio. Also included is writing for deadlines, mastering sports stats for news articles, and the role of ethics in sports journalism.

**Prerequisites:** COMM 102.

### **COMM 320 - News Editing**

#### 3 Credit(s)

Students learn to identify and evaluate various styles of writing and practice professional conventions of copy editing for print and digital media.

**Prerequisites:** COMM 102.

### **COMM 326 - New and Experimental Media**

#### 3 Credit(s)

Students will engage with concepts and methods of new and emerging media trends and technology through a critical/cultural communication theory lens. Students will conceive and create personal multimedia projects using emergent media and will experiment with cutting edge approaches to mediated mass communication both inside and outside the professional media sphere.

### **COMM 332 - Writing for Media**

#### 3 Credit(s)

Teaches and develops skills for reporting and writing in a professional media environment. Students complete individual portfolios of original stories in news, sports, and public relations formats for print, broadcast, and digital media.

**Prerequisites:** COMM 102.

### **COMM 334 - Public Relations**

#### 3 Credit(s)

Public relations is a detailed introduction to the historical, practical, and ethical concepts in the PR field. Students will learn the various roles of a public relations practitioner with the utilization of case studies and hands-on experience. Crisis management tactics, handling different key public relationships, and integrated marketing communications will be addressed.

**Prerequisites:** COMM 105 or COMM 200.

### **COMM 352 - Rhetoric and Public Culture**

#### 3 Credit(s)

This course traces the development of rhetorical theory from its origins in Classical Greece. By investigating how rhetoric and persuasion were viewed in the context of law, politics, display, language, and knowledge, it provides a wide context to understand the relationship between rhetoric and civilization. This understanding is not valuable for its own sake; however, it is valuable only to the extent that it applies to modern problems. Hence, classical theories will be used to interpret modern artifacts and students will learn to see the continuities between classical rhetoric and contemporary public life.

**Prerequisites:** COMM 105.

### **COMM 390 - Research Methods in Communication**

#### 3 Credit(s)

Provides an overview of the concepts, methods, and tools by which communication research is designed, conducted, interpreted, and critically evaluated. Course content focuses on the analysis of various communication theories, sources, styles of writing, and adaptation of messages and writing styles suitable in professional research contexts or media.

**Prerequisites:** COMM 105 and Junior Standing.

### **COMM 403 - Internship**

**1-3 Credit(s)**

Designed for advanced students, this course gives intensive work experience in commercial art, public relations and/or journalism.

**Prerequisites:** Consent of the instructor.

**COMM 415 - Communication and Media Ethics**

**3 Credit(s)**

Freedoms and responsibilities of mass media practitioners and institutions, explored within the framework of ethical theory. Consideration of values, codes of ethics, moral development, professionalism, institutional constraints, etc. as applied to media.

**Prerequisites:** Junior Standing or consent of the instructor.

**COMM 416 - Crisis Communication**

**3 Credit(s)**

Crisis communication is one of the many specialized areas of public relations. This course will focus on the use of crisis communication to defend a company or organizational threats to their brand or reputation from unexpected serious events. For Public Relations specialists it is important to have a strategic understanding of your role in assisting the organization through a crisis event. Techniques addressed include FEMA, social media intervention, Facework theory, and message delivery during and after a crisis event.

**Recommended** COMM 307

**COMM 450 - Special Topics**

**3 Credit(s)**

Special Topics courses are studies of selected problems, periods, or movements in the subject area not otherwise included in the curriculum.

**COMM 498 - Senior Seminar**

**3 Credit(s)**

Senior Seminar provides in-depth study and research on individually selected topics. The seminar and students' research projects build upon work begun in COMM 390 Research Methods in Communication.

**Prerequisites:** COMM 390.

**COMM 499 - Special Project**

**1-3 Credit(s)**

A Special Project allows the student to create an original scholarly project or expand on work already completed in previous coursework. It is undertaken with the guidance of one or more faculty members and is intended to encourage the student into original investigation of a defined problem within the discipline. Examples include theses and themed portfolios or exhibitions.

**Criminal Justice**

**CJ 224 - Introduction to Criminal Justice**

**3 Credit(s)**

History of the development of the criminal justice system in America. The everyday practices in this subsystem and the articulation amongst policing, judicial and correctional institutions.

**CJ 237 - Criminal Law and Procedure**

**3 Credit(s)**

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.

**Prerequisites:** CJ 224.

**CJ 291 - Community Oriented Policing**

**3 Credit(s)**

This course explores alternative policing methods utilized in communities across the United States. Students will become familiar with pro-active and problem-oriented policing strategies ranging from youth education programs to saturation patrols. The effectiveness of alternative policing strategies will be discussed and compared to the traditional policing approach.

### **CJ 299 - Special Project**

**3 Credit(s)**

A Special Project allows the student to expand on work already completed in previous coursework. It is undertaken with the guidance of one or more faculty members and is intended to encourage the student into original investigation of a defined problem within the discipline. Examples include theses and themed portfolios or exhibitions.

**Prerequisites:** Criminal Justice minors must have completed all minor requirements.

### **CJ 315 - Juvenile Justice**

**3 Credit(s)**

Development and operation of juvenile courts, treatment and rehabilitation strategies, diversion strategies.

**Prerequisites:** CJ 224.

### **CJ 321 - Juvenile Delinquency**

**3 Credit(s)**

Juvenile gangs; causes and consequences of delinquency; prevention, treatment and control of delinquency.

**Prerequisites:** SOC 110.

### **CJ 333 - Criminology**

**3 Credit(s)**

An analysis of various forms of crime, as well as various

elements of the criminal justice system. The emphasis is on theories of crime and juvenile delinquency. Topics will include: street crime, organized crime, white-collar crime and the role of substance abuse in criminality and delinquency.

**Prerequisites:** SOC 110.

### **CJ 337 - Victimology**

**3 Credit(s)**

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.

### **CJ 353 - Sociology of Law**

**3 Credit(s)**

The history of criminal, civic, and administrative law in America, the impact of society upon law and law upon society, sociology of the legal professions.

**Prerequisites:** CJ 237 and junior standing.

### **CJ 362 - Criminal Investigations**

**3 Credit(s)**

Fundamentals of criminal investigation: crime scene search and recording; collection and preservation of physical evidence; scientific aids; modus operandi; sources of information; interview and interrogation; follow-up and case preparation. Special emphasis on leadership and management actions taken to enhance investigative efforts.

**Prerequisites:** CJ 224 or CHEM 102.

### **CJ 365 - Introduction to Policing**

**3 Credit(s)**

The history of policing in America; structure and

functions of policing in contemporary America; police community relations in urban and rural settings.

**Prerequisites:** CJ 224.

### **CJ 367 - Ethics in Criminal Justice**

**3 Credit(s)**

An introduction to concepts of ethics and an examination of contemporary ethical issues in the field of criminal justice.

**Prerequisites:** CJ 224 or CHEM 102.

### **CJ 380 - Introduction to Corrections**

**3 Credit(s)**

The history of corrections in American society, corrections and punishment in contemporary America, alternatives to institutional treatment.

**Prerequisites:** CJ 224.

### **CJ 388 - Comparative Study of Criminal Justice**

**3 Credit(s)**

Students will analyze the criminal justice system in the United States in comparison to criminal justice systems and approaches worldwide. Different global political, economic, and cultural systems will provide the basis to evaluate the goals, structure, and correction strategies employed in the United States' criminal justice system.

### **CJ 396 - Community Corrections**

**3 Credit(s)**

As an interdisciplinary approach to the study of community-based sanctions in the United States, correctional alternatives to imprisonment are explored. Topics include the origins and evolution of correctional programs that function outside of total institutions; contemporary community-based sanctions philosophy; current research and recent legal developments in the field; correctional theories and practices; the role of law

enforcement; the courts and probation and parole officers in offender supervision; issues and challenges facing reintegration and rehabilitation efforts; and other community based initiatives for adult and juvenile offenders.

**Prerequisites:** CJ 224.

### **CJ 398 - Justice Administration**

**3 Credit(s)**

This course studies the management and control of the criminal justice system. The learner will be able to discuss the reasons for and effectiveness of management techniques applied to the justice system.

**Prerequisites:** CJ 224.

### **CJ 403 - Internship**

**3 Credit(s)**

In this course, students gain supervised field experience in a selected setting.

**Prerequisites:** Senior status. Consent of supervising instructor and department chair is required.

### **CJ 423 - Introduction to Terrorism**

**3 Credit(s)**

An introductory study of the Criminal Justice system's response to threats of international and domestic terrorism arising from both religious and secular roots. A special emphasis is placed on the development and maintenance of the law enforcement response to Department of Homeland Security requirements established within the context of public policy and preparedness strategies, including border security.

**Prerequisites:** CJ 224.

### **CJ 425 - Intelligence Analysis and Security Management**

### 3 Credit(s)

This course examines intelligence analysis to protect the United States and its citizens. Current trends in the intelligence world will be examined, exploring the role of operations, operators, and source development in the context of national and local security management.

**Prerequisites:** PA 306.

### **CJ 426 - Institutional Corrections**

#### 3 Credit(s)

This course provides an evaluation of theory and research on confinement facilities for criminal offenders in the United States. The history and organization of prisons and jails are reviewed in conjunction with the changing punishment philosophies and how this evolution has influenced today's institutional corrections. The problems within these facilities are examined with special attention paid to inmate adaptation, problems faced by facility officers, and the effectiveness of institutional treatment programs.

**Prerequisites:** CJ 380.

### **CJ 428 - Offender Treatment**

#### 3 Credit(s)

Challenges associated with providing incarcerated offenders with special needs and adequate physical and mental health care are explored. Topics include juveniles in prison, pregnancy and motherhood, the chronic and mentally ill, geriatric offenders, faith-based programming, incarcerated veterans, sex offenders, gay and lesbian inmates. A study of community-based programs for adult and juvenile offenders, treatment modalities in various correctional settings, administration, legal issues, and future trends associated with community-based and institutional-based treatment are also discussed.

**Prerequisites:** CJ 224.

### **CJ 499 - Special Project**

### 3 Credit(s)

A Special Project allows the student to expand on work already completed in previous coursework. It is undertaken with the guidance of one or more faculty members and is intended to encourage the student into original investigation of a defined problem within the discipline. Examples include theses and themed portfolios or exhibitions.

**Prerequisites:** Senior status.

## **Counseling**

### **CNSL 509 - Theories of Counseling**

#### 3 Credit(s)

This course is an examination of the major theoretical approaches to counseling and their relationship to the counseling process. Analysis and evaluation of the function of theoretical constructs and their impact on counseling practice are emphasized.

**Prerequisites:** Admission to MSC degree program or consent of program chair

### **CNSL 510 - Ethical, Legal & Professional Issues in Counseling**

#### 3 Credit(s)

This is a graduate level course designed to explore ethical, legal, and professional issues in counseling, such as the American Counseling Association and American School Counselor Association ethics codes, responsibility, competence, therapeutic boundaries, confidentiality, reporting abuse, and practicing in a managed care environment. Professional issues in the context of school and community mental health are also covered, as well as licensing, roles, policies, legislation, reimbursement, and the professional identity of counselors. Cultural diversity issues in counseling are also addressed.

**Prerequisites:** Admission to MSC degree program or consent of program chair.

## **CNSL 515 - Lifespan Human Growth & Development**

**3 Credit(s)**

This course provides an examination of major theories of human development, including those from physical, psychological, cognitive, social, and moral perspectives. Development is viewed across the human life span in each of these areas. The course is designed to encourage an integrated concept of these theoretical perspectives, which serves as a developmental framework for the counseling process.

**Prerequisites:** Admission to MSC degree program

## **CNSL 520 - Research & Program Evaluation**

**3 Credit(s)**

This course is an introductory research course for educators and those in other fields of human development. It is designed to provide students with the basic information needed to understand the process of systematically researching a problem and to enable students to evaluate and interpret the research of others. The course is taught using methods that provide the opportunity for theory to interact with practice.

**Prerequisites:** Admission to MSC degree program or consent of program chair

## **CNSL 540 - Multicultural Counseling**

**3 Credit(s)**

This is an applied educational course designed to help students develop culturally-competent counseling skills and knowledge involving diverse clientele in a phenomena of theory/practice interaction. Students in the course will explore the systemically conditioned perceptual viewpoints of human ethnic populations within the U.S. Such exploration will include possible causal elements of individual and group identity development and how such material is brought as a precondition into the counseling session as transference and counter-transference phenomena. This course assumes that the student has some prior knowledge of

counseling/psychological theories and basic counseling skills.

**Prerequisites:** CNSL 509 and CNSL 510

## **CNSL 543 - Career Counseling**

**3 Credit(s)**

This is an applied educational course designed to help in the preparation of professional mental health clinicians. Students will develop a theoretical foundation in career exploration skills, testing and strategic knowledge involving all stages of the career counseling process (i.e. theoretical orientation [career counseling orientation within the overall framing psycho-theoretical orientation], rapport building and collaborative skills, identifying client/macro-systemic multicultural issues and strengths, setting life/career goals, planning interventions, and overall ethical practice issues, etc.) under the supervision of faculty.

**Prerequisites:** Admission to MSC degree program or consent of program chair

## **CNSL 550 - Diagnosis and Treatment Planning in Counseling**

**3 Credit(s)**

The purpose of this course is for students to learn about select mental disorders and psychopathologies that pose challenges to people across the lifespan. Biological, psychological, social and environmental factors implicated in vulnerability and resilience to these disorders are examined. Students develop skills in the diagnosis of mental disorders using the most current Diagnostic and Statistical Manual of Mental Disorders (DSM) criteria. Students also learn treatment planning strategies using best practice and evidence-based treatment approaches and models.

**Prerequisites:** CNSL 509, CNSL 510, CNSL 515, and CNSL 540

## **CNSL 552 - Group Work**

### 3 Credit(s)

An examination of the history, contemporary research findings, and conceptual models, process issues, and ethics involved in the effective practice of group work. Participation in a group experience is required.

**Prerequisites:** CNSL 554

### **CNSL 554 - Introduction to Counseling Techniques**

#### 3 Credit(s)

This is a skills-based course designed to introduce students to the art and science of counseling and the early stages of the helping process. This goal will be met through the application of counseling theory to counseling practice. The art of counseling refers to the personalization the counselor brings to the counseling relationship and includes establishing a positive rapport with the client. The science of counseling includes critical thinking, assessment, use of data, and evaluation. Throughout this course, we will employ role plays and practice sessions to explore the ways in which theory informs practice and how counseling practice informs theory development.

### **CNSL 570 - Advanced Counseling Techniques**

#### 3 Credit(s)

This course provides an overview of the application of counseling skills and theory to counseling practice. This course includes an experiential approach to the development of counseling skills and the conceptualization of client concerns. The application of principles and techniques of major counseling theories will be presented. Skill practice will be included. Tape recordings are required.

**Prerequisites:** CNSL 509 and CNSL 554

### **CNSL 571 - Crisis Intervention Counseling**

#### 3 Credit(s)

In this course special attention is given to counseling

approaches for use with circumstantial and developmental life crises. Lecture/discussion, interviews, and guest speakers will be used throughout the semester to introduce and illustrate the uniqueness of crisis intervention and disaster mental health services from a counseling perspective.

**Prerequisites:** CNSL 509 and CNSL 554

### **CNSL 573 - Assessment in Counseling**

#### 3 Credit(s)

This is a graduate level course designed to cover ethical and legal issues, selection, administration, and interpretation of various instruments commonly used in clinical/school settings to assess psychopathologies, measure achievement, intelligence, aptitude, interest, personality, and ability. Students will be introduced to background statistics and test construction issues which are salient to the practice of assessment. Emphasis will be placed upon the selection of appropriate instruments, understanding technical data, including basic statistical concepts and analyzing and communicating results.

**Prerequisites:** CNSL 509, CNSL 510, CNSL 515, and CNSL 540

### **CNSL 574 - Introduction to Play Therapy**

#### 3 Credit(s)

Introduction to major theories and counseling techniques specifically designed for children ages 2-15. This will include play and creative techniques applicable with various populations in numerous settings and adaptable to individual, family, and group modalities.

**Prerequisites:** CNSL 509, CNSL 515, and CNSL 554

### **CNSL 576 - Psychopharmacology**

#### 3 Credit(s)

This course provides an overview of the use of medications for treating specific psychopathologies and mental disorders in adults. The emphasis is on practical application: what should I know about the medicines my

clients are taking? How do I educate clients about their medications? What positive effects and side effects might I see in my patients taking medication? How can I better collaborate with medical practitioners and other mental health professionals? This course will also explore related historical, social, ethnic and cultural factors. In addition, this course will look at how therapists can work effectively with family members, physicians, and other members of the collaborative mental health care team.

**Prerequisites:** CNSL 509, CNSL 540 and CNSL 550

### **CNSL 577 - Consultation in Counselor Education**

**3 Credit(s)**

This graduate course emphasizes the application of theory to practice of consultation with particular attention to several key elements: 1) the role and function of the counselor-trained consultant, 2) the use of counseling skills and knowledge in diverse areas of consultative practice and with a diverse clientele where counseling is not the primary driver of the activity, and 3) the reframing of the consultant psyche to a mindset that is primarily based on expertness, teaching (coaching), diagnosis and evaluation.

**Prerequisites:** CNSL 510 and CNSL 590

### **CNSL 580 - Couples, Marriage and Family Counseling**

**3 Credit(s)**

This course is a survey course of the field of family and marriage counseling/ psychotherapy. This course begins by asking students to shift their worldview from linear to systemic. This shift is imperative for students to become effective counselors with families and couples. In-depth discussion of the history of the field (i.e., how marriage and family counseling was developed), as well as introducing to the students the various theoretical orientations within the systemic framework will be the focus of this course.

**Prerequisites:** CNSL 509, CNSL 510, CNSL 540, CNSL 554

### **CNSL 581 - Clinical Mental Health Counseling**

**3 Credit(s)**

This course provides an overview of the application of counseling theory to counseling practice of counseling in human services agencies and other community settings. Emphasis is given to the role, function, and professional identity of community counselors, and to principles and practices of community outreach, intervention, education, consultation, and client advocacy.

**Prerequisites:** CNSL 509, CNSL 510, CNSL 554

### **CNSL 582 - Counseling Children and Adolescents**

**3 Credit(s)**

This course is designed to provide students with knowledge regarding techniques and skills for counseling children and adolescents. Specific discussions will focus on how counseling and play therapy theories influence the practice of counseling with children and adolescents and how current research and clinical practice influence the development of play therapy and counseling theories. Specific approaches and strategies for working with children and adolescents in the school, agency and private practice setting will be discussed.

**Prerequisites:** CNSL 509, CNSL 510, CNSL 515, CNSL 540, CNSL 554

### **CNSL 583 - School Counseling**

**3 Credit(s)**

This course will provide an introduction to current concepts relative to the school counseling profession. Practical application of concepts within the diverse range of school environments will be covered. Structuring and implementation of a feasible comprehensive counseling program will be emphasized.

**Prerequisites:** CNSL 509, CNSL 510, CNSL 554

### **CNSL 584 - Substance Abuse Counseling**

**3 Credit(s)**

This course provides an overview of the skills and theories relevant for treating substance abuse. Course will cover the psychological and psy-chological aspects, assessment, and treatment of clients with substance abuse disorders. The course will include application of knowledge using course assignments and extensive practice in various counseling techniques utilized in the treatment of alcohol and drug abuse.

**Prerequisites:** CNSL 509, CNSL 550, and CNSL 554

### **CNSL 585 - School Counselors as Leaders in Re-Imagining Student Discipline Practices**

**3 Credit(s)**

Engagement fosters successful teaching and learning for both students and educators. In this course, school counseling and other graduate students will learn how stress, including that which is related to personal, collective, and historical trauma may impact safety, relationships, regulation, and learning. Trauma-sensitive and equitable practices will be emphasized as a way to re-imagine not only how to understand and address behavior as part of school discipline but also to foster three things: 1) classroom communities marked by justice, equity, inclusion, diversity, and cultural responsiveness, 2) healthy management of stress responses, and 3) emotional, social, and academic success. This requires examining how injustice, including racism, impacts school discipline so that school counselors and other educators can be agents of positive change in their work with students and for students.

**Prerequisites:** Admission to MSC degree program or consent of program director.

### **CNSL 586 - Advanced Diagnosis and Treatment Planning in Counseling**

**3 Credit(s)**

This course will assist mental health counselors in designing client-centered, individualized and culturally sound treatment plans for a wide variety of clinical mental health disorders. Course content will include a strong focus on the diagnosis of mental health disorders based on criteria from the DSM-5 and the subsequent treatment planning and provision of evidence based clinical care.

**Prerequisites:** CNSL 509, CNSL 510, CNSL 540, CNSL 550 and admission to MSC degree program or consent of program director.

### **CNSL 590 - Practicum in Counseling**

**3 Credit(s)**

Application of theory and development of counseling skills under supervision while counseling in schools, community agencies, higher education, hospitals, or other controlled clinical settings that total a minimum of 100 clock hours over a minimum 10-week academic term.

**Prerequisites:** The appropriate specialty course CNSL 581 or CNSL 583 and CNSL 509, CNSL 552, CNSL 554, CNSL 570, minimum of 36 credit hours of coursework completed in the degree program, and approved practicum application.

### **CNSL 591 - Supervision in Counseling**

**3 Credit(s)**

The theories and techniques counselor supervisors utilize in providing clinical supervision to counselors. The process of administrative supervi-sion utilized by counselor in work settings.

**Prerequisites:** CNSL 509, CNSL 510 and CNSL 554

### **CNSL 592 - Counseling Sexology**

**3 Credit(s)**

This is a graduate level course designed to investigate

human sexuality from an interdisciplinary perspective using a positive sexuality framework. Students will develop an understanding of how cultural/contextual factors and values systems influence human sexuality across the lifespan. Emphasis will be placed upon the assessment and treatment of sexuality-based concerns, as well as students' abilities to critically examine their perspectives on human sexuality and analyze societal influences on their perspectives relating to human sexuality.

**Prerequisites:** CNSL 550.

### **CNSL 593 - Developing, Organizing and Managing School Counseling Services/Programs**

**3 Credit(s)**

Counselors need to have a knowledge base of the functions, organization, administrative principles, and evaluation of counseling services in K-12 schools. This course focuses on contemporary school counseling issues, with a special emphasis on the development, administration and evaluation of comprehensive school counseling services/programs for students K-12.

**Prerequisites:** CNSL 520, CNSL 583, and CNSL 585 or consent of MSA program director.

### **CNSL 594 - Internship for Professional School Counselors K-8**

**1 Credit(s)**

This one-session, one-credit course will provide University supervision to Professional School Counselors who are seeking to add an endorsement in grades K-8. The internship experience will consist of 100 hours and is intended to reflect the comprehensive work experience of a professional counselor appropriate to the designated program area. Professional School Counselors will be expected to meet with the University supervisor and provide a weekly log delineating hours and experiences.

**Prerequisites:** Completion of a Master's degree in

Counseling with a School Counseling emphasis and consent of Program Director/Advisor.

### **CNSL 596 - Internship for Professional School Counselors 5-12**

**1 Credit(s)**

This one-session, one-credit course will provide University supervision to Professional School Counselors who are seeking to add an endorsement in grades 5-12. The internship experience will consist of 100 hours and is intended to reflect the comprehensive work experience of a professional counselor appropriate to the designated program area. Professional School Counselors will be expected to meet with the University supervisor and provide a weekly log delineating hours and experiences.

**Prerequisites:** Completion of a Master's degree in Counseling with a School Counseling emphasis and consent of Program Director/Advisor.

### **CNSL 597 - Internship in Counseling I**

**3 Credit(s)**

Application of theory and development of counseling skills under supervision while counseling in schools, community agencies, higher education, hospitals, or other controlled clinical settings that total a minimum of 300 clock hours. Both CNSL 597 and CNSL 598 must be completed to satisfy the program's Internship requirement.

**Prerequisites:** CNSL 590 and approved internship application. CNSL 597 and CNSL 598 may be taken concurrently upon approval of the MSA program director.

### **CNSL 598 - Internship in Counseling II**

**3 Credit(s)**

Application of theory and development of counseling skills under supervision while counseling in schools, community agencies, higher education, hospitals, or other controlled clinical settings that total a minimum of

300 clock hours. Both CNSL 597 and CNSL 598 must be completed to satisfy the program's Internship requirement.

**Prerequisites:** CNSL 590 and CNSL 597 and approved internship application. CNSL 597 and CNSL 598 may be taken concurrently upon approval of the MSA program director.

## **Early Childhood Education**

### **ECE 223 - Health, Safety, and Nutrition in Early Childhood**

**3 Credit(s)**

This course addresses how health, safety, and nutrition affect the growth and development of children birth through age 8. The focus is on preventive health and working with families to promote wellness in young children. Topics include chronic diseases and medical conditions, medical emergencies, abused and neglected children, nutrients and nutrition guidelines, health and safety education, and planning for safety in indoor and outdoor environments.

### **ECE 250 - Special Topics**

**1-3 Credit(s)**

Special Topics courses cover special topics not covered by current courses taught in the department. The department determines the topic according to current need and interest. This course requires department chair approval.

### **ECE 299 - Special Project**

**1-3 Credit(s)**

Special Project courses provide an opportunity to complete a special project related to a field of study beyond the scope of courses offered within the university. Proposals must include an overview or abstract of the study, indicate the anticipated learning outcomes of the project, the timeline for the study and the deliverables (paper, presentation, project, etc.) upon

which the study will be evaluated. This course requires department chair approval.

### **ECE 334 - Field Experience: Infant/Toddler**

**1 Credit(s)**

This field experience requires a minimum of 20 clock hours at the infant/ toddler level. The focus is observation and discussion of environments, interactions, and activities appropriate for infants/toddlers. There is an emphasis on Iowa's Early Learning Standards.

### **ECE 335 - Field Experience: Prekindergarten**

**2 Credit(s)**

This field experience requires a minimum of 40 clock hours at the prekindergarten level. The focus is observation and discussion of the role of a prekindergarten teacher including the design and delivery of lessons. There is an emphasis on Iowa's Early Learning Standards and Creative Curriculum.

### **ECE 436 - Student Teaching Prekindergarten-Kindergarten**

**4 Credit(s)**

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.

### **ECE 437 - Student Teaching Kindergarten - Grade Three**

**4 Credit(s)**

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.

## **ECE 438 - Student Teaching Birth-Prekindergarten**

**4 Credit(s)**

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.

## **ECE 450 - Special Topics**

**1-3 Credit(s)**

This course covers special topics not covered by current courses taught in the department. The particular topic is to be determined by the department according to the current need and interest. This course requires department chair approval.

## **ECE 451 - Introduction to Early Childhood**

**3 Credit(s)**

This course provides a historical and philosophical foundation of early childhood education. Topics include issues and trends in the field early childhood, theoretical perspectives related to child development, the importance of play, developmentally appropriate practice, and careers and professionalism for early childhood educators. A requirement of this course is 10 hours of observation in an early childhood setting.

**Prerequisites:** EDU 110.

## **ECE 452 - Observation and Assessment in Early Childhood**

**3 Credit(s)**

This course explores the purpose of formal and informal assessment including different types of assessments used with infant through school age children. Topics include issues and trends in early childhood assessment, how to use assessment results, types of documentation and observation, checklists, rating scales and rubrics, portfolios, and communicating with parents. A

requirement of this course is 10 hours of observation in an early childhood setting.

**Prerequisites:** EDU 110, ECE 451, and admittance into the UIU Teacher Education Program.

## **ECE 455 - Methods and Curriculum of Early Childhood**

**3 Credit(s)**

This course addresses the development of environments and curriculum for young children birth to preschool. Topics include developmentally appropriate practice, indoor and outdoor environments, the importance of play, anti-bias considerations, and exploration of curriculum models. A focus is planning curricula that incorporates dramatic play, art, music, fine and gross motor activities, sensory activities, science, social studies, math, literacy, and construction.

**Prerequisites:** EDU 110, ECE 451, and admittance into the UIU Teacher Education Program.

## **ECE 456 - Administration and Supervision of Early Childhood**

**3 Credit(s)**

This course provides guidance on the administration, organization, and operation of high quality early childhood programs for children birth to age eight. Topics include roles and responsibilities associated with the director role, state and federal guidelines, staff selection, supervision and evaluation, planning developmentally appropriate curriculum, financial and facility management, policy development, partnerships with families, and advocacy for young children.

**Prerequisites:** EDU 110, ECE 451, and admittance into the Teacher Education Program

## **ECE 488 - Student Teaching Birth-Prekindergarten**

**8 Credit(s)**

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.

### **ECE 496 - Student Teaching Prekindergarten-Kindergarten**

**8 Credit(s)**

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.

### **ECE 498 - Student Teaching Kindergarten-Grade Three**

**8 Credit(s)**

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.

### **ECE 499 - Special Projects**

**1-3 Credit(s)**

This course is designed to provide an opportunity to complete a special project related to a student's field of study that is beyond the scope of courses offered within the university. Proposals must include an over-view or abstract of the study, indicate the anticipated learning outcomes of the project, the timeline for the study and the deliverables (paper, presentation, project, etc.) upon which the study will be evaluated. This course requires department chair approval.

### **ECE 501 - Field Experience: Infant/Toddler**

**1 Credit(s)**

This field experience requires a minimum of 20 clock hours at the infant/ toddler level. The focus is observation and discussion of environments,

interactions, and activities appropriate for infants/toddlers. There is an emphasis on Iowa's Early Learning Standards.

### **ECE 502 - Field Experience: PreKindergarten**

**2 Credit(s)**

This field experience requires a minimum of 40 clock hours at the prekindergarten level. The focus is observation and discussion of the role of a prekindergarten teacher including the design and delivery of lessons. There is an emphasis on Iowa's Early Learning Standards and Creative Curriculum.

### **ECE 523 - Health, Safety, and Nutrition in Early Childhood**

**3 Credit(s)**

This course addresses how health, safety, and nutrition affect the growth and development of children birth through age 8. The focus is on preventive health and working with families to promote wellness in young children. Topics include chronic diseases and medical conditions, medical emergencies, abused and neglected children, nutrients and nutrition guidelines, health and safety education, and planning for safety in indoor and outdoor environments.

### **ECE 536 - Clinical Teaching Experience Prekindergarten - Kindergarten**

**4 Credit(s)**

Clinical teaching is a capstone experience. The clinical teacher accepts the major responsibilities and performs the activities of a full-time instructor under the supervision of the cooperating teacher.

### **ECE 537 - Clinical Teaching Experience Kindergarten - Grade 3**

**4 Credit(s)**

Clinical teaching is a capstone experience. The clinical teacher accepts the major responsibilities and performs

the activities of a full-time instructor under the supervision of the cooperating teacher.

### **ECE 538 - Clinical Teaching Experience Birth - PreK**

4 Credit(s)

Clinical teaching is a capstone experience. The clinical teacher accepts the major responsibilities and performs the activities of a full-time instructor under the supervision of the cooperating teacher.

### **ECE 550 - Special Topics in Early Childhood**

1-3 Credit(s)

This course covers special topics not covered by current courses taught in the department. The particular topic is to be determined by the department according to the current need and interest. This course requires program chair approval.

### **ECE 551 - Introduction to Early Childhood**

3 Credit(s)

This course provides a historical and philosophical foundation of early childhood education. Topics include issues and trends in the field early childhood, theoretical perspectives related to child development, the importance of play, developmentally appropriate practice, and careers and professionalism for early childhood educators. A requirement of this course is 10 hours of observation in an early childhood setting.

### **ECE 552 - Observation and Assessment in Early Childhood**

3 Credit(s)

This course explores the purpose of formal and informal assessment including different types of assessments used with infant through school age children. Topics include issues and trends in early childhood assessment, how to use assessment results, types of documentation and observation, checklists, rating scales and rubrics, portfolios, and communicating with parents. A

requirement of this course is 10 hours of observation in an early childhood setting.

**Prerequisites:** ECE 451/ECE 551.

### **ECE 556 - Administration and Supervision of Early Childhood**

3 Credit(s)

This course provides guidance on the administration, organization, and operation of high quality early childhood programs for children birth to age eight. Topics include roles and responsibilities associated with the director role, state and federal guidelines, staff selection, supervision, and evaluation, planning developmentally appropriate curriculum, financial and facility management, policy development, partnerships with families, and advocacy for young children.

**Prerequisites:** ECE 451 or ECE 551

### **ECE 557 - Methods and Curriculum of Early Childhood**

3 Credit(s)

This course addresses the development of environments and curriculum for young children birth to preschool. Topics include developmentally appropriate practice, indoor and outdoor environments, the importance of play, anti-bias considerations, and exploration of curriculum models. A focus is planning curricula that incorporates dramatic play, art, music, fine and gross motor activities, sensory activities, science, social studies, math, literacy, and construction.

**Prerequisites:** ECE 451/ECE 551.

### **ECE 588 - Clinical Teaching Experience Birth - Prekindergarten**

8 Credit(s)

Clinical teaching is a capstone experience. The clinical teacher accepts the major responsibilities and performs the activities of a full-time instructor under the supervision of the cooperating teacher.

### **ECE 596 - Clinical Teaching Experience Prekindergarten-Kindergarten**

**8 Credit(s)**

Clinical teaching is a capstone experience. The clinical teacher accepts the major responsibilities and performs the activities of a full-time instructor under the supervision of the cooperating teacher.

### **ECE 598 - Clinical Teaching Experience Kindergarten - Grade 3**

**8 Credit(s)**

Clinical teaching is a capstone experience. The clinical teacher accepts the major responsibilities and performs the activities of a full-time instructor under the supervision of the cooperating teacher.

### **ECE 599 - Special Project in Early Childhood**

**1-3 Credit(s)**

Special Topics courses cover special topics not covered by current courses taught in the department. The department determines the topic according to current need and interest. This course requires department chair approval.

## **Earth Science**

### **ES 100 - Introduction to Geology**

**3 Credit(s)**

Students will explore the Earth's structure and composition, and the geologic processes acting on and within our planet. Topics covered include: geologic time; historical geology; formation of minerals, rocks and fossils; plate tectonics; volcanism; mountain building; earthquakes; and surface processes such as erosion.

### **ES 114 - Conservation of Natural Resources**

**3 Credit(s)**

This course introduces students to the principles of natural resource occurrence and use, and covers conservation issues and strategies from an earth systems perspective.

### **ES 117 - Natural Disasters**

**3 Credit(s)**

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 and systems for managing risk, and impacts on societies worldwide.

### **ES 121 - Dinosaurs**

**3 Credit(s)**

Dinosaur paleontology incorporates concepts from geology and biology and integrates aspects of chemistry, physics and mathematics to explain and understand these magnificent animals, the environments in which they lived, and the processes that have shaped our dynamic Earth. Students learn how to apply the scientific method in learning about dinosaurs from their fossil remains.

### **ES 161 - Introduction to Environmental Science**

**3 Credit(s)**

The Earth is a dynamic system that supports all life. The flow of energy and cycling of matter through the geosphere, atmosphere, hydrosphere, and biosphere provide us with air, water and food, and with resources to support economic development. Environmental problems such as air and water pollution, soil degradation and erosion, and loss of biodiversity threaten our ability to sustain the growing human population. This course develops scientific understanding of Earth systems, examines the impacts of human activities, and describes the role of scientific knowledge and research in meeting environmental and resource challenges.

## **ES 175 - Earth Systems Laboratory**

**1 Credit(s)**

Students learn and practice inquiry and geoscience techniques in field settings and in the laboratory, enhancing their understanding of fundamental earth systems science principles and concepts learned in ES 100 or ES 161.

**Prerequisite or Co-requisite:** ES 100 or ES 161.

## **ES 220 - Soil and Water Conservation**

**3 Credit(s)**

Utilization of Earth's natural resources by humans can threaten soils and the quality of water. This course introduces students to principles of conservation and stewardship of resources. This is presented in the context of scientific methodology or the ways in which scientific knowledge and research contribute to sustainable management of soil and water resources.

## **ES 251 - Extinctions**

**3 Credit(s)**

Life has persisted on Earth for billions of years, despite a number of globally significant mass extinction events. Fossils provide the evidence necessary to understand the causes and effects of these events, as well as the ecosystem recovery and evolutionary radiation that may follow them. In this course, one or more of the most significant extinction events in the history of life will be explored in depth. Concepts and methods in paleontology will be covered, along with an overview of the history of life on Earth.

## **ES 295 - Field Studies in Geosciences**

**1-3 Credit(s)**

Students will participate in a scientific field trip to observe and investigate a notable locality, and learn or reinforce principles and concepts in the geosciences. They will use scientific methodologies to study the area before and during the trip, and to document their

findings. Following the trip, they will report their results, interpretations and conclusions.

## **ES 316 - Geomorphology**

**4 Credit(s)**

This course focuses on the study of landforms and their relationship to underlying geologic structure and lithology. Topics include weathering, soil formation, erosion, sediment production, and landform genesis in fluvial, arid/semiarid, glacial, periglacial, karst, eolian, and coastal environments. Laboratory exercises emphasize interpretation of topographic maps and use of aerial photography and satellite imagery for environmental applications. Field excursions will focus on local fluvial, glacial, and karst landforms. A field trip fee may be required.

**Prerequisites:** (ES 100 or ES 161 or GEOG 100) and ES 175; or consent of instructor.

## **ES 321 - Building an Eco-Economy**

**3 Credit(s)**

This course covers the principles of sustainable development, with an emphasis on the impact of current economic growth on the future viability of natural ecosystems. Existing opportunities for achieving a balance between economic growth and the need for the protection of natural systems will be addressed from a variety of perspectives.

