

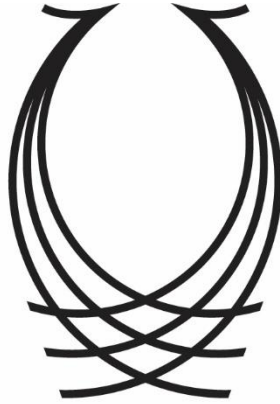


**UPPER IOWA<sup>®</sup>**  
UNIVERSITY

EDUCATION BUILT FOR LIFE

**ACADEMIC  
CATALOG**  
**2025-2026**





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

**EDUCATION BUILT FOR LIFE**

# Academic Catalog 2025-2026

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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](https://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in the printed copy and electronic version of this catalog, the information contained in the printed copy will be superseded by the electronic version of this catalog.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 University

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:**

Upper Iowa University's uiuFlex Semester is a learning experience where course outcomes are met through the delivery of content and learning materials through uiuLearn with direct feedback from the instructor throughout the semester. uiuFlex Semester courses are web-based using the online learning management system. This learning experience requires students to complete an academic interaction within the first week (seven days) of the semester and at least every 14 days thereafter. The enrollment period for a uiuFlex Semester course is 16 weeks.

Validation of attendance for a uiuFlex Semester course occurs when a student has an academic interaction in the learning management system (uiuLearn) with a quiz completion or assignment submission during the first seven days of the semester.

### **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 Iowa Department of Education (for teacher education and school counseling in Iowa only), the Oklahoma State Regents for Higher Education, and the Wisconsin Educational Approval Board (inactive status). The programs offered are approved by the states of Iowa, Kansas (restricted), Louisiana, and Oklahoma for face-to-face veterans' benefits. Upper Iowa University is approved to offer VA benefits for distance education programs. 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 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 cross-cultural 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 Chief Academic Officer (CAO) 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 Chief Academic Officer (CAO) 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 CAO and for meaningful conversations among program members, the Program Chair, the Assessment Committee, and the CAO about the academic program's progress and goals. The CAO 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 ten 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 in formal written prose.
- Students will be able to communicate effectively and demonstrate critical thinking through thesis-driven, argumentative writing.
- Students will be able to engage as members of a cross-cultural 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 ten 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 need to complete a minimum of 30 semester hours of general education credits as outlined below to meet the HLC requirement. If UIU waives any of the PPE requirements (e.g., FYS), the student needs to have a general education course to replace the credits (from any category, either in transfer or at UIU).

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 2025-2026 Academic Calendar

#### Fall Semester

##### *Session 1*

Peacock Experience: August 21–24

Classes Begin: August 25

Last Day to Add Courses: August 27

Labor Day - No Classes: September 1

Last Day to Withdraw From Courses: September 28

Final Exams: October 15–16

Fall Break: October 17–26

##### *Session 2*

Classes Begin: October 27

Last Day to Add Courses: October 29

Last Day to Withdraw From Courses: November 30

Thanksgiving Break: November 27–30

Final Exams: December 17–18

##### *Semester Long*

Classes Begin: August 25

Last Day to Add Courses: August 27

Labor Day - No Classes: September 1

Last Day to Withdraw From Courses: November 9

Thanksgiving Break: November 27–30

Final Exams: December 17–18

#### Spring Semester

##### *Session 3*

Classes Begin: January 12

Last Day to Add Courses: January 14

Last Day to Withdraw From Courses: February 15

Final Exams: March 4–5

Spring Break: March 6–15

##### *Session 4*

Classes Begin: March 16

Last Day to Add Courses: March 18

Last Day to Withdraw From Courses: April 19

Easter Break: April 3–5

Final Exams: May 6–7  
 Commencement Ceremony: May 9

***Semester Long***

Classes Begin: January 12  
 Last Day to Add Courses: January 14  
 Spring Break: March 6–15  
 Last Day to Withdraw From Courses: March 29  
 Easter Break: April 3–5  
 Final Exams: May 6–7

**Summer Semester**

***Session 5***

Classes Begin: May 18  
 Last Day to Add Courses: May 20  
 Last Day to Withdraw From Courses: June 21  
 Last Day of Classes: July 9

***Session 6***

Classes Begin: July 13  
 Last Day to Add Courses: July 15  
 Last Day to Withdraw From Courses: August 9  
 Last Day of Classes: August 20

***Semester Long***

Classes Begin: May 18  
 Last Day to Add Courses: May 20  
 Last Day to Withdraw From Courses: July 15  
 Last Day of Classes: August 20

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

Location/Program	Fall Semester		Spring Semester		Summer Semester	
	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Fayette	8/25/25 – 10/16/25	10/27/25 – 12/18/25	1/12/26 – 3/5/26	3/16/26 – 5/7/26	5/18/26 – 7/9/26	7/13/26 – 8/20/26 (six-week session)
Fayette Grade Entry Period	10/13/25 – 10/20/25	12/15/25 – 12/22/25	3/2/26 – 3/9/26	5/4/26 – 5/11/26	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	8/25/25 – 10/16/25	10/27/25 – 12/18/25	1/12/26 – 3/5/26	3/16/26 – 5/7/26	5/18/26 – 7/9/26	7/13/26 – 8/20/26 (six-week session)
uiuFlex and Master of Science in Counseling	8/25/25 – 12/18/25 Semester Long		1/12/26 – 5/7/26 Semester Long		5/18/26 – 8/20/26 Semester Long	
Centers/Online Open & Close Registration	7/7/25 – 8/24/25		11/10/25 – 1/11/26		3/23/26 – 5/17/26	
Online/Centers Grade Entry Period	10/13/25 – 10/20/25	12/15/25 – 12/22/25	3/2/26 – 3/9/26	5/4/26 – 5/11/26	7/6/26 – 7/13/26	8/17/26 – 8/24/26

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

Location/Program	Ses. 1 Sept	Ses. 1 Oct	Ses. 2 Nov	Ses. 2 Dec	Ses. 3 Jan	Ses. 3 Feb	Ses. 4 Mar	Ses. 4 April	Ses. 5 May	Ses. 5 June	Ses. 6 July	Ses 6 Aug
Self-Paced Degree Program	9/1/25 – 2/28/26	10/1/25 – 3/31/26	11/1/25 – 4/30/26	12/1/25 – 5/31/26	1/1/26 – 6/30/26	2/1/26 – 7/31/26	3/1/26 – 8/31/26	4/1/26 – 9/30/26	5/1/26 – 10/31/26	6/1/26 – 11/30/26	7/1/26 – 12/31/26	8/1/26 – 1/31/27
Self-Paced Open & Close Registration	8/1/25 – 8/28/25	9/1/25 – 9/28/25	10/1/25 – 10/28/25	11/1/25 – 11/28/25	12/1/25 – 12/28/25	1/1/26 – 1/28/26	2/1/26 – 2/28/26	3/1/26 – 3/28/26	4/1/26 – 4/28/26	5/1/26 – 5/28/26	6/1/26 – 6/28/26	7/1/26 – 7/28/26

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

2025–26 Graduation Application/Conferral Dates						
	October	December	March	May	July	August
<b>Conferral Date</b>	October 19, 2025	December 21, 2025	March 8, 2026	May 10, 2026**	July 12, 2026	August 23, 2026
<b>Application Dates</b>	5/1/25 – 6/30/25	7/1/25 – 8/31/25	9/1/25 – 10/31/25	11/1/25 – 12/31/25	1/1/26 – 2/28/26	3/1/26 – 4/30/26

\*\* Commencement Ceremony at Fayette Campus will be held Saturday, May 9, 2026.

## 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.

## **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.

- 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 Academic Affairs Policy AA-107 at [uiu.edu/about/policies-reports](http://uiu.edu/about/policies-reports).

## **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 recommit 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.
  1. 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.
  2. 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.
  1. 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.
  2. 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.
  1. 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 Chief Academic Officer (CAO).

The CAO 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 Chief Academic Officer (CAO) 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 Chief Academic Officer (CAO) and/or designee. Further exceptions may be possible for extenuating circumstances at the discretion of the CAO.

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).

## **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 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.

## 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.

## **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.

<b>Grade</b>	<b>Quality Points</b>
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.

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. If UIU waives any of the PPE requirements (e.g., FYS), the student needs to have a general education course to replace the credits (from any category, either in transfer or at UIU).

## **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.

**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, bachelor, and master'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, bachelor, and master's degrees to Sailors, their spouses, and adult children worldwide.

**Coast Guard:** Upper Iowa University is eligible to offer associate, bachelor, and master'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, bachelor, and master'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 Enrollment Coordinator 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 from the Human Subjects Committee. For further information, please read Policy AA-104 Human Subjects Application, which is available on the UIU Policies webpage at [uiu.edu/about/policies](http://uiu.edu/about/policies). Human research conducted without approval will be considered in violation of UIU's policy. For research conducted on non-human subjects, please see policy AA-111.2 Animal Care and Use, also available from UIU's policy website.

## **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 Director of Accessibility Services and International Education 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.

## 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 wants 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 Aid Offer, 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.fsapartners.ed.gov](http://www.fsapartners.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 (Veteran Readiness and 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:

#### **Month Conferred    Application Due**

October	May/June
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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 are available from the BNC bookstore, or 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. 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.

Any 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/student-handbook](http://uiu.edu/student-handbook)

## **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 39 percent (2015-2018 cohorts). The six-year graduation rate calculation for the 2016 cohort is 46 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 Admissions

## 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**.

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:
  1. An official high school transcript
  2. Official GED certificate or score report
  3. Official copy of Joint Services Transcript (JST) or Community College of the Air Force (CCAF)
  4. 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)
  5. 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:

1. Any item in 3a - 3e above
2. Official college or university transcript that lists the high school graduation date
3. Unofficial high school transcript or copy of high school diploma.
4. 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, if applicable.
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 45 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 <https://uiu.edu/English-Waiver-Countries-pdf>.

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.)

Official transcripts should be sent to **Upper Iowa University, PO Box 1857, Fayette, IA 52142.**

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, Fees, and Registration**

### ***FULL-TIME ENROLLMENT***

Tuition (12-18 credits)	\$18,800
Student Fee/Non-refundable	\$1,200
Board charges:	
Peacock Basic (Only Lee Tower & Hofmaster Residents)	\$2,808
Peacock Blue	\$5,616
Peacock Platinum	\$6,656
Commuter Block Plan (80 meals/semester)	\$1,533
Room charges:	
Garbee Hall - double room	\$3,955
Garbee Hall - single room	\$5,752
Lee Tower - double room	\$5,511

Lee Tower - single room	\$7,788
South Village 1 - double room	\$4,673
South Village 1 - single room	\$6,710
South Village 1 - single plus	\$7,309
South Village 2/3 - double room	\$5,032
South Village 2/3 - single room	\$6,949
South Village 2/3 - single plus	\$7,549
Hoffmaster*	\$4,800

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	\$835
Semester overload fee	
(per semester credit after total of 18 credits for Fall Semester or after total of 18 credits for Spring Semester)	\$355
Audit fee (per semester credit)	\$95
Summer Internship per semester hour	\$515
Summer Tuition per semester hour	\$515

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	\$30
Residence Hall Early Check-In Fee	\$20/day
Residence Hall Key Replacement	\$150-350
Lee Residence Hall Key Replacement	\$500-\$800
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	\$100
Fayette International Student Deposit (non-refundable)	\$250
Fayette International Student Orientation Fee (non-refundable)	\$250
Returned Payment Fee - Paper or E-check	\$25
Payment Plan Fee - Semester	\$50
Credit Card Service Fee	2.95% per transaction
International Credit Card Service Fee	4.25% per transaction

Health insurance is required for all international students attending Fayette Campus. This amount changes from year to year. For the 2025-26 academic year the charge is \$2,234.76.

## **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 receive 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 to 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 Enrollment Coordinator, Faculty Advisor, or Teacher Education Coordinator. 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 2025		Session 1 Aug 25 - Oct 16	Session 2 Oct 27 - Dec 18
Charge	Refund	Last Date of Attendance	Last Date of Attendance
10%	90%	Aug 25 - Aug 27	Oct 27 - Oct 29
25%	75%	Aug 28 - Aug 31	Oct 30 - Nov 2
50%	50%	Sep 1 - Sep 7	Nov 3 - Nov 9
100%	0%	After Sep 7	After Nov 9
Spring Semester 2026		Session 3 Jan 12 - Mar 5	Session 4 Mar 16 - May 7
Charge	Refund	Last Date of Attendance	Last Date of Attendance
10%	90%	Jan 12 - Jan 14	Mar 16 - Mar 18

25%	75%	Jan 15 - Jan 18	Mar 19 - Mar 22
50%	50%	Jan 19 - Jan 25	Mar 23 - Mar 29
100%	0%	After Jan 25	After Mar 29
Summer Semester 2026		Session 5 May 18 - July 9	Session 6 July 13- Aug 20
Charge	Refund	Last Date of Attendance	Last Date of Attendance
10%	90%	May 18 - May 20	July 13 - July 15
25%	75%	May 21 - May 24	July 16 - July 19
50%	50%	May 25 - May 31	July 20 - July 26
100%	0%	After May 31	After July 26

***Semester-long course refund schedule***

Fall Semester 2025		Aug 25 - Dec 18
Charge	Refund	Last Date of Attendance
25%	75%	Aug 25 - Aug 31
50%	50%	Sept 1 - Sept 7
75%	25%	Sept 8 - Sept 14
100%	0%	After Sep 14
Spring Semester 2026		Jan 12 - May 7
Charge	Refund	Last Date of Attendance
25%	75%	Jan 12 - Jan 18
50%	50%	Jan 19 - Jan 25
75%	25%	Jan 26 - Feb 1
100%	0%	After Feb 1
Summer Semester 2026		May 18 - Aug 20
Charge	Refund	Last Date of Attendance
25%	75%	May 18 - May 24
50%	50%	May 25 - May 31
75%	25%	June 1 - June 7
100%	0%	After June 7

Fall Semester 2025	First Session	Second Session
Last day to cancel registration and receive 100% tuition & fee adjustment.	Aug 24	Oct 26
Last day a student may reduce their number of credits below full time and have tuition adjusted based on remaining credits	Sep 7 (Sep 14 for semester long)	Nov 9
Spring Semester 2026	First Session	Second Session
Last day to cancel registration and receive 100% tuition & fee adjustment.	Jan 4	March 15

Last day a student may reduce their number of credits below full time and have tuition adjusted based on remaining credits	Jan 18 (Jan 25 for semester long)	March 29
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## 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.

### 1. 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.

### 2. 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.

### 3. 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.
  1. 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. These actions will not be tolerated. Violators will receive sanctions based on the level of academic misconduct. Additional information regarding sanctions is located either in the Academic Catalog under Academic Policies (Academic Misconduct) or on the UIU website under Academic Affairs 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 Undergraduate 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:
  1. An official high school transcript
  2. Official GED certificate or score report
  3. Official copy of Joint Services Transcript (JST) or Community College of the Air Force (CCAF)
  4. 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)
  5. 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:
  1. Any item in 3a - 3e above
  2. Official college or university transcript that lists the high school graduation date
  3. Unofficial high school transcript or copy of high school diploma
  4. 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 the Fayette Campus. Please refer to Fayette Undergraduate Admissions.

## **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.

## **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> (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 <a href="http://www.isa.umich.edu/eli/testing/melab">www.isa.umich.edu/eli/testing/melab</a>	69	77
Michigan English Language Assessment Battery		
MUET <a href="http://www.mpm.edu.my/bi/main.php">www.mpm.edu.my/bi/main.php</a> Malaysian University English Test	4.0	5.0
Cambridge O Level English Language Exam	D	
Duolingo	83	97
International General Certificate of Secondary Education (IGCSE) (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> (institution code:6885) (Minimum critical reading sub-score)	430	N/A
ACT <a href="http://act.org">http://act.org</a> (institution code: 1360) (Minimum English sub-score)	18	N/A
HKCEE English Language (Syllabus B)	D	
HKALE English Language (AS Level)	E	
HKDSE	3	

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

- Official transcripts validating completion of secondary education from a U.S. high school or GED equivalent.
- Official transcripts validating a minimum of two years of instruction at the secondary education level in a country where the official language is English (contact the 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/Undergraduate Tuition and Fees

Tuition per undergraduate semester credit for U.S. on-site courses	\$515
Tuition per undergraduate semester credit for U.S. IA on-site courses	\$515
Tuition per undergraduate semester credit for U.S. Alexandria on-site courses	\$333

Tuition per undergraduate semester credit for U.S. Baton Rouge on-site courses	\$333
Tuition per undergraduate semester credit for U.S. DeRidder on-site courses	\$333
Tuition per undergraduate semester credit for U.S. Fort Johnson on-site courses	\$242
Tuition per undergraduate semester credit for U.S. Fort Riley on-site courses	\$250
Tuition per undergraduate semester credit for U.S. Fort Sill on-site courses	\$242
Tuition per undergraduate semester credit for U.S. New Orleans on-site courses	\$333
Tuition per undergraduate semester credit for U.S. Online Program courses and uiuLive courses	\$515
Tuition per undergraduate semester credit for undergraduate Education courses (center)	\$399
Tuition per undergraduate semester credit for undergraduate Education courses (online and uiuLive)	\$515
Tuition per undergraduate semester credit for Self-Paced Degree Program courses	\$350
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
Transcribing credit as recommended by ACE guidelines, including PEP, DSST and CLEP	No Charge
Transcripts, per copy (A minimum of \$25 will be charged for rush orders.) 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
Returned payment fee - paper and E-check	\$25
Payment Plan Fee - session	\$20
Payment Plan Fee - semester	\$50
Credit Card Service Fee	2.95% per transaction
International Credit Card Service Fee	4.25% per transaction

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**

#### ***Center and Online***

A student will typically enroll for 6 credits per session. Students desiring to enroll in more than 9 credits per session through Center and Online Programs must:

1. Meet the minimum UIU GPA requirement. A cumulative minimum GPA of 3.0 is required to enroll in 10 credits per semester;
2. Successful completion of a session with 6 credits; and
3. Have the permission of the student's Enrollment Coordinator/Faculty Advisor/Teacher Education Coordinator.

Students will not be allowed to register for more than 10 credits per session.

#### ***uiuFlex Semester***

A student will typically enroll in 12 credits per semester and may enroll up to 18 credits per semester without meeting the cumulative minimum GPA of 3.0. Students desiring to enroll in more than 18 credits per semester must:

1. Meet the minimum UIU GPA requirement. A cumulative minimum GPA of 3.0 is required to enroll in more than 18 credits per semester. A minimum cumulative UIU GPA of 3.0 is required to enroll in more than 10 credits per session;
2. Have been a full-time student with UIU during a previous semester; and,
3. Have the permission of the student's Enrollment Coordinator/Faculty Advisor/Teacher Education Coordinator.

Students will not be allowed to register for more than 24 credits per semester.

#### ***Self-Paced***

A student will typically enroll for 6 credits over a six-month period. Students desiring to enroll in 9-12 credits during the six-month period must:

1. Meet the minimum UIU GPA requirement. A cumulative minimum GPA of 3.0 is required to enroll in 9-12 credits;
2. Successful completion of a self-paced course; and
3. Have the permission of the student's Enrollment Coordinator/Faculty Advisor/Teacher Education Coordinator.

Students will not be allowed to register for more than 12 credits over a six-month period without an approved exception by the Chief Academic Officer (CAO).