**Prerequisites:** ES 100 or ES 161 or GEOG 100, or consent of instructor.

## **ES 326 - Soil Genesis, Classification and Morphology**

**4 Credit(s)**

This course provides an introduction to soils as natural bodies and to the study of soil characteristics and classification, including the basics of soil profile description, field textural classification, recognition of master horizons, and essential soil-landscape, soil-vegetation, and soil-climate relationships. Laboratory

work involves field excursions to describe soils and examine soil-landscape relationships. A field trip fee may be required.

**Prerequisites:** ES 100, ES 161, ES 220, GEOG 100, CHEM 151, CHEM 115, or consent of instructor.

### **ES 340 - Environmental Policy**

**3 Credit(s)**

This course studies how institutions, interests and ideologies have shaped environmental policy, and examines the interaction of economic, cultural, and ecological factors in an integrated approach focused at the water-food-energy nexus. The use and misuse of scientific knowledge, methods, and research, and incorporation of indigenous/traditional knowledge will be addressed. Case studies will include local, national, and global environmental issues such as water quality and availability, agricultural production of food, feed, fiber and fuels; soil erosion, depletion, and degradation; depletion of stratospheric ozone; decrease of biodiversity; globalization of e-waste and waste cycles; and impacts of extractive industries such as mining and fossil fuel production.

**Prerequisites:** ES 100 or ES 161 or GEOG 100.

### **ES 410 - Regional Sustainability**

**3 Credit(s)**

Sustainability may be defined as meeting the needs of the present population without compromising the ability of future generations to meet their own needs. This course introduces the theory, principles and practices of sustainability. Using a systems approach, students will assess the sustainability of communities, businesses and organizations in a specific region. They will use scientific evidence and reasoning in developing alternative policies and practices that support ecological and environmental health, a vibrant economy, and social justice.

**Prerequisites:** ES 100 or ES 161 or GEOG 100, or consent of instructor.

### **ES 417 - Hydrogeology**

**4 Credit(s)**

Students will investigate the occurrence and behavior of water in the geologic environments in the context of the hydrologic cycle. Topics include hydrologic processes in surface and ground waters; pollution and contamination of water resources; surface water-ground water interaction; saturated and unsaturated zone processes; movement of chemicals in soils; site characterization; soil remediation techniques; and development and management of water resources. Applied field and laboratory methods for hydrogeologic investigations are emphasized. A field trip fee may be required.

**Prerequisites:** (ES 100 or ES 161 or GEOG 100) and ES 175; or consent of instructor. Successful completion of a college mathematics course recommended.

## **Economics**

### **ECON 160 - Principles of Microeconomics**

**3 Credit(s)**

This course explores consumer choice and producer behavior, markets in a supply and demand framework, effects of government intervention in markets, and market structures.

### **ECON 161 - Principles of Macroeconomics**

**3 Credit(s)**

This course explores GDP, unemployment, business cycles, deficits and debt, markets in an aggregate supply and demand framework, effects of monetary and fiscal policy in markets, and the fractional reserve banking system.

**Prerequisites:** ECON 160.

### **ECON 212 - Agricultural Economics**

**3 Credit(s)**

This course explores the basic microeconomic and

macroeconomic principles as they apply to agricultural markets. Topics of study include consumer choice and producer behavior, markets in a supply and demand framework, resource economics, world food situation, marketing of agricultural products, and agricultural public policy.

**Prerequisites:** ECON 160 and ECON 161

### **ECON 281 - Western Economic History: 1600-Present**

**3 Credit(s)**

A study of major landmarks in the growth and development of Western Economics; the evolution of agriculture, industry, transportation and finance; the influence of government and international determinants.

Note:

**Same As:** HIST 281.

### **ECON 310 - Money and Capital Markets**

**3 Credit(s)**

A study of the commercial banking system; thrift institutions; the Federal Reserve System; money, interest rates, savings and credit; government regulatory institutions and policies.

**Prerequisites:** ECON 161.

**Same As:** FIN 310.

### **ECON 433 - Environmental Economics**

**3 Credit(s)**

This course analyzes government roles in environmental issues, such as greenhouse gas emissions, climate change, and oil spills. This course will use economic tools like cost-benefit analysis and cost-effectiveness analysis to assess current and past environmental regulations and legislation.

**Prerequisites:** ECON 160 or ES 321

### **ECON 455 - Economics of Health and Health Care**

**3 Credit(s)**

The study of health and health care decisions by firms, households, and governments using economic theories and models. Students use microeconomic tools to analyze efficiency and equity in health and health care markets.

**Prerequisites:** ECON 160.

### **ECON 466 - Labor Economics**

**3 Credit(s)**

This course studies current and past labor force trends. This course analyzes the impacts of worker mobility, human capital investment, discrimination, and government intervention on the labor demand and wage determination of firms and labor supply decisions of individuals and households.

**Prerequisites:** ECON 160.

### **ECON 477 - Public Finance**

**3 Credit(s)**

The study of the roles of the government in the economy. This course analyzes the impacts of government expenditure programs and taxation systems on the welfare and decision-making of households and firms.

**Prerequisites:** ECON 160.

### **ECON 488 - International Trade**

**3 Credit(s)**

This course studies the global economy, the role of business, and the economic interaction of countries involving trade.

**Prerequisites:** ECON 161.

## **ECON 493 - Managerial Economics**

**3 Credit(s)**

This course covers the fundamental concepts of principles of economics and integrates them in the context of managerial decision making in global and local marketplaces. Microeconomic and macroeconomic principles are incorporated through real world examples of theory and policy, as well as through their application in the decisions of managers as they struggle to operate efficiently and profitably.

**Prerequisites:** ECON 160 and ECON 161.

## **ECON 499 - Special Project**

**3 Credit(s)**

This course is designed to provide an opportunity to complete a special project related to economics that is beyond the scope of courses offered. Proposals must include an overview or abstract of the study, indicate the anticipated learning outcomes of the project, the timeline of the study, and the deliverables (paper, presentation, project, etc.) upon which the study will be evaluated.

## **Education**

### **EDU 110 - Foundations of American Education**

**3 Credit(s)**

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, legal rights and responsibilities of professional educators and students. It provides the theoretical framework for additional education courses. A mandatory 20-hour practicum in a school setting runs concurrently with this course.

### **EDU 142 - Human Growth, Development and Guidance**

**3 Credit(s)**

This course is a study of the growth and development of

humans from conception through late adulthood, with an emphasis on birth to adolescence. This course addresses physical, cognitive, social, and personality development based on age ranges throughout the lifespan. There is a focus on individual differences and a variety of influences on development. This course highlights implications of development and guidance for parents, caregivers, family members, teachers, coaches, community members, and other professionals.

### **EDU 152 - Assessment and Psychology**

**3 Credit(s)**

This course integrates the study of the principles and theories of psychology as they relate to human learning and assessment in education. It includes theories of human development, cognition and educational research, including the study and assessment of traditional and exceptional learners, learners with disabilities and gifted and talented learners. Preservice educators obtain practical understanding and experience in designing and administering a variety of assessment formats. Special emphasis is given to the effective use of both formative and summative assessments directed toward meeting the needs of all learners. This course includes discussion of criterion and norm-referenced tests in relation to ranges and ages and abilities of students. Integration of the processes of instructional design, motivation, classroom management, discipline, measurement and evaluation provide preservice educators with a comprehensive look at student learning. A general psychology course is recommended prior to this course.

### **EDU 162 - Diversity for Teachers**

**3 Credit(s)**

This course is designed to meet the human relations and multiculturalism requirements for teacher education and certification in the state of Iowa. It includes cognitive, affective and skill components that will contribute to the development of, sensitivity to, and understanding of the values, beliefs, lifestyles and attitudes of individuals and the diverse groups found in a pluralistic society. Topics discussed are the variables of ethnicity, race, social class, gender, religion, exceptionalism, language and age, and the implications for human relations and education in

particular. Meets diversity, equity, and inclusion requirement for The Peacock Professional Experience ("general education") requirements.

### **EDU 232 - Grammar Content for Teachers**

**1 Credit(s)**

This course provides knowledge of grammatical aspects of the English language (nouns, verbs, adjectives, clauses, verb-subject agreement, etc.) as they relate to the development of effective oral and written communication skills.

### **EDU 250 - Special Topics**

**1-3 Credit(s)**

Special Topics courses cover special topics not covered by current courses taught in the department. The department determines the topic according to current need and interest. This course requires department chair approval.

### **EDU 252 - Computers and Instructional Technology**

**3 Credit(s)**

This course prepares preservice educators to facilitate student learning into curricula and instruction. Preservice educators use technology effectively to collect, manage, and analyze data to improve teaching and learning. This course links technology, pedagogy, and content knowledge.

### **EDU 299 - Special Project**

**1-3 Credit(s)**

Special Project courses provide an opportunity to complete a special project related to a field of study beyond the scope of courses offered within the university. Proposals must include an overview or abstract of the study, indicate the anticipated learning outcomes of the project, the timeline for the study and the deliverables (paper, presentation, project, etc.) upon

which the study will be evaluated. This course requires department chair approval.

### **EDU 305 - Teaching Elementary Science**

**3 Credit(s)**

This course will focus on current best-practice, research-based methods of inquiry-based teaching and learning of science for the very young child through elementary school with an emphasis on the experimental and constructivism approach. An integrated teaching approach will be used to help preservice educators learn to develop goals and objectives, apply the Characteristics of Effective Instruction of the Iowa Core, utilize methodologies, organize curriculum and assess learning through science content including life science, physical science, and earth-space science. Preservice educators will develop curriculum, units and lessons based on state and national standards to use in their student teaching and teaching experiences. Science lessons will be written utilizing the 5 E's (Engage, Explore, Explain, Extend, and Evaluate) learning cycle approach to instructional design. Integration of technology, creative arts, and classroom management as they apply to teaching and to student learning in elementary science are addressed.

**Prerequisite or Co-requisite:** EDU 306 or EDU 307 or EDU 308.

### **EDU 306 - Field Experience I: Elementary**

**3 Credit(s)**

This is the first of two field experience courses in which preservice educators gain insight into the realities of teaching with the opportunity to participate in teaching-related activities. This course involves a 40-hour placement in an elementary classroom setting. Participation in this learning community provides preservice educators with the opportunity to reflect on instructional strategies, monitor students' progress, complete daily activities, and be an active participant in the teaching and learning process. Throughout this course, preservice educators also gain an understanding of the Iowa Teaching Standards and Criteria (Standards 1-3) and are taught the UIU Lesson Plan format.

**Prerequisites:** Admittance to the Teacher Education Program.

**Co-requisites:** EDU 305, EDU 315, EDU 352, EDU 335, OR EDU 326.

### **EDU 307 - Field Experience I: Secondary**

**3 Credit(s)**

This is the first of two field experience courses in which preservice educators gain insight into the realities of teaching with the opportunity to participate in teaching-related activities. This course involves a 40-hour placement in a secondary classroom setting.

Participation in this learning community provides preservice educators with the opportunity to reflect on instructional strategies, monitor students' progress, complete daily activities, and observe the overall teaching and learning process. Throughout this course, preservice educators also gain an understanding of Iowa Teaching Standards and Criteria (Standards 1-3) as well as the UIU Lesson Plan format.

**Prerequisites:** Admittance to the Teacher Education Program.

**Co-requisites:** EDU 425 or EDU 428.

### **EDU 308 - Field Experience I: Elementary/Secondary**

**3 Credit(s)**

This is the first of two field experience courses in which preservice educators gain insight into the realities of teaching with the opportunity to participate in teaching-related activities. This course involves a 40-hour placement in a K - 12 classroom setting. Participation in this learning community provides preservice educators with the opportunity to reflect on instructional strategies, monitor students' progress, complete daily activities, and be an active participant in the teaching and learning process. Throughout this course, preservice educators also gain an understanding of the Iowa Teaching Standards and Criteria (Standards 1-3) and are taught the UIU Lesson Plan format.

**Prerequisites:** Admittance to the Teacher Education

Program.

**Co-requisites:** EDU 428 or SPED 467.

### **EDU 309 - Teaching Elementary Movement and Wellness**

**1 Credit(s)**

The course emphasizes developmental movement experiences, healthful habits, music and dance activities, play environments, materials, and developmentally appropriate activities for children birth through elementary.

**Prerequisites:** Admittance to the Teacher Education Program and EDU 306, EDU 307 or EDU 308.

### **EDU 310 - Teaching Elementary Visual Arts**

**1 Credit(s)**

This course provides a survey of visual arts activities for the prekindergarten through elementary teacher, which could be integrated into the curriculum.

**Prerequisites:** Admittance to the Teacher Education Program and EDU 306, EDU 307 or EDU 308.

### **EDU 315 - Teaching Elementary Social Studies**

**3 Credit(s)**

This course will focus on current best-practice, research-based approaches to the teaching and learning of social sciences. The course will familiarize preservice educators with the required social studies content as outlined in the Iowa State Standards. An integrated teaching approach will be used to help preservice educators develop learning outcomes and objectives, apply the Characteristics of Effective Instruction of the Iowa Core, enhance content knowledge, utilize methodologies, organize curriculum, and assess learning in a variety of ways. Activities will include the broad areas of social sciences (history, geography, political science, civic literacy, and economics) with various reading materials. Integration of technology, classroom management, and the creative arts, as they apply to teaching and to student learning in the social sciences are

addressed.

**Co-requisites:** EDU 306.

### **EDU 321 - Field Experience II: Elementary**

**2 Credit(s)**

This is the second of the two field experience courses. Preservice educators apply their expertise of instructional strategies, classroom management and assessment to an elementary educational setting for 40 hours. In this hands-on experience in a local school, preservice educators create and implement standards-based, developmentally appropriate lessons and learning experiences. Throughout this course, preservice educators develop an understanding of the Iowa Teaching Standards and Criteria (Standards 4-8). Course includes a once-a-week seminar.

**Prerequisites:** Field Experience I.

**Co-requisites:** EDU 326, EDU 352, and EDU 353.

### **EDU 322 - Field Experience II: Secondary**

**2 Credit(s)**

This is the second of the two field experience courses. Preservice educators apply their expertise of instructional strategies, classroom management and assessment to a secondary educational setting for 40 hours. In this hands-on experience in a local school, preservice educators create and implement standards-based, developmentally appropriate lessons and learning experiences. Throughout this course, preservice educators develop an understanding of the Iowa Teaching Standards and Criteria (Standards 4-8). Course includes a once-a-week seminar.

**Prerequisites:** Field Experience I.

**Co-requisites:** EDU 300's Teaching Secondary School Subjects.

### **EDU 323 - Field Experience II: Elementary/Secondary**

**2 Credit(s)**

This is the second of the two field experience courses. Preservice educators apply their expertise of instructional strategies, classroom management and assessment to a K - 12 educational setting for 40 hours. In this hands-on experience in a local school, preservice educators create and implement standards-based, developmentally appropriate lessons and learning experiences. Throughout this course, preservice educators develop an understanding of the Iowa Teaching Standards and Criteria (Standards 4-8). Course includes a once-a-week seminar.

**Prerequisites:** Field Experience I.

**Co-requisites:** EDU 326, EDU 335, EDU 336/EXSS 336, EDU 337/EXSS 337, EDU 338, EDU 339, EDU 352, EDU 353.

### **EDU 324 - Field Experience Alternative**

**1 Credit(s)**

This field experience is taken only if a preservice educator transfers a minimum of 40 hours for Field Experience II. This course is for preservice educators to develop an understanding of the Iowa Teaching Standards 4-8 in the Field Experience seminar.

**Prerequisites:** Field I.

### **EDU 326 - Developmental Reading and Language Arts**

**3 Credit(s)**

This course introduces preservice educators to the best-practice, research-based materials, methods and skills used in teaching young children through secondary school students to read and write in a balanced literacy program. Topics include the major areas of reading (phonemic awareness, phonics, vocabulary, fluency, and comprehension), writing, spelling, and grammar. Preservice educators examine how reading motivation, technology integration, and classroom management are essential to a successful literacy program. This course also includes an introduction to the role of a multi-tiered system of support in assessing, diagnosing, and evaluating student literacy learning.

**Prerequisites:** Admittance to the Teacher Education Program.

**Co-requisites:** EDU 306, EDU 307 or EDU 308.

### **EDU 332 - Teaching Adapted Physical Education**

**3 Credit(s)**

This course provides knowledge and skills for assessing, interpreting, programming, and instructing students with disabilities in physical education programs. Preservice educators will develop strategies to create an inclusive physical education classroom that accommodates students of all abilities.

### **EDU 333 - Literature: Birth-Adolescence**

**3 Credit(s)**

This is a survey course focusing on literature for infants, pre-kindergarten, kindergarten, elementary and secondary-aged students. This course provides a foundation in children's literature that enables preservice educators to succeed in future education courses including those in language arts, reading, science, mathematics and social studies. A major emphasis of the course is critical analysis and the evaluation of books in various genres. Upon completion of this course, preservice educators will have had the opportunity to examine and respond personally to those notable books that represent the cornerstone of contemporary literature.

### **EDU 335 - Teaching Elementary Language Arts**

**3 Credit(s)**

This course focuses on current best-practice, research-based approaches to the teaching and learning of elementary language arts, which includes reading, writing, speaking, viewing, listening and visually representing. Use of an integrated teaching approach helps preservice educators develop unit learning outcomes and lesson objectives, apply the Characteristics of Effective Instruction of the Iowa Core, enhance content knowledge, utilize methodologies, organize curriculum and assess learning in a variety of ways. Preservice educators develop curriculum, lessons,

and units based on state and national standards to use in their student teaching and teaching experiences.

Integration of technology, creative arts, and classroom management, as they apply to teaching and student learning in the language arts are addressed.

**Prerequisites:** Admittance to the Teacher Education Program;

**Co-requisites:** EDU 306, EDU 307 or EDU 308.

### **EDU 336 - Teaching Physical Education K-12**

**3 Credit(s)**

This course is a study of human growth and development related to the physical education of children in elementary, middle, and high school. Emphasis is on developmental movement experiences, curriculum, teacher behavior, class management, dance activities, play environments, materials, and developmentally appropriate activities.

**Prerequisites:** Admittance to the Teacher Education Program;

**Co-requisites:** EDU 306, EDU 307 or EDU 308.

### **EDU 337 - Teaching Health K-12**

**3 Credit(s)**

This course is a study of methods, materials, curriculum development with an emphasis on nutrition, safety and a healthy lifestyle. This course offers information for use in health activities and presentations for students in elementary, middle, and high school. It also provides information on current health legislation and public policy.

**Prerequisites:** Admittance to the Teacher Education Program;

**Co-requisites:** EDU 306, EDU 307 or EDU 308.

### **EDU 338 - Teaching Art K-12**

**3 Credit(s)**

This course develops a preservice educator's understanding and application of teaching strategies,

classroom management, instructional planning principles, and design within art. This course provides preservice educators with an understanding of modern practices, techniques, trends in art, and a philosophical foundation for teaching art.

**Prerequisites:** Admittance to the Teacher Education Program;

**Co-requisites:** EDU 306, EDU 307 or EDU 308.

### **EDU 339 - Teaching World Languages K-12**

**3 Credit(s)**

This course develops a preservice educator's understanding and application of teaching strategies, classroom management, instructional planning principles, assessment, and unit design as it relates to world language. This course provides preservice educators with an understanding of the modern practices, techniques, and trends in world language. Teaching the culture of the world language is also addressed.

**Prerequisites:** Admittance to the Teacher Education Program;

**Co-requisites:** EDU 306, EDU 307 or EDU 308.

### **EDU 352 - Teaching Mathematics PreK-3rd Grade**

**3 Credit(s)**

This course incorporates the use of a problem-solving approach in the development of mathematical topics relevant for the birth through grade 3 teacher. Standards alignment among the National Council of Teachers of Mathematics (NCTM) content and process standards, Common Core State Standards for Mathematics (CCSS-M) content and practice standards and the Iowa Early Learning Standards is analyzed. Specific concepts from the CCSS-M, such as counting and cardinality, operations and algebraic thinking; numbers and operations in base-ten; meaning of fractions; measurement; data; and geometry will be taught specific to teach children birth through grade 3.

**Prerequisites:** Admittance to the Teacher Education

Program;

**Co-requisites:** EDU 306, EDU 307 or EDU 308.

### **EDU 353 - Teaching Mathematics Intermediate-Middle School**

**3 Credit(s)**

This course incorporates the use of a problem-solving approach in the development of mathematical topics relevant for the intermediate to middle school teacher. Standards alignment between the National Council of Teachers of Mathematics (NCTM) content and process standards and the Common Core State Standards for Mathematics (CCSS-M) content and practice standards is analyzed. Specific concepts from the CCSS-M, such as operations and algebraic thinking; numbers and operations in base-ten; numbers and operations of fractions; measurement; data analysis and probability; number theory; and geometry will be taught specific to teach intermediate and middle school students.

**Prerequisites:** EDU 352

### **EDU 407 - Diagnostic Assessment Practices in Reading and Language Arts**

**3 Credit(s)**

This course specifies how to assess students and how to use assessment results to provide effective instruction. The following components are included: knowledge of existing standardized diagnostic reading instruments, development and implementation of informal reading inventories and teacher-developed instruments, determination of reading and writing instructional strategies (including content area reading strategies) linked to the assessment, and writing summative reports for stakeholders. A 15 clock hours tutoring experience is required.

**Prerequisites:** Admittance to the Teacher Education Program and EDU 326.

### **EDU 409 - Practicum: Elementary Reading and Language Arts**

### 3 Credit(s)

This course develops the understanding and application of curriculum development; individual assessment of student's reading, writing, language arts and integrated research abilities; and group management and motivation at the elementary level. A requirement of this course is completion of a 60-hour practicum under the guidance of the licensed cooperating teacher to assist in the reading instructional program in both individualized and group reading situations.

**Prerequisites:** EDU 407;

**Co-requisites:** EDU 485.

### **EDU 410 - Practicum: Secondary Reading and Language Arts**

#### 3 Credit(s)

This course develops the 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. A requirement of this course is completion of a 60-hour practicum under the guidance of the licensed cooperating teacher to assist in the reading instructional program in both individualized and group reading situations.

**Prerequisites:** EDU 407;

**Co-requisites:** EDU 485.

### **EDU 425 - Content Area Literacy**

#### 3 Credit(s)

This course provides instruction in how to develop individualized content reading skills for elementary through high school students; evaluate readability of textbooks and students' ability to read texts through informal teacher made assessments (formative assessments); integrate technology in content area reading; and develop strategies to assist students in reading their content area textbooks. Additional topics include knowledge of the different types of writing and speaking; knowledge of narrative, expressive, persuasive, informational, and descriptive writing and

speaking; writing as communication; and differentiated instructional strategies for reading and writing in the content areas.

**Prerequisites:** Admittance to the Teacher Education Program;

**Co-requisites:** EDU 306, EDU 307 or EDU 308.

### **EDU 428 - Middle School Curriculum, Design and Strategies**

#### 3 Credit(s)

This course examines middle school methodology in addition to the elementary or secondary school major. Curriculum design and instructional knowledge will be presented including: teaming, pedagogy and instructional methodology for a middle school. Preservice educators design a unit with associated lesson plans and teach a lesson from the unit.

**Prerequisites:** Admittance to the Teacher Education Program;

**Co-requisites:** EDU 306, EDU 307 or EDU 308.

### **EDU 430 - Student Teaching in the Elementary School**

#### 4 Credit(s)

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.

### **EDU 431 - Student Teaching in the Secondary School**

#### 4 Credit(s)

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.

### **EDU 434 - Student Teaching in the Elementary and Secondary School**

4 Credit(s)

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.

### **EDU 435 - Middle School Students' Growth, Development and Management**

3 Credit(s)

This course examines knowledge of growth and development of the middle school age student to include emotional, physical, and mental characteristics and needs. There is a focus on management of middle school students in relation to the 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 are discussed in relation to unique middle school management techniques. For preservice educators or in-service teachers not currently teaching in a middle school setting, a requirement is 30 hours of observing and/or assisting in a middle school setting.

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

### **EDU 439 - Introduction to Gifted Education**

3 Credit(s)

This course discusses the characteristics, social, and emotional needs, and special populations of gifted children. Topics include identification, assessment, counseling, parenting, and program interventions for gifted children.

### **EDU 440 - Methods and Curriculum: Gifted Education PK-12**

3 Credit(s)

This course provides knowledge and application of characteristics, methods, and curriculum for teaching gifted students. This course addresses methods for teaching differentiated strategies, collaborated strategies, and critical thinking strategies throughout the PreK-12 curriculum.

**Prerequisites:** EDU 439 and admittance to the Teacher Education Program;

**Co-requisites:** EDU 442.

### **EDU 441 - Administration and Supervision of Gifted Programs**

3 Credit(s)

This course explains the process in identifying gifted students and how to respond with appropriate programming. Designing, conducting, and reporting program evaluation and assessment are also explained.

**Prerequisites:** EDU 439 and admission to the UIU Teacher Education Program.

### **EDU 442 - Practicum: Gifted Programs**

3 Credit(s)

This course develops the understanding and application of curriculum, methods, assessment, and program evaluation for gifted programs. This course requires a 60-hour practicum under the guidance of the licensed gifted teacher to assist in both individualized and group gifted programming.

**Prerequisites:** EDU 439, EDU 441, and admission to the UIU Teacher Education Program;

**Co-requisites:** EDU 440.

### **EDU 443 - Concepts of English**

3 Credit(s)

This course is for the purpose of developing awareness and understanding of the fundamental concepts and principles involved in writing the English language.

There is an emphasis on grammar and composition.

**Prerequisites:** EDU 110 and admittance to the UIU Teacher Education Program; 3 credit hours of foreign language at the college level highly recommended.

### **EDU 444 - Curriculum and Methods of ESL**

**3 Credit(s)**

This course addresses the differential learning and transitional needs of culturally and linguistically diverse students. Goals of this course include understanding changes in the American classroom and significant factors in those changes, students and their families, who are culturally and linguistically diverse. An additional topic is effective programming models. In the context of these understandings, appropriate content-based instructional practices, accommodations to facilitate students' access to the curriculum, and assessment of student learning are the main focus of this course.

**Prerequisites:** EDU 110, EDU 443, and admittance to the Teacher Education program;  
**Co-requisites:** EDU 446.

### **EDU 445 - Language Acquisition**

**3 Credit(s)**

This course promotes oral language, reading, and writing development in English for K- 12 English Language Learners. It addresses language acquisition theory, classroom organization, strategies, and assessment procedures for effective English learner instruction.

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

### **EDU 446 - Practicum in ESL**

**3 Credit(s)**

This course provides an understanding and application of curriculum and methods in ESL. This course requires acceptance of 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. A requirement is 60 hours of practicum in a classroom with ELLs present.

**Prerequisites:** EDU 110 and admittance to the Teacher Education Program;  
**Co-requisites:** EDU 444.

### **EDU 447 - Problems in English Grammar**

**3 Credit(s)**

This course investigates the grammatical system of English. There is an emphasis on tools and processes used to identify, assess, and teach grammatical patterns in written and spoken English for English Language Learners (ELLs).

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

### **EDU 448 - Cultural and Linguistic Diversity**

**3 Credit(s)**

This course addresses the link between cultural and linguistic diversity and how teachers must be prepared to effectively teach students whose backgrounds are different from their own. Topics include language, text, and context; teacher ideologies and motivation for change; issues of diversity and literacy learning; out-of-classroom influences on literacy learning; and sociolinguistics.

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

### **EDU 449 - Student Teaching ESL**

**1 Credit(s)**

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.

### **EDU 450 - Special Topics**

### 1-3 Credit(s)

Special Topics courses cover special topics not covered by current courses taught in the department. The department determines the topic according to current need and interest. This course requires department chair approval.

### **EDU 461 - Environmental Issues Instruction**

#### 2 Credit(s)

This course is designed as professional development in environmental education for preservice and in-service educators in all subject areas. The Environmental Issues Instruction (eii) teaching model is presented in a hands-on, inquiry-based approach. Application of the model in the classroom is required to complete the course. Emphasis is placed on using research-based instructional strategies in the teaching of this environmental issues unit. This course may be repeated with different topics.

### **EDU 485 - Advanced Instructional Issues and Methods in Reading and Language Arts**

#### 3 Credit(s)

This course is a continuation of the study of elementary and secondary reading and language arts instruction. It identifies current instructional issues and offers methods to support children and youth with a wide range of learning needs within a comprehensive literacy program. Preservice educators use accumulated knowledge from prior reading and language arts coursework as a basis to launch additional exploration of challenges within instruction for phonemic awareness, word identification/phonics, vocabulary, fluency, comprehension, and writing. In this context, preservice educators critically consider and apply current research to support success for children and youth struggling with components of reading and language arts, including students participating in reading intervention, students with disabilities, and students learning English. A requirement of this course is a 15-hour practicum.

**Prerequisites:** EDU 110, EDU 326, EDU 407, and admittance to the UIU Teacher Education Program;  
**Co-requisites:** EDU 409 or EDU 410.

### **EDU 490 - Student Teaching in the Elementary School**

#### 8 Credit(s)

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.

### **EDU 491 - Student Teaching in the Secondary School**

#### 8 Credit(s)

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.

### **EDU 495 - Student Teaching in the Elementary and Secondary Schools**

#### 8 Credit(s)

### **EDU 499 - Special Project**

#### 1-3 Credit(s)

Special Project courses provide an opportunity to complete a special project related to a field of study beyond the scope of courses offered within the university. Proposals must include an overview or abstract of the study, indicate the anticipated learning outcomes of the project, the timeline for the study and the deliverables (paper, presentation, project, etc.) upon which the study will be evaluated. Requires department chair approval.

### **EDU 504 - Prepared Classroom: Evidence-Based Community Building**

#### 3 Credit(s)

Teachers must meet the needs of the students in their class, regardless of setting, materials, or differing needs.

This requires knowledge and understanding of evidence-based teaching practices that have the biggest impact on student learning. Educators in this course learn and apply evidence-based teaching practices that are proven to have the biggest impact on building community in the school and classroom. Components examined include student-teacher relationships, student-student relationship building, environmental structuring, concept mapping, deliberative practice, feedback/reinforcement, teacher clarity, teacher credibility, learner diversity, brain compatible instruction, classroom climate, strong class cohesion, physical/visual/and emotional space, and enjoyment/ happiness in the learning environment. This course provides practitioners with the knowledge and skills to create a classroom culture and climate that optimizes their conditions for student learning. This course is created and approved by Gail Boushey and Allison Behne, authors of *The CAFE Book*, Expanded Second Edition.

### **EDU 506 - Prepared Classroom: Evidence-Based Learning**

**3 Credit(s)**

Teachers must meet the needs of the students in their class, regardless of setting, materials, or differing needs. This requires knowledge and understanding of evidence-based practices that have the biggest impact on student learning. Educators in this course learn high effect strategies that lead to a class of self-regulated learners that are productive in both independent and collaborative work. Components examined include evidence-based learning practices, lesson length, communicating and teaching daily routines and expectations, creating independent and collaborative work routines, and creating self-regulated learners. This course provides practitioners with the knowledge and skills to create self-regulated learners who are engaged in learning because they know what is expected of them and therefore have the cognitive capacity and energy to learn new content. This course is created and approved by Gail Boushey and Allison Behne, authors of *The CAFE Book*, Expanded Second Edition.

### **EDU 507 - Diagnostic Assessment Practices in Reading and Language Arts**

**3 Credit(s)**

This course specifies how to assess students and how to use assessment results to provide effective instruction. The following components are included: knowledge of existing standardized diagnostic reading instruments, development and implementation of informal reading inventories and teacher-developed instruments, determination of reading and writing instructional strategies (including content area reading strategies) linked to assessment, and writing summative reports for stakeholders. A 15 hour tutoring experience is required.

### **EDU 508 - Prepared Classroom: Evidence-Based Teaching**

**3 Credit(s)**

Teachers must meet the needs of the students in their class, regardless of setting, materials, or differing needs. This requires knowledge and understanding of evidence-based teaching practices that have the biggest impact on student learning. Educators in this course learn and apply evidence-based teaching practices that are proven to have the biggest impact on student learning. Components examined include concept mapping, deliberative practice, direct instruction, feedback/reinforcement, transfer of learning, clear goal intentions, teacher clarity, differentiation, data-driven decision making, learner diversity, brain compatible instruction, and organizing student information. This course provides practitioners with the knowledge and skills to teach engaging lessons to meet student needs and required standards in any setting. This course is created and approved by Gail Boushey and Allison Behne, authors of *The CAFE Book*, Expanded Second Edition.

### **EDU 509 - Practicum: Elementary Reading**

**3 Credit(s)**

This course develops the student's understanding and application of curriculum development, individual

assessment of student's reading, writing, language arts and integrated research abilities, and group management and motivation at the elementary/secondary level. In this course, students accept responsibilities within the classroom setting to assist in the reading instructional program by working under the guidance of the cooperating teacher in both individualized and group reading situations. Sixty clock hours of practicum required.

**Prerequisites:** EDU 407/EDU 507;

**Prerequisite or Co-requisite:** EDU 485/EDU 585.

### **EDU 510 - Practicum: Secondary Reading**

**3 Credit(s)**

This course develops the student's understanding and application of curriculum development, individual assessment of student's reading, writing, language arts and integrated research abilities, and group management and motivation at the secondary level. In this course, students accept responsibilities within the classroom setting to assist in the reading instructional program by working under the guidance of the cooperating teacher in both individualized and group reading situations. Sixty clock hours of practicum required.

**Prerequisites:** EDU 407/506;

**Prerequisite or Co-requisite:** EDU 485/EDU 585.

### **EDU 512 - Educational Research Methods**

**3 Credit(s)**

This course primarily introduces Master of Education candidates how to read and evaluate educational research. Candidates translate administrative questions into problem statements and research questions in preparation for conducting and writing a literature review. This course includes the study of various research designs including ethnographic, action, evaluation, descriptive, historical, correlational, experimental, quasi-experimental, and causal-comparative.

### **EDU 516 - Best Practices: Research-Based Teaching Strategies**

**3 Credit(s)**

This course provides an opportunity to learn best practice related to creating effective and supportive classroom and school learning environments. Candidates examine instructional strategies designed specifically to improve student feedback, enhance delivery of content, and meet the contextual needs of students. A final research paper examines actual research results supporting instructional strategies of interest.

### **EDU 519 - Teaching with Technology**

**3 Credit(s)**

This course focuses on the design, development, and integration of educational technology methods for teaching, learning, and personal productivity. This course engages candidates in the application of current research and theory into the instructional design process. Candidates complete an action research project in their specialized areas. Candidates should be able to use basic computer software (word processing, spreadsheets, database management) upon entrance to the program.

### **EDU 520 - Middle School Curriculum, Design, and Strategies**

**3 Credit(s)**

This course examines middle school methodology in addition to the elementary or secondary school major. Curriculum design and instructional knowledge will be presented including: teaming, pedagogy and instructional methodology for a middle school. Preservice educators design a unit with associated lesson plans and teach a lesson from the unit.

**Prerequisites:** Licensed teacher.

### **EDU 521 - Middle School Students' Growth, Development, and Management**

**3 Credit(s)**

This course examines knowledge of growth and development of the middle school age student to include emotional, physical, and mental characteristics and

needs. There is a focus on management of middle school students in relation to the 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 are discussed in relation to unique middle school management techniques. For preservice educators or in-service teachers not currently teaching in a middle school setting, a requirement is 30 hours of observing and/or assisting in a middle school setting.

**Prerequisites:** Licensed teacher.

### **EDU 522 - Assessment for Learning**

**3 Credit(s)**

This course provides the theoretical foundation for student-involved classroom assessment. The course focuses on the role of classroom assessment in measuring student understanding and achievement as well as the various methods available to assess a variety of achievement targets. It provides complete coverage of educational assessment, including developing plans that integrate teaching and assessment, evaluating students and discussing evaluations with parents. No formal coursework in statistics or college mathematics is necessary to complete the course. The course includes comprehensive treatment of traditional and alternative assessments designed to provide practical use for classroom teachers.

### **EDU 524 - Issues in Educational Psychology and Learning**

**3 Credit(s)**

This course focuses on developments in educational psychology and cognitive science as they apply to student learning and teaching. Emphasized in this course are brain-based learning, multiple intelligences, motivational theory and practice, issues related to diversity and learning as well as other current topics in educational psychology.

### **EDU 525 - Content Area Literacy**

**3 Credit(s)**

This course provides instruction in how to develop individualized content reading skills for elementary through high school students; evaluate readability of textbooks and students' ability to read texts through informal teacher made assessments (formative assessments); integrate technology in content area reading; and develop strategies to assist students in reading their content area textbooks. Additional topics include knowledge of the different types of writing and speaking; knowledge of narrative, expressive, persuasive, informational, and descriptive writing and speaking; writing as communication; and differentiated instructional strategies for reading and writing in the content areas.

### **EDU 526 - Selective Methods**

**3 Credit(s)**

This course focuses on the various instructional methods identified through research to be the most effective at enhancing student achievement. Candidates investigate the targeted strategies addressed in the Selective Methods course. The intention is to provide candidates experience with the strategies to use them effectively in the classroom.

### **EDU 531 - Teaching and Working in a Multicultural Setting**

**3 Credit(s)**

This course assists students in developing their own understandings of historical and contemporary issues related to diversity, equity and inclusion (inclusivity). It examines how we research and think about race, class, gender, ethnicity, nationality, religion, age, ability and sexuality. Candidates explore how the issues of personal and institutional racism and classism impact student achievement, in particular the achievement gap in American K-12 schools as well as within higher education. Broader theoretical constructs related to culture and identity are drawn upon to inform our understanding and analysis of students within the preschool to college context.