#### ***Combining Center/Online Sessions and uiuFlex***

Students may enroll in uiuFlex semester-long course while enrolled in 6-9 credits per session without meeting the cumulative minimum GPA of 3.0. uiuFlex semester-long courses will be viewed as 1.5 credits per session towards the student's course load. Students desiring to enroll in more than 9 credits per session must:

1. Meet the minimum UIU GPA requirement. A cumulative minimum GPA of 3.0 is required to enroll in 10 semester credits per session;
2. Successful completion of a session or semester with 6 credits; and,
3. Have the permission of the student's Enrollment Coordinator/Faculty Advisor/Teacher Education Coordinator.

Students will not be allowed to register for more than 10 credits per 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 Enrollment Coordinator/Faculty Advisor/Teacher Education Coordinator, 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: Microsoft Word - Student Handbook 24-25.

### ***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. Additional information regarding sanctions is located either in the Academic Catalog under Academic Policies (Academic Misconduct) or on the UIU website under Academic Affairs 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](http://uiu.edu) under the location and distance education section or by contacting the center.

### **Center Program Registration**

- New students must register with an Enrollment Coordinator.
- 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 Enrollment Coordinator/Faculty Advisor/Teacher Education Coordinator 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 Enrollment Coordinator, 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/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.
3. Courses registered as audit cannot be converted to credit-bearing courses after the last date to add. Courses registered as credit-bearing cannot be converted to audit after the last date to add.

## **Center Program Refund Policy and Course Withdrawal**

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

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

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

## Session-long course refund schedule

Fall Semester 2025		Session 1 Aug 25 - Oct 16	Session 2 Oct 27 - Dec 18
Charge	Refund	Last Date of Attendance	Last Date of Attendance
25%	75%	Aug 25 - Aug 31	Oct 27 - Nov 2
50%	50%	Sep 1 - Sep 7	Nov 3 - Nov 9
100%	0%	After Sep 7	After Nov 9
Spring Semester 2026		Session 3 Jan 12 - Mar 5	Session 4 Mar 16 - May 7
Charge	Refund	Last Date of Attendance	Last Date of Attendance
25%	75%	Jan 12 - Jan 18	Mar 16 - Mar 22
50%	50%	Jan 19 - Jan 25	Mar 23 - Mar 29
100%	0%	After Jan 25	After Mar 29
Summer Semester 2026		Session 5 May 18 - July 9	Session 6 July 13 - Aug 20
Charge	Refund	Last Date of Attendance	Last Date of Attendance
25%	75%	May 18 - May 24	July 13 - July 19
50%	50%	May 25 - May 31	July 20 - July 26
100%	0%	After May 31	After July 26

## Semester-long course refund schedule

Fall Semester 2025		Aug 25 - Dec 18
Charge	Refund	Last Date of Attendance
25%	75%	Aug 25 - Aug 31
50%	50%	Sept 1 - Sept 7
75%	25%	Sept 8 - Sept 14
100%	0%	After Sep 14
Spring Semester 2026		Jan 12 - May 7
Charge	Refund	Last Date of Attendance
25%	75%	Jan 12 - Jan 18
50%	50%	Jan 19- Jan 25
75%	25%	Jan 26 - Feb 1
100%	0%	After Feb 1
Summer Semester 2026		May 18 - Aug 20
Charge	Refund	Last Date of Attendance
25%	75%	May 18 - May 24
50%	50%	May 25 - May 31
75%	25%	June 1 - June 7
100%	0%	After June 7

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 Enrollment Coordinator 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 Enrollment Coordinator for more information.

## **Class Cancellations**

If classes must be cancelled on a given evening it will be displayed on the [uiu.edu](http://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 a variety of distance learning programs. The programs are designed to provide affordable, accessible education to students worldwide. Distance learning programs at UIU include online, self paced, uiuLive, uiuFlex Semester and UIU Works4U courses.

### **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  
PO Box 1857  
Fayette, IA 52142-1857  
Direct phone: 563-425-5200  
Toll free phone: 800-553-4150  
Fax: 563-425-5287  
Email: [info@uiu.edu](mailto:info@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 Enrollment Coordinator 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 Enrollment Coordinator for assistance.
2. **Payment:** Tuition and any course-related fees are due the Wednesday prior to the first day 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 Enrollment Coordinator. 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 Enrollment Coordinator, 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/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 student's Enrollment Coordinator. 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. All student work must be received directly from the student via U.S. Postal Service, a UIU or military email, or from the student's designated FERPA contact. Self-paced students are subject to the Academic Misconduct Policy. Students should be aware that any significant deviation in the work submitted may raise concerns that will be reviewed. Concerns about academic honesty will be addressed as prescribed by Academic Affairs Policy 107. Students who violate the Academic Misconduct Policy will be, at the instructor's discretion, assigned an F for the work and/or course. If this occurs, there will be no refund. Additional information regarding sanctions is located either in the Academic Catalog under Academic Policies (Academic Misconduct) or on the UIU website under Academic Affairs Policy 107 at [uiu.edu/about/policies-reports](http://uiu.edu/about/policies-reports).

## **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
- 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 extension 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 'X' grade posted to the student's official record will be replaced with a final letter grade; however, the extension will remain on the official transcript as a notation.
- If the course is not completed by the end of the extension 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 extension period and are not eligible for student loan deferment.

## **Online Program Information**

### **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 Enrollment Coordinator. 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 Enrollment Coordinator. 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 Enrollment Coordinator or Student Financial Services 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 Student Resources.

### Session-long course refund schedule

Fall Semester 2025	Session 1 Aug 25 - Oct 16	Session 2 Oct 27 - Dec 18
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Charge	Refund	Last Date of Attendance	Last Date of Attendance
25%	75%	Aug 25 - Aug 31	Oct 27 - Nov 2
50%	50%	Sep 1 - Sep 7	Nov 3 - Nov 9
100%	0%	After Sep 7	After Nov 9
Spring Semester 2026		Session 3 Jan 12 - Mar 5	Session 4 Mar 16 - May 7
Charge	Refund	Last Date of Attendance	Last Date of Attendance
25%	75%	Jan 12 - Jan 18	Mar 16 - Mar 22
50%	50%	Jan 19 - Jan 25	Mar 23 - Mar 29
100%	0%	After Jan 25	After Mar 29
Summer Semester 2026		Session 5 May 18 - July 9	Session 6 July 13- Aug 20
Charge	Refund	Last Date of Attendance	Last Date of Attendance
25%	75%	May 18 - May 24	July 13 - July 19
50%	50%	May 25 - May 31	July 20 - July 26
100%	0%	After May 31	After July 26

### Semester-long course refund schedule

Fall Semester 2025		Aug 25 - Dec 18
Charge	Refund	Last Date of Attendance
25%	75%	Aug 25 - Aug 31
50%	50%	Sept 1 - Sept 7
75%	25%	Sept 8 - Sept 14
100%	0%	After Sep 14
Spring Semester 2026		Jan 12 - May 7
Charge	Refund	Last Date of Attendance
25%	75%	Jan 12 - Jan 18
50%	50%	Jan 19 - Jan 25
75%	25%	Jan 26 - Feb 1
100%	0%	After Feb 1
Summer Semester 2026		May 18 - Aug 20
Charge	Refund	Last Date of Attendance
25%	75%	May 18 - May 24
50%	50%	May 25- May 31
75%	25%	June 1 - June 7
100%	0%	After June 7

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 Enrollment Coordinator and Program Director 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:
  1. A cumulative GPA of 2.75 or better in undergraduate degree, or
  2. 3.00 GPA or better in a minimum of 6 semester hours of graduate credit
  3. 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. Personal Statement essay. If the Personal Statement is not met, additional documentation may be requested by the counseling program admissions committee for further consideration.

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 better 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 Enrollment Coordinator/Faculty 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 Enrollment Coordinator/Faculty 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 Enrollment Coordinator. 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 Enrollment Coordinator or Student Financial Services 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 2025-2026 Academic Year

Tuition per graduate semester credit for MAP courses, due prior to the first day of session.	\$620
Tuition per graduate semester credit for MEd courses, due prior to the first day of session.	\$355
Tuition per graduate semester credit for MSC courses, due prior to the first day of session.	\$545
Tuition per graduate semester credit for MHA/MPA courses, due prior to the first day of session.	\$620
Tuition per graduate semester credit for MBA courses, due prior to the first day of session.	\$655
Application and evaluation fee U.S. Online and Center Programs	No Charge
Transcribing credit as recommended by ACE guidelines	No Charge
Transcripts, per copy	\$10
Graduation fee, payable at time of application for graduation	\$70
Payment Plan Fee - Session	\$20
Payment Plan Fee - Semester	\$50
Credit Card Service Fee	2.95% per transaction
International Credit Card Service Fee	4.25% per transaction
Returned Payment Fee	\$25
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

New students must register with their Enrollment Coordinator.

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. 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 online 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 their respective 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 or 877-325-7778.

## U.S. Center Program Information

### Center Program Registration

- New students must register with an Enrollment Coordinator or Center Director.
- 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. Step-by-step instructions for course registration are listed in myUIU 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. This information will be emailed to the student's personal email address on record.

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 the Wednesday before the start of a semester/session.

### 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 Form (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 Student Resources.