## **EDU 532 - Professional Learning Communities**

**3 Credit(s)**

This course affords candidates an opportunity to gain a deeper understanding about the effective use of professional learning communities. This course utilizes the Learning by Doing handbook for professional learning communities to help PLC leaders and participants learn how to improve PLCs and increase their impact on student achievement. There is an exploration of the process of creating common formative and common summative assessments use of data from those assessments to improve learning. The final project for this course requires candidates to complete a PLC Action Plan that incorporates the concepts learned in the class to a practical plan of action for achieving an effective PLC.

## **EDU 534 - Instructional Coaching**

**3 Credit(s)**

This course focuses on the role of the instructional coach in the PreK-12 educational setting. Candidates learn to become reflective about their own teaching effectiveness and apply that knowledge to instructional coaching practices. Candidates learn to critique instructional delivery according to research-based models, especially Marzano's Art and Science of Teaching Model. Candidates observe and conference with peers toward the goal of improved instruction. This course is one of the requirements for the UIU Master of Education Teacher Leadership Emphasis.

## **EDU 536 - Classroom Curriculum Design**

**3 Credit(s)**

This course focuses on backward design. Using the Understanding by Design model developed by Wiggins and McTighe, candidates design rigorous and engaging curriculum connected to state or national standards. There is an emphasis on the alignment of goals, objectives, activities and the assessment of learning. Candidates design actual units of instruction, integrating their knowledge of design, curriculum, methods, and assessment.

## **EDU 538 - Educational Policy Seminar**

**3 Credit(s)**

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, candidates examine various issues that are likely to have an impact on classroom teaching and learning. Each week candidates defend a personal stance based on the readings and additional supportive research. Educational policy areas include governance, curriculum, accountability, personnel development, and school finance.

## **EDU 539 - Introduction to Gifted Education**

**3 Credit(s)**

This course discusses the characteristics, social, and emotional needs, and special populations of gifted children. Topics include identification, assessment, counseling, parenting, and program interventions for gifted children.

## **EDU 540 - Methods and Curriculum: Gifted Education PreK-12**

**3 Credit(s)**

This course provides knowledge and application of characteristics, methods, and curriculum for teaching gifted students. This course addresses methods for teaching differentiated strategies, collaborated strategies, and critical thinking strategies throughout the PreK-12 curriculum.

**Prerequisites:** EDU 539 and licensed teacher;

**Co-requisites:** EDU 542.

## **EDU 541 - Administration and Supervision of Gifted Programs**

**3 Credit(s)**

This course explains the process in identifying gifted students and how to respond with appropriate

programming. Designing, conducting, and reporting program evaluation and assessment are also explained.

**Prerequisites:** EDU 539 and licensed teacher.

### **EDU 542 - Practicum: Gifted Programs**

**3 Credit(s)**

This course develops the understanding and application of curriculum, methods, assessment, and program evaluation for gifted programs. This course requires a 60-hour practicum under the guidance of the licensed gifted teacher to assist in both individualized and group gifted programming.

**Prerequisites:** EDU 539, EDU 541, and licensed teacher; may be taken as a co-requisite with EDU 540.

### **EDU 543 - Concepts of English**

**3 Credit(s)**

This course is for the purpose of developing awareness and understanding of the fundamental concepts and principles involved in writing the English language. There is an emphasis on grammar and composition.

**Prerequisites:** Three credit hours of foreign language at the college level highly recommended.

### **EDU 544 - Curriculum and Methods of ESL**

**3 Credit(s)**

This course addresses the differential learning and transitional needs of culturally and linguistically diverse students. Goals of this course include understanding changes in the American classroom and significant factors in those changes, students and their families, who are culturally and linguistically diverse. An additional topic is effective programming models. In the context of these understandings, appropriate content-based instructional practices, accommodations to facilitate students' access to the curriculum, and assessment of student learning are the main focus of this course.

**Prerequisites:** EDU 543;

**Co-requisites:** EDU 546.E

### **EDU 545 - Language Acquisition**

**3 Credit(s)**

This course promotes oral language, reading, and writing development in English for K- 12 English Language Learners. It addresses language acquisition theory, classroom organization, strategies, and assessment procedures for effective English learner instruction.

### **EDU 546 - Practicum in ESL**

**3 Credit(s)**

This course provides an understanding and application of curriculum and methods in ESL. This course requires acceptance of 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. A requirement is 60 hours of practicum in a classroom with ELLs present.

**Co-requisites:** EDU 544.

### **EDU 547 - Problems in English Grammar**

**3 Credit(s)**

This course investigates the grammatical system of English. There is an emphasis on tools and processes used to identify, assess, and teach grammatical patterns in written and spoken English for English Language Learners (ELLs).

**Prerequisites:** EDU 543.

### **EDU 548 - Cultural and Linguistic Diversity**

**3 Credit(s)**

This course addresses the link between cultural and linguistic diversity and how teachers must be prepared to effectively teach students whose backgrounds are different from their own. Topics include language, text, and context; teacher ideologies and motivation for

change; issues of diversity and literacy learning; out-of-classroom influences on literacy learning; and sociolinguistics.

### **EDU 549 - Clinical Experience Teaching in ESL**

**1 Credit(s)**

Clinical teaching is a capstone experience. The clinical teacher accepts the major responsibilities and performs the activities of a full-time instructor under the supervision of the cooperating teacher.

### **EDU 550 - Special Topics**

**1-3 Credit(s)**

This course will address specific instructional approaches that are timely and relevant to current K-12 classrooms. The topics will vary based on the identified needs of K-12 teachers and the expertise available to address these needs.

### **EDU 553 - CAFÉ Workshop**

**1 Credit(s)**

This workshop provides a foundational understanding of the Literacy CAFE. Emphasis is placed on research-based practices in literacy instruction along with materials, methods, and skills used to teach students reading in grades K-8. Components examined include: brain research, organizing student data, brief and detailed focus lessons, differentiation in the literacy classroom, moving from assessment to instruction, and tracking student progress. This workshop provides practitioners with the knowledge and skills to successfully implement the Literacy CAFE in their own classrooms.

### **EDU 561 - Environmental Issues Instruction**

**2 Credit(s)**

This course is designed as professional development in environmental education for preservice and in-service educators in all subject areas. The Environmental Issues Instruction (eii) teaching model is presented in a hands-

on, inquiry-based approach. Application of the model in the classroom is required to complete the course. Emphasis is placed on using research-based instructional strategies in the teaching of this environmental issues unit. This course may be repeated with different topics.

### **EDU 580 - Best Practices in Literacy Intervention**

**3 Credit(s)**

Best Practices in Literacy Intervention is a course that explores best practices in interventions and reading strategies. The course will utilize the Teaching Reading Sourcebook, which will provide an extensive list of reading strategies targeted by skill area. Along with the Reading Sourcebook students in the course will examine the book Simplifying Response to Intervention to reflect on best practices when it comes to both school and district work regarding the three tiers of instruction and intervention work. This course is designed to prepare students for work in both a Reading Specialist and Leadership position.

### **EDU 581 - Administration of Literacy Programs**

**3 Credit(s)**

This course examines the development, implementation and evaluation of reading programs for PreK through 12 learners. This course will provide a wide system overview of reading programs in schools focusing on the administrative responsibilities needed to oversee such programs. This course will examine carefully at how legislation impacts instruction in schools. Within the course, learners will work to promote parent and community involvement as an important partnership in literacy work.

### **EDU 585 - Advanced Instructional Issues and Methods in Reading and Language Arts**

**3 Credit(s)**

This course is a continuation of the study of elementary and secondary reading and language arts instruction. It identifies current instructional issues and offers methods to support children and youth with a wide range of

learning needs within a comprehensive literacy program. Inservice educators use accumulated knowledge from prior reading and language arts coursework as a basis to launch additional exploration of challenges within instruction for phonemic awareness, word identification/phonics, vocabulary, fluency, comprehension, and writing. In this context, inservice educators critically consider and apply current research to support success for children and youth struggling with components of reading and language arts, including students participating in reading intervention, students with disabilities, and students learning English. A requirement of this course is a 15-hour practicum.

**Prerequisites:** EDU 407/EDU 507;

**Co-requisites:** EDU 509 or EDU 510

### **EDU 589 - Reading Specialist/Literacy Coaching Internship**

**3 Credit(s)**

The reading specialist/ literacy coach internship prepares teachers to collaborate with teachers in grades K-12 toward the goal of improving reading instruction. Throughout this internship candidates will utilize diagnostic reading assessments to provide research-based targeted instruction. Participants will study leadership qualities and reflect and demonstrate the skills needed to serve as a teacher leader in the area of literacy. The internship can be completed within one's own school district. The internship requires a minimum of 60 hours with a detailed log of literacy work and collaboration.

**Prerequisite or Co-requisite:** EDU 580 and EDU 581

### **EDU 590 - Capstone Seminar**

**3 Credit(s)**

This seminar serves to integrate the student's coursework in education by examining in-depth an issue or problem of significance and special interest to the student. Research, writing, and presentation skills are employed in this course. Each student will design his/her own project, subject to approval of the faculty member, in order to fulfill the course requirements. The project shall

demonstrate (1) integration of the M.Ed. program objectives, (2) graduate level writing skills using APA format, (3) graduate level critical thinking skills and (4) in-depth understanding and application of the objectives of the area of emphasis utilizing appropriate research techniques. A research paper is required.

**Prerequisites:** Completion of all courses in emphasis area (may take one area of emphasis course concurrently).

### **EDU 590-01 - Capstone Seminar Early Childhood**

**3 Credit(s)**

This seminar serves to integrate the student's coursework in education by examining in-depth an issue or problem of significance and special interest to the student. Research, writing, and presentation skills are employed in this course. Each student will design his/her own project, subject to approval of the faculty member, in order to fulfill the course requirements. The project shall demonstrate (1) integration of the M.Ed. program outcomes; (2) graduate level writing skills using APA format; (3) graduate level critical thinking skills; and (4) in-depth understanding and application of the outcomes of the areas of emphasis utilizing appropriate research techniques. A research paper is required.

**Prerequisites:** Completion of all courses in emphasis area (may take one area of emphasis courses concurrently).

### **EDU 590-02 - Capstone Seminar English as a Second Language**

**3 Credit(s)**

This seminar serves to integrate the student's coursework in education by examining in-depth an issue or problem of significance and special interest to the student. Research, writing, and presentation skills are employed in this course. Each student will design his/her own project, subject to approval of the faculty member, in order to fulfill the course requirements. The project shall demonstrate (1) integration of the M.Ed. program outcomes; (2) graduate level writing skills using APA format; (3) graduate level critical thinking skills; and (4) in-depth understanding and application of the outcomes

of the areas of emphasis utilizing appropriate research techniques. A research paper is required.

**Prerequisites:** Completion of all courses in emphasis area (may take one area of emphasis courses concurrently).

### **EDU 590-03 - Capstone Seminar Higher Education**

**3 Credit(s)**

This seminar serves to integrate the student's coursework in education by examining in-depth an issue or problem of significance and special interest to the student. Research, writing, and presentation skills are employed in this course. Each student will design his/her own project, subject to approval of the faculty member, in order to fulfill the course requirements. The project shall demonstrate (1) integration of the M.Ed. program outcomes; (2) graduate level writing skills using APA format; (3) graduate level critical thinking skills; and (4) in-depth understanding and application of the outcomes of the areas of emphasis utilizing appropriate research techniques. A research paper is required.

**Prerequisites:** Completion of all courses in emphasis area (may take one area of emphasis courses concurrently).

### **EDU 590-04 - Capstone Seminar Instructional Strategist**

**3 Credit(s)**

This seminar serves to integrate the student's coursework in education by examining in-depth an issue or problem of significance and special interest to the student. Research, writing, and presentation skills are employed in this course. Each student will design his/her own project, subject to approval of the faculty member, in order to fulfill the course requirements. The project shall demonstrate (1) integration of the M.Ed. program outcomes; (2) graduate level writing skills using APA format; (3) graduate level critical thinking skills; and (4) in-depth understanding and application of the outcomes of the areas of emphasis utilizing appropriate research techniques. A research paper is required.

**Prerequisites:** Completion of all courses in emphasis area (may take one area of emphasis courses concurrently).

### **EDU 590-05 - Capstone Seminar Reading**

**3 Credit(s)**

This seminar serves to integrate the student's coursework in education by examining in-depth an issue or problem of significance and special interest to the student. Research, writing, and presentation skills are employed in this course. Each student will design his/her own project, subject to approval of the faculty member, in order to fulfill the course requirements. The project shall demonstrate (1) integration of the M.Ed. program outcomes; (2) graduate level writing skills using APA format; (3) graduate level critical thinking skills; and (4) in-depth understanding and application of the outcomes of the areas of emphasis utilizing appropriate research techniques. A research paper is required.

**Prerequisites:** Completion of all courses in emphasis area (may take one area of emphasis courses concurrently).

### **EDU 590-06 - Capstone Seminar Teacher Leadership**

**3 Credit(s)**

This seminar serves to integrate the student's coursework in education by examining in-depth an issue or problem of significance and special interest to the student. Research, writing, and presentation skills are employed in this course. Each student will design his/her own project, subject to approval of the faculty member, in order to fulfill the course requirements. The project shall demonstrate (1) integration of the M.Ed. program outcomes; (2) graduate level writing skills using APA format; (3) graduate level critical thinking skills; and (4) in-depth understanding and application of the outcomes of the areas of emphasis utilizing appropriate research techniques. A research paper is required.

**Prerequisites:** Completion of all courses in emphasis area (may take one area of emphasis courses concurrently).

### **EDU 590-07 - Capstone Seminar Talented and Gifted**

### 3 Credit(s)

This seminar serves to integrate the student's coursework in education by examining in-depth an issue or problem of significance and special interest to the student.

Research, writing, and presentation skills are employed in this course. Each student will design his/her own project, subject to approval of the faculty member, in order to fulfill the course requirements. The project shall demonstrate (1) integration of the M.Ed. program outcomes; (2) graduate level writing skills using APA format; (3) graduate level critical thinking skills; and (4) in-depth understanding and application of the outcomes of the areas of emphasis utilizing appropriate research techniques. A research paper is required.

**Prerequisites:** Completion of all courses in emphasis area (may take one area of emphasis courses concurrently).

### **EDU 599 - Special Project**

#### 1-3 Credit(s)

### **EDU 30001 - Teaching Secondary School Business**

#### 3 Credit(s)

Preservice educators must take a separate, specific methods course for each secondary subject area in which they seek endorsement and licensure. The courses develop preservice educators' understanding and application at the secondary (grades 5 - 12) level of teaching strategies, classroom management, instructional planning principles and design within their specific discipline. These courses provide preservice educators with an understanding of the modern practices, techniques and trends in their subject areas of teaching.

**Prerequisites:** A minimum of six credits of upper-division courses within the discipline, successful completion of EDU 428, and acceptance into the UIU Teacher Education Program.

### **EDU 30002 - Teaching Secondary School English/Language Arts**

### 3 Credit(s)

Preservice educators must take a separate, specific methods course for each secondary subject area in which they seek endorsement and licensure. The courses develop preservice educators' understanding and application at the secondary (grades 5 - 12) level of teaching strategies, classroom management, instructional planning principles and design within their specific discipline. These courses provide preservice educators with an understanding of the modern practices, techniques and trends in their subject areas of teaching.

**Prerequisites:** A minimum of six credits of upper-division courses within the discipline, successful completion of EDU 428, and acceptance into the UIU Teacher Education Program.

### **EDU 30004 - Teaching Secondary School Mathematics**

#### 3 Credit(s)

Preservice educators must take a separate, specific methods course for each secondary subject area in which they seek endorsement and licensure. The courses develop preservice educators' understanding and application at the secondary (grades 5 - 12) level of teaching strategies, classroom management, instructional planning principles and design within their specific discipline. These courses provide preservice educators with an understanding of the modern practices, techniques and trends in their subject areas of teaching.

**Prerequisites:** A minimum of six credits of upper-division courses within the discipline, successful completion of EDU 428, and acceptance into the UIU Teacher Education Program.

### **EDU 30005 - Teaching Secondary School Science**

#### 3 Credit(s)

Preservice educators must take a separate, specific methods course for each secondary subject area in which they seek endorsement and licensure. The courses develop preservice educators' understanding and

application at the secondary (grades 5 - 12) level of teaching strategies, classroom management, instructional planning principles and design within their specific discipline. These courses provide preservice educators with an understanding of the modern practices, techniques and trends in their subject areas of teaching.

**Prerequisites:** A minimum of six credits of upper-division courses within the discipline, successful completion of EDU 428, and acceptance into the UIU Teacher Education Program.

### **EDU 30006 - Teaching Secondary School Social Science**

**3 Credit(s)**

Preservice educators must take a separate, specific methods course for each secondary subject area in which they seek endorsement and licensure. The courses develop preservice educators' understanding and application at the secondary (grades 5 - 12) level of teaching strategies, classroom management, instructional planning principles and design within their specific discipline. These courses provide preservice educators with an understanding of the modern practices, techniques and trends in their subject areas of teaching.

**Prerequisites:** A minimum of six credits of upper-division courses within the discipline, successful completion of EDU 428, and acceptance into the UIU Teacher Education Program.

### **EDU 30007 - Teaching Secondary School Speech**

**3 Credit(s)**

Preservice educators must take a separate, specific methods course for each secondary subject area in which they seek endorsement and licensure. The courses develop preservice educators' understanding and application at the secondary (grades 5 - 12) level of teaching strategies, classroom management, instructional planning principles and design within their specific discipline. These courses provide preservice educators with an understanding of the modern practices, techniques and trends in their subject areas of teaching.

**Prerequisites:** A minimum of six credits of upper-division courses within the discipline, successful completion of EDU 428, and acceptance into the UIU Teacher Education Program.

### **EDU 30010 - Teaching Secondary School Industrial Technology**

**3 Credit(s)**

Preservice educators must take a separate, specific methods course for each secondary subject area in which they seek endorsement and licensure. The courses develop preservice educators' understanding and application at the secondary (grades 5 - 12) level of teaching strategies, classroom management, instructional planning principles and design within their specific discipline. These courses provide preservice educators with an understanding of the modern practices, techniques and trends in their subject areas of teaching.

**Prerequisites:** A minimum of six credits of upper-division courses within the discipline, successful completion of EDU 428, and acceptance into the UIU Teacher Education Program.

### **EDU 30011 - Teaching Secondary School Agriculture**

**3 Credit(s)**

Preservice educators must take a separate, specific methods course for each secondary subject area in which they seek endorsement and licensure. The courses develop preservice educators' understanding and application at the secondary (grades 5 - 12) level of teaching strategies, classroom management, instructional planning principles and design within their specific discipline. These courses provide preservice educators with an understanding of the modern practices, techniques and trends in their subject areas of teaching.

**Prerequisites:** A minimum of six credits of upper-division courses within the discipline, successful completion of EDU 428, and acceptance into the UIU Teacher Education Program.

## **EDU 30012 - Teaching Secondary Family/Consumer Science**

**3 Credit(s)**

Preservice educators must take a separate, specific methods course for each secondary subject area in which they seek endorsement and licensure. The courses develop preservice educators' understanding and application at the secondary (grades 5-12) level of teaching strategies, classroom management, instructional planning principles and design within their specific discipline. These courses provide preservice educators with an understanding of the modern practices, techniques and trends in their subject areas of teaching.

**Prerequisites:** A minimum of six credits of upper-division courses within the discipline, successful completion of EDU 428, and acceptance into the UIU Teacher Education Program.

## **English**

### **ENG 100 - Writing Skills**

**3 Credit(s)**

This course prepares students with limited writing experience for The Peacock Professional Experience ("general education") writing sequence. Emphasis is on grammar, organization and structure of English composition, and on revision processes. Multiple writing assignments of varied lengths and complexities are assigned. Designed for first time freshman students who have not scored at least 18 on the verbal portion of the ACT test.

### **ENG 101 - English Composition I**

**3 Credit(s)**

This course includes study and practice of rhetorical conventions and styles, including description, narration, explanation and argument. Students are expected to have already demonstrated college-ready skills in grammar and sentence structure evidenced by a score of 18 or higher on the verbal section of the ACT test or the satisfactory completion of a challenge examination.

Emphasis is on the development of a sound understanding of rhetorical principles, and written compositions are regularly assigned.

**Prerequisites:** ACT (verbal portion) of at least 18 or the completion of ENG 100 or successful performance on challenge examination.

### **ENG 102 - English Composition II**

**3 Credit(s)**

This course provides study and practice of expository writing techniques, with emphasis on persuasion, argument, critical evaluation and the use of research material. A formal research paper is required among the regularly assigned written compositions.

**Prerequisites:** ENG 101.

### **ENG 122 - Topics in Writing Studies: Writing Center Theory and Practice**

**1 Credit(s)**

These one-credit courses are for students preparing to be writing consultants or prospective teachers who want practice providing feedback to student writers, improve writing and presentation skills, and further their knowledge about collaborative learning in a writing center. ENG 122, 222, and 322 run concurrently.

**Prerequisites:** ENG 101 and ENG 102, or ENG 101 and concurrent enrollment in ENG 102. ENG 122 is a prerequisite for ENG 222; ENG 222 is a prerequisite for ENG 322. Note: Enrollment in this course serves as a requirement for work placement in the Writing Center.

### **ENG 125 - Introduction to Literature**

**3 Credit(s)**

This course concentrates on the reading of selected short fiction and poetry, and presents an introduction to literary analysis, interpretation and evaluation. Meets the humanities requirement.

### **ENG 170 - Introduction to Creative Writing**

### 3 Credit(s)

An introduction to writing in a variety of literary genres, including fiction, poetry, and creative nonfiction. The course will encourage students to solve creative problems by the creation of original work using literary elements and a variety of techniques. Both study and practice of the genres is expected. Students will also critically respond to the work of their peers.

**Prerequisites:** ENG 101.

### **ENG 209 - American Literature I**

#### 3 Credit(s)

A survey of major American authors from the colonial period to the Civil War. The focus is on the evolution of a unique national literature and a characteristic world view. Meets the humanities requirement.

### **ENG 210 - American Literature II**

#### 3 Credit(s)

A survey of major American authors from the Civil War to the present. The focus is on trends in American literature since the turn of the 20th century. Meets the humanities requirement.

### **ENG 211 - British Literature I**

#### 3 Credit(s)

A survey of British literature from Beowulf through the end of the 18th century. The focus is on major authors and significant historical influences in the development of British literature. Meets the humanities requirement.

### **ENG 212 - British Literature II**

#### 3 Credit(s)

A survey of British literature from the publication of Lyrical Ballads in 1798 to the present. Meets the humanities requirement.

### **ENG 214 - World Literature Survey**

### 3 Credit(s)

Survey of world literature, British and American excluded, from the Renaissance to the present. This survey will include selections from masterpieces of African, Arabic, Asian, Caribbean, European, Australasian, Indian, Latin American, and Russian fiction, drama, and poetry in translation. Selections will vary depending on the session. Meets the humanities requirement.

### **ENG 216 - Mythology**

#### 3 Credit(s)

A survey of the major themes and genres in Western mythology, the foundational narratives of the Western literary and artistic traditions. Myths and myth-patterns from both classical Greek and Roman authors as well as those from Scandinavian/Germanic and Egyptian cultures will be examined, including their influence from ancient to modern times. Meets the humanities requirement.

### **ENG 222 - Topics in Writing Studies: Writing Center Theory and Practice**

#### 1 Credit(s)

These one-credit courses are for students preparing to be writing consultants or prospective teachers who want practice providing feedback to student writers, improve writing and presentation skills, and further their knowledge about collaborative learning in a writing center. ENG 122, 222, and ENG 322 run concurrently.

**Prerequisites:** ENG 101 and ENG 102, or ENG 101 and concurrent enrollment in ENG 102. ENG 122 is a prerequisite for ENG 222; ENG 222 is a prerequisite for ENG 322. Note: Enrollment in this course serves as a requirement for work placement in the Writing Center.

### **ENG 224 - Modern Poetry**

#### 3 Credit(s)

This course draws upon a wide range of poetic experience, exploring what poetry is, how it works, and

what is required to enter and traverse the world of a poem. Meets the humanities requirement.

### **ENG 248 - Survey of the Mystery Story**

**3 Credit(s)**

Exploration of the mystery story by examining its historical development from the mid-nineteenth century to the present, and by examining a spectrum of writers-mystery specialists and literary writers-from Europe, America, South Africa and Latin America. Techniques and development will be discussed and evaluated. Meets the humanities requirement.

### **ENG 250 - Special Topics**

**3 Credit(s)**

Special Topics courses are studies of selected problems, periods or movements in the subject area not otherwise included in the curriculum. They are typically chosen from a faculty member's particular expertise and field of scholarly inquiry, and offered to a student or group of students forming an interest in the particular subject matter. THE 250 designation denotes a General Education level of instruction and may include an appropriate General Education task to be completed. The 450 designation denotes a senior level degree of sophistication expected in both learning and instruction. A single course may be offered at both levels simultaneously, in which case the syllabus will clearly differentiate the course expectations and assessment measures for students enrolled at each of the two levels. A Special Topics course must be approved by the School of Liberal Arts Curriculum Committee before it is offered, and it must address one or more Major Outcomes within the discipline.

### **ENG 265 - African American Literature**

**3 Credit(s)**

Survey of African American writing, film and thought from colonial times to the present. May be used to fulfill the humanities or cultures requirement, but not both.

### **ENG 270 - Craft and Technique of Creative Writing**

**3 Credit(s)**

Students in this course will study the techniques of reading and writing short stories, poems, and creative non-fiction. They will evaluate creative work, both their own and that of established, published authors, for style, dialogue, character, tone, narrative, form, and voice. Students will become familiar with what makes good writing, as well as spend time writing their own creative work.

**Prerequisites:** ENG 170.

### **ENG 275 - Survey of Television**

**3 Credit(s)**

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 Credit(s)**

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 Credit(s)**

A Special Project allows the student to expand on work already completed in previous coursework. It is undertaken with the guidance of one or more faculty members and is intended to encourage the student into original investigation of a defined problem within the discipline. Examples include theses and themed portfolios or exhibitions.

### **ENG 301 - Writing Strategies**

**3 Credit(s)**

Opportunity to develop professional competence in expository and research writing and to enhance one's sense of the English language and its structure. Designed for upper class students preparing for careers in professions which emphasize written communication skills.

### **ENG 311 - African American Film**

**3 Credit(s)**

This is a course in the history and aesthetics of African American film. It includes study and analysis of films made by African American directors and utilizing largely African American casts and crews. It will approach these films from both social and aesthetic perspectives and investigate commonalities among them as well as overall shifts in the perspectives which inform them.

**Prerequisites:** ENG 101.

**Recommended** ENG 102. **Encouraged:** ENG 290 or ENG 265.

### **ENG 322 - Topics in Writing Studies: Writing Center Theory and Practice**

**1 Credit(s)**

These one-credit courses are for students preparing to be writing consultants or prospective teachers who want practice providing feedback to student writers, improve writing and presentation skills, and further their knowledge about collaborative learning in a writing center. ENG 122, ENG 222, and 322 run concurrently.

**Prerequisites:** ENG 101 and ENG 102, or ENG 101 and concurrent enrollment in ENG 102. ENG 122 is a prerequisite for ENG 222; ENG 222 is a prerequisite for ENG 322. Note: Enrollment in this course serves as a requirement for work placement in the Writing Center.

### **ENG 330 - Shakespeare**

**3 Credit(s)**

An introduction to Shakespeare's writing through an analysis of selected tragedies, comedies, histories, and poems. The goal of this course is to make Shakespeare accessible to 21st century audiences from both literary and performance perspectives. Meets the humanities requirement.

**Prerequisites:** ENG 102.

### **ENG 331 - Modern and Contemporary Literature**

**3 Credit(s)**

A survey of American and British poetry and prose from WWII to the present day. The course will concentrate on specific form, content, meaning and symbolism singular to this period. The course will analyze the emerging trends of "modern" literature and the effects of social mores upon the genre.

**Prerequisites:** Completion of one sequence of British, American or World literature.

**Co-requisites:** ENG 101.

### **ENG 332 - Adolescent Literature**

**3 Credit(s)**

This course traces the historical and cultural development of literature for young adults. The course will include a critical study and evaluation of books written for and marketed to adolescents. Does not satisfy The Peacock Professional Experience ("general education") requirement for literature or education.

**Prerequisites:** ENG 101.

### **ENG 335 - Tolkien**

**3 Credit(s)**

This course looks in depth at the literary traditions inherent in J.R.R. Tolkien's works, including fairy and folktale motifs as well as several major trends in English epic literature presented in both text and film adaptations.

**Prerequisites:** ENG 102 recommended. Meets the humanities requirement.

### **ENG 340 - The Novel**

**3 Credit(s)**

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.

**Prerequisites:** ENG 101.

### **ENG 342 - Medieval Literature**

**3 Credit(s)**

A survey of the scholarly, saucy, and salacious English literature of the fourteenth and fifteenth centuries, when English became a recognized language of literary expression and exploration. This course will examine some of the major works that emerged from this period, including Arthurian legends, Pearl, Sir Gawain and the Green Knight, and Piers Plowman, as well as key genres such as romances and devotional writings: exploring both what "literature" meant to writers in late medieval England, and also what it meant to be writing in English at the time.

**Prerequisites:** ENG 101.

### **ENG 352 - Best Sellers**

**3 Credit(s)**

This class introduces students to best selling books from the New York Times best seller list in order to learn more about the American psyche, what energizes a writer in creating a book, how long it takes a writer to create a book and what factors cause a book to become a best seller. Meets the humanities requirement.

**Prerequisites:** ENG 101.

### **ENG 365 - Women and Literature**

**3 Credit(s)**

An examination of the image of women presented in literature, contrasting traditional and contemporary, male and female depictions. The emphasis is on the writings of women. Meets the humanities requirement.

**Prerequisites:** ENG 101

### **ENG 370 - Non-Fiction Workshop**

**3 Credit(s)**

This course provides the opportunity to develop skill in writing, to improve sense of language structure and to find satisfaction in written communication. The emphasis is on the development of a personal expository style.

**Prerequisites:** ENG 170 and ENG 270.

### **ENG 371 - Fiction Workshop**

**3 Credit(s)**

This workshop is designed to give students intensive practice in story craft through writing and evaluating their own work, and critiquing the work of their peers. Emphasis will be placed on revising, re-imagining, developing, shaping and polishing student writing.

**Prerequisites:** ENG 170 and ENG 270.

### **ENG 372 - Poetry Workshop**

**3 Credit(s)**

This workshop is designed to give students intensive practice in crafting poetry through writing and evaluating their own work, and critiquing the work of their peers. Emphasis will be placed on revising, re-imagining, developing shaping, and polishing student writing.

**Prerequisites:** ENG 170 and ENG 270.

### **ENG 375 - Literature of the American Midwest**

3 Credit(s)

This course explores imaginative responses to the experience of the Middle West, from pioneer times through the mid-20th century. Meets the humanities requirement.

**Prerequisites:** ENG 101.

### **ENG 403 - Internship**

3 Credit(s)

### **ENG 422 - Critical Theory**

3 Credit(s)

This course provides an introduction to major trends in literary and cultural theory. Emphasis is on the historical development of critical theory from Plato to the present day.

**Prerequisites:** Completion of one sequence of British, American, or World literature.

### **ENG 450 - Special Topics**

3 Credit(s)

Special Topics courses are studies of selected problems, periods or movements in the subject area not otherwise included in the curriculum. They are typically chosen from a faculty member's particular expertise and field of scholarly inquiry, and offered to a student or group of students forming an interest in the particular subject matter. THE 250 designation denotes a General Education level of instruction and may include an appropriate General Education task to be completed. The 450 designation denotes a senior level degree of sophistication expected in both learning and instruction. A single course may be offered at both levels simultaneously, in which case the syllabus will clearly differentiate the course expectations and assessment measures for students enrolled at each of the two levels. A Special Topics course must be approved by the School of Arts and Sciences Curriculum Committee before it is offered, and it must address one or more Major Outcomes within the discipline.

### **ENG 499 - Special Project**

1-3 Credit(s)

A Special Project allows the student to expand on work already completed in previous coursework. It is undertaken with the guidance of one or more faculty members and is intended to encourage the student into original investigation of a defined problem within the discipline. Examples include theses and themed portfolios or exhibitions.

### **Exercise and Sport Studies**

#### **EXSS 102 - First Aid/CPR/AED Programs**

1 Credit(s)

This course gives individuals in the workplace the knowledge and skills necessary to recognize and provide basic care for injuries and sudden illnesses, including using an automated external defibrillator (AED) for victims of sudden cardiac arrest, until advanced medical personnel arrive and take over.

#### **EXSS 130 - Teaching Team and Individual Sports**

2 Credit(s)

In this course, students will develop an understanding of the differences between team and individual sports. The focus will be on gaining practical knowledge of most sports offered in a high school athletic or physical education setting, to include history, rules, court dimensions, fundamentals, basic strategies, equipment, and safety precautions.

#### **EXSS 166 - Care and Prevention of Athletic Injuries**

2 Credit(s)

This course is designed to instruct the basic identification, prevention, and treatment of athletic injuries and illnesses for those persons who will be working with an active population. This course will also

teach taping and wrapping techniques for specific body parts and injuries.

### **EXSS 170 - Medical Terminology**

**3 Credit(s)**

This course is designed to develop medical terminology language skills. Learners will demonstrate knowledge of word construction, definitions and use of terms related to all areas of health science. The course includes a basic understanding of anatomy of the human body, functions of health and disease, and the use of language in health careers.

### **EXSS 225 - Group Exercise Instruction**

**2 Credit(s)**

This course provides the foundational concepts necessary to organize and lead group exercise programs. Emphasis will be placed on primary training elements (cardiorespiratory, muscular conditioning, balance, flexibility) and progression techniques. Correction practices and safety recommendations as well as best practices for instruction methods will also be covered. Student will be responsible for leading and participating in a variety of group exercise sessions.

### **EXSS 226 - Foundations of Physical Fitness**

**2 Credit(s)**

This course is an introduction to the five components of physical fitness including cardiorespiratory endurance, muscular endurance, muscular strength, flexibility and body composition. Emphasis will be placed on individualized analysis of physical fitness and development of an exercise prescription program. Other topics to be explored are the physiological foundations of exercise, structure, and function of the body and principles of physical training and conditioning.

### **EXSS 243 - Coaching Theory and Ethics**

**3 Credit(s)**

This course explores the theory and methods of coaching

sports and the ethical and legal responsibilities of coaches.

### **EXSS 250 - Special Topics**

**1-3 Credit(s)**

This course covers special topics not covered by current courses taught in the department. The particular topic is to be determined by the department according to the current need and interest. This course requires department chair approval.

### **EXSS 280 - Personal and Community Health**

**3 Credit(s)**

A study of the dimensions of wellness to promote optimal health for individuals and their communities.

### **EXSS 283 - Sport Nutrition**

**3 Credit(s)**

This course will focus on basic concepts of nutrition in respect to the needs of athletes and physically active individuals and application of those concepts. Topics include functions of food and nutrients, principles of metabolism and digestion, hydration and electrolyte balance, dietary planning, body composition, dietary changes to enhance performance, current trends in sport nutrition, and supplements and ergogenic aids.

### **EXSS 290 - Introduction to Personal Training**

**3 Credit(s)**

This course provides knowledge and fundamental application for developing programming to improve the health and fitness levels of future clients. Topics include basic human anatomy, exercise physiology, applied kinesiology and nutrition principles; fitness and health assessment techniques; components of program design for improving flexibility, balance, core function, cardiovascular fitness, muscular endurance and strength and sports performance; professional and legal responsibilities; and skills for communicating and building rapport with clients. Successful completion of

the course objectives prepares the student to sit for multiple national fitness certifications.

### **EXSS 299 - Special Project**

**1-3 Credit(s)**

This course is designed to provide an opportunity to complete a special project related to a student's field of study that is beyond the scope of courses offered within the university. Proposals must include an overview or abstract of the study, indicate the anticipated learning outcomes of the project, the timeline for the study and the deliverables (paper, presentation, project, etc.) upon which the study will be evaluated. This course required department chair approval.

### **EXSS 302 - Exercise Physiology**

**3 Credit(s)**

An examination of the physiological effects of exercise on the human body, with an in-depth focus on bioenergetics, respiratory and cardiovascular physiology, neuromuscular control, endocrine response, and thermoregulation.

**Prerequisites:** BIO 268 or BIO 275.

### **EXSS 305 - Kinesiology and Biomechanics**

**3 Credit(s)**

The purpose of this course is to analyze human movement both anatomically and mechanically. Emphasis will be placed on musculoskeletal structure and function during physical activity and the physical laws of motion as they apply to human movement.

**Prerequisites:** BIO 268 or BIO 270.

### **EXSS 318 - Psychology of Exercise & Sport**

**3 Credit(s)**

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.

### **EXSS 334 - Sport Law and Legal Issues**

**3 Credit(s)**

A study of legal issues affecting all aspects of sport, including secondary, collegiate, professional and recreational settings. Topics of study include general United States legal processes, tort law and liability, risk management, contract and agency law, employment law, gender equity, and intellectual property.

### **EXSS 336 - Teaching Physical Education K-12**

**3 Credit(s)**

Students in this course will study human growth and development related to the physical education of children in elementary, middle, and high school. Emphasis is placed on the impact of developmental movement experiences, curriculum, teacher behavior, class management, dance activities, play environments, materials, and developmentally appropriate activities.

**Prerequisites:** Acceptance into the UIU Teacher Education Program and EDU 306 or EDU 307 or EDU 308. These courses can also be taken as co-requisites.

**Same As:** EDU 336.

### **EXSS 337 - Teaching Health K-12**

**3 Credit(s)**

This course is a study of methods, materials, curriculum development with an emphasis on nutrition, safety and healthy lifestyle. Included is information for use in health activities and presentations for students in elementary, middle, and high school. It provides information on curr and Biomechanics ent health legislation and public policy.

**Prerequisites:** Acceptance into the UIU Teacher Education Program and EDU 306 or EDU 307 or EDU 308. These

courses can also be taken as co-requisites.

**Same As:** EDU 337.

### **EXSS 354 - Methods of Strength and Conditioning**

3 Credit(s)

An in-depth examination of the principles of strength and conditioning including: anatomical and physiological considerations, assessment methods, exercise techniques, equipment selection, safety and risk management, and program development. Principles will be discussed and applied to a variety of populations (e.g., older adults, children, females, males, untrained, elite trained, etc.).

**Prerequisites:** EXSS 226.

### **EXSS 360 - Motor Learning**

3 Credit(s)

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 268 or BIO 270.

### **EXSS 365 - Special Populations and Exercise**

3 Credit(s)

This course provides an overview of the benefits of exercise for special populations. The physiology of a variety of conditions will be introduced with a focus on how exercise affects the condition, exercise related contraindications, and recommendations for exercise assessment and prescription.

**Prerequisites:** EXSS 226.

### **EXSS 403 - Internship in Exercise Science**

3-6 Credit(s)

A practical experience in a professional setting under

direct supervision. Forty hours of internship experience is equal to one credit hour.

**Prerequisites:** Completion of 18 credits within the EXSS Core and current first aid, CPR and AED certification.

### **EXSS 420 - Exercise Prescription**

3 Credit(s)

An integrative examination of exercise assessments and a review of the physiologic responses of the human body. Techniques of prescribing exercise programs based upon assessments of physical parameters will be developed and applied for a diverse population. Both case study and actual client assessments will be performed.

**Prerequisites:** EXSS 226 and EXSS 302.

### **EXSS 450 - Special Topics**

1-3 Credit(s)

This course covers special topics not covered by current courses taught in the department. The particular topic is to be determined by the department according to the current need and interest. This course requires department chair approval.

### **EXSS 499 - Special Project**

1-3 Credit(s)

This course is designed to provide an opportunity to complete a special project related to a student's field of study that is beyond the scope of courses offered within the university. Proposals must include an overview or abstract of the study, indicate the anticipated learning outcomes of the project, the timeline for the study and the deliverables (paper, presentation, project, etc.) upon which the study will be evaluated. This course required department chair approval.

### **EXSS 10022 - Walking for Fitness**

1 Credit(s)

This course emphasizes improving fitness and wellness utilizing a walking program. As an activity course, students will be participating in bi-weekly (twice per week) walking sessions of a minimum of 2.5 miles or 45 minutes for each session.

## Finance

### FIN 288 - Personal Financial Management

3 Credit(s)

A study of financial decisions made by individuals. Topics include: financial planning, financial management, purchasing decisions, insurance decisions, personal investing and retirement planning.

### FIN 310 - Money and Capital Markets

3 Credit(s)

A study of the commercial banking system; thrift institutions; the Federal Reserve System; money, interest rates, savings and credit; government regulatory institutions and policies.

**Prerequisites:** ECON 161.

**Same As:** ECON 310.

### FIN 341 - Corporate Financial Management

3 Credit(s)

An introduction to corporate financial management. Topics include financial statement analysis, time value of money, risk and return, bond valuation, stock valuation, capital budgeting and the capital asset pricing model.

**Prerequisites:** ECON 161 and ACCT 202 or permission of instructor.

### FIN 343 - Investments

3 Credit(s)

An exploration of investing in stocks, bonds and other financial instruments; securities exchanges; financial

planning; technical and fundamental analysis and market indicators.

**Prerequisites:** FIN 341.

### FIN 442 - Intermediate Financial Management

3 Credit(s)

A study of long-term financial decisions made by managers (e.g., capital structure, dividend policy, lease-or-buy, mergers, issuance of new securities).

**Prerequisites:** FIN 341.

### FIN 444 - New Venture Finance

3 Credit(s)

This course provides a framework for analyzing the relationship between strategy and finance and methods used to value a high-growth company. New ventures are analyzed in terms of their technical, competitive, and business risks.

**Prerequisites:** BA 325, ECON 160, ECON 161 and FIN 341.

### FIN 446 - Bank Management

3 Credit(s)

This course examines the mechanics of and issues associated with making loans, buying and selling securities, competing for deposits, assessing risks, building the capital base and the consequences of making bad loans, operating with excessive leverage and inadequate liquidity. It also addresses related activities involving securitization and the use of financial derivatives.

**Prerequisites:** FIN 341.

### FIN 448 - Options, Futures and Derivatives

3 Credit(s)

An inquiry into the application of financial hedging tools

such as options, futures, forward markets and credit derivatives as mitigating tools for managing financial and commodity risk.

**Prerequisites:** FIN 341.

### **FIN 513 - Financial Management**

**3 Credit(s)**

This course analyzes contemporary theories of finance as applied to management decision-making including cash flow analysis, capital budgeting, risk and return, valuation models, financial instruments, statement analysis and capital structure.

**Prerequisites:** MBA 500 or baccalaureate degree in a business discipline or basic level of knowledge in accounting and finance.

### **FIN 531 - Financial Markets and Financial Strategy**

**3 Credit(s)**

Students will explore domestic and international financial markets and the environments in which they function with emphasis on the operation, regulation, use, and evaluation of principal financial markets and institutions. Related issues explored include monetary policy, arbitrage, and their effects on business valuation. Students will examine the choices available to finance businesses and selection of optimal capital structures.

### **FIN 536 - Derivatives and Risk Management**

**3 Credit(s)**

This course introduces the student to derivative securities and their application in the context of corporate decision-making. Students will explore issues associated with the valuation, trading, hedging, and use of derivative securities covering options, swaps, forwards, and futures that are traded or negotiated. Identification and valuation of options embedded in financial and operational decisions will be explored. Students will also explore issues including the use of

insurance to transfer risk and the recognition, measurement, and management of portfolio risk.

### **FIN 551 - Financial Data Analysis**

**3 Credit(s)**

This class will examine various information technology solutions used to manage financial data/statistics and their applications. Topic coverage will include financial statement analysis, forecasting, and quantitative approaches used in conducting financial analysis.

### **FIN 552 - Investment Management**

**3 Credit(s)**

Students will review principles of investment used to develop financial plans for individuals and businesses. Through analyses of financial forecasting in a dynamic environment, students will be prepared to create limited risk solutions. They will also examine accountability of financial managers to their clients in a volatile market.

## **First Year Seminar**

### **FYS 120 - First Year Seminar**

**3 Credit(s)**

This course transitions Fayette Campus students to higher education and prepares them for their academic journey. Faculty will guide students through an academic conversation on an instructor-selected topic, to develop intellectual curiosity and practice critical thinking skills. An emphasis is placed on active-participatory learning through collaboration, academic discussions, oral presentation, and writing. Throughout the course students will also engage in self-exploration and reflection activities designed to foster academic and personal success, in areas such as motivation, self-awareness, responsibility, time management, study skills, academic integrity, etc.

**Note:** It is an expectation that all students with fewer than 24 semester hours of transfer credit take the FYS course during their first year of enrollment.

### **FYS 122 - First Year Seminar**

**3 Credit(s)**

The First Year Seminar transitions Center/Online/Self-Paced students to Upper Iowa University and higher education while promoting success through their academic and professional careers. Using a collaborative learning approach, you will be guided through an intellectual journey to develop your curiosity, increase your critical thinking skills, and produce effectiveness and efficiency when creating academic discussions, oral presentations, and college-level writing. You will also engage in self-exploration that will foster growth in motivation, self-awareness, personal responsibility, time management, study skills, and personal and academic integrity.

**Note:** It is expected that all students with fewer than 24 semester hours of transfer credit take the FYS course during their first year of enrollment.

## **Geography**

### **GEOG 100 - Introduction to Physical Geography**

**3 Credit(s)**

This course provides a framework for understanding the aerial and spatial interrelationships and processes that operate in the physical environment in order to develop a better comprehension of the physical world around us. The content of the course will examine Earth-sun relationships, latitude, longitude, maps, plus the physical factors associated with meteorology, climate, and earth surface processes.

### **GEOG 200 - World Regional Geography**

**3 Credit(s)**

This course provides an introduction to the basic concepts and supporting facts about contemporary world geography. Emphasis is placed upon component countries' world roles, physical and cultural characteristics, relation to other world areas and associated problems. The course examines population, economic activity, landforms, climate, cultural conflict and other pertinent natural and human processes that underlie the areal and spatial differentiation of the world.

### **GEOG 299 - Special Project**

**1-3 Credit(s)**

### **GEOG 311 - Cartography**

**3 Credit(s)**

This course introduces students to both historic and contemporary theories and techniques of cartography. Mental maps, the map as a physical object, and the mapping process are examined. Students apply techniques and tools to construction and use of maps in spatial analysis including gathering, manipulation, and representation of geographic data with an emphasis on thematic mapping and maps as a communication medium. The course covers introductory GIS, GPS, projections, and datum. Mapping projects may involve the surrounding community.

**Prerequisites:** GEOG 100 or GEOG 200 recommended.

### **GEOG 356 - Introduction to Geographic Information Systems**

**3 Credit(s)**

Geographic information systems (GIS) are an increasingly important analysis tool in many fields. In this hands-on course, students develop spatial reasoning ability and sharpen their skills in analyzing spatial data. Topics covered include principles of storing, analyzing and displaying spatial data; procurement of spatial information, and data manipulation and display techniques. Students will learn practical applications of GIS and the use of common spatial analytical techniques.

**Prerequisites:** IS 102 or consent of instructor.

### **GEOG 386 - GIS Applications**

**3 Credit(s)**

Students will apply spatial analytical techniques and modeling to geographical problem solving in business, urban planning, natural resource management, and other fields.

**Prerequisites:** GEOG 356 or consent of instructor.

### **GEOG 426 - Principles of Remote Sensing**

**3 Credit(s)**

An understanding of the principles of remote sensing requires knowledge of the electromagnetic spectrum, interactions of electromagnetic energy with the atmosphere and Earth's surface, and remote sensing sensors and platforms. Students will learn to accurately interpret aerial photographs and to procure and process satellite imagery for use in mapping and decision support. Applications of GIS and remote sensing will include global monitoring, agriculture, and oceanography.

**Prerequisites:** GEOG 356 or consent of instructor.

### **GEOG 456 - Geographic Information Systems Automation and Customization**

**3 Credit(s)**

Students will utilize scripting and other techniques to perform spatial analysis, automate tasks and develop custom extensions. These techniques and capabilities are an essential foundation for more powerful analyses, efficient data pre-processing, and developing user interfaces and tools to provide access to GIS functionality to non-expert users across an organization.

**Prerequisites:** GEOG 356 or consent of instructor.

## **Graphic Design**

### **GRAF 112 - Introduction to Graphic Design**

**3 Credit(s)**

This course is an introduction to the theories and principles of graphic design. Student learners will explore the role of visual elements and design practices in various cultural, historical and material contexts, and will learn to evaluate design critically. This course requires use of professional editing software that may need to be purchased by students or accessed via lab fee.

### **GRAF 132 - Introduction to Graphic Design Tools**

**3 Credit(s)**

An introduction to creating images using the computer digital tools. Students will learn basic imaging skills through the use of industry-standard Adobe software programs (Photoshop, Illustrator and InDesign). Assignments will stress specific criteria related to the software programs and incorporate design objectives that will enhance the understanding of the programs. Students will produce original artwork on the computer.

### **GRAF 218 - Digital Photography**

**3 Credit(s)**

This is an introduction class about contemporary photographic image-making, digital methods of output and the basic theory of photography. The course will expose and explore basic visual ideas to help the student develop a visual language based on contemporary, cross-disciplinary and cross-cultural artistic strategies. Through a series of self-directed projects and class-assigned exercises, students will be encouraged to experiment with line, composition, scale, text/type, performance, collaboration, narrative, design, software and with materials in order to develop strong tools for further awareness and visual expression in photography.

### **GRAF 234 - History of Graphic Design**

**3 Credit(s)**

The history of Graphic Design is an evolution in aesthetics, technology, style, and visual communication. This course identifies the key movements within the history of graphic design from the Graphic Renaissance throughout today and highlights how these movements have mirrored and changed the course of our society and the field of graphic design. Lectures, images and texts will be used in each of the following periods: Graphic Renaissance, the Industrial Revolution, Mid-Century Modernism, Late-Moderism, Post-Moderism and the Digital Age.

### **GRAF 250 - Special Topics**

### 3 Credit(s)

Special Topics courses are studies of selected problems, periods, or movements in the subject area not otherwise included in the curriculum.

### **GRAF 280 - Interaction Design**

#### 3 Credit(s)

Every digital interface/interaction (e.g. web and mobile application, car dashboard, smart appliance) was designed to solve a problem or to make our lives better, easier, more successful. Every time you use your phone, the buttons you push, the gestures to swipe up, down, left, right, the font choices, the color scheme—all these were designed by a UI/UX designer. In other words, UI/UX is the communication layer between the computer software and the user. This hands-on projects-based course, explores the principles and practice of user interface and user experience design for digital platforms.

### **GRAF 299 - Special Project**

#### 1-3 Credit(s)

A Special Project allows the student to expand on work already completed in previous coursework. It is undertaken with the guidance of one or more faculty members and is intended to encourage the student into original investigation of a defined problem within the discipline. Examples include theses and themed portfolios or exhibitions.

### **GRAF 319 - Digital Video and Editing**

#### 3 Credit(s)

Digital video processes and techniques that include HD video capture with digital cameras, digital editing, and presentation in web-based and HD formats. Fieldwork emphasizes capturing artistic subjects in natural light and natural settings. Lab work includes editing for content and aesthetics. Students must provide their own cameras with HD video capability (other than cellphones). Students create and share individual portfolios of original work that meet professional

standards. This course requires use of professional editing software that may need to be purchased by students or accessed via lab fee.

### **GRAF 333 - Digital Illustration**

#### 3 Credit(s)

This course is an introduction to the field of illustration. The focus will be placed on process work and professional practices, presented within a contemporary and historical context. The course includes projects and lectures in a variety of illustration genres including product design and advertising, storyboard and book illustration. Various materials will be introduced through lectures and demonstrations for use on assignments such as vector graphics design, color pencil drawing, digital brush painting and collage making. Critical concepts such as: conceptual development, working on assignment, composition, contrast, value, point of view and color theory will be included.

### **GRAF 335 - Publication Design**

#### 3 Credit(s)

Students learn to use appropriate materials, tools and techniques needed to show effective idea development and presentation methods required at the various stages of design problem solving. Students develop style guides to completed comprehensive presentations of several multi-page projects. Students create and share individual portfolios of original work that meet professional standards. This course requires use of professional editing software that may need to be purchased by students or accessed via lab fee.

**Prerequisites:** At least one 100-level or 200-level art or graphic design course.

### **GRAF 355 - Typography**

#### 3 Credit(s)

Essential experience in the craft of typography and type specification. Students develop a full understanding of the terminology used by typographers and learn to work with type intelligently and creatively. Research into the

history of type design and exploration of the symbolism inherent in different typefaces and their relationship to other graphic elements. Students create and share individual portfolios of original work that meet professional standards. This course requires use of professional editing software that may need to be purchased by students or accessed via lab fee.

### **GRAF 380 - Advertising Design**

**3 Credit(s)**

This course provides students with the opportunity to explore the world of advertising, focusing on how to develop a visual identity and branding guidelines. Learn to create a successful advertising concept with an understanding of thought processes and problem-solving techniques which include brainstorming, critical thinking, and identifying patterns, sequences and cycles.

**Prerequisites:** GRAF 112.

### **GRAF 403 - Internship**

**3 Credit(s)**

Advanced students work in art, graphic design, or marketing-related employment in the major area of interest. Students must meet minimum academic requirements and complete the internship application form prior to registration.

**Prerequisites:** Complete at least 60 hours toward degree with GPA above 2.0. Must complete at least 120 hours and complete internship experience within six months of start of employment. Incomplete grades will be considered when either the student has not yet worked the minimum hours or the workplace supervisor has not submitted the final evaluation. Incompletes cannot be awarded to students who claim to need more time to write their reports.

### **GRAF 442 - Digital Animation**

**3 Credit(s)**

This course emphasizes digital techniques used to create web-based animated illustrations and graphics in an

artistic context. Students create a portfolio of work that demonstrates competency in drawing, storyboarding, managing layers and timelines, digital formats, conceptual thinking, and refinement of design. Students create and share individual portfolios of original work that meet professional standards. This course requires use of professional editing software that may need to be purchased by students or accessed via lab fee.

**Prerequisites:** At least one 100-level or 200-level art or graphic design course.

### **GRAF 450 - Special Topics**

**3 Credit(s)**

Special Topics courses are studies of selected problems, periods, or movements in the subject area not otherwise included in the curriculum.

### **GRAF 480 - Senior Thesis and Portfolio**

**3 Credit(s)**

Readings, discussion, presentation and writing on historical and contemporary graphic design that emphasizes analysis of the observed tendencies concerning materials, presentation and concept in art and graphic design fields. Students will complete a senior thesis paper that functions as a framework for their portfolio through this examination. Students will also engage in learning best professional practices in the graphic design field. Senior thesis documentation and evaluation, revision, and editing of student work as well as the exhibition itself. Students will also construct a body of cohesive work for their graphic design portfolio.

**Prerequisites:** Successfully complete all or all except one of the other required studio courses.

### **GRAF 499 - Special Project**

**1-3 Credit(s)**

A Special Project allows the student to expand on work already completed in previous coursework. It is undertaken with the guidance of one or more faculty members and is intended to encourage the student into

original investigation of a defined problem within the discipline. Examples include theses and themed portfolios or exhibitions.

## **Healthcare Administration**

### **HA 505 - Healthcare Organizational Behavior and Leadership**

**3 Credit(s)**

This course focuses on organizational behavior and leadership in for-profit and not-for-profit healthcare organizations. Students will acquire an understanding of the major theories and principles contributing to effective organizational leadership and management to attain organizational performance. Students will evaluate individual motivation, attitudes, and perceptions in healthcare organizations, and will apply organizational theory to the management of individuals, teams, and a diverse workforce.

### **HA 510 - Human Resource Management in Healthcare Organizations**

**3 Credit(s)**

This course explores how the strategic management of human resources creates value and delivers results in health care. Concepts in human resources management as applied to health services organizations are presented including compensation and benefits, personnel planning, recruitment and selection, training and development, employee appraisal, labor relations, and discipline.

### **HA 515 - Marketing and Strategic Planning in Healthcare**

**3 Credit(s)**

This course emphasizes a strategic market-management approach for developing or evaluating strategies and programs for a health care organization. Students in this course will explore concepts of strategic and marketing management including analyzing mission, vision, values, and external trends and competitive forces. Students will evaluate the roles and functions of marketing in a

changing healthcare environment and will create a market driven strategic plan for an organization.

### **HA 520 - Healthcare Regulatory Compliance and Risk Management**

**3 Credit(s)**

This course examines the relationships between healthcare quality, risk management, operational objectives, and organizational performance. Students will examine legal and regulatory compliance strategies from the business perspective of health administration. Course concepts include licensing, certification, and accreditation requirements of health care professionals, consent, legal reporting, and professional liability, as well as federal and state statutes and regulations and specific mandates. Business considerations related to privacy and security standards related to HIPAA, requirements, and implementing management software, will be discussed.

### **HA 525 - Population Health Management**

**3 Credit(s)**

Population health management has emerged as an important strategy for healthcare providers and payers. This course is intended to familiarize students with the concepts, methods, and use of managerial epidemiology to health services planning, quality monitoring, planning, policy development, system development, finance, and marketing of healthcare services.

### **HA 530 - Population Health Informatics**

**3 Credit(s)**

This course explores the foundations of population health informatics and will examine key concepts related to registries, electronic health records, epidemiological databases, health promotion, and quality reporting in population health management. Students will be introduced to the concepts of big data, cloud computing, and other emerging technological innovations that can contribute to the improvement of population health.

**Prerequisites:** HA 525 or permission of the program chair.

## **HA 531 - Introduction to Healthcare Systems**

**3 Credit(s)**

The course is designed to familiarize students with the financing, operation, regulation, and structure of the American health care system. Attention will be paid to environmental forces that shape and define the healthcare system. Same as PA 531

## **HA 534 - Healthcare Economics**

**3 Credit(s)**

Students explore the effect of macro- and micro-economic theory on the design, implementation, and outcomes of health and human services programs. Students explore optimization, consumer/client demand, production/service delivery, investment decisions, market structure, and information problems as applied to the public and not-for-profit health and human services sectors. Same as PA 534

## **HA 535 - Healthcare Operation**

**3 Credit(s)**

This course explores operations management unique to healthcare systems in for-profit and not-for-profit settings. The course will address solutions for operational issues in healthcare facilities such as supply chain management, inventory management, forecasting patient volumes, capacity planning, and healthcare project management.

## **HA 536 - Healthcare Law and Ethics**

**3 Credit(s)**

Explores the legal and regulatory issues faced by executives responsible for delivering healthcare and social services in the not-for-profit and government sectors. The course uses readings and case analyses to develop an understanding of the range of actions available to healthcare and social service executives and the effect limitations on actions can have on the quality, efficiency, and effectiveness of the services provided.

The issues of privacy concerns, conflicts of interest, and fiduciary responsibility are explored. Same as PA 536

## **HA 537 - Healthcare Quality Assessment and Improvement**

**3 Credit(s)**

This course examines the quality assessment of both business practices and health care delivery focusing on outcome measurements, process/outcome relationships, and methods for process improvement. Quality management tools and techniques are reviewed with a focus on patient safety, clinical quality, care outcomes, and cost benefit analysis in patient care. Same as PA 537

## **HA 538 - Healthcare Financial Management**

**3 Credit(s)**

Explores the processes and methods of financial management in the healthcare industry. Patterns of healthcare expenditures, methods of financing healthcare, financial planning and development, third party reimbursement, and internal controls in health institutions and programs management. Same as PA 538

## **HA 539 - Healthcare Informatics Technology Management**

**3 Credit(s)**

This course addresses the importance of information systems and information technology in improving decision-making in healthcare organizations and provides an overview of the integration of technology in the health care setting. Students will examine the processes used in the selection, application, and evaluation of computer software and hardware. Methods and processes to make informed business decisions related to the application and use of technology in health care will be discussed. Students will learn how integrated computer-based information systems can lead to decisions that improve and better coordinate care, allow for better management of medical records and orders, increase the timeliness of care, improve cost controls, enhance supply inventory and management, and become familiar with administrative data sets and

information technology used in decision support. Same as PA 539

### **HA 540 - Decision Analysis in Healthcare**

**3 Credit(s)**

This course introduces decision and cost-effectiveness analysis for healthcare managers. Topics will include measuring and modeling uncertainty, constructing decision trees, modeling group decision-making, cost-effectiveness analysis, objective risk analysis, objective risk analysis, program evaluation, and conflict analysis.

### **HA 545 - Data Management and Visual Analytics**

**3 Credit(s)**

In this course students will learn many business and healthcare related questions can be answered through the usage of databases and data visualization tools. The course is designed to introduce data visualization as an analytical tool, a medium of communication, and the basis for interactive information dashboards.

**Prerequisites:** HA 539/PA 539 or permission of the MHA program director.

### **HA 551 - Introduction to Gerontology**

**3 Credit(s)**

This course provides students with an understanding of the major concepts and issues related to the aging process, role transitions, care and living arrangements, and the role of the older adult in our society.

### **HA 555 - Senior Services Administration**

**3 Credit(s)**

This course will provide a comprehensive overview of the senior living industry including the different types of service delivery models, regulatory compliance, changing demographics, emerging models of care, along with the roles and responsibilities of senior living managers.

## **Health Services Administration**

### **HSA 205 - Introduction to the American Health System**

**3 Credit(s)**

A macro-level examination of the origin, structure and operation of the American health system and its subsystems and components. Topics include the hospital system, public health system, long-term care systems, financing system, health services delivery systems, healthcare providers and contemporary issues confronting the American Health System.

### **HSA 240 - Interdisciplinary Service Learning**

**3 Credit(s)**

This course will provide student experience in a collaborative service-learning framework. Students will be expected to exhibit the skills to work with an interdisciplinary team, communicate efficiently, comprehend cultural and social factors that influence patients, and work effectively with community service organizations.

**Prerequisites:** HSA 205.

### **HSA 241 - Healthcare Informatics**

**3 Credit(s)**

This course provides an overview of health informatics and data analytics as it relates to managing health services organizations. Health informatics principles and policies will be covered including health data content, collection, quality, access, and retention. The challenges faced by health services administrators related to health informatics including strategic plan alignment, governance, planning initiatives, and assessing and achieving value will also be discussed.

**Prerequisites:** IS 102 and HSA 205 or consent of instructor.

### **HSA 306 - Long-Term Care Administration**

### 3 Credit(s)

An examination of the origins, organization and operations of long-term care facilities such as assisted living homes, hospice and nursing homes. Topics include the continuum of long-term care, and the role and relationship of various long-term care facilities and programs to acute care and the American Health System.

**Prerequisites:** HSA 205.

### **HSA 312 - Community and Public Health**

#### 3 Credit(s)

An examination of the origin, structure and issues relating to the provision of community and public health services. Topics include an introduction to epidemiology, community needs assessment, social and cultural influences on utilization of community and public health services and the problems related to community and public health.

**Prerequisites:** HSA 205.

### **HSA 330 - Teaching Methodology**

#### 3 Credit(s)

This course provides an overview of methods of teaching for successful learning. A wide variety of teaching/learning styles and assessment strategies will guide dental hygienists to provide effective education in patient care and in dental hygiene educational settings.

**Prerequisites:** HSA 240.

### **HSA 344 - Population Health Management**

#### 3 Credit(s)

Examines population health management focusing on strategies to improve health and quality of care with an emphasis on cost control management.

**Prerequisites:** MATH 220 or HSA 241 or consent of instructor.

### **HSA 360 - Health Care Law and Ethics**

#### 3 Credit(s)

This course is designed to provide an introduction to legal and ethical issues related to the operations of health services organizations. Topics will include an examination of major ethical theories, ethics and compliance laws, HIPAA, DNR orders, living wills, power of attorney, informed consent, and an overview of the legal system as it relates to health services delivery.

**Prerequisites:** HSA 205.

### **HSA 362 - Financial Management of Health Services Organizations**

#### 3 Credit(s)

An analysis of the financial management of health services organizations and issues related to the financial management of health services organizations, particularly acute care facilities such as hospitals. Topics include the economic analysis of public and private financing, health insurance, and other forms of health services payment.

**Prerequisites:** ACCT 201 and BA 210.

### **HSA 440 - Health Services Administration**

#### 3 Credit(s)

An analysis of the structure and operation of various types of health services organizations, including their internal departments, and management of the facilities with particular emphasis on acute care facilities.

**Prerequisites:** BA 210.

### **HSA 460 - Health Services Policy and Regulation**

#### 3 Credit(s)

An examination of the regulatory environment and health policy formation process at the federal, state and local levels. Topics include the historical process of key

health legislation such as Medicare and Medicaid, cost controls, regulatory compliance and oversight, utilization review, prospective payment system, value based purchasing, and political factors related to formulation and implementation of health policy.

### **HSA 475 - Teaching Methodology Practicum**

**3 Credit(s)**

This course correlates with HSA 330 Teaching Methodology, which provides an overview of teaching techniques for successful learning. A wide variety of teaching/learning styles and assessment strategies will guide dental hygienists to provide effective education to various audiences in patient care and in dental hygiene educational settings. This course requires students to observe, perform, and apply teaching methodologies for useful education in variable settings; in didactic and/or clinical dental hygiene educational programs or approved alternate sites such as private practice, public health, and professional mentoring situations.

**Prerequisites:** HSA 330.

### **HSA 490 - Health Program Planning and Evaluation**

**3 Credit(s)**

An examination of the major concepts, methodologies and issues related to the planning and evaluation of health services delivery programs. Topics include internal and external validity threat, experimental, quasi-experimental and non-experimental study designs, and analysis techniques.

**Prerequisites:** HSA 362.

## **History**

### **HIST 100 - World History to 1500**

**3 Credit(s)**

This course provides a broad overview of world history, beginning with the development of agriculture in Neolithic times and ending with the Protestant

Reformation in the 16th century. Major topics include ancient civilizations of Mesopotamia, Egypt, Indus Valley and Yellow River Valley; classical Greece; Roman Empire; development of Hinduism, Judaism, Buddhism, Confucianism, Taoism, Christianity and Islam; China and Japan through the 16th century; feudal Europe; the Renaissance; African societies; and pre-Columbian America and Reformation. Meets the social science requirement.

### **HIST 101 - World History Since 1500**

**3 Credit(s)**

This course is a continuation of HIST 100 and provides a broad overview of world history, beginning with European expansion over the globe in the 16th century and extending through the present. Major themes examined are colonization, slavery, the Industrial Revolution, imperialism, worldwide conflicts, East vs. West, decolonization and the collapse of communism. Meets the social science requirement.

### **HIST 110 - American History to 1877**

**3 Credit(s)**

This course provides a broad overview of U.S. history, from the earliest colonial settlements through the end of the Reconstruction period following the Civil War. Major themes examined are colonial society and life, the struggle for independence, adoption of the Constitution, the early national period, sectionalism, the Civil War and Reconstruction. Meets the social science requirement.

### **HIST 111 - American History Since 1877**

**3 Credit(s)**

This course is a continuation of HIST 110 and provides a broad overview of U.S. history from the end of the Reconstruction period following the Civil War through the present. Major themes examined are industrialization, urbanization, protest and reform movements, emergence of the U.S. as a world power, the Great Depression, World War II, the Cold War, the turbulent 1960s, and domestic and foreign problems of the 1970s and 1980s.

## **HIST 214 - World at War, 1914-1945**

**3 Credit(s)**

This course examines the causes, military struggles, home fronts, and consequences of both World War I and World War II. Other topics covered include the Holocaust, the rise of Nazism in Germany, Fascism in Italy, communism in the Soviet Union and Japanese militarism.

## **HIST 250 - Special Topics**

**3 Credit(s)**

Special Topics courses are studies of selected problems, periods or movements in the subject area not otherwise included in the curriculum.

## **HIST 270 - Historical Methods and Historiography**

**3 Credit(s)**

This course is designed to introduce students to the craft of doing history. Instead of learning about what happened in the past, this course teaches students how to research and write about historical events, including learning and understanding the various interpretations of history or historiography. Topics covered include using research tools, evaluating primary and secondary sources, proper documentation, good writing, objectivity, critical thinking, and historiography.

**Prerequisites:** sophomore status, history majors and minors only or consent of instructor.

## **HIST 281 - Western Economic History: 1600-Present**

**3 Credit(s)**

A study of major landmarks in the growth and development of Western Economics; the evolution of agriculture, industry, transportation and finance; the influence of government and international determinants.

**Same As:** ECON 281.

## **HIST 299 - Special Project**

**1-3 Credit(s)**

A Special Project allows the student to expand on work already completed in previous coursework. It is undertaken with the guidance of one or more faculty members and is intended to encourage the student into original investigation of a defined problem within the discipline. Examples include theses and themed portfolios or exhibitions.

## **HIST 302 - Modern East Asia**

**3 Credit(s)**

This course explores the political, economic, intellectual, social, and cultural history of China and Japan from the late 19th century through the present.

**Prerequisites:** Junior status or special permission from instructor.

## **HIST 330 - African American History**

**3 Credit(s)**

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 343 - U.S. Women's History**

**3 Credit(s)**

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.

**Prerequisites:** HIST 110.

### **HIST 355 - Modern World History**

**3 Credit(s)**

This course provides a specialized examination of world history in the Twentieth Century.

**Prerequisites:** HIST 101.

### **HIST 367 - Atlantic Revolutions**

**3 Credit(s)**

This course examines the causes, consequences, and inter-relatedness of the American, French, Haitian, and Spanish-American Revolutions from roughly 1763 to 1840. Topics covered include rights, slavery, social justice, political philosophy, and colonialism.

**Prerequisites:** HIST 101 or HIS 110.

### **HIST 371 - New Nation, 1787-1848**

**3 Credit(s)**

This course covers the era of the New Nation, 1787-1848. It has three sections: the first covers the Early National Era, including the creation of a new government at the Constitutional Convention, the rise of political parties, and the early challenges for America's first presidents; the second covers the era of the Market Revolution, including the second war with Britain and the beginning of the Industrial Revolution; the third covers the antebellum era, including the growth of slavery and social reform. The course will focus on the social, political, cultural, and economic aspects of the time periods covered.

**Prerequisites:** HIST 110.

### **HIST 372 - Civil War and Reconstruction, 1848-1877**

**3 Credit(s)**

This course covers the pivotal period of the Civil War and Reconstruction, approximately 1848 to 1877. This course will cover the military, political, economic, social, and cultural events that worked to define the history of America during this period. This course is divided into three parts: The Sectional Conflict, The Civil War, and Reconstruction.

**Prerequisites:** HIST 110.

### **HIST 373 - Industrialization and Reform, 1877-1914**

**3 Credit(s)**

This course focuses on American History from 1877 to 1914, focusing on the Industrial Revolution and subsequent Progressive reform movements. Other themes include the rise of Jim Crow, Populism, imperialism, urbanization, immigration, westward expansion, and American socialism.

**Prerequisites:** HIST 111.

### **HIST 374 - Modern America, 1945-Present**

**3 Credit(s)**

This course provides specialized study of the historical period examined in the second half of HIST 111. Topics include World War II, the Cold War, the Civil Rights movement, Vietnam, Watergate, stagflation, the 1980s, and contemporary American life.

**Prerequisites:** HIST 111.

### **HIST 450 - Special Topics**

**3 Credit(s)**

Special Topics courses are studies of selected problems, periods or movements in the subject area not otherwise included in the curriculum.

## **HIST 496 - Senior Thesis**

**3 Credit(s)**

This course is the capstone course for the History emphasis of the Social Science major. Students will research and write original essays on a topic of their choosing.

**Prerequisites:** Senior standing.

## **HIST 499 - Special Project**

**1-3 Credit(s)**

A Special Project allows the student to expand on work already completed in previous coursework. It is undertaken with the guidance of one or more faculty members and is intended to encourage the student into original investigation of a defined problem within the discipline. Examples include theses and themed portfolios or exhibitions.

## **Honors**

### **HON 100 - Honors Freshman Seminar**

**3 Credit(s)**

This course will ask students to engage in their academic experience, and thus is focused on critical thinking, identity, and critical and cultural literacy. The purpose of the Honors Freshman Seminar is to encourage students to become considered, thoughtful, and purposeful members of a community of learners, while challenging them to consider how they receive, process, and analyze the information they are confronted with every day. This class asks students to examine their own critical thinking process, and nurture an awareness of their individual learning process as well as their place in the world.

**Prerequisites:** Acceptance to the Csomay Honors Program.

### **HON 110 - Honors Arts and Humanities**

**3 Credit(s)**

This course examines selected topics within the Arts and Humanities. The course satisfies an Arts and Humanities general education objective, but the specific content of the course will vary from year to year, depending on the faculty teaching the course.

**Prerequisites:** Acceptance to the Csomay Honors Program.

### **HON 115 - Honors Arts and Humanities II**

**3 Credit(s)**

This course examines selected topics within the Arts and Humanities. The course satisfies an Arts and Humanities general education objective, but the specific content of the course will vary from year to year, depending on the faculty teaching the course.

**Prerequisites:** Acceptance to the Csomay Honors Program.

### **HON 120 - Honors Behavioral Science**

**3 Credit(s)**

This course examines selected topics within the Behavioral Sciences. The course satisfies a Behavioral Sciences general education objective, but the specific content of the course will vary from year to year, depending on the faculty teaching the course.

**Prerequisites:** Acceptance to the Csomay Honors Program.

### **HON 125 - Honors Behavioral Science II**

**3 Credit(s)**

This course examines selected topics within the Behavioral Sciences. The course satisfies a Behavioral Sciences general education objective, but the specific content of the course will vary from year to year, depending on the faculty teaching the course.

**Prerequisites:** Acceptance to the Csomay Honors Program.

## **HON 130 - Honors Natural Science**

**3 Credit(s)**

This course examines selected topics within the Natural Sciences. The course satisfies a Natural Sciences general education objective, but the specific content of the course will vary from year to year, depending on the faculty teaching the course.

**Prerequisites:** Acceptance to the Csomay Honors Program.

## **HON 135 - Honors Natural Science II**

**3 Credit(s)**

This course examines selected topics within the Natural Sciences. The course satisfies a Natural Sciences general education objective, but the specific content of the course will vary from year to year, depending on the faculty teaching the course.

**Prerequisites:** Acceptance to the Csomay Honors Program.

## **HON 140 - Honors Speech**

**3 Credit(s)**

This course examines selected topics within the Speech discipline. The course satisfies the Communication - Oral general education objective, but the specific content of the course will vary from year to year, depending on the faculty teaching the course.