## 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 2025		Session 1 Aug 25 - Oct 16	Session 2 Oct 27 - Dec 18
Charge	Refund	Last Date of Attendance	Last Date of Attendance
25%	75%	Aug 25 - Aug 31	Oct 27- Nov 2
50%	50%	Sep 1 - Sep 7	Nov 3 - Nov 9
100%	0%	After Sep 7	After Nov 9
Spring Semester 2026		Session 3 Jan 12 - Mar 5	Session 4 Mar 16 - May 7
Charge	Refund	Last Date of Attendance	Last Date of Attendance
25%	75%	Jan 12 - Jan 18	Mar 16 - Mar 22
50%	50%	Jan 19 - Jan 25	Mar 23 - Mar 29
100%	0%	After Jan 25	After Mar 29

Summer Semester 2026		Session 5 May 18 - July 9	Session 6 July 13 - Aug 20
Charge	Refund	Last Date of Attendance	Last Date of Attendance
25%	75%	May 18 - May 24	July 13 - July 19
50%	50%	May 25- May 31	July 20 - July 26
100%	0%	After May 31	After July 26

### **Semester-long course refund schedule**

Fall Semester 2025		Aug 25 - Dec 18
Charge	Refund	Last Date of Attendance
25%	75%	Aug 25 - Aug 31
50%	50%	Sept 1 - Sept 7
75%	25%	Sept 8 - Sept 14
100%	0%	After Sep 14
Spring Semester 2026		Jan 12 - May 7
Charge	Refund	Last Date of Attendance
25%	75%	Jan 12 - Jan 18
50%	50%	Jan 19 - Jan 25
75%	25%	Jan 26 - Feb 1
100%	0%	After Feb 1
Summer Semester 2026		May 18 - Aug 20
Charge	Refund	Last Date of Attendance
25%	75%	May 18 - May 24
50%	50%	May 25 - May 31
75%	25%	June 1 - June 7
100%	0%	After June 7

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 UIU Graduate Programs (unless otherwise listed) are considered full-time with the completion of six or more graduate credits during each semester. Students may take up to 12 credits per semester (no more than 6 credits per session) with Enrollment Coordinator/Program Director approval. Students desiring to enroll in more than 12 credits per semester must meet the minimum UIU GPA requirement of 3.0 and have the permission of the student's Program Director.

Students in the Master of Science in Counseling (MSC) program will normally enroll in 9 credit hours per semester. Students may take up to 12 credits per semester with the enrollment coordinator's approval. Students desiring to enroll in more than 12 credits per semester must meet the minimum UIU GPA requirement of 3.0 and have the permission of the Program Director.

## 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's start and must specifically list the courses and sessions the student plans to complete. The graduate Program Director 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 Master's Degrees

Students who have earned one master's degree at Upper Iowa University may desire to earn one or more additional master's 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 Enrollment Coordinator/Program Director 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).

**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.

**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 31-36 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. Additional information regarding sanctions is located either in the Academic Catalog under Academic Policies (Academic Misconduct) or on the UIU website under Academic Affairs 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, and self-paced 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, biology, chemistry, coaching, communication studies, criminal justice, earth and environmental science, economics, exercise science, financial management, general business, graphic design, health services administration, human resources management, human services, management, marketing, mortuary science, pre-counseling, pre-law, psychology, public administration, public relations, and sociology. 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. **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

\*All students must complete at least 30 semester hours of The Peacock Professional Experience ("general education") coursework. If students have had specific Peacock Professional Experience requirements waived, students must meet the 30 semester hour minimum using any Peacock Professional Experience course(s) not already applied in The Peacock Professional Experience section.

## 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

\*All students must complete at least 30 semester hours of The Peacock Professional Experience ("general education") coursework. If students have had specific Peacock Professional Experience requirements waived, students must meet the 30 semester hour minimum using any Peacock Professional Experience course(s) not already applied in The Peacock Professional Experience section.

\*\*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 the 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. **30 Credits\***
- LA 298 - Associate of Arts Capstone **1 Credit(s)**
- General Electives **29-32 Credits\***

## Total Credits: 60

\*All students must complete at least 30 semester hours of The Peacock Professional Experience ("general education") coursework. If students have had specific Peacock Professional Experience requirements waived, students must meet the 30 semester hour minimum using any Peacock Professional Experience course(s) not already applied in The Peacock Professional Experience section. A total of 60 semester hours of credit is required 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**

\*All students must complete at least 30 semester hours of The Peacock Professional Experience ("general education") coursework. If students have had specific Peacock Professional Experience requirements waived, students must meet the 30 semester hour minimum using any Peacock Professional Experience course(s) not already applied in The Peacock Professional Experience section.

\*\*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 approved professional education core courses.

## **Program Student Learning Outcomes**

- **Considers Contextual Factors:** The teacher uses information about the learning-teaching context and student individual 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 specific learning outcomes, student characteristics and needs, and learning contexts
- **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 to improve teaching practice.

## **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 Credit(s)**
- 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 approved professional education core courses.

### Program Student Learning Outcomes

- **Considers Contextual Factors:** The teacher uses information about the learning-teaching context and student individual 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 specific learning outcomes, student characteristics and needs, and learning contexts
- **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 to improve teaching practice.

### 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 Credit(s)**
- 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**

## **Educational Studies, BA**

The Educational Studies Major is designed as a K-12 non-licensure program, providing students with a comprehensive understanding of the educational landscape. This pathway is essential for individuals who wish to contribute meaningfully to schools and educational settings in important supporting roles that enhance student learning and success. Additionally, it serves as a strong foundation for those pursuing advanced studies in teaching, counseling, or educational leadership. By emphasizing an understanding of the whole child, child development, special education, literacy, and fieldwork, this degree equips graduates with the knowledge and skills necessary to make a lasting impact in K-12 education.

### **Program Student Learning Outcomes**

- Students will analyze how cultural values influence individual and group experiences in educational, social, and community contexts.
- Students will apply ethical principles to promote fairness in educational and community contexts.
- Students will demonstrate foundational knowledge of case management within educational and community contexts.
- Students will utilize effective communication strategies to foster collaboration across educational and community contexts with a range of backgrounds and perspectives.
- Students will explain key theories of human development across the lifespan.
- Students will use assessment data to inform instruction that supports the whole child-academically, behaviorally, and socially.
- Students will design developmentally appropriate learning environments that reflect knowledge of individual and group needs in early childhood development.

## Core Requirements:

- 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 309 - Teaching Elementary Movement and Wellness **1 Credit(s)**
- EDU 333 - Literature: Birth-Adolescence **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)**
- HSV 454 - Issues and Ethics in the Helping Professions **3 Credit(s)**

## Choose One of the Following Emphasis Areas:

(Only one emphasis area may be completed.)

### Early Childhood Emphasis

#### PROGRAM STUDENT LEARNING OUTCOMES

- Students will design developmentally appropriate learning environments that reflect knowledge of individual and group needs in early childhood development.

#### Complete the Following Courses:

- 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)**

#### Choose 6 Credit(s) in Electives from\*:

- Sociology
- Psychology
- Human Services
- Communications

\*Note: Must be 200 level or above.

**Total Credits: 21**

### General Educational Studies Emphasis

## PROGRAM STUDENT LEARNING OUTCOME

- Students will use assessment data to inform instruction that supports the whole child-academically, behaviorally, and socially.

### Requirements

- EDU 298 - Field Based Learning **3 Credit(s)**
- HSV 221 - Introduction to Human Services **3 Credit(s)**
- HSV 384 - Social Welfare Programs and Policies **3 Credit(s)**
- PSY 240 - Conflict Resolution **3 Credit(s)**
- SOC 240 - Diversity in the United States **3 Credit(s)**

### Choose 6 Credit(s) in Electives From\*:

- Sociology
- Psychology
- Human Services
- Communications

\*Note: Must be 200 level or above.

**Total Credits: 21**

**Total Credit(s): 66**

## 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**

### **Major in Graphic Design**

A major in graphic design prepares students to be successful in a competitive and fast-paced occupation, where they will use technical skills and creative problem solving to produce traditional print publications, advertisements, web designs and social media using the latest digital technologies. The graphic design major is a portfolio-driven program. Students formulate unique responses to design problems and create original work in every course.

### **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

### **Program Student Learning Outcomes**

- Students will be able to demonstrate understanding of the various levels at which design problems can be formulated and addressed.
- Students will be able to plan and execute unique creative and scholarly works.
- Students will be able to analyze a diversity of conceptual ideas and potentials.
- Students will be able to constructively assess works by yourself and others.

### **Required Studio Courses Core**

- GRAF 112 - Introduction to Graphic Design **3 Credit(s)**
- GRAF 132 - Introduction to Graphic Design Tools **3 Credit(s)**
- GRAF 234 - History of 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 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.

## **Program Student Learning Outcomes**

- Students will be able to explain the historical context and ongoing development of at least one of the disciplines within the Liberal Arts major.
- Students will be able to use discipline-appropriate strategies to approach problems posed within at least one of the disciplines within the Liberal Arts major.
- Students will be able to explain an artistic and/or literary tradition(s) both in their historical contexts and across cultures.
- Students will be able to explain specific political processes and their historical or social contexts.
- Students will be able to deliver a coherent message or argument, adapting it to an identified audience and situation.

## **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 Credit(s)**
- Two courses in English (excluding courses in composition) **6 Credit(s)**
- Two courses in History **6 Credit(s)**
- Two courses in Political Science **6 Credit(s)**
- 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 Credit(s)**
- 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 approved professional education core courses.

### Program Student Learning Outcomes

- **Considers Contextual Factors:** The teacher uses information about the learning-teaching context and student individual 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 specific learning outcomes, student characteristics and needs, and learning contexts
- **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 to improve teaching practice.

### 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 Credit(s)**
- 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 approved professional education core courses.

#### **Program Student Learning Outcomes**

- **Considers Contextual Factors:** The teacher uses information about the learning-teaching context and student individual 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 specific learning outcomes, student characteristics and needs, and learning contexts
- **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 to improve teaching practice.

#### **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 Credit(s)**
- 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 Credit(s)**

## **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 Credit(s)**

## **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 Credit(s)**

## **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 (120 credits)

## Accounting, BS

The major in accounting gives students exposure to areas of accounting in preparation for public, private or governmental accounting careers.

### Program Student Learning Outcomes

- Students will evaluate and recognize the technical terms in the accounting profession and apply that technical knowledge to support fundamentally sound business decisions.
- Students will develop a core comprehension of how the accounting process functions and creates a foundational structure for a business.
- Students will gather, consolidate, safeguard, prepare and present accounting information for internal and external users.
- Students will synthesize various cost accounting data points to produce meaningful recommendations for management.
- Students will evaluate tax law and use critical thinking to solve elemental tax problems.

### Business Core

Students majoring in accounting, agricultural business, business administration, business analytics, cybersecurity, 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.

### **Program Student Learning Outcomes**

- Students will analyze the general needs of customers of agricultural businesses and develop ways to support efficient agricultural production.
- Students will evaluate management and financial concepts and apply them in agricultural businesses (either farms or small businesses).
- Students will evaluate marketing concepts and apply those concepts to an agricultural business situation.
- Students will demonstrate knowledge of the legal and ethical environment impacting agriculture organizations.
- Students will be able to synthesize multiple inputs and outputs in the agricultural field to make effective and profitable decisions.

### **Business Core**

Students majoring in accounting, agricultural business, business administration, business analytics, cybersecurity, 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

- 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 approved professional education core courses.

## Program Student Learning Outcomes

- **Considers Contextual Factors:** The teacher uses information about the learning-teaching context and student individual 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 specific learning outcomes, student characteristics and needs, and learning contexts
- **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 to improve teaching practice.

## 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 Credit(s)**
- 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 approved professional education core courses.

### **Program Student Learning Outcomes**

- **Considers Contextual Factors:** The teacher uses information about the learning-teaching context and student individual 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 specific learning outcomes, student characteristics and needs, and learning contexts
- **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 to improve teaching practice.

## 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 Credit(s)**
- 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 approved professional education core courses.

### Program Student Learning Outcomes

- **Considers Contextual Factors:** The teacher uses information about the learning-teaching context and student individual 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 specific learning outcomes, student characteristics and needs, and learning contexts
- **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 to improve teaching practice.

### 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 Credit(s)**
- 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)**

## Chemistry

- CHEM 151 - General Chemistry I **4 Credit(s)**
- CHEM 152 - General Chemistry II **4 Credit(s)**

## Physics

- PHY 115 - Introduction to Physics I **4 Credit(s)**
- PHY 116 - Introduction to Physics II **4 Credit(s)**

## Earth Science

- PHY 109 - Introduction to Astronomy Laboratory **1 Credit(s)**
- PHY 110 - Introduction to Astronomy **3 Credit(s)**
- BIO 308 - Scientific Literature Skills and Writing for Research **2 Credit(s)**
- ES 100 - Introduction to Geology **3 Credit(s)**
- ES 161 - Introduction to Environmental Science **3 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 approved professional education core courses.

## Program Student Learning Outcomes

- **Considers Contextual Factors:** The teacher uses information about the learning-teaching context and student individual 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 specific learning outcomes, student characteristics and needs, and learning contexts
- **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 to improve teaching practice.

## 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 Credit(s)**
- 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.

## Program Student Learning Outcomes

- Students will be able to apply scientific methodology to solve biological problems.
- Students will be able to differentiate among processes responsible for biological evolution.
- Students will be able to analyze patterns of genetic inheritance.
- Students will be able to describe the flow of matter and energy through biological systems.
- Students will be able to investigate the levels of organization applicable to the study of biological organisms.
- Students will be able to relate structure and function across levels of biological systems.

## Biology Core

- 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)**
- 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

- 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 115 - Introduction to Physics I **4 Credit(s)**
- PHY 116 - Introduction to Physics II **4 Credit(s)**

### **Electives in Biology numbered 200 or above: 24 Credits**

12 credits of which must be 300 or above.

**Total Credits: 39**

## **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**

#### **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: 23**

## **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)**
- 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: 29-30**

## **Pre-Chiropractic Articulation Emphasis**

This emphasis allows students to take advantage of articulation agreements with institutions offering a doctorate in chiropractic degree and enter the chiropractic institution after three or four years at Upper Iowa University. 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 into an articulated chiropractic program and transfer 30 credits from their first year back to UIU to reach 120 credits and graduate from UIU. Alternatively, the student may complete the last 30 credits to reach 120 at UIU. In either case, the student will receive a B.S. degree with a major in Biology from UIU.

### **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 115 - Introduction to Physics I **4 Credit(s)**
- PHY 116 - Introduction to Physics 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)**

**Total Credits: 31**

## **Pre-Nursing Emphasis**

After successfully completing 90 credits including the Biology Core, the courses in this emphasis, and fulfilling all 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)**
- 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**

## 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-professional-students](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

- 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 115 - Introduction to Physics I **4 Credit(s)**

- PHY 116 - Introduction to Physics 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)**

### **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)**
- BIO 498 - Thesis Research **2 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)**
- PHY 115 - Introduction to Physics I **4 Credit(s)**
- PHY 116 - Introduction to Physics II **4 Credit(s)**

## **Total Credits: 39**

## **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.

### **Program Student Learning Outcomes**

- Students will differentiate and apply qualitative and quantitative tools and techniques to develop a business-critical decision-making process.
- Students will identify, apply, and evaluate management concepts and critically apply these concepts to all organizational types.
- Students will demonstrate knowledge of the strategic management process and the ability to assess industry attractiveness and the competitive environment.

## **Business Core**

Students majoring in accounting, agricultural business, business administration, business analytics, cybersecurity, 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**

## **Business Administration Core**

- 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**

**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**

**Complete the following courses:**

- FIN 310 - Money and Capital Markets **3 Credit(s)**
- **OR**
- 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

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

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

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)**

## Business Analytics, BS

The Business Analytics program equips students with essential data analysis skills, including proficiency in SQL and Tableau. Through the use of low-code business analytics tools like spreadsheets and dashboards, students can tackle a wide range of business challenges.

This program includes online courses as part of the curriculum through our partnership with Rize. These offer students cutting-edge curriculum, greater scheduling flexibility, access to nationwide experts in the field, and access to even more resume-ready skills. Rize courses may not be taken for electives.

## Program Student Learning Outcomes

- Students will be able to apply action-oriented analysis for a given data problem in order to make their analytics as valuable as possible.
- Students will be able to use probabilistic thinking to inform decision-making.
- Students will be able to solve a range of real-world business problems using advanced database and dashboarding tools to create living analyses.
- Students will be able to present analyses to be as actionable as possible by focusing on problems and solutions.
- Students will be able to develop and carry out a professional analytics project, articulating the rationale, methodology, process, and impact of the project with skill and insight.
- Students will be able to formulate and defend strategic recommendations based on data analysis that align with organizational goals and exhibit awareness of market trends and competitive dynamics.

## Business Core

Students majoring in accounting, agricultural business, business administration, business analytics, cybersecurity, 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 423 - Production and Operations Management **3 Credit(s)**
- BSAN 101 - Foundations of Data Analytics I **3 Credit(s)**
- BSAN 102 - Foundations of Data Analytics II **3 Credit(s)**
- BSAN 301 - Business Analytics I **3 Credit(s)**
- BSAN 302 - Business Analytics II **3 Credit(s)**

- BSAN 401 - Practicum **3 Credit(s)**
- Choose one upper division Business course 300/400 **3 Credit(s)**

**Total Credits: 21**

## **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.

### **Program Student Learning Outcomes**

- Students will be able to deliver messages that are appropriate for a prescribed situation or audience.
- Students will be able to evaluate messages and behaviors that are appropriate for a prescribed situation or individual/group.
- Students will be able to evaluate value differences in communication goals, types of messages, and behaviors associated with people from other cultures, organizations, and groups.
- Students will be able to identify various communication theories, sources, styles of writing, and audiences.
- Students will develop skills essential for communication professionals.

### **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 **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 **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 **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.

### **Program Student Learning Outcomes**

- Students will be able to apply scientific methodology to solve biological problems.
- Students will be able to differentiate among processes responsible for biological evolution.
- Students will be able to describe the flow of matter and energy through biological systems.
- Students will be able to investigate the levels of organization applicable to the study of biological organisms.
- Students will be able to apply ecological principles to the management and conservation of natural resources.

### **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)**
- ES 220 - Soil and Water Conservation **3 Credit(s)**
- GEOG 356 - Introduction to Geographic Information Systems **3 Credit(s)**
- IS 102 - Introduction to Computer Applications and Technology **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)**

**Choose two of the following: 6-7 credits**

- BIO 283 - General Genetics **4 Credit(s)**
- BIO 403 - Field Internship **3 Credit(s)**
- BIO 496 - Senior Project **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)**
- SOC 334 - Introduction to Data Analysis in the Social Sciences **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)**

**Electives from the following: 11 Credits**

- BIO 301 - Individual Research in the Biological Sciences **1 Credit(s)**
- BIO 302 - Field Studies in Conservation Management or Biological Sciences **1-4 Credit(s)**
- BIO 315 - Ichthyology **4 Credit(s)**
- BIO 322 - Plant Propagation for Conservation Professionals **3 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 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)**
- MATH 220 - Elementary Statistics **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)**

**Total Credits: 56-57**

**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.

## **Program Student Learning Outcomes**

- Students will be able to demonstrate the ability to use the research methods used in the study of crime.
- Students will be able to demonstrate an understanding of the theoretical and legal foundations of criminal justice.
- Students will be able to demonstrate understanding of the operations of the criminal justice system.
- Students will be able to explain the types of ethical issues and social inequalities, diversity and human rights issues that exist within 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 Data Analysis in the Social Sciences **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.

## Cybersecurity, BS

The Cybersecurity program targets the growth in low or no-code Cybersecurity roles. Students will gain a deep understanding of the security landscape and experience with modern no-code tools covered in this program.

This program includes online courses as part of the curriculum through our partnership with Rize. These offer students cutting-edge curriculum, greater scheduling flexibility, access to nationwide experts in the field, and access to even more resume-ready skills. Rize courses may not be taken for electives.

### Program Student Learning Outcomes

- Students will be able to develop and implement security plans to safeguard data against attacks by applying industry-standard frameworks for threat detection.
- Students will be able to construct and deploy security controls and countermeasures in network and system environments to protect systems from common attacks.
- Students will be able to develop and implement robust security policies, procedures, and emergency measures that comply with legal and governmental requirements and protect individual rights.
- Students will be able to conduct incident investigations using modern forensic tools and execute response and recovery plans to minimize the impact of security events.
- Students will be able to develop and execute ethical hacking strategies, utilizing industry-standard tools and techniques to discover vulnerabilities within networks and systems.
- Students will be able to analyze complex cybersecurity challenges, evaluate potential solutions, and implement effective strategies to mitigate risks and protect against threats.