**Prerequisites:** Acceptance to the Csomay Honors Program.

## **HON 200 - Honors Cultures**

**3 Credit(s)**

This course examines selected topics in which students recognize and evaluate issues from a variety of cultural contexts. The course satisfies a Cultures general education objective, but the specific content of the course will vary from year to year, depending on the

faculty teaching the course.

**Prerequisites:** Acceptance to the Csomay Honors Program.

## **HON 220 - Honors Sophomore Seminar**

**3 Credit(s)**

This course prepares students to carry out interdisciplinary research. Topics include information literacy and an introduction to research methods in multiple disciplines. The course culminates in the creation of a proposal for research.

**Prerequisites:** Sophomore status and Acceptance to the Csomay Honors Program.

## **HON 399 - Honors Research**

**1 Credit(s)**

This semester-long course is for junior and senior honors students to work on the individual interdisciplinary projects each will present as part of the Honors Senior Symposium (HON 499). This course is taken on a pass/fail basis only and may be repeated for up to three total credits.

**Prerequisites:** HON 220.

## **HON 499 - Honors Senior Symposium**

**1 Credit(s)**

This semester-long course is the capstone course for the Honors Program, culminating in a public presentation of a student's Senior Honors Project. This course is taken on a pass/fail basis only.

**Prerequisites:** HON 399.

## **Human Services**

### **HSV 221 - Introduction to Human Services**

**3 Credit(s)**

A survey of the professions, programs and agencies involved in the delivery of human services.

**Prerequisites:** PSY 190.

### **HSV 361 - Marriage and the Family**

**3 Credit(s)**

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.

**Prerequisites:** SOC 110.

### **HSV 375 - Methods in Human Services I**

**3 Credit(s)**

This course explores the assumptions, strategies and techniques used in the delivery of human services, as well as problem identification and skill development.

**Prerequisites:** SOC 110 or PSY 190.

### **HSV 377 - Methods in Human Services II**

**3 Credit(s)**

This course is designed to educate the prospective human services/social worker with the newly emerging client population in America and to recognize the impact of the interaction between clients and their environments, looking at cultural barriers, diverse at-risk populations and the systems that sustain at-risk clients.

**Prerequisites:** HSV 375 or by permission of the instructor.

### **HSV 383 - Human Behavior in the Social Environment**

**3 Credit(s)**

An analysis of individual, group and cultural influences on human behavior. The emphasis is on contrasting levels of analysis and application to a variety of

environmental settings. Note: Some background in both psychology and sociology is strongly recommended.

**Prerequisites:** SOC 110 or PSY 190.

### **HSV 384 - Social Welfare Programs and Policies**

**3 Credit(s)**

An analysis of social policies in the United States, with emphasis on the dimensions of choice and alternative policies, along with assessment of contemporary social welfare issues, programs and legislation.

**Prerequisites:** SOC 110.

### **HSV 391 - Social Work Practice I: Individuals**

**3 Credit(s)**

This course prepares the prospective human services worker for entry into the profession by emphasizing theory, practice, and personal awareness. Specific techniques of interviewing and working with individuals will be covered through reading, lecture, and in-class practice.

### **HSV 392 - Social Work Practice II: Families and Groups**

**3 Credit(s)**

This course prepares the prospective human services worker to work with families and groups. It covers theories of family and group dynamics and examines the values and ethics of social work as they apply to work with families and small groups. Specific techniques will be covered through reading, lecture, discussion, and in-class practice.

### **HSV 393 - Social Work Practice III: Communities and Social Institutions**

**3 Credit(s)**

This course prepares the prospective human services worker for entry-level work with communities and social institutions. It examines the values and ethics of social

work as they apply to work with large groups. Specific information about organizations and working with them will be covered through reading, lecture, and in-class role play. Some field work in the community is required.

### **HSV 397 - Social Gerontology**

**3 Credit(s)**

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.

**Prerequisites:** PSY 190.

### **HSV 403 - Internship**

**3 Credit(s)**

Supervised field experience in a selected setting earning 120 hours. Consent of faculty and written reports are required.

**Prerequisites:** PSY 190, ENG 102, 30 or fewer credits remaining to be completed through Upper Iowa University, and consent of academic advisor.

### **HSV 454 - Issues and Ethics in the Helping Professions**

**3 Credit(s)**

An analysis of issues and ethical problems involved in the helping professions and programs.

**Prerequisites:** PSY 190.

### **HSV 498 - Senior Project**

**3 Credit(s)**

A capstone project intended to integrate the general education learning outcomes with the learning outcomes in the major demonstrating baccalaureate level achievement.

**Prerequisites:** ENG 102 and 30 or fewer credits remaining to be completed through UIU.

### **HSV 499 - Research Project**

**3 Credit(s)**

A special project allows the student to expand on work already completed in previous coursework. It is undertaken with the guidance of one or more faculty members and is intended to encourage the student into original investigation of a defined problem within the discipline. Examples include theses and themed portfolios or exhibitions.

**Prerequisites:** PSY 373.

## **Information Systems**

### **IS 102 - Introduction to Computer Applications and Technology**

**3 Credit(s)**

This course is an introduction into the computer applications and technology and their social implications. The course covers popular applications for personal and business use, including: Office Suite, image, audio, web, backup and security applications. The course also covers the foundational technologies enabling these applications, including: hardware, software, and communications devices.

### **IS 242 - Human Computer Interaction**

**3 Credit(s)**

This course is an introduction to the understanding and promotes advocacy of the user in the development of IT applications and systems. The course develops a mind-set that recognizes the importance of users and organizational contexts and introduces user-centered methodologies for the development, evaluation, and deployment of IT applications and systems. The student develops knowledge of HCI topics including: user and task analysis, human factors, ergonomics, accessibility standards, and cognitive psychology.

**Prerequisites:** Sophomore status.

### **IS 248 - Business Process Management**

**3 Credit(s)**

This course is an introduction to key concepts and approaches to business process management and improvement. The course covers how to identify, document, model, assess, manage and improve core business processes using information technology. The course also covers the technology challenges and approaches to organizational change, domestic and offshore outsourcing, and interorganizational processes.

**Prerequisites:** IT 140.

### **IS 310 - Systems Analysis and Design**

**3 Credit(s)**

This course discusses how computer-based technologies and tools can most effectively contribute to business processes and methods. The course covers a systematic methodology for analyzing a business problem or opportunity, determining what role computer-based technologies can play in addressing the business need and articulating business requirements for the technology solution via in-house development, development from third-party providers, or purchased commercial-off-the-shelf (COTS) packages.

**Prerequisites:** IS 248.

### **IS 320 - Enterprise Architecture**

**3 Credit(s)**

This course explores the design, selection, implementation and management of enterprise IT solutions. The focus is on applications and infrastructure and their fit with the business model including frameworks and strategies for infrastructure management, system administration, data/information architecture, content management, distributed computing, middleware, legacy system integration, system consolidation, software selection, total cost of

ownership calculation, IT investment analysis, and emerging technologies.

**Prerequisites:** IS 310.

### **IS 360 - IT Security and Risk Management**

**3 Credit(s)**

This course is an introduction to the fundamental principles and topics of Information Technology Security and Risk Management at the organizational level. The course covers critical security principles that enable IS professionals to plan, develop, and perform security tasks. The course also covers hardware, software, processes, communications, applications, and policies and procedures with respect to organizational IT Security and Risk Management.

**Prerequisites:** IS 310.

### **IS 370 - IT Audit and Controls**

**3 Credit(s)**

This course is an introduction to the fundamental concepts of the information technology audit and control function. The course covers information controls, the types of controls and their impact on the organization, and how to manage and audit them. The course also covers the concepts and techniques used in information technology audits, the process of creating a control structure with goals and objectives, audit an information technology infrastructure against it, and establish a systematic remediation procedure for any inadequacies.

**Prerequisites:** IS 310.

### **IS 400 - Project Management and Integration**

**4 Credit(s)**

This course is an introduction to project planning, cost estimation, scheduling and project management. The course covers software process standards, process implementation, software development, configuration management, productivity metrics, analysis of options and risk assessment. The course also covers the

importance of planning for change, management of expectations, the importance of software contracts and intellectual property. The course uses case studies of real Industrial projects to introduce the student to problems that may be encountered in their career.

**Prerequisites:** IS 320 or IT 320.

### **IS 410 - IS Strategy, Management, and Acquisition**

**3 Credit(s)**

This course explores the issues and approaches in managing the information systems in organizations and how the IS integrates, supports, and enables various types of organizational capabilities. The course uses a senior management perspective in exploring the acquisition, development and implementation of plans and policies to achieve efficient and effective information systems. The course also addresses issues relating to defining the high-level IS infrastructure and the systems that support the operational, administrative and strategic needs of the organization.

**Prerequisites:** IS 320.

### **IS 420 - Enterprise Systems and Integration**

**3 Credit(s)**

This course explores the theoretic and practical issues related to the application of enterprise systems within organizations. The course covers how enterprise systems integrate information and organizational processes across functional areas with a unified system comprised of a single database and shared reporting tools. An integrated project, which requires the application of conceptual as well as technical (software) skills of students, will be required.

**Prerequisites:** IS 320.

### **IS 436 - ITIL System Administration I**

**3 Credit(s)**

This course is part I of an introduction to the theory and

concepts of information technology systems management based upon the standard best practices known as ITIL or the Information Technology Infrastructure Library. This course will describe the progression of ITIL through version 3 and cover topics from the service strategy, design, and transition to core volumes. Fundamental concepts, such as the process model based view of controlling and managing operations and BPMN business process modeling notation will also be covered.

**Prerequisites:** BA 222 and IS 320.

### **IS 437 - ITIL System Administration II**

**3 Credit(s)**

This course is part II of an introduction to the theory and concepts of information technology systems management based upon the standard best practices known as ITIL or the Information Technology Infrastructure Library. This course will describe topics from the ITIL service transition, operation, and continual service improvement core volumes. Advanced concepts, such as contrasting ITIL to other service management frameworks and Six Sigma will also be covered.

**Prerequisites:** IS 436.

### **IS 480 - IS Senior Capstone**

**1 Credit(s)**

In this course the student develops a project plan for a significant software system employing knowledge gained from courses throughout the program to be implemented in Capstone II. The course demonstrates the ability for the student to develop a project plan which includes the development of requirements, design of the product, implementation schedule, and quality assurance. Students may follow any suitable process model, must pay attention to quality issues, and must manage the project themselves, following all appropriate project management techniques. Success of the project is determined in large part by whether the student has adequately solved the customer's problem.

**Prerequisites:** IS 400 and IS 320.

## **IS 481 - IS Senior Capstone II**

**2 Credit(s)**

In this course the student implements the outcomes of the project plan outlined in Capstone I by employing knowledge gained from courses throughout the program. The course demonstrates the ability for the student to implement the details of the plan which includes the requirements, design of the product, implementation schedule, and quality assurance. Students may follow any suitable process model, must pay attention to quality issues, and must manage the project themselves following all appropriate project management techniques. Success of the project is determined in large part by whether students have adequately solved their customer's problem.

**Prerequisites:** IS 480.

## **IS 499 - Special Project**

**1-3 Credit(s)**

This course is for research projects in the Information Systems field.

## **Information Technology**

### **IT 122 - IT Infrastructure**

**4 Credit(s)**

This course is an introduction to IT infrastructure for students with majors in the Organizational Information Systems and Technology Program (OISTP). The course covers systems architecture and communication networks with an overall focus on the services and capabilities that IT infrastructure solutions provide in an organizational context. The course also covers the operational concerns with security, budgets and the environment.

**Prerequisites:** IS 102.

### **IT 140 - Introduction to Programming**

**4 Credit(s)**

This course is an introduction to the fundamental concepts of procedural programming. The course provides the evolution of programming and the role of different programming paradigms. The course will also provide the basics of problem decomposition, design of programmatic solutions and implementation of the code to automate the solutions. Course topics include data types, control structures, functions, arrays, I/O, and the mechanics of running, testing, and debugging programs.

**Prerequisites:** IS 102 or EDU 252.

### **IT 206 - Computer Architecture**

**4 Credit(s)**

This course introduces students to the organization and architecture of computer systems. The student will learn the basics of representing data and logical manipulation of data in a digital computer. The student will learn the details of the fundamental components of the computer systems and the standard von Neumann model including: the CPU, memory, and internal and external communication devices. The student will gain the ability to make decisions regarding the choice of the architecture needed to meet the user's requirements. The course will also cover truth tables and logic (Sentinel, Predicate and Propositional).

**Prerequisites:** IT 122.

### **IT 213 - Operating Systems**

**4 Credit(s)**

This course is an introduction to the fundamentals of operating systems together with the basics of networking and communications. The course covers the key components that make up an operating system and the tasks involved in installing, configuring, administering, updating, managing and securing an OS. The course will also include performance analysis and integration tasks. This course also includes the mathematical foundations behind queuing theory, mathematical modeling and cost benefit analysis.

**Prerequisites:** IT 140, IT 206.

### **IT 299 - Special Project**

**1-3 Credit(s)**

The purpose of this course is to provide an opportunity to do undergraduate research or projects in the Computing Sciences fields (Information Systems, Information Technology, and Software Engineering). The topic being investigated will be arranged between the student and the professor.

### **IT 311 - Networking**

**4 Credit(s)**

The course introduces the student to machine to machine communication architectures for the modern computer systems. The student will be able to select, design, deploy, integrate, and administer network and communication infrastructures in an organization. In this course the student will develop a deep understanding of how networks work and how to work with them. Topics include LANs, WANs, service providers, packets, hubs, routers, switches, internet protocols, network administration and security. The course also covers the mathematical relationship of networking with trees, graphs, signal and network analysis.

**Prerequisites:** IT 122 and junior standing.

### **IT 320 - Web Systems and System Integration**

**4 Credit(s)**

This course is an introduction to web technologies and systems integration. The course covers basic web design, configuration, management and security. The course also covers various P2M, M2P, and P2P, M2M communication standards and protocols and various frameworks and architectures used in web systems and system integration. Topics included are hypertext, self-descriptive text, web page design and development, web navigation systems, digital media, web services and vulnerabilities of web systems.

**Prerequisites:** IT 206 and junior standing.

### **IT 332 - Databases and Information Management**

**3 Credit(s)**

This course is an introduction to the core concepts in data and information management. The course covers identifying organizational information requirements, conceptual data modeling techniques, relational data models, normalization techniques, SQL usage, basic database administration tasks, data quality, and implementing, utilizing and securing relational databases using an industrial-strength database management system.

**Prerequisites:** IT 140 or IS 310.

### **IT 348 - Advanced Networking**

**3 Credit(s)**

This course covers the basic knowledge needed to design current and future networks capable of providing ubiquitous high-quality support in heterogeneous environments. This course also provides an in-depth view of networking issues and solutions which strengthens the student's understanding of fundamental concepts of network communication. Topics include the requirements and design of networks, congestion control, routing, scheduling, and overlay and wireless architectures.

**Prerequisites:** IT 311.

### **IT 360 - Computer Forensics and Incident Response**

**3 Credit(s)**

This course is an introduction to the steps and techniques required for effective response to cybersecurity incidents. The course covers how to detect an incident, the actions that must be taken to mitigate harmful effects of the incident, how to identify of the vulnerabilities that led to incident, and the actions required to prevent

similar occurrences in the future. The course also covers the strategies for developing appropriate security policies and procedures, as well as techniques for preserving evidence.

**Prerequisites:** IT 311.

### **IT 370 - Network Management**

**3 Credit(s)**

This course is an introduction to the application of networking concepts related to the management of computer networks. The course covers the general challenges faced in the management of modern data and telecommunications networks with an emphasis on data network management. The OSI and TMN compliant Network Management Package is used as a real-world reference. Real-world examples are utilized to illustrate lecture topics and a case study/team project is researched and presented.

**Prerequisites:** IT 311.

### **IT 390 - Programing for the WWW**

**3 Credit(s)**

This is an advanced web programing course focusing on multi-tiered design on Internet applications, transactions, creating components, and Web services using the .NET framework. Client-side and server-side facilities are covered.

**Prerequisites:** IT 320 or consent of instructor.

### **IT 391 - e-Commerce Technology**

**3 Credit(s)**

This course covers emerging online technologies and trends and their influence on the electronic commerce marketplace. While the focus of this course is electronic commerce information technology, e-commerce web site planning, online store implementation, installation, administration, and security, students will be introduced to search engine prioritization concepts, web site

statistics collection and analysis, online auctions, and various legal and ethical issues.

### **IT 410 - Information and System Security**

**3 Credit(s)**

This course is an introduction to Information Assurance and Security (IAS). The course covers the knowledge required for information assurance and security and how to apply this knowledge to manage the threats against computing, communication, and organizational systems. The course also covers the frameworks to be security aware, operational issues, policies and procedures, attacks and defense mechanisms, risk analysis, and incident recovery.

**Prerequisites:** IT 311.

### **IT 420 - System Security and Risks**

**3 Credit(s)**

This course is an introduction to the knowledge and implementation of attacks on systems for system security and testing purposes. The course goes into the hacker classification, the culture of hacking and cracking, social and technical attacks, and the defenses employed to counter these threats.

**Prerequisites:** IT 311.

### **IT 482 - Senior Capstone I**

**1 Credit(s)**

In this course the student develops a project plan for a significant software system employing knowledge gained from courses throughout their major. The course demonstrates the ability for the student to develop a project plan which includes: the development of requirements, design of the product, implementation schedule, and quality assurance metrics. Success of the project is determined in large part by whether students have adequately solved their customer's problem to be implemented in Capstone II.

**Prerequisites:** IS 320 or IT 320.

## **IT 483 - Senior Capstone II**

**2 Credit(s)**

In this course the student implements the outcomes of the project plan developed in Capstone I by employing knowledge gained from courses throughout their major. The course demonstrates the ability for the student to implement the details of the plan provided by Capstone I. Success of the project is determined in large part by whether students have adequately solved their customer's problem.

**Prerequisites:** IT 482.

## **IT 499 - Special Project**

**1-3 Credit(s)**

This course is for research projects in the Information Technology field.

## **Interdisciplinary**

### **ID 200 - Short-Term International Travel**

**3 Credit(s)**

This course provides the opportunity for students to experience first-hand cultures outside the Anglo-American tradition. After initial preparation in the classroom, the class will then travel to the destination(s) being studied for a period between 7 and 21 days. Upon return, students will write a paper reflecting on the experiences and learning. The specific destination(s) and areas of academic focus will be determined by the instructor. Students will be responsible for paying all travel costs according to the payment schedule put in place by the instructor.

## **Liberal Arts**

### **LA 298 - Associate of Arts Capstone**

**1 Credit(s)**

The Associate of Arts Capstone will be taken by students seeking the Associate of Arts with a Liberal

Arts Emphasis degree in their final term of coursework. Candidates for the degree will submit a portfolio and a reflection essay that addresses how their work fulfills the program's student learning outcomes.

**Prerequisites:** At least 45 credits toward the completion of the Associate of Arts Liberal Art Emphasis degree.

### **LA 498 - Liberal Arts Capstone**

**1 Credit(s)**

This capstone will be taken by liberal arts majors in their senior year. Candidates will submit a portfolio and a reflection essay that addresses how their work participates in the discourse of the liberal arts.

## **Leadership**

### **LDR 520 - Foundations of Organizational Leadership**

**3 Credit(s)**

This course will explore classic to contemporary leadership theories and the necessary knowledge and skills to exercise effective leadership. Students will evaluate their personal leadership qualities and develop a plan to access their leadership potential.

### **LDR 530 - Globalization and Diversity**

**3 Credit(s)**

This course examines the role, responsibilities and influence of leaders in diverse and global organizations. In this competency-based course, you will evaluate personal perspectives; assess barriers and biases that impact leadership and organizational success; and evaluate the importance of cultural intelligence and leadership effectiveness.

### **LDR 540 - Team Leadership and Collaboration**

**3 Credit(s)**

This course will introduce students to the theories and practices of team leadership, skill development, group

process, and the enhancement of cooperative climates. Students will acquire knowledge about the principles of effective team building, conflict mediation, cooperative learning and collaboration based upon theories of group process dynamics. Emphasis will be placed on interpersonal development of leadership skills to enhance the development of teams and promote interpersonal learning to achieve educational goals and objectives.

### **LDR 550 - Leadership and Business Operations**

**3 Credit(s)**

In order to be an effective organizational leader in our dynamic 21st century, it's important to understand each of the major operational units within an organization. This course will provide insight into the impacts of each of these core business function and how leaders should make operational decisions. This competency-based course will also provide decision-making frameworks to assess organizational opportunities and challenges; as well as, learn and implement strategies to address these complex business challenges.

### **LDR 560 - Change Management**

**3 Credit(s)**

Change is a constant condition that can be planned or occur without warning. In this course, students will be confronted with the realities of change and given opportunities to apply change management strategies and leadership approaches to authentic situations that mirror life. Change initiatives that are planned are ideal and often yield the best results but sometimes, managing change stems from the unexpected.

### **LDR 570 - Conflict and Negotiation**

**3 Credit(s)**

Conflict occurs in all organizations and can have both constructive and destructive outcomes. As an organizational leader, it is important to understand the nature of conflict and negotiation, and how to best approach these diverse situations. Through this course, you will learn skills that will help with assessing and

managing conflict, while applying the most effective communication strategies.

## **Marketing**

### **MKT 208 - Marketing Principles**

**3 Credit(s)**

This course surveys the role of marketing and its place in society, in profit and not-for-profit organizations. Emphasis is placed on consumer orientation, the marketing concept, product, price, distribution and promotion. The course provides a basis of understanding for advanced marketing courses.

### **MKT 315 - Sales Management**

**3 Credit(s)**

This course provides an introduction to the recruitment, training, motivation and management of a sales force. Included is an introduction to basic personal selling techniques. Emphasis is placed on sales as an integral element of the promotional mix.

**Prerequisites:** MKT 208 and BA 210 or permission of instructor.

### **MKT 337 - Personal Selling**

**3 Credit(s)**

Examines the role of personal selling in the consumer and industrial marketplace. Describes selling processes and customer relations. Includes role playing and time management exercises, instruction in proper dress and field experience in sales.

**Prerequisites:** MKT 208 and Junior standing or permission of instructor.

### **MKT 358 - Consumer Behavior**

**3 Credit(s)**

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.

**Prerequisites:** Prerequisite for Marketing majors: MKT 208 or permission of instructor.

**Recommended** Recommended for all majors: MKT 208 and PSY 190 or SOC 110 or permission of instructor.

### **MKT 363 - Advertising and Integrated Marketing Communications**

**3 Credit(s)**

This course examines integrated marketing communication and its role in marketing. Included is a survey of the history of advertising, the media and communication models, and an introduction to the creative side of advertising. Emphasis is placed on the formulation of objectives for integrated marketing communication programs.

**Prerequisites:** MKT 208 suggested, but not required for non-marketing majors.

### **MKT 403 - Internship**

**3 Credit(s)**

Advanced students work in business-related employment in the major area of interest. An internship is designed to assist students in taking maximum advantage of the educational potential and personal development opportunities found in an internship experience during the undergraduate business program. The internship provides a framework for students to be introspective about their personal growth objectives, understand their strengths and weaknesses in an organizational context, improve their professional maturity, develop their ability to assess and articulate their value to potential employers, evaluate their choice with respect to industry, company and role, as well as further clarify their career passion and prospective about their future career direction. The company, industry analysis and interview sections of the course also provide an opportunity to

apply the knowledge gained from courses already completed.

### **MKT 414 - New Product Development**

**3 Credit(s)**

This course will take learners through each phase of new product development-Problem/Opportunity Analysis, Ideation/Concept Generation, Concept Evaluation, Market Testing and Market Launch.

**Prerequisites:** MKT 208.

### **MKT 424 - Global Marketing**

**3 Credit(s)**

This course builds on topics from Marketing Principles, as applied to global situations. Emphasis is on the development of an appropriate marketing mix for international target markets. The importance of consumer orientation is stressed; international marketing research, consumer behavior and cultural sensitivity are examined.

**Prerequisites:** MKT 358 and completion of all business core requirements.

### **MKT 451 - Marketing Research**

**3 Credit(s)**

This course is an examination of the information link between organizations and the consumers they seek to serve. Emphasis is placed on developing an understanding of the nature of marketing problems, types of research available, sampling techniques, applied statistics and questionnaire formulation. The steps of the research process are explored in depth.

**Prerequisites:** Completion of all other marketing/business core requirements.

### **MKT 459 - Contemporary Topics in Marketing**

**3 Credit(s)**

This course description may change each session it is offered to cover the most contemporary marketing issues.

### **MKT 479 - Branding**

**3 Credit(s)**

This course builds on topics from Marketing Principles and introduces students to one of the most powerful fields of study in marketing today, Branding. Emphasis is on the development of an appropriate brand strategy for current and potential target markets. Students will evaluate potential Branding opportunities addressing customer wants and needs, and they will study the processes from building a brand strategy to design, implementation, and delivering socially responsible messaging.

**Prerequisites:** MKT 208.

### **MKT 489 - Social Media Marketing**

**3 Credit(s)**

This course engages students in one of the fastest growing fields in marketing today, Social Media Marketing. This course will involve elements of customer engagement and interaction in a digital environment that includes mobile media, the internet, web-based marketing, and Artificial Intelligence enhanced marketing that leverages the customer engagement process.

**Prerequisites:** MKT 208

### **MKT 499 - Special Project**

**3 Credit(s)**

This course is designed to provide an opportunity to complete a special project related to marketing that is beyond the scope of courses offered. Proposals must include an overview or abstract of the study, indicate the anticipated learning outcomes of the project, the timeline of the study, and the deliverables (paper, presentation, project, etc.) upon which the study will be evaluated.

### **MKT 504 - Marketing and Product Management**

**3 Credit(s)**

The course will synthesize marketing and product development models in, but not limited to, the creation of customer value, consumer buying patterns, product innovation and development, strategy development, and the delivery of goods and services in a culturally diverse marketplace.

## **Mathematics**

### **MATH 090 - Foundations of Mathematics**

**3 Credit(s)**

This course emphasizes study skills for algebra and calculator use while covering the following topics: basic algebra including real numbers, variable expressions, solving equations and equation applications. This course is designed for students who have not had a mathematics course for several years or who have never had an algebra course. This course is the first in a series of two courses that will prepare the student for a math course in The Peacock Professional Experience ("general education") requirement. This course may not be taken for credit after successfully completing a higher level math course. Note: credit from courses below the 100-level does not count toward the minimum 120 hours required for graduation.

### **MATH 095 - Beginning Algebra**

**3 Credit(s)**

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 a math course in The Peacock Professional Experience ("general education"). This course may not be taken for credit after successfully completing a higher level math course. Note: credit from courses below the 100-level does not count toward the minimum 120 hours required for graduation.

**Prerequisites:** Prerequisite for Fayette campus only: Pass MATH 090 or ACT math score  $\geq 15$  or an alternative placement mechanism as approved by the math department or instructor approval.

### **MATH 100 - Critical Reasoning and Quantitative Problem Solving**

**1 Credit(s)**

This course discusses a variety of mathematical techniques to improve the ability to critically reason and solve quantitative problems in realistic contexts. Topics include; logical analysis, sets, unit analysis, money management.

### **MATH 101 - Math for Liberal Arts**

**3 Credit(s)**

This course prepares students to apply numerical, graphical, and algebraic representations appropriately to enable them to model complex situations using mathematical structures and increase their problem-solving skills. During this course the students will solve problems from different topics of mathematics. Topics include set theory, algebra, graphs, counting techniques, probability, statistics, personal finance, and number representation.

**Prerequisites:** Achieve an ALEKS placement score of 14-29 or pass a developmental-level MATH or quantitative reasoning course.

**Recommended**

### **MATH 105 - College Mathematics with Applications**

**3 Credit(s)**

This course is a survey of mathematical applications of functions. Topics that will be covered include: fundamental concepts of algebra, algebraic equations and inequalities; functions and graphs; zeros of polynomial functions; exponential and logarithmic functions; systems of equations and inequalities. The mathematics of personal finance will also be studied.

**Prerequisites:** Achieve an ALEKS placement score of 30-60 or MATH 101 or transfer course equivalent.

### **MATH 107 - College Algebra**

**3 Credit(s)**

This course is a study of functions, with specific focus on polynomial, rational, radical, exponential, logarithmic, and piecewise-defined functions. Representing functions, graphing functions, combining functions, and modeling with functions will be discussed.

**Prerequisites:** Achieve an ALEKS placement score of 30-60 or MATH 101, MATH 105, or transfer course equivalent.

### **MATH 115 - Trigonometry and Analytic Geometry**

**3 Credit(s)**

This course is a study of trigonometry and analytic geometry. Topics include trigonometry, polar coordinates, vectors, conic sections, and parametric equations.

**Prerequisites:** Achieve an ALEKS placement score of 61-75 or MATH 107 or transfer course equivalent.

### **MATH 120 - Calculus I**

**3 Credit(s)**

This is the first of four courses combining plane and solid analytic geometry and calculus. This course focuses on differentiation of all elementary and trigonometric functions, including parametric and polar functions.

**Prerequisites:** Achieve an ALEKS placement score of 76-100 or MATH 115 or transfer course equivalent.

### **MATH 200 - Calculus II**

**3 Credit(s)**

This is a course in the calculus sequence. This course covers single variable integration techniques, and the application of single variable differential and integral calculus to curves in 2D and 3D.

**Prerequisites:** MATH 120.

### **MATH 220 - Elementary Statistics**

**3 Credit(s)**

An introduction to the simpler problems of statistical inference, descriptive statistics, probability distributions, estimation of parameters and level of significance, regression and correlation. This course may not be completed for additional credit by students who have completed MATH 226.

**Prerequisites:** Achieve an ALEKS placement score of 30-60 or MATH 101, MATH 105, MATH 107, or transfer course equivalent.

### **MATH 250 - Special Topics**

**3 Credit(s)**

### **MATH 299 - Special Project**

**1-3 Credit(s)**

### **MATH 450 - Special Topics**

**1-3 Credit(s)**

### **MATH 499 - Special Project**

**1-3 Credit(s)**

## **Music**

### **MUS 100 - Introduction to Music**

**3 Credit(s)**

A study of the elements that comprise all music and a survey of the world's greatest composers and their

music, from the age of Bach and Handel to the present. Meets the humanities requirement.

### **MUS 121 - TBD**

**1 Credit(s)**

Must be taken in combination with the following session to receive one semester hour. May be repeated each semester for credit.

### **MUS 122 - Concert Choir**

**1 Credit(s)**

Must be taken in combination with the following session to receive one semester hour. May be repeated each semester for credit.

### **MUS 200 - American Jazz Styles**

**3 Credit(s)**

A study of jazz styles from the beginning of jazz to the present. Emphasis is on the differences as well as the similarities between the various styles. Topics covered include the music and the performers, composers and other personalities in the world of this uniquely American art form. Meets the humanities requirement.

### **MUS 202 - American Popular Music**

**3 Credit(s)**

An overview of popular music throughout the history of this country, with emphasis on Stephen Foster, Tin Pan Alley, jazz, rock and other recent styles; also the composers, lyricists, performers and other persons whose work and creativity have contributed to the vast body of popular music. Meets the humanities requirement.

## **Nursing**

### **NUR 170 - Medical Terminology**

**3 Credit(s)**

This course is designed to develop medical terminology language skills. Learners will demonstrate knowledge of word construction, definitions and use of terms related to all areas of health science. The course includes a basic understanding of anatomy of the human body, functions of health and disease, and the use of language in health careers.

**Same As:** EXSS 170.

### **NUR 301 - Logic and Reasoning in Nursing**

**3 Credit(s)**

Students are introduced to the processes of inductive and deductive reasoning while gaining the skills to interpret and/or evaluate arguments, perspectives and/or beliefs. These skills are applied while dissecting the components of an argument. Students practice the art of reflection using what is learned to develop strategies, materials, and interventions to be applied in the professional setting.

**Prerequisites:** ENG 102

### **NUR 305 - Professional Communication for Nurses**

**3 Credit(s)**

This course focuses on concepts related to professional communication in the delivery of health care, both individual and collaborative. Students will explore verbal, written, and electronic communications as applied to the nursing profession and interprofessional items, including legal and ethical considerations. The impact and integration of information technology in health care will be explored. Health literacy and effective teaching/learning strategies across the life span will be included.

**Prerequisites:** Admission to the nursing program.

### **NUR 315 - Professional Nursing Practice**

**3 Credit(s)**

The course focuses on the identification, exploration,

and analysis of concepts that influence professional nursing practice. Historical, social, political, professional, legal, and ethical factors will be examined. Traditional and emerging roles of the nurse will be analyzed to identify the present and future state of professional practice in the rapidly expanding field of nursing.

**Prerequisites:** Admission to the nursing program.

### **NUR 325 - Integrated Concepts of Nursing Care I**

**4 Credit(s)**

Concepts related to health assessment, understanding of pathophysiology and effective nursing management of health care are presented. The interrelationships among concepts are explored as well as strategies to promote optimal restoration of health while providing safe, client centered, and quality driven health care. This is the first of a two-course sequence that must be completed to fully meet the competencies related to all body systems.

**Prerequisites:** Admission to the nursing program.

### **NUR 331 - Complementary and Alternative Health Care**

**1 Credit(s)**

This course examines a diverse group of health care beliefs and practices used instead of, or in concert with, western health care beliefs and practices. Students are expected to critically examine the belief systems, practices, and health outcomes for complementary, alternative, and western paradigms of health.

### **NUR 335 - Integrated Concepts of Nursing Care II**

**4 Credit(s)**

Concepts related to health assessment, understanding of pathophysiology and effective nursing management of health care are presented. The interrelationships among concepts are explored as well as strategies to promote optimal restoration of health while providing safe, client

centered, and quality driven health care. This is the second of a two-course sequence that must be completed to fully meet the competencies related to all body systems.

**Prerequisites:** Admission to the nursing program and NUR 325.

### **NUR 340 - Community Health Nursing**

**4 Credit(s)**

This course focuses on care of the community as client. Emphasis is on the role of the nurse in addressing the preventative health needs of populations at risk and other community groups at risk and other community groups in various community practice settings. Current public health problems, trends in health care delivery and community resources are examined. Students analyze the sociocultural, political, economic, ethical and environmental factors that influence community and global health. Students will implement a clinical project to meet the needs of an identified population.

**Prerequisites:** NUR 335.

### **NUR 352 - Exploring Transcultural Nursing**

**4 Credit(s)**

This course prepares students to develop culturally sensitive perspectives on healing modalities of different cultures and their application to current nursing practice. An international or local practicum experience with the intent to create a deeper understanding and appreciation of the art and science of being a healer will be incorporated in the course. Jean Watson's 10 Carative Processes and Madeline Leininger's Transcultural Nursing form the theoretical framework guiding the exploration and integration of transcultural healing traditions.

**Prerequisites:** Admission to the nursing program or permission of the nursing chair.

### **NUR 400 - Evidence Based Practice in Nursing**

**3 Credit(s)**

This course introduces the student to the research process and focuses on the translation of current evidence into practice. Emphasis is on critical analysis of published research studies to facilitate implementation of evidence-based decisions in nursing practice.

**Prerequisites:** Admission to the nursing program and MATH 220 or its equivalent.

### **NUR 420 - Nursing Leadership and Management**

**3 Credit(s)**

In this course the student examines theory and concepts needed for successful leadership and management roles in the rapidly changing health care environment. Concepts of quality and safety are explored along with teamwork and effective communication for nurse leaders.

**Prerequisites:** Admission to the nursing program and NUR 400.

### **NUR 430 - History of Nursing**

**2 Credit(s)**

Focus is on the history of nursing, nursing education, and health care from primitive times to current day. Course content includes study of historical periods and figures such as Florence Nightingale, Lavinia Doci, and Lillian Wald. Emphasis is on the relationship between nursing and society and the impact on modern nursing.

**Prerequisites:** Admission to the university.

### **NUR 432 - Honoring Self-Care: Balancing Mind, Body, and Spirit**

**2 Credit(s)**

In this course students will explore the meaning of self-care, and its application to professional nursing. Multiple modalities will be introduced to expand the knowledge, understanding, and need for self-care. Students will also develop a personal self-care plan, implement the plan

into their personal and professional lives, and evaluate the outcome.

**Prerequisites:** Admission to the nursing program.

### **NUR 434 - Introduction to Global Health**

**2 Credit(s)**

This course introduces the student to global health concepts and the network of organizations working to advance health care internationally. Emphasis will be placed on the global burden of disease and determinates of health students will be introduced to programs, systems, and policies affecting global health.

**Prerequisites:** Admission to the nursing program.

### **NUR 436 - Understanding Nursing Theory**

**3 Credit(s)**

This course will introduce students to nursing theorists and the foundations of their theories. Emphasis will be made on the types of theories and how these theories affect nursing practice and patient centered care. Students will begin to understand the essentials of nursing theory and the theorists behind their development.

**Prerequisites:** Admission to the nursing program.

### **NUR 438 - Our Image: The Image of Nursing**

**2 Credit(s)**

This image of the nurse in American culture has been varied, complex, and provocative. This course will introduce students to textual images of nurses in fiction, film, television, and visual arts within the contexts of American and nursing history.

**Prerequisites:** Admission to the nursing program.

### **NUR 440 - Service Learning**

**1-3 Credit(s)**

The primary function of this course is to serve as a structured service learning opportunity that fosters academic growth, citizenship, leadership, and civic responsibility. All requirements will be related to conducting specific services related to nursing and the community. May only be taken once.