### Business Core

Students majoring in accounting, agricultural business, business administration, business analytics, cybersecurity, 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**

- CYBR 101 - Introduction to Cybersecurity **3 Credit(s)**
- CYBR 201 - Network and System Security **3 Credit(s)**
- CYBR 202 - Cybercrime and Governance **3 Credit(s)**
- CYBR 301 - Security Operations **3 Credit(s)**
- CYBR 302 - Ethical Hacking **3 Credit(s)**
- CYBR 401 - Cybersecurity Capstone **3 Credit(s)**
  
- Choose one upper division Business course 300/400 **3 Credit(s)**

## **Total Credits: 21**

### **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.

#### **Program Student Learning Outcomes**

- Students will be able to identify and define the roles and responsibilities of government (local, state, tribal, and national) and government agencies at each phase of the emergency management cycle.
- Students will be able to utilize emergency management terminology, concepts, and theories in decision making and problem solving.
- Students will be able to demonstrate an understanding of the historical foundations and ethical principles of emergency management practice.
- Students will be able to apply appropriate research methods in the collection, analysis, and synthesizing of policy relevant information necessary for making appropriate emergency management related policy recommendations.
- Students will be able to effectively communicate emergency management information.

### **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 Data Analysis in the Social Sciences **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.

**Program Student Learning Outcomes**

- Students will be able to demonstrate knowledge of exercise sciences including kinesiology and biomechanics, exercise physiology, exercise assessment and prescription, motor learning, and nutrition.
- Students will be able to conduct and interpret assessment of health and physical fitness.
- Students will be able to prescribe and implement exercise programs for a variety of populations.
- Students will be able to communicate effectively using modes applicable to exercise and health professionals.
- Students will be able to demonstrate professional and ethical behaviors appropriate for exercise and health professionals.

**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 approved professional education core courses.

## Program Student Learning Outcomes

- **Considers Contextual Factors:** The teacher uses information about the learning-teaching context and student individual 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 specific learning outcomes, student characteristics and needs, and learning contexts
- **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 to improve teaching practice.

## 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 Credit(s)**
- 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.

## Program Student Learning Outcomes

- Students will be able to analyze financial data to make business decisions.
- Students will be able to evaluate the likelihood of success of a potential investment.
- Students will be able to develop financial plans for a business that lead to improved outcomes.
- Students will be able to effectively communicate financial recommendations in the forms of written, visual, and oral communication.
- Students will demonstrate an understanding of financial trends and planning techniques and how they affect the overall economy.

## Business Core

Students majoring in accounting, agricultural business, business administration, business analytics, cybersecurity, 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**

- 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.

### **Program Student Learning Outcomes**

- Students will be able to analyze key aspects of the healthcare environment and the impact of various trends on the healthcare delivery system.
- Students will be able to synthesize relevant internal and external data to position healthcare organizations for fiscal and operational success.
- Students will be able to create a strategic plan to market, implement, evaluate, and manage high-quality healthcare services.
- Students will be able to develop best practices in organizational leadership and behavior, along with human resource strategies to enhance the delivery of healthcare services and programs in multiple healthcare settings.
- Students will be able to identify a communication strategy that will cultivate professional relationships amongst both internal and external stakeholders.

### **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 Credits**

## **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)**

## **Total Credits: 45**

## **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).

### **Program Student Learning Outcomes**

- Students will be able to explain the fundamental aspects of human resources management and their application in various business settings, including diversity of cultures and worldviews.
- Students will be able to use Human Resource Information Systems to research, collect, analyze, and interpret data and effectively communicate information in a professional manner.
- Students will be able to develop and evaluate training and development programs that foster employee and organizational learning and development.
- Students will be able to identify strategies for employee compensation and benefit plans in conjunction with appraisal systems.
- Students will be able to explain the processes involved with personnel selection and evaluation as they relate to the overall human resource management strategy.
- Students will be able to apply knowledge of human behavior, labor relations, and current laws and regulations to produce a working environment that is safe, fair, and compliant with regulations.

## **Business Core**

Students majoring in accounting, agricultural business, business administration, business analytics, cybersecurity, 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.

## Program Student Learning Outcomes

- Students will be able to recognize, understand, and respect the complexity of sociocultural and international diversity as it relates to human services.
- Students will be able to recognize, understand, and respect the impact of social inequality and the consequences that political processes and policies have on individuals, families, and human services organizations.
- Students will be able to recognize, understand, and respect the commitment to the use of ethical standards and guidelines within their interactions with others in the human services field.
- Students will be able to recognize, understand, and respect the complexity of relationships, including interacting professionally with individuals, families, and groups when working in the human services field.

## 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)**

### 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 (DMAACC), BS

This major consists of 81 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 approved professional education core courses.

## Program Student Learning Outcomes

- **Considers Contextual Factors:** The teacher uses information about the learning-teaching context and student individual 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 specific learning outcomes, student characteristics and needs, and learning contexts
- **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 to improve teaching practice.

## 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 Credit(s)**
- 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

Students must have a minimum of **six credits in three different areas** (Construction, Energy and Power, Graphic Communication, Manufacturing, or Transportation) for a total of 30 credits. Students may take the remaining credits as electives in any of the areas listed below.

### Construction

- CON 333 - Materials/Construction Theory **5 Credit(s)**
- CON 334 - Construction Techniques **7 Credit(s)**
- CON 336 - Care and Use of Hand/Power Tools **1 Credit(s)**
- CON 337 - Construction Blueprint Reading **1 Credit(s)**
- CON 338 - Materials Takeoff **1 Credit(s)**
- Or an approved Construction course

## Energy and Power

- ELT 303 - Principles of Electricity **3 Credit(s)**
- ELT 368 - DC/AC Fundamentals **3 Credit(s)**
- ELT 369 - DC/AC Fundamentals Lab **3 Credit(s)**
- Or an approved Energy and Power course

## Graphic Communication

- CAD 119 - Introduction to Computer-aided Drafting **3 Credit(s)**
- CAD 139 - Introduction to CAD/CAM **3 Credit(s)**
- Or an approved Graphic Communication course

## Manufacturing

- WEL 208 - Introduction to Fabrication **2 Credit(s)**
- WEL 228 - Intro to Welding, Safety, and Health of Welders **1 Credit(s)**
- WEL 233 - Print Reading/Symbol Interpretation **3 Credit(s)**
- WEL 254 - Inspection/Test Principles **1 Credit(s)**
- Or an approved Manufacturing course

## Transportation

- AUT 111 - Introduction to Automotive Technology I **6 Credit(s)**
- AUT 114 - Shop Fundamentals and Minor Service **4 Credit(s)**
- Or an approved Transportation course

## Total Credits: 81

# Industrial Technology (EICC), BS

This major consists of 81 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 approved professional education core courses.

## Program Student Learning Outcomes

- **Considers Contextual Factors:** The teacher uses information about the learning-teaching context and student individual 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 specific learning outcomes, student characteristics and needs, and learning contexts
- **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 to improve teaching practice.

## 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 Credit(s)**
- 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

Students must have a minimum of **six credits in three different areas** (Construction, Energy and Power, Graphic Communication, Manufacturing, or Transportation) for a total of 30 credits. Students may take the remaining credits as electives in any of the areas listed below.

### Construction

- CON 170 - Building Construction Techniques I **6 Credit(s)**
- Or an approved Construction course

### Energy and Power

- ELE 101 - Industrial Safety **1 Credit(s)**
- ELE 113 - AC/DC Fundamentals **3 Credit(s)**
- ELE 115 - Basic Electricity **2 Credit(s)**
- Or an approved Energy and Power course

## Graphic Communication

- CAD 203 - Principles of Design **3 Credit(s)**
- MFG 192 - Blueprinting Reading **3 Credit(s)**
- Or an approved Graphic Communication course

## Manufacturing

- WEL 361 - VR Welding **2 Credit(s)**
- WEL 364 - Gas Metal Arc Welding **4 Credit(s)**
- Or an approved Manufacturing course

## Transportation

- AUT 115 - Automotive Shop Safety **1 Credit(s)**
- AUT 404 - Automotive Suspension and Steering **4 Credit(s)**
- AUT 524 - Automotive Break Systems and Service **4 Credit(s)**
- Or an approved Transportation course

## Total Credits: 81

## Industrial Technology (HCC), BS

This major consists of 81 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 approved professional education core courses.

## Program Student Learning Outcomes

- **Considers Contextual Factors:** The teacher uses information about the learning-teaching context and student individual 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 specific learning outcomes, student characteristics and needs, and learning contexts
- **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 to improve teaching practice.

## 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 Credit(s)**
- 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)**

## HCC Courses

Students must have a minimum of **six credits in three different areas** (Construction, Energy & Power, Graphic Communication, Manufacturing, or Transportation) for a total of 30 credits. Students may take the remaining credits as electives in any of the areas listed below.

### Construction

- CON 102 - Introduction to Residential Construction **2 Credit(s)**
- CON 108 - Construction Safety **1 Credit(s)**
- CON 131 - Site Layout and Blueprint Reading **1 Credit(s)**
- CON 133 - Construction Technology Lab **4 Credit(s)**
- CON 201 - Framing Techniques and Lab I **2 Credit(s)**
- Or an approved Construction course

### Energy and Power

- ELT 290 - DC Electricity **4 Credit(s)**
- ELT 291 - AC Electricity **4 Credit(s)**
- Or an approved Energy and Power Course

### Graphic Communication

- CAD 118 - Technical Drawing and CAD **3 Credit(s)**
- CAD 200 - CAD SoftPlan **3 Credit(s)**
- Or an approved Graphic Communication course

## Manufacturing

- IND 111 - Industrial Safety Mechanical Systems (OSHA10) **1 Credit(s)**
- WEL 228 - Introduction to Welding, Safety, and Health of Welders **1 Credit(s)**
- WEL 233 - Print Reading and Welding Symbol Interpretation **3 Credit(s)**
- WEL 245 - Gas Metal Arc Welding Spray Transfer **2 Credit(s)**
- WEL 274 - Shielded Metal Arc Welding I **3 Credit(s)**
- Or an approved Manufacturing course

## Transportation

- AUT 106 - Introduction to Automotive Technology **2 Credit(s)**
- AUT 109 - Introduction to Automotive Technology II **2 Credit(s)**
- AUT 504 - Automotive Brake Systems **4 Credit(s)**
- Or an approved Transportation course

**Total Credits: 81**

## Industrial Technology (IWCC), BS

The major consists of 81 semester credits. An innovative 2+2 program is available through a partnership between Upper Iowa University and Iowa Western Community College. Students may earn an associate of science degree, Welding Certificate, or Construction Management Certificate from IWCC 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 approved professional education core courses.