**Prerequisites:** Admission to the nursing program.

### **NUR 442 - Understanding Healthcare Policy**

**2 Credit(s)**

This course focuses on the healthcare policy process and the impact on nursing practice, healthcare delivery, and healthcare quality. Social, political, economical, historical, legal, ethical, and professional influences will be explored.

**Prerequisites:** Admission to the nursing program.

### **NUR 446 - Principles of Fiscal Resource Management**

**3 Credit(s)**

This course will explore basic principles of fiscal resource management within healthcare organizations. Emphasis will be placed on the role of nurse leaders and managers in a variety of settings. Influencing factors such as healthcare reform, quality initiatives and reimbursement policies on patient care delivery and budgetary decisions will be explored. Basic fiscal resource management principles will be applied through interactive case studies.

**Prerequisites:** Admission to the nursing program.

### **NUR 450 - Nursing Concepts Capstone I**

**2 Credit(s)**

In this course students apply the concepts and skills acquired in the RN-BSN program to demonstrate growth as a competent, caring, professional nurse. Students research and design a capstone project intended to demonstrate scholarly inquiry, nursing excellence, leadership, and communication skills that integrate the

general education learning outcomes with the learning outcomes in the major. Demonstration of baccalaureate level achievement is required.

**Prerequisites:** senior status, 27 credits of the BSN curriculum, and 15 or fewer credits remaining to be completed through Upper Iowa University.

### **NUR 455 - Nursing Concepts Capstone II**

**2 Credit(s)**

In this course students apply the concepts and skills acquired in the RN-BSN program to demonstrate growth as a competent, caring, pro-fessional nurse. Students implement and evaluate a capstone project intended to demonstrate scholarly inquiry, nursing excellence, leadership, and communication skills that integrate the general education learning outcomes with the learning outcomes in the major. Demonstration of baccalaureate level achievement is required.

**Prerequisites:** NUR 450.

## **Philosophy**

### **PHIL 150 - Introduction to Philosophy**

**3 Credit(s)**

A survey of the significant theories and theorists that have shaped the way human beings perceive their relationship to, and place in, the universe large. This course examines the classic questions of human existence: who are we, where did we come from and what is our destiny. Competing philosophical viewpoints will be represented. Ul-timately, students will be encouraged to develop or explain critically their own positions regarding these fundamental problems. Meets the humanities requirement.

### **PHIL 202 - Contemporary Ethics**

**3 Credit(s)**

This course covers some of the main threats to doctrines and ideas of moral philosophy, including nihilism, relativism, egoism, utilitarianism, the categorical

imperative, virtue, and the social contract. Rather than keeping these as pure theoretical constructs, these ideas will be applied to real life, practical situations, such as those involving ethics in the workplace, and important current debates. Meets the humanities requirement.

### **PHIL 250 - Special Topic**

**3 Credit(s)**

Special Topic courses are studies of selected problems, periods or movements in the subject area not otherwise included in the curriculum. They are typically chosen from a faculty member's particular expertise and field of scholarly inquiry, and offered to a student or group of students forming an interest in the particular subject matter. THE 250 designation denotes a General Education level of instruction and may include an appropriate General Education task to be completed. The 450 designation denotes a senior level degree of sophistication expected in both learning and instruction. A single course may be offered at both levels simultaneously, in which case the syllabus will clearly differentiate the course expectations and assessment measures for students enrolled at each of the two levels. A Special Topics course must be approved by the School of Arts and Sciences Curriculum Committee before it is offered, and it must address one or more Major Outcomes within the discipline.

### **PHIL 299 - Special Project**

**1-3 Credit(s)**

A Special Project allows the student to expand on work already completed in previous coursework. It is undertaken with the guidance of one or more faculty members and is intended to encourage the student into original investigation of a defined problem within the discipline. Examples include theses and themed portfolios or exhibitions.

## **Physical Education**

### **PED 110 - Outdoor Activities**

**1 Credit(s)**

This course explores the role of outdoor activities in promoting a physically active lifestyle. Emphasis will be placed on participation in outdoor activities, personal and environmental safety, and application of outdoor ethics.

### **PED 112 - Lifetime and Leisure Activities**

**1 Credit(s)**

This course explores the role of lifetime and leisure activities in promoting a physically active lifestyle. Emphasis will be placed on rules, regulations and etiquette; skills and strategies; and responsible personal and social behavior through a variety of leisure activities that can be enjoyed throughout an individual's lifetime.

### **PED 125 - Games and Sports**

**3 Credit(s)**

This course explores the role of games and sports in promoting a physically active lifestyle. Basic skills and movement for different games and sports will be emphasized.

## **Physical Science/Physics**

### **PHY 105 - Conceptual Physics**

**3 Credit(s)**

This course introduces a broad range of topics in physics covering mechanics, thermodynamics, electricity, waves, light, nuclear, and modern physics. 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(s)**

This course will expose students to laboratory exercises that will enhance their understanding of the fundamental principles learned in PHY 110.

**Co-requisites:** PHY 110.

### **PHY 110 - Introduction to Astronomy**

**3 Credit(s)**

This course provides a fundamental understanding of the universe. Scientific principles will be discussed and used to explain observations about the universe and the celestial objects that exist within it. Major topics include gravity, light, and telescopes; as well as the formation and evolution of planetary systems, stars, galaxies, and the universe itself.

### **PHY 111 - Introductory Physics I**

**3 Credit(s)**

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 or Co-requisite:** MATH 115 - Trigonometry and Analytic Geometry or instructor approval.

### **PHY 112 - Introductory Physics Laboratory I**

**1 Credit(s)**

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 Credit(s)**

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.

**Prerequisites:** PHY 111 or consent of the instructor.

### **PHY 114 - Introductory Physics Laboratory II**

**1 Credit(s)**

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 Credit(s)**

## **Political Science**

### **PS 100 - U.S. Government**

**3 Credit(s)**

A survey of the basic constitutional principles, political institutions and public policies of American national government. Meets the social science requirement.

### **PS 211 - International Relations**

**3 Credit(s)**

A study of the changing international order and the collapse of Soviet communism; international conflict and cooperation; international organizations and a revitalized UN; the Third World and international diplomacy. Meets the social science requirement.

### **PS 212 - Comparative Politics**

**3 Credit(s)**

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 Credit(s)**

This course is an introduction to study of politics and political science, including an examination of the various political institutions and structures that make up a given political system; what it means to study politics scientifically; and what are the consequences of different conceptions of politics.

### **PS 230 - State and Local Government**

**3 Credit(s)**

A survey of the basic principles, organizations and functions of government on the state, county, municipal, township and district levels. Meets the social science requirement.

### **PS 250 - Special Topics**

**3 Credit(s)**

Special Topics courses are studies of selected problems, periods or movements in the subject area not otherwise included in the curriculum.

### **PS 299 - Special Project**

**1-3 Credit(s)**

A Special Project allows the student to expand on work already completed in previous coursework. It is undertaken with the guidance of one or more faculty members and is intended to encourage the student into original investigation of a defined problem within the discipline. Examples include theses and themed portfolios or exhibitions.

### **PS 342 - The Development of American Foreign Policy**

**3 Credit(s)**

A survey of U.S. foreign relations from colonial time to the present, with emphasis on the constitutional, institutional and political factors shaping the formation and execution of American diplomacy.

## **PS 362 - The Legislative Process**

**3 Credit(s)**

A general introduction to American representative assemblies, with primary attention given to the U.S. Congress. Emphasis is on the interplay of relationships with legislative bodies affecting the shaping of legislation.

## **PS 368 - Political Parties and Interest Groups**

**3 Credit(s)**

This course is intended to provide an in-depth survey of American political parties and interest groups. This course is designed to examine not only theories concerning political parties and interest groups but also the practical operation and reality of political parties and interest groups in American politics.

**Prerequisites:** PS 100 or permission of instructor.

## **PS 380 - Congress and the Presidency**

**3 Credit(s)**

A study of the interaction in the policy-making roles of the President and Congress of the United States. Emphasis is on federal legislation, crisis politics and the system of checks and balances.

## **PS 403 - Internship**

**3 Credit(s)**

Academic credit can be received for internships in the state legislature, the U.S. Congress, election campaigns, governmental agencies, study abroad or other similar activities. Prior planning and approval is required.

## **PS 411 - American Constitutional Law I**

**3 Credit(s)**

This course examines the role of the judiciary and the U.S. Supreme Court in the American political system. A case approach is taken to the development of U.S.

constitutional law. Topics include the powers of the President and Congress, Federalism, the commerce clause, the taxing and spending power, and the contract clause.

## **PS 412 - American Constitutional Law II**

**3 Credit(s)**

Topics covered include civil liberties, equal opportunity and equal protection under the law for minorities, freedom of speech and religion and the right to privacy, and the rights of those accused of crimes.

## **PS 450 - Special Topics**

**3 Credit(s)**

Special Topics courses are studies of selected problems, periods or movements in the subject area not otherwise included in the curriculum.

## **PS 499 - Special Project**

**1-3 Credit(s)**

A Special Project allows the student to expand on work already completed in previous coursework. It is undertaken with the guidance of one or more faculty members and is intended to encourage the student into original investigation of a defined problem within the discipline. Examples include theses and themed portfolios or exhibitions.

## **Psychology**

### **PSY 190 - General Psychology**

**3 Credit(s)**

An introduction to the scientific study of behavior and mental processes, including major approaches and methodologies. The course samples a broad range of topics, including biological foundations, development, learning, cognition, personality, abnormal psychology and social behavior. Meets the social science requirement.

## **PSY 201 - Adjustment**

**3 Credit(s)**

A course designed to apply psychological approaches to normative events during life's developmental stages, with a focus on environmental factors and the psychology of stress in a changing world. Meets the social science requirement.

## **PSY 212 - Developmental Psychology: Birth to Adolescence**

**3 Credit(s)**

This course focuses on how individuals grow and change from conception to adolescence. It addresses the biological factors that exist at birth, the psychosocial factors that affect changes and the resulting developmental stages.

**Prerequisites:** PSY 190. Meets the social science requirement.

## **PSY 222 - Developmental Psychology: Young Adulthood to Late Adulthood**

**3 Credit(s)**

This course takes the learner through the developmental stages of the human life cycle from the end of adolescence to the advanced stages of aging covering the physical changes, the social challenges and the psychological growth of an individual during those years.

**Prerequisites:** PSY 190. Meets the social science requirement.

## **PSY 232 - Group Dynamics**

**3 Credit(s)**

An analysis of group behavior in small and large groups of various types. The focus is on social interaction in the formation and operation of groups, and on the social system's approach to understanding group behavior. Meets the social science requirement.

## **PSY 240 - Conflict Resolution**

**3 Credit(s)**

An overview of conflict resolution and the mediation process as an alternative dispute resolution mechanism. Learning activities-conceptual and experiential in nature-are designed to promote an integration in the areas of problem solving behavior, skill development and personal awareness. Meets the social science requirement.

## **PSY 250 - Special Topics**

**3 Credit(s)**

Special Topics courses are studies of selected problems, periods or movements in the subject area not otherwise included in the curriculum. They are typically chosen from a faculty member's particular expertise and field of scholarly inquiry, and offered to a student or group of students forming an interest in the particular subject matter. THE 250 designation denotes a General Education level of instruction and may include an appropriate General Education task to be completed. The 450 designation denotes a senior level degree of sophistication expected in both learning and instruction. A single course may be offered at both levels simultaneously, in which case the syllabus will clearly differentiate the course expectations and assessment measures for students enrolled at each of the two levels. A Special Topics course must be approved by the School of Arts and Sciences Curriculum Committee before it is offered, and it must address one or more Major Outcomes within the discipline.

## **PSY 270 - Human Sexuality**

**3 Credit(s)**

An introduction to the biological, psychological and social aspects of human sexuality. The course includes a study of sexuality in relation to the life cycle.

## **PSY 299 - Special Project**

**1-3 Credit(s)**

A Special Project allows the student to expand on work already completed in previous coursework. It is undertaken with the guidance of one or more faculty members and is intended to encourage the student into original investigation of a defined problem within the discipline. Examples include theses and themed portfolios or exhibitions.

### **PSY 302 - Substance Abuse**

**3 Credit(s)**

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.

**Prerequisites:** SOC 110 or PSY 190.

### **PSY 310 - Social Psychology**

**3 Credit(s)**

This course presents the social aspects of human behavior, including personal perception, social cognition, attitude formation and change, attribution, prosocial behavior and interpersonal attraction.

**Prerequisites:** SOC 110 or PSY 190.

### **PSY 312 - Psychology of Women and Gender**

**3 Credit(s)**

This course investigates issues, theories, and research findings about identity, gender, roles, and relationships, including cross-cultural differences. Topics on feminism, sexism, gender-based violence and mental health will be discussed.

**Prerequisites:** PSY 190

### **PSY 321 - Death and Dying**

**3 Credit(s)**

This course offers a multidisciplinary view of death and

dying in individuals, families, and across cultures. This course will explore personal and societal attitudes, social practices and institutions that facilitate and constrain grief and mourning.

**Prerequisites:** ENG 101.

### **PSY 323 - Cognition**

**3 Credit(s)**

An analysis of cognitive processes, including attention, perception, concept formation, language, memory, problem solving and decision making.

**Prerequisites:** PSY 190.

### **PSY 332 - Personality**

**3 Credit(s)**

A survey of the major theories of the nature and development of personality.

**Prerequisites:** PSY 190.

### **PSY 335 - Biological Psychology**

**3 Credit(s)**

This course explores the relation of biological function and human behavior; the role of genetic, hormonal and neurological factors in intelligence, sex differences, biological rhythms and emotional disorders. Disturbances produced by agents such as drugs and disease are studied. Does not satisfy The Peacock Professional Experience ("general education") science requirement.

**Prerequisites:** PSY 190.

### **PSY 338 - Motivation**

**3 Credit(s)**

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.

**Prerequisites:** PSY 190.

### **PSY 340 - Industrial Psychology**

**3 Credit(s)**

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.

**Prerequisites:** PSY 190.

### **PSY 355 - Skills and Strategies in the Helping Professions**

**3 Credit(s)**

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.

**Prerequisites:** PSY 190.

### **PSY 360 - Abnormal Psychology**

**3 Credit(s)**

A survey of the major classifications of psychopathology, including conceptual approaches to the understanding of psychopathology, etiology and treatment.

**Prerequisites:** PSY 190.

### **PSY 373 - Research Methods**

**3 Credit(s)**

This course explores the development of skills essential to critical evaluation of behavioral research. The emphasis is on understanding scientific method,

research, methodologies and statistical analysis.

**Prerequisites:** SOC 110 or PSY 190.

### **PSY 394 - Psychology of Aging**

**3 Credit(s)**

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.

**Prerequisites:** PSY 190.

### **PSY 399 - Special Project**

**1-3 Credit(s)**

The special project is designed to provide the opportunity to allow the student to delve deeper into a specific topic of interest within the field of psychology or human services. The emphasis must be on scholarly research, analysis and synthesis, and consideration and conclusion. Learners will work one-on-one with a faculty member to develop their topic and prepare their research paper in accordance with APA standards.

**Prerequisites:** PSY 190.

### **PSY 403 - Internship**

**3 Credit(s)**

Supervised field experience in a selected setting earning 120 hours. Consent of faculty and written reports are required.

**Prerequisites:** PSY 190, ENG 102, 30 or fewer credits remaining to be completed through Upper Iowa University, and consent of academic advisor.

### **PSY 409 - Psychology of Disaster**

**3 Credit(s)**

Focuses on the psychological and physiological human

response to disasters. Using clinical research and case histories, this course studies normal and abnormal psychological reactions, the recovery process and principles of mental healthcare for victims of mass disasters. Differences between natural and man-made disasters are examined and factors that either worsen or mitigate the traumatizing after-effects are reviewed. Psychological aspects of Weapons of Mass Destruction (WMD) disasters are also considered. Learners explore how individuals react to natural disasters and terrorist mass-casualty incidents.

**Prerequisites:** PSY 190.

### **PSY 445 - Learning and Memory**

**3 Credit(s)**

An introduction to the basic principles of learning and behavior in human and nonhuman animals with emphasis on applications of Pavlovian conditioning, instrumental conditioning, and basic memory processes.

**Prerequisites:** PSY 190.

### **PSY 450 - Special Topics**

**3 Credit(s)**

Special Topics courses are studies of selected problems, periods or movements in the subject area not otherwise included in the curriculum. They are typically chosen from a faculty member's particular expertise and field of scholarly inquiry, and offered to a student or group of students forming an interest in the particular subject matter. THE 250 designation denotes a General Education level of instruction and may include an appropriate General Education task to be completed. The 450 designation denotes a senior level degree of sophistication expected in both learning and instruction. A single course may be offered at both levels simultaneously, in which case the syllabus will clearly differentiate the course expectations and assessment measures for students enrolled at each of the two levels. A Special Topics course must be approved by the School of Arts and Sciences Curriculum Committee before it is offered, and it must address one or more Major Outcomes within the discipline.

### **PSY 498 - Senior Project**

**3 Credit(s)**

A capstone project intended to integrate The Peacock Professional Experience ("general education") learning outcomes with the learning outcomes in the major demonstrating baccalaureate level achievement.

**Prerequisites:** ENG 102 and 30 or fewer credits remaining to be completed through UIU. PSY 49801 for psychology majors, PSY 49803 for social science majors.

### **PSY 499 - Research Project**

**3 Credit(s)**

A special project allows the student to expand on work already completed in previous coursework. It is undertaken with the guidance of one or more faculty members and is intended to encourage the student into original investigation of a defined problem within the discipline. Examples include theses and themed portfolios or exhibitions.

**Prerequisites:** PSY 373.

### **PSY 501 - Applied Learning Strategies**

**1 Credit(s)**

This is a survey course that will prepare students for the Master's in Psychology graduate program. Students will explore contemporary psychological literature, identify growth areas, and create a degree plan.

### **PSY 510 - Learning and Motivation**

**3 Credit(s)**

This course explores major theories in the field of learning and motivation. Emphasis will be on increasing students' knowledge base of theories used to explain behavior, change, and purpose.

### **PSY 511 - Leading to Motivate**

### **3 Credit(s)**

This course explores approaches to leadership and their anticipated outcomes on an individual. Students will examine the efficacy of different strategies including contextual leadership, transformational leadership, and authoritative styles. Students will be expected to apply theoretical knowledge to create innovative solutions.

### **PSY 520 - Adult Development**

#### **3 Credit(s)**

Students will explore major theories of human development, including those from physical, psychological, and cognitive theories. Students will focus on early, middle and late adulthood.

### **PSY 521 - Developmental Applications and Considerations**

#### **3 Credit(s)**

This course is designed to allow students to apply theoretical knowledge of lifespan development to real-world situations. Students will integrate previous research to understand issues related to human development that arise in various applied contexts. Students will also learn to recognize and anticipate developmental needs integrated with the demands of the organization.

### **PSY 530 - Research and Ethics**

#### **3 Credit(s)**

Students will explore methodology used in social science fields, including both qualitative and quantitative assessments. Students will develop and demonstrate skills related to critical evaluation of behavioral research. Students will create a testable question and develop a research proposal.

### **PSY 531 - Data Visualization**

#### **3 Credit(s)**

This course will examine tools to effectively

communicate research. Students will learn how to analyze, synthesize, and report their data. Students will practice identifying different types of data and selecting the appropriate visualization technique. Using Excel and other contemporary methods, students will learn to transform their findings for appropriate modalities, including professional presentations and publications.

### **PSY 540 - Applied Social Psychology**

#### **3 Credit(s)**

This course will introduce social psychological theories to guide understanding of the role social influences have on behavior. Students will demonstrate an understanding of topics, including situational influences of behavior, persuasion, relationships, stereotyping, and prejudice, by applying theory to situations that may be relevant to current and future personal and employer contexts.

### **PSY 541 - Group Dynamics and Cohesion**

#### **3 Credit(s)**

Students will examine various theories of group formation, cohesion, and conflict. Understanding of group dynamics will be demonstrated through the application of theory to make recommendations for cultivating healthy group development and productive conflict management in various organizational contexts.

### **PSY 598 - Capstone/Thesis I**

#### **3 Credit(s)**

This course is designed to allow students to independently apply current theoretical understanding to a project of their choice. Students will choose between two paths: (1) a capstone requiring project design and application to a professional context or (2) a research thesis requiring the creation, implementation, and analysis of a formal research project. During your first capstone/thesis course, you will work to develop and plan your project. For your second capstone/thesis course, you will implement, analyze, and present your project.

## **PSY 599 - Capstone/Thesis II**

**3 Credit(s)**

This course is designed to allow students to independently apply current theoretical understanding to a project of their choice. Students will choose between two paths: (1) a capstone requiring project design and application to a professional context or (2) a research thesis requiring the creation, implementation, and analysis of a formal research project. During your first capstone/thesis course, you will work to develop and plan your project. For your second capstone/thesis course, you will implement, analyze, and present your project.

## **Public Administration**

### **PA 250 - Special Topics**

**3 Credit(s)**

Special Topics courses are studies of selected problems, periods or movements in the subject area not otherwise included in the curriculum.

### **PA 305 - Grant Writing**

**3 Credit(s)**

This course is designed to introduce students to grantsmanship principles and practices. Students will develop grant-seeking and grant-writing skills through practical learning opportunities. Students will learn to develop strong problem statements and designs for grants, seek out resources for funding, write a proposal, and develop budget and management strategies for the proposed project.

**Prerequisites:** ENG 102.

### **PA 306 - Principles of Emergency Management**

**3 Credit(s)**

This course introduces students to the field of emergency management. Learners will analyze various aspects of terrorism and emergency management and the

responsibilities of public administrators for emergency management and preparedness in a variety of situations. Procedures and requirements for emergency management, including identification of hazards and response capabilities in both government and the private sector, will be examined.

### **PA 320 - Political and Policy Basis of Emergency Management**

**3 Credit(s)**

Introduces concepts and basic descriptive information about the political system within the context of disaster policy and explores how political factors play a role in all phases of emergency management - regardless of the type or nature of the disaster event.

**Prerequisites:** PS 100, PS 230 and PA 306.

### **PA 332 - Emergency Preparedness and Planning**

**3 Credit(s)**

Explores the needs of public safety officials who have responsibility for emergency preparedness planning and response. Includes contexts for emergency planning-legal and jurisdictional; responsibility for planning and responding to emergencies; different types of emergencies, and an approach to planning that can be applied to emergency situations. Addresses specific issues associated with the planning process, including the role of the manager, the necessity for multi-agency involvement, various analytical techniques employed in planning, different levels of emergency planning, and different elements of the plan. Utilizes case analysis and discussion.

**Prerequisites:** PA 306 and PA 320.

### **PA 346 - Disaster Response and Recovery**

**3 Credit(s)**

Theoretical examination and practical application of post-disaster management activities including human behavior in emergency situations, warning, evacuation,

sheltering, triage, damage assessment, disaster declaration, debris removal, media relations, crisis counseling, individual and public assistance, and other relevant functions. Decision making, incident command, EOC operations, coordination and service delivery strategies are also discussed.

**Prerequisites:** PA 332.

### **PA 364 - Public Administration**

**3 Credit(s)**

A study of politics, administration and bureaucratic policy making at local, state and national levels, with emphasis on the relationship between governmental bureaucracies and the political system in the United States.

### **PA 371 - Urban Management**

**3 Credit(s)**

This course examines the history, growth and development of the modern urban area. Urban problems are identified, along with the management skills necessary to deal effectively with them. Urban politics and their impact on policy determination are also examined.

### **PA 403 - Internship**

**3 Credit(s)**

Supervised field experience in a selected setting. Consent of the academic advisor/center director and written report are required.

### **PA 404 - Integrated Emergency Management**

**3 Credit(s)**

Through a case/scenario driven approach, learners deal with scenario-related threat events of increasing complexity, urgency, and intensity. Participants develop emergency policies, plans, and procedures to ensure an effective response. Preparedness and Response, Recovery and Mitigation, Public and Media Relations,

and Political/Public Policy issues are integrated through the case/scenario.

**Prerequisites:** PA 306.

### **PA 414 - Principles and Practice of Hazards Mitigation**

**3 Credit(s)**

Exploration of natural and man-made hazard mitigation and its role in disaster management; analysis of past and current government and private sector programs; examination of new approaches; structural versus non-structural actions; role of the natural environment in mitigating natural hazards; role of prevention/preparedness in reducing the impacts of future terrorism events.

**Prerequisites:** BA 210 and PA 306.

### **PA 430 - Cases in Public Administration**

**3 Credit(s)**

A concentrated study of the techniques of public administration, including the public budgeting process, law enforcement administration, recreation administration, and the administration of other public services.

**Prerequisites:** PA 364.

### **PA 440 - Public Budgeting Process**

**3 Credit(s)**

Areas studied include budget planning, formulation, execution, and auditing; the sharing of taxing and spending power between the executive and legislative branches; the agency role of advocacy in budget preparation; budgets as a reflection of public policy.

### **PA 445 - Administrative Law**

**3 Credit(s)**

Areas explored include bureaucracy and the regulatory

process; judicial review of administrative action; the Administrative Procedures Act of 1946; delegation, standing, exhaustion, sovereign immunity, rulemaking, tort liability, evidence, discretion, investigation and enforcement.

### **PA 498 - Senior Project**

**3 Credit(s)**

A capstone project intended to integrate The Peacock Professional Experience ("general education") learning outcomes with the learning outcomes in the major demonstrating baccalaureate level achievement.

**Prerequisites:** ENG 102 and 30 or fewer credits remaining to be completed through Upper Iowa University.

### **PA 499 - Special Project**

**1-3 Credit(s)**

A Special Project allows the student to expand on work already completed in previous coursework. It is undertaken with the guidance of one or more faculty members and is intended to encourage the student into original investigation of a defined problem within the discipline. Examples include theses and themed portfolios or exhibitions.

### **PA 500 - Writing for Public Administrators**

**3 Credit(s)**

This course provides students with the skills necessary to write a variety of documents commonly produced by public administrators in the field. There are two overriding focal points for the course: 1) Introducing students to writing as a democratic process that will likely involve controversial issues and many different internal and external stakeholders, and 2) Learning about the contemporary writing conventions of government and non-profit organizations. Critical thinking skills will also be emphasized throughout the course.

### **PA 501 - Graduate Survey of Public Administration**

**3 Credit(s)**

This course serves as a broad, graduate level introduction to the study and practice of public administration. Using the overriding values of diversity, democracy, and due process, students will examine key historical and contemporary developments in the field within the context of economic, legal, political, and socio-cultural environments. Select public administration subfields will also be explored.

### **PA 502 - Introduction to Program Evaluation**

**3 Credit(s)**

A systematic approach to the planning and design of a program evaluation including the reporting of its results. This course provides students with an opportunity to employ the methodology and the qualitative tools used by evaluators to assess public programs. Students will also gain valuable experience by learning how to critically analyze evaluation research and use cost benefit analysis.

### **PA 503 - Research Methods for Public Administration**

**3 Credit(s)**

An application of the principles of program evaluation research design is the focus of this course. Students will have an opportunity to apply quantitative research methods to program evaluation process. The basics of good program evaluation reporting will also be covered.

### **PA 504 - Political Economy and Public Policy**

**3 Credit(s)**

This course introduces students to the method and history of political economy allowing students to compare and contrast political and market solutions to collective problems. This course also examines the underlying value judgments and ideological commitments that fuel the debates over public policy.

### **PA 505 - Organizational Behavior**

**3 Credit(s)**

Students will develop an understanding of organizational behavior by understanding what goes on in the minds of managers and employees when they interact in organizations. Students will explore motivation as well as individual and group behavior in the communication process. Management for performance will be emphasized.

**PA 507 - Ethics of Public Service**

**3 Credit(s)**

Analyzes and discusses the role of ethics for the practice of public administration. The development of ethical codes is traced from moral and constitutional roots. Explores the conflicts faced by program managers between ethical behavior and political/program expediency utilizing case studies and legal precedents. Focuses on the role of organizational, societal, and individual values in ethical public administration, consequences of ethical and unethical behaviors, and models for resolving ethical and values-based conflict in public organizations.

**PA 508 - Terrorism and Politics**

**3 Credit(s)**

This course reviews the history of terrorism, especially since the French Revolution; its evolving definition, and how it relates to state violence; and its protean contemporary forms.

**PA 509 - Theories of Leadership**

**3 Credit(s)**

Same as BA 509.

**PA 511 - Public Budgeting and Finance**

**3 Credit(s)**

This course is designed to cover various financial management functions. Students will develop the analytical skills necessary to make managerial decisions

based on information contained in the financial statements. The political, economic, and social context of financial decisions will be explored.

**PA 515 - Grant Writing and Contract Management**

**3 Credit(s)**

A study of the administration and management of the grants and funding contracts in public and nonprofit organizations including the basic principles, skills, methods, and techniques of grant writing. Students will explore the sources of grants, funding contracts, types of grants and contracts available, and strategies to submit proposals for grants. Students will examine the reporting requirements for contracted programs and services and prepare related materials. In addition, using hypothetical programs, students will identify applicable requests for proposals and will develop a responsive grant proposal.

**PA 522 - Psychology and Culture of Terrorism**

**3 Credit(s)**

This course will review the definition and various forms of terrorism, as well as the strengths and weaknesses of terrorism and terrorist typologies. Various forms of political, religious, and cultural terrorism will be examined, as well as their causes. The course draws on theories and research from psychology, sociology and cultural studies to assist in reaching an understanding of terrorism from a psychological and cultural perspective.

**PA 523 - Emergency Management, Homeland Security, and Public Policy**

**3 Credit(s)**

This course will introduce the student to the dynamic environment faced by intergovernmental actors as they strive to protect the homeland from man-made and naturally occurring incidents. The evolution of emergency management and homeland security policy will be discussed. Students will discuss how policy choices affect the practice of emergency management and homeland security.

### **PA 524 - Leadership Issues with Critical Incidents**

3 Credit(s)

This course examines concepts and theoretical approaches to managing critical incidents. Case studies will be used to examine the application of emergency management and homeland security strategies. This course builds on roles and responsibilities of all levels of government and the non-profit organizations in emergency management operations. Specifically, the Incident Command System, and the National Response Framework and the Stafford Act will be discussed.

### **PA 525 - Comparative Strategies of National Security**

3 Credit(s)

This course will examine transnational nature of crime, terrorism and assess national security strategies employed by the U.S. and other nations. This course will allow students to evaluate global threats that may impact the U.S. security interests. The focus of this course is to allow students to analyze how U.S. and foreign governments counter criminal activities and terrorism. The emphasis will be on current global and regional threats to the U.S. national security.

### **PA 526 - Emergency Management: Mitigation, Recovery, and Continuity**

3 Credit(s)

This course will explore strategic efforts to improve emergency management mitigation and recovery efforts at the local, state, and national level. The role of domestic and international organizations in helping prevent and recover from incidents will be explored. In addition, strategies to maintain uninterrupted government functions will be introduced.

### **PA 528 - Politics of Poverty, Inequality, and Health Policy**

3 Credit(s)

Surveys the political and social forces that shape healthcare policy within the context of poverty, inequality, as well as related public policies in the United States. Building on foundational knowledge of the policymaking process with a focus on factors and policies that influence health equity and disparities in the United States, students will learn concepts and frameworks important to contemporary debates in public policy and social policy with particular focus on healthcare as well as providing students with skills to understand inequity within healthcare and related social programs in the United States.

### **PA 530 - Public Policy and Healthcare**

3 Credit(s)

An exploration of the analysis, development, implementation, and evaluation of policies and programs affecting health. Focuses on healthcare institutions, with some attention to managing health problems with non-medical interventions at the community level. Uses the case method applied to realistic situations in which specific decisions must be made by health managers or officials.

### **PA 531 - Introduction to Healthcare Systems**

3 Credit(s)

The course is designed to familiarize students with the financing, operation, regulation, and structure of the American health care system. Attention will be paid to environmental forces that shape and define the healthcare system.

Same As: HA 531.

### **PA 532 - Human Resources Management in Public Organizations**

3 Credit(s)

This course is designed to examine human resources management in public organizations. Topics examined in the course are from a public manager perspective and emphasize the importance of the human dimension in contributing to organizational effectiveness and

productivity. The course explores due process, diligence, diversity and equal opportunity in regards to the classification, recruitment, appointment, development, compensation and overall satisfaction of public employees. Democratic principles and various associated paradoxes within the context of public service to include employee rights are investigated.

### **PA 534 - Healthcare Economics**

**3 Credit(s)**

Students explore the effect of macro- and micro-economic theory on the design, implementation, and outcomes of health and human services programs. Students explore optimization, consumer/client demand, production/service delivery, investment decisions, market structure, and information problems as applied to the public and not-for-profit health and human services sectors.

### **PA 535 - Counter-Terrorism**

**3 Credit(s)**

This course will include an analysis of counter-terrorist global policies, strategies, operations, and organizations since September 11. Students will become familiar with radical extremist organizations to evaluate current U.S. counterterrorism strategy to defeat these groups. A comparison will be made of U.S. counterterrorism strategy to other western nations' strategy to defeat terrorism. Given a scenario, students will critically analyze a terrorist organization's motives, methods, and tactics to develop a counterterrorism strategy.

### **PA 536 - Healthcare Law and Ethics**

**3 Credit(s)**

Explores the legal and regulatory issues faced by executives responsible for delivering healthcare and social services in the not-for-profit and government sectors. The course uses readings and case analyses to develop an understanding of the range of actions available to healthcare and social service executives and the effect limitations on actions can have on the quality, efficiency, and effectiveness of the services provided.

The issues of privacy concerns, conflicts of interest, and fiduciary responsibility are explored.

### **PA 537 - Healthcare Quality Assessment And Improvement**

**3 Credit(s)**

This course examines the quality assessment of both business practices and health care delivery focusing on outcome measurements, process/outcome relationships, and methods for process improvement. Quality management tools and techniques are reviewed with a focus on patient safety, clinical quality, care outcomes, and cost benefit analysis in patient care.

### **PA 538 - Healthcare Financial Management**

**3 Credit(s)**

Explores the processes and methods of financial management in the healthcare industry. Patterns of healthcare expenditures, methods of financing healthcare, financial planning and development, third party reimbursement, and internal controls in health institutions and programs management.

### **PA 539 - Healthcare Informatics Technology Management**

**3 Credit(s)**

This course addresses the importance of information systems and information technology in improving decision-making in healthcare organizations and provides an overview of the integration of technology in the health care setting. Students will examine the processes used in the selection, application, and evaluation of computer software and hardware. Methods and processes to make informed business decisions related to the application and use of technology in health care will be discussed. Students will learn how integrated computer-based information systems can lead to decisions that improve and better coordinate care, allow for better management of medical records and orders, increase the timeliness of care, improve cost controls, enhance supply inventory and management,

and become familiar with administrative data sets and information technology used in decision support.

### **PA 541 - Nonprofit Philanthropy and Fundraising**

**3 Credit(s)**

Students examine the ideal of philanthropy and sources of revenue for nonprofit organizations. It allows for students to expand their understanding of the theories, best practices, and skills required to generate private funds for nonprofit organizations.

### **PA 543 - Emergency Management: Planning and Response**

**3 Credit(s)**

Examines the theory and practice of strategic and operational planning for hazards and disasters. Reviews the principles associated with evaluation of threats, risk and vulnerabilities as related to the formulation of prevention programs and plans. The principles of risk identification and communication, management and coordination of resources, and public education will be examined. The organizational aspects of emergency management and its position within local, state, and national governments will be discussed from the federal, state, local and tribal perspectives.

### **PA 544 - Productivity Improvement in Government**

**3 Credit(s)**

Explores and analyzes current topics on productivity in public organizations, with particular attention to change management, transparency, performance, accountability, work management processes, private sector management practice, outcome measurement, E-Government strategy, and labor-management relations. Contemporary productivity theories of a more generalized nature also will be explored. Integrates conceptual works in productivity with case studies that describe actual operations of public productivity programs. Cases cover concepts of measurement, management practice, technology and capital investment, and labor-

management relations, with an emphasis on understanding the linkages between theory and practice.

### **PA 545 - Labor Relations and Conflict Resolution in the Public Sector**

**3 Credit(s)**

Labor relations in public organizations including collective bargaining and employment law will be examined. Theories of conflict and methods of alternative dispute resolution will be introduced.

### **PA 546 - Nonprofit Marketing and Public Affairs Advocacy**

**3 Credit(s)**

Introduction to the theories of advocacy in democratic processes including the ethical, legal, and regulatory issues surrounding its practice. It also examines communication and marketing theories nonprofit organizations use to effectively connect with vital stakeholders and constituencies and to promote activities, programs, positions, and services.

### **PA 547 - Volunteer Recruitment and Management**

**3 Credit(s)**

A critical examination of how nonprofit organizations must compete for volunteers, in an increasingly competitive market. This includes analyzing the potential conflict between nonprofit values, mission, and the requirements to manage resources efficiently and effectively.

### **PA 548 - Advanced Issues In Public Management**

**3 Credit(s)**

Examines how managers in public and nonprofit agencies can secure and utilize legal authority, human resources, and funds to accomplish organizational goals. Employs case studies to explore current problems and emerging issues of public administration.

## **PA 550 - Advanced Criminal Procedure**

**3 Credit(s)**

Examines and explores the laws, regulations, rules, and legal precedents governing admissibility and exclusion of evidence in civil and criminal litigation, including judicial notice; examination, competency and privileges of witnesses; relevancy; hearsay; opinion and scientific evidence; documentary evidence; burden of proof and presumptions. This course also addresses both the Federal Criminal Rules of Procedure as well as substantive Federal Criminal Law as applicable to the law enforcement professional. The course also will address search warrants, including trap and trace, wiretap, and pre-register. The course includes an introduction to and discussion of the Federal Sentencing Guidelines.

## **PA 552 - Correctional Systems Issues and Policy**

**3 Credit(s)**

Analyzes selected problems currently confronting corrections professionals in both institutional and community settings. Considers issues such as overcrowding, excessive costs, ineffective programs, corruption, brutality, escapes, inmate violence and uprisings, and corrections officer professionalism. Explores the effects of alternative policies on corrections professionals, incarcerated persons, local communities and society.

## **PA 553 - Seminar in Juvenile Justice**

**3 Credit(s)**

This seminar course covers the juvenile justice system from arrest to corrections. Related issues on diversion and programmatic treatment will be covered. Contemporary issues in juvenile justice are considered.

## **PA 554 - Theories of Crime and Public Policy**

**3 Credit(s)**

Examines theories of crime and sociological principles

applied to public policy issues to explore the relationship between scientific analysis of crime and formation of public policy. Integrates policy analysis and criminal justice planning. Explores how to assess proposals intended to reduce crime levels and to improve the effectiveness of policing, adjudication, and corrections.

## **PA 555 - Critical Infrastructure: Vulnerability Analysis and Protection**

**3 Credit(s)**

Students will explore the issues, complexities and challenges associated with developing vulnerability analyses and the subsequent allocation of resources once the vulnerability analysis has been done. The emphasis of the course is on how to use technologies such as SCADA to create a model-based vulnerability analysis in order to protect critical sectors. How to integrate vulnerability analysis into emergency management and homeland security policy and decision making will be explored.

## **PA 556 - Constitutional Law: Civil Liberties**

**3 Credit(s)**

Provides an intensive review of past and recent Supreme Court decisions that interpret Constitutional guarantees and limit government actions. Examines problems of reconciling individual rights with societal concerns about safety and crime prevention. Analyzes the conflicting group interests that arise around issues such as freedom of speech and assembly, church-state relations, equal treatment before the law for members of minority groups, and post-incarceration rights and duties of convicted persons.

## **PA 557 - Introduction to GIS: Crime Mapping/Critical Incidents**

**3 Credit(s)**

This course is designed to teach the elementary skills and techniques of Geographic Information Science (GIS), with a focus on crime analysis and critical incidents related to disaster management and homeland security, using ESRI ArcGIS 10.1, or similar software

package. ArcGIS is a software platform that is used to apply geography to solving problems and making decisions. In addition to GIS techniques, basic data preparation procedures will be covered as well as a brief survey of various types of crime data and how to acquire such data.

### **PA 558 - Psychology of Criminal Behavior**

**3 Credit(s)**

This course provides the student with a broad understanding of the dynamics of psychological implications associated with crime, violence, and criminal behavior. The course will also examine the social theories associated with how society interprets and deals with criminal behavior. In addition, biological/genetic, psychological, and sociological theories of criminal behavior help to explain and exemplify topics in the areas of aggression and violence, homicide and assault, juvenile delinquency, drugs and crime, and sexual offenses.

### **PA 559 - Seminar in Cybercrime**

**3 Credit(s)**

This course is designed to provide graduate students with a broad introduction to the various types of criminal conduct associated with computers and the Internet. Students will be exposed to techniques associated with digital forensics and will assess criminological theories of crime as they relate to digital crime and terrorism. Additionally, students will examine a number of the national and international laws and policies related to cybercrime including the diverse steps that have been taken to increase digital security around the globe. Familiarity with computers and the Internet will help you progress through the course, but expertise is not required nor expected.

### **PA 562 - Seminar in Federalism and Intergovernmental Relations**

**3 Credit(s)**

Seminar examining the evolution and practice of federalism and intergovernmental relations among

American national, state, metropolitan, local, and tribal governments. Students will utilize different theoretical perspectives to analyze and critically evaluate the rationale for assigning and justifying which unit of government is best situated to develop, implement, monitor, and evaluate public policy.

### **PA 563 - Administrative Law**

**3 Credit(s)**

An introductory exploration of the regulatory process including rule making, enforcement, and adjudication. Students will examine the history and evolution of administrative law, its role in defining the power and discretion of unelected officials, and the impact it has on the democratic process.

### **PA 564 - Seminar in State and Local Government Management**

**3 Credit(s)**

An introduction to how the American political system defines, constrains, and shapes public management at the state and local level. Of particular interest will be the role and responsibilities of public managers in promoting and upholding the public trust.

### **PA 565 - Advanced Policy Analysis and Evaluation**

**3 Credit(s)**

This course will introduce students to the tools and techniques used by policy analysts. Students will gain an appreciation for the political and logistical issues surrounding policy implementation. They will then explore the difficulties in evaluating program efficiency and effectiveness.

### **PA 566 - Economic Development: Theory and Practice**

**3 Credit(s)**

This is a seminar examining the theories, analytical tools, and political context of economic development at

the state and local level. Students will examine current trends, issues, and controversies involving government-sponsored economic development.

### **PA 567 - Board Governance and Strategic Management**

**3 Credit(s)**

The theory and practice of strategic management in public and nonprofit organizations will be examined. It will include a discussion of the roles and responsibilities of actors involved in strategic management including the ethical dimension of strategic planning. Students will also be introduced to the fundamentals of board governance and trusteeship.

### **PA 569 - Government and Nonprofit Accounting and Budgeting**

**3 Credit(s)**

This course is designed to allow students an opportunity to explore the foundation of government and non-profit accounting theory from a management perspective. Students will analyze and apply Generally Accepted Accounting Principles established for governmental and non-profit organizations and will become familiar with building basic fund-based financial statements. This course will also examine the budgeting policies and practices of not-for-profit and governmental organizations. Budgeting techniques will be addressed as will theories of fiscal policy.

### **PA 590 - Research Seminar**

**3 Credit(s)**

The seminar serves to integrate the learner's studies in public administration by developing a program evaluation for a public program within the student's emphasis area. The evaluation will demonstrate (1) integration of the MPA program outcomes, (2) graduate-level writing skills using APA format, (3) graduate level critical thinking skills, and (4) in-depth understanding and application of the objectives of the area of emphasis utilizing appropriate research techniques.

**Prerequisites:** completion of all core and area of emphasis courses or permission of the program director.

### **PA 594 - Internship**

**3 Credit(s)**

Supervised field experience in a public sector or not-for-profit agency. Consent of MPA Coordinator and written report are required.

**Prerequisites:** completion of courses in the emphasis area. This course is graded on a pass/fail basis.

## **Religion**

### **REL 120 - Introduction to World Religions**

**3 Credit(s)**

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 125 - Introduction to the Old Testament**

**3 Credit(s)**

This course is an introductory study of the Old Testament. The topics to be explored include the roots, meaning and place in history of this important book.

### **REL 126 - Introduction to the New Testament**

**3 Credit(s)**

An introductory study of the New Testament. The topics to be explored include the roots, meaning and place in history of this important book.

### **REL 205 - Religions of Asia**

**3 Credit(s)**

This course is intended to serve as an introduction to the

major religious and cultural traditions of South and East Asia. The main countries involved are India, China, and Japan with some additional consideration of Sri Lanka, Tibet, central Asia, Korea, Myanmar and Thailand. The course will proceed primarily by textual analysis with an emphasis on historical development within each religious tradition. Meets the humanities requirement.

### **REL 250 - Special Topics**

**3 Credit(s)**

Special Topics courses are studies of selected problems, periods or movements in the subject area not otherwise included in the curriculum. They are typically chosen from a faculty member's particular expertise and field of scholarly inquiry, and offered to a student or group of students forming an interest in the particular subject matter. THE 250 designation denotes a General Education level of instruction and may include an appropriate General Education task to be completed. The 450 designation denotes a senior level degree of sophistication expected in both learning and instruction. A single course may be offered at both levels simultaneously, in which case the syllabus will clearly differentiate the course expectations and assessment measures for students enrolled at each of the two levels. A Special Topics course must be approved by the School of Arts and Sciences Curriculum Committee before it is offered, and it must address one or more Major Outcomes within the discipline.

### **REL 299 - Special Project**

**1-3 Credit(s)**

A Special Project allows the student to expand on work already completed in previous coursework. It is undertaken with the guidance of one or more faculty members and is intended to encourage the student into original investigation of a defined problem within the discipline. Examples include theses and themed portfolios or exhibitions.

## **Sociology**

### **SOC 110 - Principles of Sociology**

**3 Credit(s)**

A basic introduction to sociology as a scientific analysis of the social relations and practices of human beings. Specific attention is given to social psychology, various forms of social stratification and inequality, social institutions and social change. Meets the social science requirement.

### **SOC 220 - Social Problems**

**3 Credit(s)**

A critical investigation of selected social problems: their causes, development and the alternative social policies that address these problems. Topics will include: substance abuse, the problems of family life, poverty and its relation to different forms of social inequality. Meets the social science requirement.

### **SOC 240 - Diversity in the United States**

**3 Credit(s)**

This course provides sociological perspectives for recognizing the diversity within our society and for analyzing the development and current position of complex subcultures within the structure of modern America. Meets firstly the cultures requirement or secondly the social science requirement, but not both.

### **SOC 250 - Special Topics**

**3 Credit(s)**

Special Topics courses are studies of selected problems, periods or movements in the subject area not otherwise included in the curriculum.

### **SOC 299 - Special Project**

**1-3 Credit(s)**

A Special Project allows the student to expand on work already completed in previous coursework. It is undertaken with the guidance of one or more faculty members and is intended to encourage the student into original investigation of a defined problem within the

discipline. Examples include theses and themed portfolios or exhibitions.

### **SOC 304 - Globalization**

**3 Credit(s)**

This course explores the impacts of globalization on social institutions, structures, and relationships. Particular emphasis is placed on global economies, organizations, and political arrangements and their roles in shaping world inequality, cultural change, and environmental impacts. Students will be required to demonstrate understanding of global societies and networks, and their position in the global society.

### **SOC 334 - Introduction to Sociological Research Methods**

**3 Credit(s)**

This course is an introduction to use of the scientific method of observation in sociology. Quantitative and qualitative research approaches are defined. Data collection techniques including experiments, survey research, field research, and unobtrusive observation are addressed in detail. Population sampling strategies and data analysis techniques are covered.

**Prerequisites:** PSY 190, SOC 110 or CJ 224.

### **SOC 347 - Deviance and Social Control**

**3 Credit(s)**

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.

**Prerequisites:** SOC 110.

### **SOC 351 - Sociology of 9/11 and the War on Terror**

**3 Credit(s)**

An in-depth study of the cultural and political impacts of

the terrorist attacks on September 11, 2001. The media's role in constructing meanings is a main organizing focus of the course. Using readings, discussions, assignments, news footage, and films, the course will allow you to form a picture of how 9/11 changed America and beyond.

### **SOC 363 - Social Stratification**

**3 Credit(s)**

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.

**Prerequisites:** SOC 110.

### **SOC 381 - Political Sociology**

**3 Credit(s)**

This course addresses the manifestation and use of power in society. Three major theories of social power are addressed. The negotiation of power arrangements between groups and the institutionalization of power within state structures is addressed. Particular emphasis is placed on the role of social power in determining resource distributions, inequality, and the formation of laws.

### **SOC 392 - Sociological Theory**

**3 Credit(s)**

Development of social theory from Auguste Comte to Anthony Giddens. A critical appreciation of the concepts, models and analytical schemes employed in contemporary theories.

**Prerequisites:** junior status and nine credits of sociology.

### **SOC 403 - Internship**

### 3 Credit(s)

In this course, students gain supervised field experience in a selected setting. Note: Consent of the academic advisor/center director is required.

**Prerequisites:** SOC 110.

### **SOC 418 - Applied Research Methods**

#### 3 Credit(s)

Students will demonstrate their understanding of sociological theory and methods of scientific, sociological inquiry. Students will be required to demonstrate understanding of the discipline of sociology through formation of a sociological research question, completing a review of current literature, and developing a research proposal.

### **SOC 450 - Special Topics**

#### 3 Credit(s)

Special Topics courses are studies of selected problems, periods or movements in the subject area not otherwise included in the curriculum.

### **SOC 498 - Senior Project**

#### 3 Credit(s)

A capstone project intended to integrate The Peacock Professional Experience ("general education") learning outcomes with the learning outcomes in the major demonstrating baccalaureate level achievement.

**Prerequisites:** ENG 102 and 30 or fewer credits remaining to be completed through UIU.

### **SOC 499 - Special Project**

#### 1-3 Credit(s)

A Special Project allows the student to expand on work already completed in previous coursework. It is undertaken with the guidance of one or more faculty members and is intended to encourage the student into

original investigation of a defined problem within the discipline. Examples include theses and themed portfolios or exhibitions.

## **Spanish**

### **SPN 299 - Special Project**

#### 1-3 Credit(s)

A Special Project allows the student to expand on work already completed in previous coursework. It is undertaken with the guidance of one or more faculty members and is intended to encourage the student into original investigation of a defined problem within the discipline. Examples include theses and themed portfolios or exhibitions.

## **Special Education**

### **SPED 250 - Special Topics**

#### 1-3 Credit(s)

Special Topics courses cover special topics not covered by current courses taught in the department. The department determines the topic according to current need and interest. This course requires department chair approval.

### **SPED 299 - Special Project**

#### 1-3 Credit(s)

Special Project courses provide an opportunity to complete a special project related to a field of study beyond the scope of courses offered within the university. Proposals must include an overview or abstract of the study, indicate the anticipated learning outcomes of the project, the timeline for the study and the deliverables (paper, presentation, project, etc.) upon which the study will be evaluated. Requires department chair approval.

### **SPED 304 - Exceptional Persons**

#### 3 Credit(s)

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 preservice educator should have basic knowledge of teaching strategies and instructional modifications and accommodations for inclusive education.

### **SPED 434 - Student Teaching Prekindergarten Including Special Education**

4 Credit(s)

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.

### **SPED 450 - Special Topics**

1-3 Credit(s)

Special Topics courses cover special topics not covered by current courses taught in the department. The department determines the topic according to current need and interest. This course requires department chair approval.

### **SPED 459 - Home, School and Community Relations**

3 Credit(s)

This course develops the skills of listening, supporting, guiding and assisting behaviors used in developing strong relationships with parents and community members in addition to an examination of the impact of cultural diversity, factors which place families at-risk, advocacy, and public policy. This course explores community resources and promotes the effective use of parent-teacher conferences, home visits, and interviews.

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

### **SPED 462 - Individual Behavior and Classroom Management**

3 Credit(s)

This course provides strategies for identifying, anticipating, preventing, and managing individual and group behavior difficulties within a class setting. There is a focus on creating positive learning environments and structuring individual and group learning activities to enhance instruction, increase positive social interactions, and prevent problem behaviors.

### **SPED 465 - Methods/Curriculum: Behavior Disorders Prek-12**

3 Credit(s)

This course provides knowledge of characteristics and application of definitions and methods for managing and teaching Prek-12 students with behavior disorders. This course includes strategies and curriculum for preventing behavior disruptions, provides opportunities to develop and justify the components of Individual Education Program (IEPs), and examines appropriate assistive technology service and devices. A requirement of the course is 10 hours observing and/or assisting in a special education setting.

**Prerequisites:** EDU 110, SPED 304, and admittance to the UIU Teacher Education Program.

### **SPED 467 - Characteristics of Individuals with Disabilities**

3 Credit(s)

This course addresses characteristics of and current trends and issues in serving students with disabilities. It offers basic theoretical and practical approaches, educational alternatives, implications of federal and state statutes and related services, and rationale for the multidisciplinary team in providing appropriate educational programming. A requirement of this course is 10 hours observing and/or assisting in a special education setting.

**Prerequisites:** EDU 110, SPED 304, and acceptance to the UIU Teacher Education Program;

**Co-requisites:** EDU 308 only for K-12 Instructional Strategies majors.

## **SPED 468 - Coordination of Occupational Programs**

**3 Credit(s)**

This course examines how to establish collaborative community relationships in order to develop cooperative occupational programs for students with exceptional needs. This course promotes awareness of existing services within the community and various supports to ensure smooth transitioning from education to postsecondary occupational settings. There is an examination of the role of a work experience coordinator in effectively managing on-the-job training and making instructional decisions pertaining to on-the-job training. This course includes information on assessing students' job skills, locating and placing students in work experience opportunities, working with students and the job site sponsors to ensure that effective training is occurring, evaluating student performance, and other related activities.

**Prerequisites:** EDU 110, SPED 304, SPED 477.

## **SPED 469 - Methods/Curriculum: Learning Disabilities K-12**

**3 Credit(s)**

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. This course addresses characteristics of learning disabilities, definitions, history, assessment, medical aspects, teaching of preschoolers through adolescents, and research-based curriculum and teaching strategies for preacademic learning, oral language, reading, writing, mathematics, and social-emotional development. This course also examines appropriate assistive technology services and devices. A requirement of this course is 10 hours observing and/or assisting in a special education setting.

**Prerequisites:** EDU 110, SPED 304, SPED 467 and admittance to the UIU Teacher Education Program.

## **SPED 473 - Methods/Curriculum: Intellectual Disabilities K - 12**

**3 Credit(s)**

The purpose of this course is to extend the knowledge of intellectual disabilities for those who seek to work with students with intellectual disabilities ages birth-21. This course emphasizes empirically-validated practices in the education of students with intellectual disabilities: assessment of instructional needs, instructional strategies, research-based curriculum, classroom management and behavior support, promotion of social and communication skills, promotion of self-determination, utilization of appropriate assistive technology services and devices, support for students with medical complications, and appropriate physical management and positioning techniques. A requirement of this course is 10 hours observing and/or assisting in a special education setting.

**Prerequisites:** SPED 304 and SPED 467

## **SPED 475 - Methods/Curriculum: Mild/Moderate Disabilities 5-12**

**3 Credit(s)**

This course provides knowledge of appropriate empirically-based curriculum and strategies useful for developing methods, strategies and curriculum and adapting traditional materials for use with secondary students receiving special education services. A requirement of the course is 10 hours observing and/or assisting in a special education setting.

**Prerequisites:** EDU 110, SPED 304, SPED 467, and admittance to the UIU Teacher Education Program.

## **SPED 477 - Career and Vocational Programming**

**3 Credit(s)**

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. This course offers practice developing Individual Education Program (IEPs) and transition services under

the mandate of Individuals with Disabilities Education Act (IDEA). A requirement of this course is 10 hours observing and/or assisting in a secondary special education setting.

### **SPED 478 - Methods/Curriculum: Mild/Moderate Disabilities Prekindergarten-8**

**3 Credit(s)**

This course provides knowledge and application of characteristics, definitions, methods, and curriculum for managing and teaching students with mild and/or moderate disabilities in a multi-categorical setting. This course provides opportunities for developing and justifying components of Individual Education Program. It includes strategies for note-taking and remembering spoken and written information, solving math problems, taking tests, writing papers and assignments, and prioritizing and managing time and assignments. There is an examination of assistive technology services and devices. A requirement of the course is 10 hours observing and/or assisting in a special education setting.

**Prerequisites:** EDU 110, SPED 304, SPED 467 and admittance to the UIU Teacher Education Program.

### **SPED 479 - Student Teaching Instructional Strategist**

**4 Credit(s)**

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.

### **SPED 480 - Student Teaching Instructional Strategist Elementary/Secondary**

**4 Credit(s)**

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.

### **SPED 482 - Student Teaching Instructional Strategist**

**8 Credit(s)**

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.

### **SPED 483 - Student Teaching Instructional Strategist Elementary/Secondary**

**8 Credit(s)**

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.

### **SPED 484 - Student Teaching Prekindergarten Inc. Special Education**

**8 Credit(s)**

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.

### **SPED 499 - Special Project**

**1-3 Credit(s)**

This course is designed to provide an opportunity to complete a special project related to a student's field of study that is beyond the scope of courses offered within the university. Proposals must include an overview or abstract of the study, indicate the anticipated learning outcomes of the project, the timeline for the study and the deliverables (paper, presentation, project, etc.) upon which the study will be evaluated. This course required department chair approval.

### **SPED 534 - Clinical Teaching Experiences: Prekindergarten including Special Education**

4 Credit(s)

Clinical teaching is a capstone experience. The clinical teacher accepts the major responsibilities and performs the activities of a full-time instructor under the supervision of the cooperating teacher.

### **SPED 550 - Special Topics in Instructional Strategist**

1-3 Credit(s)

Special Topics courses cover special topics not covered by current courses taught in the department. The department determines the topic according to current need and interest. This course requires department chair approval.

### **SPED 559 - Home, School, and Community Relations**

3 Credit(s)

This course develops the skills of listening, supporting, guiding and assisting behaviors used in developing strong relationships with parents and community members in addition to an examination of the impact of cultural diversity, factors which place families at-risk, advocacy, and public policy. This course explores community resources and promotes the effective use of parent-teacher conferences, home visits, and interviews.

### **SPED 562 - Individual Behavior and Classroom Management PreK-12**

3 Credit(s)

This course provides strategies for identifying, anticipating, preventing, and managing individual and group behavior difficulties within a class setting. There is a focus on creating positive learning environments and structuring individual and group learning activities to enhance instruction, increase positive social interactions, and prevent problem behaviors.

### **SPED 565 - Methods/Curriculum: Behavior Disorders Prek-12**

3 Credit(s)

This course provides knowledge of characteristics and application of definitions and methods for managing and teaching Prek-12 students with behavior disorders. This course includes strategies and curriculum for preventing behavior disruptions, provides opportunities to develop and justify the components of Individual Education Program (IEPs), and examines appropriate assistive technology service and devices. A requirement of the course is 10 hours observing and/or assisting in a special education setting.

### **SPED 567 - Characteristics of Individuals with Disabilities**

3 Credit(s)

This course addresses characteristics of and current trends and issues in serving students with disabilities. It offers basic theoretical and practical approaches, educational alternatives, implications of federal and state statutes and related services, and rationale for the multidisciplinary team in providing appropriate educational programming. A requirement of this course is 10 hours observing and/or assisting in a special education setting.

### **SPED 568 - Coordination of Occupational Programs**

3 Credit(s)

This course examines how to establish collaborative community relationships in order to develop cooperative occupational programs for students with exceptional needs. This course promotes awareness of existing services within the community and various supports to ensure smooth transitioning from education to postsecondary occupational settings. There is an examination of the role of a work experience coordinator in effectively managing on-the-job training and making instructional decisions pertaining to on-the-job training. This course includes information on assessing students' job skills, locating and placing students in work

experience opportunities, working with students and the job site sponsors to ensure that effective training is occurring, evaluating student performance, and other related activities.

**Prerequisites:** SPED 477/SPED 577.

### **SPED 569 - Methods /Curriculum: Learning Disabilities K-12**

**3 Credit(s)**

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. This course addresses characteristics of learning disabilities, definitions, history, assessment, medical aspects, teaching of preschoolers through adolescents, and research-based curriculum and teaching strategies for preacademic learning, oral language, reading, writing, mathematics, and social-emotional development. This course also examines appropriate assistive technology services and devices. A requirement of this course is 10 hours observing and/or as-sisting in a special education setting.

**Prerequisites:** SPED 467/SPED 567.

### **SPED 573 - Methods /Curriculum: Intellectual Disabilities K-12**

**3 Credit(s)**

The purpose of this course is to extend the knowledge of intellectual disabilities for those who seek to work with students with intellectual disabilities ages birth-21. This course emphasizes empirically-validated practices in the education of students with intellectual disabilities: assessment of instructional needs, instructional strategies, research-based curriculum, classroom management and behavior support, promotion of social and communication skills, promotion of self-determination, utilization of appropriate assistive technology services and devices, support for students with medical complications and appropriate physical management and position techniques. A requirement of this course is 10 hours observing and/or assisting in a special education setting.

**Prerequisites:** SPED 304 and SPED 467/SPED 567.

### **SPED 575 - Methods /Curriculum: Mild/Moderate Disabilities 5-12**

**3 Credit(s)**

This course provides knowledge of appropriate empirically-based curriculum and strategies useful for developing methods, strategies and curriculum and adapting traditional materials for use with secondary students receiving special education services. A requirement of the course is 10 hours observing and/or assisting in a special education setting.

**Prerequisites:** SPED 467/SPED 567.

### **SPED 577 - Career and Vocational Programming**

**3 Credit(s)**

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. This course offers practice developing Individual Education Plans (IEPs) and transition services under the mandate of Individuals with Disabilities Education Act (IDEA). A requirement of this course is 10 hours observing and/or assisting in a secondary special education setting.

### **SPED 578 - Methods/Curriculum: Mild/Moderate Disabilities PreK-8**

**3 Credit(s)**

This course provides knowledge and application of characteristics, definitions, methods, and curriculum for managing and teaching students with mild and/or moderate disabilities in a multi-categorical setting. This course provides opportunities for developing and justifying components of Individual Education Program. It includes strategies for note-taking and remembering spoken and written information, solving math problems,

taking tests, writing papers and assignments, and prioritizing and managing time and assignments. There is an examination of assistive technology services and devices. A requirement of the course is 10 hours observing and/or assisting in a special education setting.

**Prerequisites:** SPED 567.

### **SPED 579 - Clinical Teaching Experience: Instructional Strategist**

**4 Credit(s)**

Clinical teaching is a capstone experience. The clinical teacher accepts the major responsibilities and performs the activities of a full-time instructor under the supervision of the cooperating teacher.

### **SPED 582 - Clinical Teaching Experience: Instructional Strategist**

**8 Credit(s)**

Clinical teaching is a capstone experience. The clinical teacher accepts the major responsibilities and performs the activities of a full-time instructor under the supervision of the cooperating teacher.

### **SPED 584 - Clinical Teaching Experience: Prekindergarten Inc. Special Education**

**8 Credit(s)**

Clinical teaching is a capstone experience. The clinical teacher accepts the major responsibilities and performs the activities of a full-time instructor under the supervision of the cooperating teacher.

### **SPED 588 - Special Education Leadership and Consultation**

**3 Credit(s)**

This course focuses on leadership, communication, interpersonal, and in-service planning and development skills necessary for a special education consultant. Candidates learn and apply skills for

consulting with fellow educators and delivering effective professional learning opportunities.

### **SPED 599 - Special Projects in Instructional Strategist**

**1-3 Credit(s)**

Special Project courses provide an opportunity to complete a special project related to a field of study beyond the scope of courses offered within the university. Proposals must include an overview or abstract of the study, indicate the anticipated learning outcomes of the project, the timeline for the study and the deliverables (paper, presentation, project, etc.) upon which the study will be evaluated. This course requires department chair approval.

## **Sport Administration**

### **SA 348 - Sports Administration**

**3 Credit(s)**

Students will be given an overview of the components involved in sports programming and athletic administration. These include, but are not limited to: the history of sport and sports administration, legal issues, ethics, marketing, facilities, and leadership skills.

### **SA 355 - Administration of Intercollegiate Athletics**

**3 Credit(s)**

This course will cover topics including the NCAA and other athletic organizations, their member divisions and conferences, athletic department administration and the responsibilities of the athletic directors, coaches and their staff, and management of student-athletes from multiple perspectives.

**Prerequisites:** BA 210

### **SA 363 - Sport Marketing**

**3 Credit(s)**

The purpose of this course is to explore the basic concepts and principles of sport marketing as it relates to strategic planning, market analysis, legal considerations, and media concerns. This course will also focus concepts as they relate to sport marketing such as licensing, sponsorship, advertising, public relations, and consumer behavior.

**Prerequisites:** MKT 208

### **SA 365 - Ethical and Legal Issues in Sports Administration**

**3 Credit(s)**

This course will introduce legal concepts and how sports administrators will apply these concepts into their management of personnel, events, facilities, athletic programs, governance issues, and marketing as well as conducting basic legal research. Types of law discussed will include, but not be limited to, tort, contract, intellectual property, liability and negligence, and constitutional laws.

**Prerequisites:** BA 302

### **SA 371 - Planning Facilities for Physical Activity**

**3 Credit(s)**

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.

**Prerequisites:** BA 210

### **SA 401 - International Sport Management**

**3 Credit(s)**

This course will be an introduction to the principles and practices of the business and management of international sport. This emerging field deals with transnational and cross-cultural issues including but not limited to international politics, cultures, economics, law, marketing, ethics, monetary policies and foreign

competition. It will create a greater awareness and appreciation for working in a multicultural, multinational setting.

**Prerequisites:** BA 210

### **SA 403 - Internship**

**3 Credit(s)**

Advanced students work in sport/sport business related employment. The internship is designed to assist students with their personal and professional development within their field, help them clarify their career goals, and allow them to apply the knowledge and experience they have gained through their undergraduate coursework in a real world setting.

**Prerequisites:** Consent of the instructor.

### **SA 435 - Governance and Policy in Sport Organizations**

**3 Credit(s)**

This course will identify the structure and function of sport organizations along with the issues that sport managers will have to address. Where the power lies and how individual sport organizations fit into the greater sport industry play a critical role in how successful a sport manager will be in an ever more global sport industry.

**Prerequisites:** BA 210.

### **SA 501 - Sport Administration**

**3 Credit(s)**

This course provides an overview of the components involved in sports programming and athletic administration. Specifically the course will focus on planning, organizing, leading and controlling sport situations.

### **SA 525 - Sport Law and Contract Negotiation**

### 3 Credit(s)

This course will outline how legal issues intertwine with sport leader duties and responsibilities, and how to best use that information to make sound operational decisions.

### **SA 535 - Sport Psychology**

#### 3 Credit(s)

This course is an examination of major psychological theories and research related to sport and exercise participation and performance. It will provide information on topics, such as motivational theories, cognitive theories, emotional theories, attribution theories, mental conditioning and the humanistic approach, team dynamics, performance enhancing strategies, and gender and cultural issues.

### **SA 550 - Special Topics**

#### 3 Credit(s)

This course is designed to examine in-depth current developments in specific areas of interest to the student within the coaching field. Content will be developed between the academic advisor and the student as requested on an individual basis.

### **SA 565 - Sport Sales and Professional Development**

#### 3 Credit(s)

This course provides a foundation in the principles of sales and revenue generation in the business of sport through a combination of theoretical fundamentals and practical application. It covers key sales and revenue generation elements such as the sport sales process, relationship-building, rapport, business to business selling, business to consumer selling, and more. Completion of this course will provide students with the essential skills to become successful sales executives in the field of sport.

### **SA 575 - Sport Facilities Management**

### 3 Credit(s)

This course will analyze and evaluate the management of sport facilities at all levels. Risk management and security issues, the history of the industry and financing will be discussed.

## **Student Teaching**

### **ST 439 - Elementary School with Instructional Strategist I K-8 and Instructional Strategist I 5-12**

#### 16 Credit(s)

Student teaching is the capstone experience of the Teacher Education Program. The student teacher accepts the major responsibilities and performs the activities of a full-time instructor under the supervision of the cooperating teacher. The minimum experience for those seeking initial licensure is 16 weeks (16 semester credits) and must be completed in two consecutive sessions. Placements are made by the Teacher Education personnel. During student teaching, enrollment in other courses does not occur.

**Prerequisites:** See Student Teaching Admittance to the Teacher Education Program

### **ST 440 - Elementary School with Instructional Strategist I K-8 and Instructional Strategist II BD/LD and Instructional Strategist II ID K-12**

#### 16 Credit(s)

Student teaching is the capstone experience of the Teacher Education Program. The student teacher accepts the major responsibilities and performs the activities of a full-time instructor under the supervision of the cooperating teacher. The minimum experience for those seeking initial licensure is 16 weeks (16 semester credits) and must be completed in two consecutive sessions. Placements are made by the Teacher Education personnel. During student teaching, enrollment in other courses does not occur.

**Prerequisites:** See Student Teaching Admittance to the Teacher Education Program

**ST 441 - Elementary School with Instructional Strategist I K-8 and Instructional Strategist II BD/LD**

16 Credit(s)

Student teaching is the capstone experience of the Teacher Education Program. The student teacher accepts the major responsibilities and performs the activities of a full-time instructor under the supervision of the cooperating teacher. The minimum experience for those seeking initial licensure is 16 weeks (16 semester credits) and must be completed in two consecutive sessions. Placements are made by the Teacher Education personnel. During student teaching, enrollment in other courses does not occur.

**Prerequisites:** See Student Teaching Admittance to the Teacher Education Program

**ST 445 - K-12 Instructional Strategist II Behavior Disorders/Learning Disabilities/Intellectual Disabilities with K-6 Elementary Education**

16 Credit(s)

Student teaching is the capstone experience of the Teacher Education Program. The student teacher accepts the major responsibilities and performs the activities of a full-time instructor under the supervision of the cooperating teacher. The minimum experience for those seeking initial licensure is 16 weeks (16 semester credits) and must be completed in two consecutive sessions. Placements are made by the Teacher Education personnel. During student teaching, enrollment in other courses does not occur.

**Prerequisites:** See Student Teaching Admittance to the Teacher Education Program

**ST 446 - K-12 Instructional Strategist II Behavior Disorders/Learning Disabilities/Intellectual Disabilities with Instructional Strategist I 5-12**

16 Credit(s)

Student teaching is the capstone experience of the Teacher Education Program. The student teacher accepts

the major responsibilities and performs the activities of a full-time instructor under the supervision of the cooperating teacher. The minimum experience for those seeking initial licensure is 16 weeks (16 semester credits) and must be completed in two consecutive sessions. Placements are made by the Teacher Education personnel. During student teaching, enrollment in other courses does not occur.

**Prerequisites:** See Student Teaching Admittance to the Teacher Education Program

**ST 447 - K-12 Instructional Strategist II BD/LD/ID with K-12 English as a Second Language**

16 Credit(s)

Student teaching is the capstone experience of the Teacher Education Program. The student teacher accepts the major responsibilities and performs the activities of a full-time instructor under the supervision of the cooperating teacher. The minimum experience for those seeking initial licensure is 16 weeks (16 semester credits) and must be completed in two consecutive sessions. Placements are made by the Teacher Education personnel. During student teaching, enrollment in other courses does not occur.

**Prerequisites:** See Student Teaching Admittance to the Teacher Education Program

**ST 448 - K-12 Instructional Strategist II Behavior Disorders/Learning Disabilities/Intellectual Disabilities with Instructional Strategist I K-8**

16 Credit(s)

Student teaching is the capstone experience of the Teacher Education Program. The student teacher accepts the major responsibilities and performs the activities of a full-time instructor under the supervision of the cooperating teacher. The minimum experience for those seeking initial licensure is 16 weeks (16 semester credits) and must be completed in two consecutive sessions. Placements are made by the Teacher Education personnel. During student teaching, enrollment in other courses does not occur.

**Prerequisites:** See Student Teaching Admittance to the Teacher Education Program

**ST 449 - K-12 Instructional Strategist II Behavior Disorders/Learning Disabilities/Intellectual Disabilities with Instructional Strategist I K-8 and Instructional Strategist I 5-12**

**16 Credit(s)**

Student teaching is the capstone experience of the Teacher Education Program. The student teacher accepts the major responsibilities and performs the activities of a full-time instructor under the supervision of the cooperating teacher. The minimum experience for those seeking initial licensure is 16 weeks (16 semester credits) and must be completed in two consecutive sessions. Placements are made by the Teacher Education personnel. During student teaching, enrollment in other courses does not occur.

**Prerequisites:** See Student Teaching Admittance to the Teacher Education Program

**ST 450 - K-12 Instructional Strategist II Behavior Disorders/Learning Disabilities/Intellectual Disabilities with K-8 Instructional Strategist I and Elementary Education**

**16 Credit(s)**

Student teaching is the capstone experience of the Teacher Education Program. The student teacher accepts the major responsibilities and performs the activities of a full-time instructor under the supervision of the cooperating teacher. The minimum experience for those seeking initial licensure is 16 weeks (16 semester credits) and must be completed in two consecutive sessions. Placements are made by the Teacher Education personnel. During student teaching, enrollment in other courses does not occur.

**Prerequisites:** See Student Teaching Admittance to the Teacher Education Program

**ST 456 - Elementary and Secondary Schools with K- 6 Elementary Education**

**16 Credit(s)**

Student teaching is the capstone experience of the Teacher Education Program. The student teacher accepts the major responsibilities and performs the activities of a full-time instructor under the supervision of the cooperating teacher. The minimum experience for those seeking initial licensure is 16 weeks (16 semester credits) and must be completed in two consecutive sessions. Placements are made by the Teacher Education personnel. During student teaching, enrollment in other courses does not occur.

**Prerequisites:** See Student Teaching Admittance to the Teacher Education Program

**ST 457 - Elementary and Secondary Schools with Instructional Strategist II ID K-12**

**16 Credit(s)**

Student teaching is the capstone experience of the Teacher Education Program. The student teacher accepts the major responsibilities and performs the activities of a full-time instructor under the supervision of the cooperating teacher. The minimum experience for those seeking initial licensure is 16 weeks (16 semester credits) and must be completed in two consecutive sessions. Placements are made by the Teacher Education personnel. During student teaching, enrollment in other courses does not occur.

**Prerequisites:** See Student Teaching Admittance to the Teacher Education Program

**ST 458 - Elementary and Secondary Schools with Instructional Strategist II BD/LD K-12**

**16 Credit(s)**

Student teaching is the capstone experience of the Teacher Education Program. The student teacher accepts the major responsibilities and performs the activities of a full-time instructor under the supervision of the cooperating teacher. The minimum experience for those seeking initial licensure is 16 weeks (16 semester credits) and must be completed in two consecutive sessions. Placements are made by the Teacher Education

personnel. During student teaching, enrollment in other courses does not occur.