## Program Student Learning Outcomes

- **Considers Contextual Factors:** The teacher uses information about the learning-teaching context and student individual 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 specific learning outcomes, student characteristics and needs, and learning contexts
- **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 to improve teaching practice.

## 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 Credit(s)**
- 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)**

## IWCC Courses

Students must have a minimum of **six credits in three different areas** (Construction, Energy and Power, Graphic Communication, Manufacturing, or Transportation) for a total of 30 credits. Students may take the remaining credits as electives in any of the areas listed below.

### Construction

- CON 114 - Blueprint Reading **3 Credit(s)**
- CON 170 - Building Construction Techniques I **6 Credit(s)**
- CON 180 - Principles of Building Construction I **3 Credit(s)**
- CON 266 - Construction Safety **3 Credit(s)**
- Or and approved Construction course

### Energy and Power

- ELE 231 - Basic Electrical Principles **5 Credit(s)**
- Or and approved Energy and Power course

### Graphic Communication

- CAD 139 - Introduction to CAD/CAM **3 Credit(s)**
- Or an approved Graphic Communication course

### Manufacturing

- IND 109 - Equipment Safety and Operations **3 Credit(s)**
- WEL 103 - Oxy-Acetylene Welding andn Brazing **1 Credit(s)**
- WEL 149 - Fundamentals of Shielded Metal Arc Welding **3 Credit(s)**

- WEL 208 - Intro to Fabrication **2 Credit(s)**
- WEL 233 - Print Reading and Welding Symbol Interpretations **3 Credit(s)**
- WEL 256 - Gas Metal Arc Welding **4.5 Credit(s)**
- Or an approved Manufacturing course

### Transportation

- AUT 119 - Introduction to Automotive Technology **4 Credit(s)**
- AUT 404 - Automotive Suspension and Steering **4 Credit(s)**
- AUT 524 - Automotive Break Systems and Service **4 Credit(s)**
- Or an approved Transportation course

## Total Credits: 81

## Industrial Technology (NICC), BS

This major consists of 81 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 approved professional education core courses.

### Program Student Learning Outcomes

- **Considers Contextual Factors:** The teacher uses information about the learning-teaching context and student individual 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 specific learning outcomes, student characteristics and needs, and learning contexts
- **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 to improve teaching practice.

### 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 Credit(s)**
- 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)**

## NICC Courses

Students must have a minimum of **six credits in three different areas** (Construction, Energy and Power, Graphic Communication, Manufacturing, or Transportation) for a total of 30 credits. Students may take the remaining credits as electives in any of the areas listed below.

### Construction

- CON 111 - Basic Drafting **2 Credit(s)**
- CON 113 - Construction Print Reading **2 Credit(s)**
- CON 391 - Construction II **3 Credit(s)**
- CON 393 - Construction III **3 Credit(s)**
- Or an approved Construction course

### Energy and Power

- ELE 120 - Fundamentals of Electricity-DC **4 Credit(s)**
- ELE 121 - Fundamentals of Electricity-AC **4 Credit(s)**
- Or an approved Energy and Power course

### Graphic Communications

- CAD 104 - Computer Aided Drafting **3 Credit(s)**
- CAD 165 - Rendering and Animation **3 Credit(s)**
- CAD 172 - Introduction to CAD: AutoCAD **2 Credit(s)**
- Or an approved Graphic Communication course

### Manufacturing

- WEL 110 - Welding Blueprint Reading **2 Credit(s)**
- WEL 119 - Maintenance Welding **1 Credit(s)**
- WEL 228 - Intro to Welding, Safety, and Health of Welders **1 Credit(s)**
- WEL 330 - Welding Fundamentals **1 Credit(s)**
- WEL 427 - Basic Arc Welding **3 Credit(s)**
- WEL 433 - Basic Gas Metal Arc Welding **3.5 Credit(s)**

- Or an approved Manufacturing course

## Transportation

- Certificate in 10-hour OSHA (General Industry)
- AUT 102 - Intro to Automotive Technology **1 Credit(s)**
- AUT 404 - Automotive Suspension and Steering **4 Credit(s)**
- AUT 503 - Automotive Brake Systems **3 Credit(s)**
- Or an approved Transportation course

## Total Credits: 81

## 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 approved professional education core courses.

## Program Student Learning Outcomes

- **Considers Contextual Factors:** The teacher uses information about the learning-teaching context and student individual 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 specific learning outcomes, student characteristics and needs, and learning contexts
- **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 to improve teaching practice.

## 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 Credit(s)**
- 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 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 308 - Scientific Literature Skills and Writing for Research **2 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)**
- 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: 91**

## 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 Data Analysis in the Social Sciences **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.

### **Program Student Learning Outcomes**

- Students will access, utilize, evaluate and synthesize quantitative and qualitative information in making business decisions.
- Students will demonstrate how internal and external environments impact functional areas of business.
- Students will communicate effectively in various forms, such as written, oral, visual or electronic formats.

## **Business Core**

Students majoring in accounting, agricultural business, business administration, business analytics, cybersecurity, 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.

### **Program Student Learning Outcomes**

- Students will be able to identify marketing concepts and utilize the marketing mix to construct an inventive, engaging, global consumer-oriented strategy. Organizations that create, deliver, and communicate customer value will define the future.
- Students will be able to analyze the consumer decision-making process needed to design and collect marketing research that is responsive and evaluative of customer satisfaction.

- Students will be able to create and apply grounded marketing practices in developing and executing a marketing plan that is attentive to consumer satisfaction, organizational success, and positive global citizenship contributions.

## Business Core

Students majoring in accounting, agricultural business, business administration, business analytics, cybersecurity, 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

- BA 403 - Internship **3 Credit(s)**
- MKT 315 - Sales Management **3 Credit(s)**
- MKT 337 - Personal Selling **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 approved professional education core courses.

## Program Student Learning Outcomes

- **Considers Contextual Factors:** The teacher uses information about the learning-teaching context and student individual 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 specific learning outcomes, student characteristics and needs, and learning contexts
- **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 to improve teaching practice.

## 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 Credit(s)**
- 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 Credit(s)**
- 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**

## **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 approved professional education core courses.

### **Program Student Learning Outcomes**

- **Considers Contextual Factors:** The teacher uses information about the learning-teaching context and student individual 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 specific learning outcomes, student characteristics and needs, and learning contexts
- **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 to improve teaching practice.

### **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 Credit(s)**
- 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 semester credits must be earned in courses numbered 300 or above.

### Program Student Learning Outcomes

- Students will be able to respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.
- Students will be able to understand and ethically apply basic research methods in psychology, including research design, data analysis, and interpretation.

- Students will be able to demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology enabling them to better understand and apply psychological principles to personal, social, and organizational issues.
- Students will be able to recognize, understand, and respect the complexity of sociocultural and international diversity as it relates to psychology.

## 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)**

### 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)**

### Choose from one of the following Emphasis areas:

## General Psychology Emphasis: 21 Credits

### 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)**

### 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)

\*\*\*Upper Iowa University undergraduate students majoring in Psychology are able to take up to 12 graduate credits through the Link Program if they meet a 3.0 GPA with Advisor approval. The following courses are eligible:

- 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 543 - Career Counseling **3 Credit(s)**

## **Pre-Counseling Emphasis: 21 Credits**

- HSV 361 - Marriage and the Family **3 Credit(s)**
- HSV 454 - Issues and Ethics in the Helping Professions **3 Credit(s)**
- PSY 332 - Personality **3 Credit(s)**
- PSY 355 - Skills and Strategies in the Helping Professions **3 Credit(s)**
- PSY 360 - Abnormal Psychology **3 Credit(s)**
- PSY 403 - Internship **3 Credit(s)**

## **Total Credits: 39**

\*MATH 220 has a prerequisite.

\*HSV 361 has a prerequisite of SOC 110.

## **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 six credits specific to The Peacock Professional Experience ("general education"), 15 credits of core courses, and 21 credits in an emphasis area for a total of 42 credits.

Students may select only one emphasis area with this major. Students may not double major in the area associated with the emphasis.

### **Program Student Learning Outcomes**

- Students will be able to describe/explain the roles and realities of public administration in society, as well as the context of public management and how it differs from private sector management.
- Students will be able to explain the process and context of policy making at all levels of democratic government, as well as how policy and administrative process connect, and are able to identify common barriers to effective implementation.
- Students will be able to select and use appropriate research methods and analytical tools for collecting and analyzing data, and use that data along with secondary research to inform decisions.
- Students will be able to communicate effectively in writing/spoken format to a variety of audiences.
- Students will be able to illustrate the value of diverse backgrounds and viewpoints in a democracy and can effectively incorporate citizen participation.

### **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)**
- SOC 334 - Introduction to Data Analysis in the Social Sciences **3 Credit(s)**
- PA 49801 - Senior Project **3 Credit(s)**

## 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 **6 Credit(s)\***

*Note:*

\* All 6 must be in Public Administration or Political Science.