**Prerequisites:** See Student Teaching Admittance to the Teacher Education Program

### **ST 459 - Elementary and Secondary Schools with Instructional Strategist I 5-12**

**16 Credit(s)**

Student teaching is the capstone experience of the Teacher Education Program. The student teacher accepts the major responsibilities and performs the activities of a full-time instructor under the supervision of the cooperating teacher. The minimum experience for those seeking initial licensure is 16 weeks (16 semester credits) and must be completed in two consecutive sessions. Placements are made by the Teacher Education personnel. During student teaching, enrollment in other courses does not occur.

**Prerequisites:** See Student Teaching Admittance to the Teacher Education Program

### **ST 460 - Elementary and Secondary Schools with Instructional Strategist I K-8**

**16 Credit(s)**

Student teaching is the capstone experience of the Teacher Education Program. The student teacher accepts the major responsibilities and performs the activities of a full-time instructor under the supervision of the cooperating teacher. The minimum experience for those seeking initial licensure is 16 weeks (16 semester credits) and must be completed in two consecutive sessions. Placements are made by the Teacher Education personnel. During student teaching, enrollment in other courses does not occur.

**Prerequisites:** See Student Teaching Admittance to the Teacher Education Program

### **ST 464 - Secondary School with Instructional Strategist I 5-12 and English as a Second Language**

**16 Credit(s)**

Student teaching is the capstone experience of the Teacher Education Program. The student teacher accepts the major responsibilities and performs the activities of a full-time instructor under the supervision of the cooperating teacher. The minimum experience for those seeking initial licensure is 16 weeks (16 semester credits) and must be completed in two consecutive sessions. Placements are made by the Teacher Education personnel. During student teaching, enrollment in other courses does not occur.

**Prerequisites:** See Student Teaching Admittance to the Teacher Education Program

### **ST 465 - Secondary School with English as a Second Language**

**16 Credit(s)**

Student teaching is the capstone experience of the Teacher Education Program. The student teacher accepts the major responsibilities and performs the activities of a full-time instructor under the supervision of the cooperating teacher. The minimum experience for those seeking initial licensure is 16 weeks (16 semester credits) and must be completed in two consecutive sessions. Placements are made by the Teacher Education personnel. During student teaching, enrollment in other courses does not occur.

**Prerequisites:** See Student Teaching Admittance to the Teacher Education Program

### **ST 466 - Secondary School with Instructional Strategist II ID K-12**

**16 Credit(s)**

Student teaching is the capstone experience of the Teacher Education Program. The student teacher accepts the major responsibilities and performs the activities of a full-time instructor under the supervision of the cooperating teacher. The minimum experience for those seeking initial licensure is 16 weeks (16 semester credits) and must be completed in two consecutive sessions. Placements are made by the Teacher Education

personnel. During student teaching, enrollment in other courses does not occur.

**Prerequisites:** See Student Teaching Admittance to the Teacher Education Program

### **ST 467 - Secondary School with Instructional Strategist II BD/LD K-12**

**16 Credit(s)**

Student teaching is the capstone experience of the Teacher Education Program. The student teacher accepts the major responsibilities and performs the activities of a full-time instructor under the supervision of the cooperating teacher. The minimum experience for those seeking initial licensure is 16 weeks (16 semester credits) and must be completed in two consecutive sessions. Placements are made by the Teacher Education personnel. During student teaching, enrollment in other courses does not occur.

**Prerequisites:** See Student Teaching Admittance to the Teacher Education Program

### **ST 468 - Secondary School with Instructional Strategist I K-8 and 5-12**

**16 Credit(s)**

Student teaching is the capstone experience of the Teacher Education Program. The student teacher accepts the major responsibilities and performs the activities of a full-time instructor under the supervision of the cooperating teacher. The minimum experience for those seeking initial licensure is 16 weeks (16 semester credits) and must be completed in two consecutive sessions. Placements are made by the Teacher Education personnel. During student teaching, enrollment in other courses does not occur.

**Prerequisites:** See Student Teaching Admittance to the Teacher Education Program

### **ST 469 - Secondary School with Instructional Strategist I K-8**

**16 Credit(s)**

Student teaching is the capstone experience of the Teacher Education Program. The student teacher accepts the major responsibilities and performs the activities of a full-time instructor under the supervision of the cooperating teacher. The minimum experience for those seeking initial licensure is 16 weeks (16 semester credits) and must be completed in two consecutive sessions. Placements are made by the Teacher Education personnel. During student teaching, enrollment in other courses does not occur.

**Prerequisites:** See Student Teaching Admittance to the Teacher Education Program

### **ST 470 - Secondary School with Instructional Strategist I 5-12**

**16 Credit(s)**

Student teaching is the capstone experience of the Teacher Education Program. The student teacher accepts the major responsibilities and performs the activities of a full-time instructor under the supervision of the cooperating teacher. The minimum experience for those seeking initial licensure is 16 weeks (16 semester credits) and must be completed in two consecutive sessions. Placements are made by the Teacher Education personnel. During student teaching, enrollment in other courses does not occur.

**Prerequisites:** See Student Teaching Admittance to the Teacher Education Program

### **ST 471 - Secondary School with Instructional Strategist II BD/LD/ID K-12**

**16 Credit(s)**

Student teaching is the capstone experience of the Teacher Education Program. The student teacher accepts the major responsibilities and performs the activities of a full-time instructor under the supervision of the cooperating teacher. The minimum experience for those seeking initial licensure is 16 weeks (16 semester credits) and must be completed in two consecutive sessions. Placements are made by the Teacher Education

personnel. During student teaching, enrollment in other courses does not occur.

**Prerequisites:** See Student Teaching Admittance to the Teacher Education Program

**ST 473 - Birth-Grade 3: Inclusive Settings with Instructional Strategist 1 K-8 and Instructional Strategist II BD/LD**

**16 Credit(s)**

Student teaching is the capstone experience of the Teacher Education Program. The student teacher accepts the major responsibilities and performs the activities of a full-time instructor under the supervision of the cooperating teacher. The minimum experience for those seeking initial licensure is 16 weeks (16 semester credits) and must be completed in two consecutive sessions. Placements are made by the Teacher Education personnel. During student teaching, enrollment in other courses does not occur.

**Prerequisites:** See Student Teaching Admittance to the Teacher Education Program

**ST 474 - Birth-Grade 3: Inclusive Settings with Instructional Strategist I K-8 and K-6 Elementary Education**

**16 Credit(s)**

Student teaching is the capstone experience of the Teacher Education Program. The student teacher accepts the major responsibilities and performs the activities of a full-time instructor under the supervision of the cooperating teacher. The minimum experience for those seeking initial licensure is 16 weeks (16 semester credits) and must be completed in two consecutive sessions. Placements are made by the Teacher Education personnel. During student teaching, enrollment in other courses does not occur.

**Prerequisites:** See Student Teaching Admittance to the Teacher Education Program

**ST 475 - Birth-Grade 3: Inclusive Settings with Instructional Strategist I K- 8 and Instructional**

**Strategist II ID and Instructional Strategist II BD/LD**

**16 Credit(s)**

Student teaching is the capstone experience of the Teacher Education Program. The student teacher accepts the major responsibilities and performs the activities of a full-time instructor under the supervision of the cooperating teacher. The minimum experience for those seeking initial licensure is 16 weeks (16 semester credits) and must be completed in two consecutive sessions. Placements are made by the Teacher Education personnel. During student teaching, enrollment in other courses does not occur.

**Prerequisites:** See Student Teaching Admittance to the Teacher Education Program

**ST 476 - Birth-Grade 3: Inclusive Settings with English as a Second Language**

**16 Credit(s)**

Student teaching is the capstone experience of the Teacher Education Program. The student teacher accepts the major responsibilities and performs the activities of a full-time instructor under the supervision of the cooperating teacher. The minimum experience for those seeking initial licensure is 16 weeks (16 semester credits) and must be completed in two consecutive sessions. Placements are made by the Teacher Education personnel. During student teaching, enrollment in other courses does not occur.

**Prerequisites:** See Student Teaching Admittance to the Teacher Education Program

**ST 477 - Birth-Grade 3: Inclusive Settings with Instructional Strategist I K-8 and English as a Second Language**

**16 Credit(s)**

Student teaching is the capstone experience of the Teacher Education Program. The student teacher accepts the major responsibilities and performs the activities of a full-time instructor under the supervision of the

cooperating teacher. The minimum experience for those seeking initial licensure is 16 weeks (16 semester credits) and must be completed in two consecutive sessions. Placements are made by the Teacher Education personnel. During student teaching, enrollment in other courses does not occur.

**Prerequisites:** See Student Teaching Admittance to the Teacher Education Program

### **ST 478 - Birth-Grade 3: Inclusive Settings with Instructional Strategist I K-8 and 5-12**

**16 Credit(s)**

Student teaching is the capstone experience of the Teacher Education Program. The student teacher accepts the major responsibilities and performs the activities of a full-time instructor under the supervision of the cooperating teacher. The minimum experience for those seeking initial licensure is 16 weeks (16 semester credits) and must be completed in two consecutive sessions. Placements are made by the Teacher Education personnel. During student teaching, enrollment in other courses does not occur.

**Prerequisites:** See Student Teaching Admittance to the Teacher Education Program

### **ST 479 - Birth-Grade 3: Inclusive Settings with Instructional Strategist I 5-12**

**16 Credit(s)**

Student teaching is the capstone experience of the Teacher Education Program. The student teacher accepts the major responsibilities and performs the activities of a full-time instructor under the supervision of the cooperating teacher. The minimum experience for those seeking initial licensure is 16 weeks (16 semester credits) and must be completed in two consecutive sessions. Placements are made by the Teacher Education personnel. During student teaching, enrollment in other courses does not occur.

**Prerequisites:** See Student Teaching Admittance to the Teacher Education Program

### **ST 480 - Birth-Grade 3: Inclusive Settings with Instructional Strategist I K-8**

**16 Credit(s)**

Student teaching is the capstone experience of the Teacher Education Program. The student teacher accepts the major responsibilities and performs the activities of a full-time instructor under the supervision of the cooperating teacher. The minimum experience for those seeking initial licensure is 16 weeks (16 semester credits) and must be completed in two consecutive sessions. Placements are made by the Teacher Education personnel. During student teaching, enrollment in other courses does not occur.

**Prerequisites:** See Student Teaching Admittance to the Teacher Education Program

### **ST 481 - Birth-Grade 3: Inclusive Settings with Instructional Strategist II BD/LD K-12**

**16 Credit(s)**

Student teaching is the capstone experience of the Teacher Education Program. The student teacher accepts the major responsibilities and performs the activities of a full-time instructor under the supervision of the cooperating teacher. The minimum experience for those seeking initial licensure is 16 weeks (16 semester credits) and must be completed in two consecutive sessions. Placements are made by the Teacher Education personnel. During student teaching, enrollment in other courses does not occur.

**Prerequisites:** See Student Teaching Admittance to the Teacher Education Program

### **ST 482 - Elementary School with English as a Second Language**

**16 Credit(s)**

Student teaching is the capstone experience of the Teacher Education Program. The student teacher accepts the major responsibilities and performs the activities of a full-time instructor under the supervision of the cooperating teacher. The minimum experience for those

seeking initial licensure is 16 weeks (16 semester credits) and must be completed in two consecutive sessions. Placements are made by the Teacher Education personnel. During student teaching, enrollment in other courses does not occur.

**Prerequisites:** See Student Teaching Admittance to the Teacher Education Program

### **ST 483 - Elementary School with Birth-Grade 3: Inclusive Settings**

**16 Credit(s)**

Student teaching is the capstone experience of the Teacher Education Program. The student teacher accepts the major responsibilities and performs the activities of a full-time instructor under the supervision of the cooperating teacher. The minimum experience for those seeking initial licensure is 16 weeks (16 semester credits) and must be completed in two consecutive sessions. Placements are made by the Teacher Education personnel. During student teaching, enrollment in other courses does not occur.

**Prerequisites:** See Student Teaching Admittance to the Teacher Education Program

### **ST 485 - Elementary School with Prekindergarten-Kindergarten and Birth-Grade 3: Inclusive Settings**

**16 Credit(s)**

Student teaching is the capstone experience of the Teacher Education Program. The student teacher accepts the major responsibilities and performs the activities of a full-time instructor under the supervision of the cooperating teacher. The minimum experience for those seeking initial licensure is 16 weeks (16 semester credits) and must be completed in two consecutive sessions. Placements are made by the Teacher Education personnel. During student teaching, enrollment in other courses does not occur.

**Prerequisites:** See Student Teaching Admittance to the Teacher Education Program

### **ST 486 - Elementary School with Prekindergarten-Kindergarten**

**16 Credit(s)**

Student teaching is the capstone experience of the Teacher Education Program. The student teacher accepts the major responsibilities and performs the activities of a full-time instructor under the supervision of the cooperating teacher. The minimum experience for those seeking initial licensure is 16 weeks (16 semester credits) and must be completed in two consecutive sessions. Placements are made by the Teacher Education personnel. During student teaching, enrollment in other courses does not occur.

**Prerequisites:** See Student Teaching Admittance to the Teacher Education Program

### **ST 487 - Elementary School with Instructional Strategist II BD/LD K-12, Instructional Strategist I K-8, and English as a Second Language**

**16 Credit(s)**

Student teaching is the capstone experience of the Teacher Education Program. The student teacher accepts the major responsibilities and performs the activities of a full-time instructor under the supervision of the cooperating teacher. The minimum experience for those seeking initial licensure is 16 weeks (16 semester credits) and must be completed in two consecutive sessions. Placements are made by the Teacher Education personnel. During student teaching, enrollment in other courses does not occur.

**Prerequisites:** See Student Teaching Admittance to the Teacher Education Program

### **ST 488 - Elementary School with Instructional Strategist I K-8, Instructional Strategist II BD/LD K-12, Instructional Strategist II ID K-12, and English as a Second Language**

**16 Credit(s)**

Student teaching is the capstone experience of the Teacher Education Program. The student teacher accepts

the major responsibilities and performs the activities of a full-time instructor under the supervision of the cooperating teacher. The minimum experience for those seeking initial licensure is 16 weeks (16 semester credits) and must be completed in two consecutive sessions. Placements are made by the Teacher Education personnel. During student teaching, enrollment in other courses does not occur.

**Prerequisites:** See Student Teaching Admittance to the Teacher Education Program

### **ST 489 - Elementary School with Instructional Strategist I K-8 and Instructional Strategist II ID K-12**

**16 Credit(s)**

Student teaching is the capstone experience of the Teacher Education Program. The student teacher accepts the major responsibilities and performs the activities of a full-time instructor under the supervision of the cooperating teacher. The minimum experience for those seeking initial licensure is 16 weeks (16 semester credits) and must be completed in two consecutive sessions. Placements are made by the Teacher Education personnel. During student teaching, enrollment in other courses does not occur.

**Prerequisites:** See Student Teaching Admittance to the Teacher Education Program

### **ST 490 - Elementary School with Instructional Strategist II BD/LD and Instructional Strategist II ID K-12**

**16 Credit(s)**

Student teaching is the capstone experience of the Teacher Education Program. The student teacher accepts the major responsibilities and performs the activities of a full-time instructor under the supervision of the cooperating teacher. The minimum experience for those seeking initial licensure is 16 weeks (16 semester credits) and must be completed in two consecutive sessions. Placements are made by the Teacher Education personnel. During student teaching, enrollment in other courses does not occur.

**Prerequisites:** See Student Teaching Admittance to the Teacher Education Program

### **ST 491 - Elementary School with Instructional Strategist II ID K-12**

**16 Credit(s)**

Student teaching is the capstone experience of the Teacher Education Program. The student teacher accepts the major responsibilities and performs the activities of a full-time instructor under the supervision of the cooperating teacher. The minimum experience for those seeking initial licensure is 16 weeks (16 semester credits) and must be completed in two consecutive sessions. Placements are made by the Teacher Education personnel. During student teaching, enrollment in other courses does not occur.

**Prerequisites:** See Student Teaching Admittance to the Teacher Education Program

### **ST 492 - Elementary School with Instructional Strategist II BD/LD K-12**

**16 Credit(s)**

Student teaching is the capstone experience of the Teacher Education Program. The student teacher accepts the major responsibilities and performs the activities of a full-time instructor under the supervision of the cooperating teacher. The minimum experience for those seeking initial licensure is 16 weeks (16 semester credits) and must be completed in two consecutive sessions. Placements are made by the Teacher Education personnel. During student teaching, enrollment in other courses does not occur.

**Prerequisites:** See Student Teaching Admittance to the Teacher Education Program

### **ST 493 - Elementary School with Instructional Strategist I K-8**

**16 Credit(s)**

Student teaching is the capstone experience of the

Teacher Education Program. The student teacher accepts the major responsibilities and performs the activities of a full-time instructor under the supervision of the cooperating teacher. The minimum experience for those seeking initial licensure is 16 weeks (16 semester credits) and must be completed in two consecutive sessions. Placements are made by the Teacher Education personnel. During student teaching, enrollment in other courses does not occur.

**Prerequisites:** See Student Teaching Admittance to the Teacher Education Program

### **ST 494 - K-12 Instructional Strategist II Behavior Disorders/Learning Disabilities/Intellectual Disabilities**

**16 Credit(s)**

Student teaching is the capstone experience of the Teacher Education Program. The student teacher accepts the major responsibilities and performs the activities of a full-time instructor under the supervision of the cooperating teacher. The minimum experience for those seeking initial licensure is 16 weeks (16 semester credits) and must be completed in two consecutive sessions. Placements are made by the Teacher Education personnel. During student teaching, enrollment in other courses does not occur.

**Prerequisites:** See Student Teaching Admittance to the Teacher Education Program

### **ST 495 - Elementary and Secondary Schools**

**16 Credit(s)**

Student teaching is the capstone experience of the Teacher Education Program. The student teacher accepts the major responsibilities and performs the activities of a full-time instructor under the supervision of the cooperating teacher. The minimum experience for those seeking initial licensure is 16 weeks (16 semester credits) and must be completed in two consecutive sessions. Placements are made by the Teacher Education personnel. During student teaching, enrollment in other courses does not occur.

**Prerequisites:** See Student Teaching Admittance to the Teacher Education Program

### **ST 496 - Secondary School**

**16 Credit(s)**

Student teaching is the capstone experience of the Teacher Education Program. The student teacher accepts the major responsibilities and performs the activities of a full-time instructor under the supervision of the cooperating teacher. The minimum experience for those seeking initial licensure is 16 weeks (16 semester credits) and must be completed in two consecutive sessions. Placements are made by the Teacher Education personnel. During student teaching, enrollment in other courses does not occur.

**Prerequisites:** See Student Teaching Admittance to the Teacher Education Program

### **ST 497 - Birth-Grade 3: Inclusive Settings**

**16 Credit(s)**

Student teaching is the capstone experience of the Teacher Education Program. The student teacher accepts the major responsibilities and performs the activities of a full-time instructor under the supervision of the cooperating teacher. The minimum experience for those seeking initial licensure is 16 weeks (16 semester credits) and must be completed in two consecutive sessions. Placements are made by the Teacher Education personnel. During student teaching, enrollment in other courses does not occur.

**Prerequisites:** See Student Teaching Admittance to the Teacher Education Program

### **ST 498 - Elementary School**

**16 Credit(s)**

Student teaching is the capstone experience of the Teacher Education Program. The student teacher accepts the major responsibilities and performs the activities of a full-time instructor under the supervision of the cooperating teacher. The minimum experience for those

seeking initial licensure is 16 weeks (16 semester credits) and must be completed in two consecutive sessions. Placements are made by the Teacher Education personnel. During student teaching, enrollment in other courses does not occur.

**Prerequisites:** See Student Teaching Admittance to the Teacher Education Program

## **Supply Chain Management**

### **SCM 201 - Principles of Supply Chain Management**

**3 Credit(s)**

The focus of this course is the understanding of the components of Supply Chain Management (SCM), and its role within and across the function in an enterprise. SCM deals with the purchase or manufacturing, storage, and distribution of goods and services, in the right quantity, right condition, at the right time, and in the right place. The goal of this course is to provide an overview of the supply chain management function and associated concepts. The course provides an understanding of the activities involved in this function. This course also provides a basic understanding of the analytical tools and applications used in SCM. The course introduces some challenges in managing global supply chains.

### **SCM 310 - Procurement Management**

**3 Credit(s)**

This course examines strategies to identify and evaluate sources for procurement to demonstrate an understanding of internal and external supply chain processes and management. Factors that can have implications on sourcing strategies will also be reviewed, including forecasting, business process design, e-solutions and organizational structure.

### **SCM 320 - Global Supply Chain Management**

**3 Credit(s)**

This course examines the opportunities and issues in

international business on an organization's management of its supply chain. Implications are examined such as global business transactions; options for domestic, local and in-sourcing; and total cost ownership.

### **SCM 330 - Transportation Management**

**3 Credit(s)**

Strategic role of freight transportation systems and services in supply chain networks. This course develops an understanding of the strategic role of freight transportation systems in supply chain networks for both domestic and global freight. Emphasis is given to the components of transportation systems, including their technological features, operational processes, and cost conditions, the buyer-seller channels for acquiring transportation services, and the strategic and tactical alternatives for transport procurement. The course addresses the development of the global transportation system, transportation regulation, the modes of transportation and how they interface, shipper issues, and the future in transportation.

### **SCM 331 - Logistics Management**

**3 Credit(s)**

This course introduces logistics/physical distribution and supply, and the related costs. It provides a systematic overview and analysis of the elements of logistics functions in widely varying types of industries and agencies, including handling, warehousing, inventory control, and financial controls. Customer service, inventory management, warehousing, international logistics, site location planning and analysis, and total cost analysis.

### **SCM 400 - Product Development**

**3 Credit(s)**

Successful organizations create product development plans that include design and marketing steps. This course enables student to develop a plan that includes improvement, product line extension and the latest technology trends.

## **SCM 410 - Quality Management**

**3 Credit(s)**

A comprehensive study of contemporary perspectives on Total Quality (TQ) theory and practice applied to operations systems. Includes a thorough discussion of statistical and quality methods including process control, acceptance sampling, and variance reduction. Explores Quality Function Deployment and the customer-focused implications of quality.

## **SCM 420 - Supplier Relationship Management**

**3 Credit(s)**

This course provides students an understanding of Supplier Relationship Management (SRM) and the qualification of suppliers. Students will apply SRM theory in the development of a qualification plan.

## **Theatre**

### **THE 110 - Introduction to Theatre**

**3 Credit(s)**

An introduction to the world of theatre through a survey of its interdependent parts: (1) the unique qualities of its varied dramatic forms, (2) genres or types of theatre into which most plays can be categorized, and (3) the relationships that exist between an audience and the major participants of a play-playwright, director, designer and actor.

### **THE 213 - Principles of Acting**

**3 Credit(s)**

A technique-oriented approach for beginning actors. This course will provide students with both theoretical and practical experience in character analysis, research, inanimate elements of production, and voice and movement with a special emphasis on the British Method of working from the outside in.

### **THE 240 - Oral Interpretation**

**3 Credit(s)**

This course introduces students to performance studies theory and embodied performance through the staged interpretation of works of fiction, nonfiction, and poetry. Students will select texts to perform, gain appreciation and understanding of their chosen texts, and communicate their interpretation of the text through purposeful performance choices on stage.

### **THE 250 - Special Topics**

**3 Credit(s)**

Special Topics courses are studies of selected problems, periods or movements in the subject area not otherwise included in the curriculum. They are typically chosen from a faculty member's particular expertise and field of scholarly inquiry, and offered to a student or group of students forming an interest in the particular subject matter. THE 250 designation denotes a General Education level of instruction and may include an appropriate General Education task to be completed. A Special Topics course must be approved by the School of Arts and Sciences Curriculum Committee before it is offered, and it must address one or more Major Outcomes within the discipline.

### **THE 260 - Storytelling**

**3 Credit(s)**

Students explore the intersections of identity, storytelling, and performance by crafting personal narratives and adapting them into staged performances. Students will explore how lived histories and experiences with friends, family, and community contribute to who we are and how we move through the world while experimenting with different methods and theories for adapting written narratives texts into staged performances.

### **THE 299 - Special Project**

**3 Credit(s)**

A Special Project allows the student to expand on work already completed in previous coursework. It is

undertaken with the guidance of one or more faculty members and is intended to encourage the student into original investigation of a defined problem within the

discipline. Examples include theses and themed portfolios or exhibitions.

## Directory

### FACULTY

#### Department of Accounting, Agriculture Business and Finance

*CHAIR:*

**Blair Seim, Associate Professor of Accounting (2016)**

B.A., M.Acc University of Northern Iowa; C.P.A. State of Iowa

*FACULTY:*

**Marica Schnor, Associate Professor of Accounting (2017)**

B.S., M.B.A. Upper Iowa University; C.P.A.

**Tanner Thompson, Lecturer of Finance and Economics (2023)**

B.S., MBA Upper Iowa University

#### Department of Business, Management, and Marketing

*CHAIR:*

**Steven Smith, Associate Professor of Business (2007)**

B.A. Mount Senario College; M.S. Cardinal Stritch University; Ph.D. Bellevue University

*FACULTY:*

**William King, Lecturer of Business (2022)**

B.S. Upper Iowa University; M.B.A. Upper Iowa University

**Christopher Kragnes, Associate Professor of Business (2010)**

B.A. Baker University, M.B.A., J.D., Drake University

**Richard Patrick, Professor of Business (2009)**

B.A. Simpson College; M.S. Purdue University; Ph.D. University of Nebraska-Lincoln

#### Andres Department of Education

To learn more about the Teacher Education Program, please click [Andres Department of Education](#).

**Billie Cowley, Dean of Academic and Educational Affairs and Professor of Education (2008)**

B.A., M.Ed. Upper Iowa University; Ed.D. University of Northern Iowa

*CHAIR:*

**Alex Hansen, Assistant Professor of Education (2022)**

B.A. Upper Iowa University; M.A. Viterbo University

**FACULTY:**

**Teresa Freking, Associate Professor of Education (2022)**

B.S., M.A. University of Iowa; Ed.S. Eastern Illinois University; Ed.D. Illinois State University; M.S. Western Illinois University

**Michael Hagensick, Assistant Professor of Education (2024)**

B.A. University of Northern Iowa; M.A. Morningside College

**Staci Kinzebach, Assistant Professor of Education (2024)**

B.A. University of Northern Iowa; M.A. Viterbo University; Ed.D. University of Northern Iowa

**Gina Kuker, Professor of Education (2001)**

B.A. Concordia College; M.Ed. University of North Texas; Ed.D. University of Northern Iowa

**Amy Updegraff, Assistant Professor of Education (2022)**

B.A. Luther College; M.Ed. Iowa State University

## **Department of Humanities and Social Science**

**CHAIR:**

**John Grummel, Master of Public Administration Program Director and Professor of Political Science (2008)**

B.A. San Jose State University; M.A.T. College of Notre Dame; M.A. San Francisco State University; Ph.D. Kent State University

**FACULTY:**

**Sarah Brincks, Lecturer in English (2024)**

B.A. Wartburg College; M.Ed. Morningside College

**NiCole Dennler, Assistant Professor of Communications (2014)**

B.A. Wartburg College; M.S. University of Wisconsin-La Crosse

**Shilpashri Karbhari, Assistant Professor of Criminal Justice (2021)**

B.A. St. Xavier's College; M.A. Texas Women's University; Ph.D. Texas Women's University

**Charles Nick Serra, Professor of English (1999)**

B.A. University of Notre Dame; M.A. Drake University; Ph.D. Binghamton University

## **Department of General Education**

**CHAIR:**

**Jeffrey Butikofer, Professor of Chemistry (2005)**

B.S. Upper Iowa University; Ph.D. University of Wyoming

## **Department of Nursing**

**INTERIM CHAIR:**

**Sheila Crook-Lockwood, Interim Director of Nursing (2013)**

B.S.N. Coe College; M.S.N. University of Phoenix

## **Department of Psychology and Human Services**

**CHAIR:**

**Shelby Kaura, Associate Professor of Human Services (2007)**

B.A., M.S., Ph.D. Iowa State University

**FACULTY:**

**Giovanni Demezzer, Lecturer of Psychology (2024)**

B.A. Florida Atlantic University; M.S. Capella University; Ph.D. Regent University

## **Department of Science and Mathematics**

*CHAIR:*

**Sara Sheeley, Professor of Biology (2010)**

B.S. University of Northern Iowa; Ph.D. University of Iowa

**FACULTY:**

**Joshua Case, Assistant Professor of Mathematics (2024)**

PhD., M.S.T., M.A.

**Daniel (DJ) Hennager, Assistant Professor of Biology (2024)**

B.A. University of Maine Farmington; M.S.T., M.A. University of Maine; Ph.D. West Virginia University

**Angela Leete, Associate Professor of Exercise Science (2006)**

B.S. Iowa State University; M.S. Emporia State University

**Rachel Majewski, Professor of Exercise Science (2009)**

B.A. Coe College; M.S., Ed.D. University of Northern Iowa

**Cheryl Northrop, Lecturer of Mathematics (1991)**

B.S., M.Ed Upper Iowa University

**Erik Olson, Professor of Chemistry (1994)**

B.A. Juniata College; Ph.D. Dartmouth College

**Paul Skrade, Associate Professor of Biology (2015)**

B.A. Luther College, Ms., Ph.D., Iowa State University

**Jennifer Stoffel, Professor of Biology/Robert L. Fox Endowed Chair of Science (2009)**

B.S. Loras College; M.S., Ph.D. University of Wisconsin-Madison

**Brad Wymer, Lecturer for Biology and Education (2024)**

B.A., M.A. University of Northern Iowa

## **Master of Business Administration (MBA)**

**CHAIR:**

**Rebecca Wissmiller, Masters of Business Administration Program Director and Lecturer of Business (2014)**

B.A. Luther College; M.S. Western Illinois University

## **Master of Education (MEd)**

*DIRECTOR:*

**Susan Massey, Professor of Education (2018)**

B.S. University of Illinois; M.Ed. Millersville University of Pennsylvania; Ph.D. University of Virginia

## **Master of Healthcare Administration (MHA)**

**DIRECTOR:**

**Melissa Reed, Assistant Professor (2024)**

M.B.A. Upper Iowa University; M.S.W., B.S.W., University of Iowa; D.H.A. Walden University

## **Master of Arts in Psychology (MAP)**

### *DIRECTOR:*

**Hillary Wehe, Assistant Professor of Psychology (2021)**

B.S. St. Ambrose University; M.S. Colorado State University; Ph.D. Colorado State University

### **FACULTY:**

**Patrick Ramirez, Lecturer in Psychology (2024)**

B.A., M.S., Ph.D. University of Texas

## **Master of Public Administration (MPA)**

### **DIRECTOR:**

**John Grummel, Associate Professor of Political Science (2008)**

B.A. San Jose State University; M.A.T. College of Notre Dame; M.A. San Francisco State University; Ph.D. Kent State University

## **Master of Science in Counseling (MSC)**

### **DIRECTOR:**

**Panagiotis (Panos) Markopoulos, Assistant Professor of Counseling (2019)**

B.A. Western Kentucky University; M.A. National & Capodistrian University; M.A. Eastern Kentucky University; Ph.D. University of New Orleans

### *FACULTY:*

**Andrew Eisenman, Lecturer of Counseling (2023)**

B.A. Wartburg College; M.A. University of Northern Iowa

**Kathleen Jones-Trebatoski, Assistant Professor of Counseling (2022)**

B.S. University of Wisconsin; M.A., Ph.D. Texas A&M University-Corpus Christi

**Kimberly King, Assistant Professor of Counseling (2016)**

B.A., M.A. University of Northern Iowa; Ph.D. University of Iowa

## **Emeritus Faculty**

**Maureen Busta, Professor of Mathematics (1994-2017)**

**James Janecke, Delano Professor of Science, Professor of Mathematics and Physics (1966-1997)**

**Janet Kehe**, Professor of Education (1997-2017)

**Rick Klann**, Delano Professor of Science (1989-2017)

**Don McComb**, Professor of Graphic Design (2000-2020)

**Katherine (Kata) McCarville**, Professor of Geosciences (2005-2023)

**Douglas McReynolds**, Bissell Professor of English (1980-2021)

**Gail Moorman Behrens**, Professor of Education and Dean of the Andres School of Education (1995-2020)

**Cynthia Waters**, Professor of Education (2002-2017)

## **University Administration and Staff**

### **University Administration**

**Kathy Franken**, President and Chief Financial Officer

**Dr. Doug Binsfeld**, Vice President for Academic and Student Affairs

**Ty Davis**, Vice President for Residential Admissions and Retention

**Tim Guyer**, Executive Director of Human Resources

**Rick Hartzell**, Vice President for Athletics

**Dawn Novak**, Vice President for Marketing and Enrollment Management

**Jen Webb**, Vice President for Distance Education

**Ashley Gredys**, Vice President for External Affairs

**Holly Wolff**, Executive Assistant to the President and Assistant Secretary of the Board of Trustees

### **Board Of Trustees**

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Mike Prochaska

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Brian Sims

Steve Harms

Angie Joseph

David Vaudt

Neil Wilkinson

## **Locations**

### **Upper Iowa University - Alexandria Center**

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Phone: 318-484-2304

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Email: [alexandria@uiu.edu](mailto:alexandria@uiu.edu)

Website: [uiu.edu/alexandria](http://uiu.edu/alexandria)

### **Upper Iowa University - Baton Rouge Center**

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## **Upper Iowa University - Cedar Rapids Center**

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Email: [cedarrapids@uii.edu](mailto:cedarrapids@uii.edu)  
Website: [uii.edu/cedarrapids](http://uii.edu/cedarrapids)

## **Upper Iowa University - Online and Self-Paced Degree Program**

605 Washington St; PO Box 1857  
Fayette, Iowa 52142  
Toll-Free Phone: 800-553-4150  
Phone: 563-425-5200  
Fax: 563-425-5287  
Email: [distance@uii.edu](mailto:distance@uii.edu)  
Website: [uii.edu/online](http://uii.edu/online)

## **Upper Iowa University - DeRidder Center**

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DeRidder, LA 70634  
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## **Upper Iowa University - Des Moines Center**

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Website: [uii.edu/desmoines](http://uii.edu/desmoines)

## **Upper Iowa University - Fayette Campus**

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## **Upper Iowa University - Fort Riley Center**

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## **Upper Iowa University - Fort Sill Center**

Fort Sill Welcome Center

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## **Upper Iowa University - New Orleans Center**

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## **Upper Iowa University - Waterloo Center**

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Website: [uiu.edu/waterloo](http://uiu.edu/waterloo)

# Campus Map

UPPER IOWA UNIVERSITY

## UPPER IOWA UNIVERSITY CAMPUS MAP



### CAMPUS LEGEND

#### Buildings

- |   |  |                                      |
|---|--|--------------------------------------|
| 1. Hofmaster Apartments<br>301 E. Clark Street*                           | 14. Garbee Hall<br>605 Washington Street*                | 28. Football Practice Field          |
| 2. Edgar Fine Arts<br>312 E. Clark Street*                                | 15. Student Center/Dining<br>603 Washington Street*      | 29. Tennis Complex                   |
| 3. Parker-Fox Hall<br>300 E. Clark Street*                                | 16. Recreation Center<br>514 Union Street*               | 30. 9 Hole Disc Golf Course          |
| 4. Colgrove-Walker Hall<br>301 Washington Street*                         | 17. Alumni House<br>513 Union Street*                    | 31. Low Ropes Course                 |
| 5. Peacock Plaza  | 18. Winston House  | 32. Robertson-Woods Athletic Fields  |
| 6. Alexander-Dickman Hall<br>401 Washington Street*                       | 19. Lee Tower<br>700 1/2 Union Street*                   | 33. Peacock Arts and Athletic Center |
| 7. President's Home & Formal Garden<br>308 Washington Street*             | 20. South Village Hall I<br>211 A Wadena Road*           | 34. Tailgate and Shelter Area        |
| 8. Henderson-Wilder Library<br>411 Washington Street*                     | 21. South Village Hall II<br>211 A Wadena Road*          | 35. Lew Churbuck Prairie             |
| 9. Liberal Arts<br>408 Union Street*                                      | 22. South Village Hall III<br>211 A Wadena Road*         |                                      |
| 10. Dorman Memorial Gymnasium<br>500 Union Street*                        | 23. Facilities Management & Services<br>211 Wadena Road* | <b>Parking</b>                       |
| 11. Baker-Hebron Science<br>500 1/2 Union Street*                         | 24. Eischeid Softball Complex                            | A. Student Center                    |
| 12. Grace Meyer Square  | 25. Harms-Eischeid Football Stadium                      | B. Recreation Center                 |
| 13. Andres Center for Business<br>and Education<br>501 Washington Street* | 26. Pattison Soccer Field                                | C. Dorman Memorial Gymnasium         |
|   | 27. Soccer Practice Field                                | D. Peacock Arts and Athletic Center  |
|   |  | E. Garbee Hall                       |
|   |  | F. Commuter                          |
|   |  | G. South Villages and Lee Tower      |
|   |  | H. Hofmaster                         |
|   |  | I. Student Center Staff              |
|   |  | J. Andres Center Faculty             |
|   |  | K. Andres Center                     |
|   |  | L. Henderson-Wilder Library          |
|   |  | M. Facilities Management & Services  |
|   |  | N. Alumni House                      |
|   |  | O. South Campus                      |
|   |  | P. Harms-Eischeid Football Stadium   |

\*911 Address



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## **Academic Catalog 2023-2024**

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