## 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 **9 Credit(s) \***

*Note:*

\* At least 6 must be in Public Administration or Political Science. Other acceptable electives, as approved by the Department of Humanities and Social Science, 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 **9 Credit(s)** \*

**Note:**

\* At least 6 must be in Public Administration or Political Science. Other acceptable electives, as approved by the Department of Humanities and Social Science, 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 Credit(s)**

### **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, 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 45 semester credits. A minimum of 18 semester credits must be selected from upper division coursework. In addition, students must complete The Peacock Professional Experience ("general education") 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.

### Program Student Learning Outcomes

- Students will be able to demonstrate familiarity with the major concepts and theoretical perspectives pertinent to their chosen emphasis, or in human social behavior more generally.
- Students will be able to recognize and understand various types of social inequality and the impact types of inequality have on individuals, institutions, and societies.
- Students will be able to understand and apply the basic research methods of their chosen emphasis (or capstone), including research design, data/evidence analysis, and interpretation.
- Students will be able to approach the social sciences with a spirit of skeptical inquiry, and utilize scientific approaches to solve problems related to human behavior and society.
- Students will be able to communicate social science theory and their own research findings effectively in a variety of formats.

### Social Science Core Courses (21 credits)

- PS 100 - U.S. Government **3 Credit(s)**
- PSY 190 - General Psychology **3 Credit(s)**
- SOC 110 - Principles of Sociology **3 Credit(s)**
- SOC 334 - Introduction to Data Analysis in the Social Sciences **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)

- SOC 498 - Senior Project **3 Credit(s)**

## Select one Emphasis Area (24 credits)

### Emphasis in History

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, 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 45 semester credits. A minimum of 18 semester credits must be selected from upper-division coursework. 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. 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.

### 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 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)**
- Related course approved by department chair **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**

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, 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 45 semester credits. A minimum of 18 semester credits must be selected from upper-division coursework. 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. 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.

### **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 Sociology**

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, 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 45 semester credits. A minimum of 18 semester credits must be selected from upper-division coursework. 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. 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.

## Requirements

- SOC 220 - Social Problems **3 Credit(s)**
- MATH 220 - Elementary Statistics **3 Credit(s)**
- SOC 304 - Globalization **3 Credit(s)**
- SOC 392 - Sociological Theory **3 Credit(s)**

## Select four of the following: 12 Credit(s)

- 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

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 ("general education"), 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.

## 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

The supply chain management major provides students with the knowledge and skills to deepen their understanding of the SCM discipline's strategic impact on achieving business objectives. Students will explore all facets of supply chain processes, from initial sourcing decisions to product delivery to the point of need. Included are processes such as demand forecasting, cost efficiency, optimization of packaging and logistics, and supplier relationship management. The major prepares students to gain a supply chain management position.

\*May not be taken with any major or minor that would duplicate an emphasis or with the management major.

### Program Student Learning Outcomes

- Students will be able to interpret the challenges, issues, and concerns in international supply chain management.
- Students will be able to evaluate theory and methods to address and improve supply chain and logistics efficiencies.
- Students will be able to explain the role of operations and supply chain within the organization.

## Business Core

Students majoring in accounting, agricultural business, business administration, business analytics, cybersecurity, 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)**

**Total Credits: 21**

## Certificates

### Accounting, Post-Graduate 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

## 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

- Certification in First Aid/CPR/AED **0-1 Credit(s)**

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**

## Corporate Financial Management, Post-Graduate 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

## 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 Resources Management, Post-Graduate Certificate

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)**

# 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)**

### Senior Project:

- HSV 498 - Senior Project **3 Credit(s)**

## **Total Credits: 45**

### **Specific Requirements to The Peacock Professional Experience**

#### **Social Science**

- PSY 190 - General Psychology **3 Credit(s)**
- SOC 110 - Principles of Sociology **3 Credit(s)**

#### **Human Values and Cultural Perspectives**

- SOC 240 - Diversity in the United States **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. 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.

## **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**

### **Organizational Development, Post-Graduate Certificate**

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)**

## **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**

## **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, artificial intelligence, corporate financial management, cybersecurity, general management, human resources management, leadership, organizational development, and sport administration. 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**

- Students will be able to analyze the implications of regulatory and legal issues for corporations competing in the current economic environment.
- Students will be able to identify and resolve problems, create change, or develop recommendations using analytical tools for business decision-making.
- Students will be able to explain the interdependence of corporate functional responsibilities.
- Students will be able to 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 and Graduate Rize courses will not satisfy a Graduate Elective in an emphasis in 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. MBA 500 and Graduate Rize courses will not satisfy a Graduate Elective in an emphasis in any graduate program.

## **Accounting**

The Accounting Emphasis integrates management skills with accounting theory and practice. It is strongly recommended that students have an undergraduate degree in accounting when pursuing this emphasis. The Accounting Emphasis will provide students an opportunity to meet the 150 credit requirement for the Uniform CPA examination. The completion of the Accounting Emphasis does not guarantee that the requirements to sit for the Uniform CPA examination have been met. Contact the Board of Accountancy in the state that the student wishes to sit for the examination for that state's specific requirements.

### **Program Student Learning Outcomes**

- The student will be able to integrate management skills with accounting theory and practice.
- The student will be able to resolve potential tax or accounting issues that may arise in the accounting field.

### **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**

## **Artificial Intelligence Emphasis**

The emphasis in artificial intelligence teaches MBA students to bridge the gap between technical teams and business stakeholders, ensuring successful AI adoption and implementation. This low-code and accessible emphasis gives students literacy in the technical subjects they will need to manage AI projects successfully. This emphasis includes online courses as part of the curriculum through our partnership with Rize. These offer students cutting-edge curriculum, greater scheduling flexibility, access to nationwide experts in the field, and access to even more resume-ready skills. Rize courses may not be taken for electives.

### **Program Learning Outcomes**

- The student will be able to critically assess the limitations and capabilities of AI technologies to make sure AI-driven business solutions align with organizational objectives.
- The student will be able to ensure responsible and compliant AI implementation in a business setting by applying governance frameworks and ethical guidelines to AI projects.

## Requirements

- AI 510 - Generative AI for Managers **3 Credit(s)**
- AI 520 - Business Use Cases for AI **3 Credit(s)**
- AI 530 - AI Governance and Ethics **3 Credit(s)**
- AI 540 - Managing AI Projects **3 Credit(s)**
- MBA 501 - Managerial Communication **3 Credit(s)**
- Graduate Elective **3 Credit(s)**

**Total Credits: 18**

## Corporate Financial Management

The Corporate Financial Management Emphasis provides students with a broad understanding of financial management, financial institutions, and investment strategies. Graduates will evaluate investments, develop management strategies using corporate financial information, and apply various corporate financial management strategies to evaluate risk.

### Program Student Learning Outcomes

- The student will be able to develop management strategies using corporate financial information.
- The student will be able to apply 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**

## Cybersecurity Emphasis

An MBA emphasis in cybersecurity prepares students to step into lucrative and high-impact roles that both enhance overall business acumen and bring desperately needed security value to almost every industry. This emphasis includes online courses as part of the curriculum through our partnership with Rize. These offer students cutting-edge curriculum, greater scheduling flexibility, access to nationwide experts in the field, and access to even more resume-ready skills. Rize courses may not be taken for electives.

### Program Learning Outcomes

- The student will be able to evaluate and create comprehensive governance, risk management and compliance plans that align with corporate performance goals, follow key regulations, and enhance organizational resilience.
- The student will be able to demonstrate strategic leadership in cybersecurity by proactively planning, implementing, and managing comprehensive security measures.

## Requirements

- CYBR 510 - Information Governance, Risk Management, and Compliance **3 Credit(s)**
- CYBR 520 - Network Architecture for Cyber Managers **3 Credit(s)**
- CYBR 530 - Cyber Risk Management and Strategy **3 Credit(s)**

- CYBR 540 - Executive Cyber Defense **3 Credit(s)**
- MBA 501 - Managerial Communication **3 Credit(s)**
- Graduate Elective **3 Credit(s)**

**Total Credits: 18**

## **General Management**

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.

## **Program Student Learning Outcomes**

- The student will be able to compare and contrast business theories with real practice to identify opportunities and threats faced by organizations.
- The student will be able to work effectively in a team-oriented environment.

## **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**

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.

## **Program Student Learning Outcomes**

- The student will be able to analyze the culture, internal power structure or diversity protocol in the management of a human resource department.
- The student will be able to examine the relationships of labor and management in the development of human resource strategy.

## **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**

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.

### **Program Student Learning Outcomes**

- The student will be able to apply leadership theory and practice through the process of self-evaluation and critical analysis.
- The student will be able to prepare to lead others in environments increasingly characterized by change and complexity.

### **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**

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.

### **Program Student Learning Outcomes**

- The student will be able to explain the models of change management and appropriate application in organizational change.
- The student will be able to analyze the training and development needs of an organization.

### **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 Credit(s)**

**Total Credits: 18**

## **Sport Administration**

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.

## **Program Student Learning Outcomes**

- The student will be able to analyze and assess facility needs including planning, design and construction, as well as financing, economic impact, risk management, and legal issues in sport.
- The student will be able to assess diversity in both athletes and employees, recognize the need for mental health support in all stakeholders while practicing a global understanding and modeling professional sport administrator behavior.

### **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)**
- Graduate Elective **3 Credit(s)**

**Total Credits: 18**

### **Note:**

The student is responsible to complete all prerequisite requirements for elective courses. Exceptions must be approved by the MBA Program Director.

## **Master of Education MED**

Upper Iowa University's Master of Education (M.Ed.) program is designed to enhance educators' abilities to work effectively with students while developing the knowledge, skills, and dispositions necessary to become effective leaders within their respective educational disciplines. Courses are delivered by faculty with extensive hands-on experience in both K–12 and higher education environments, ensuring that instruction is grounded in practical application as well as theory. The M.Ed. program offers several areas of emphasis that include advanced coursework tailored to educators seeking Iowa teaching license endorsements. These emphases include Special Education, Early Childhood Education, English as a Second Language (ESL), Talented and Gifted (TAG), Reading, and Teacher Leadership.

The program is intended to serve educators who are pursuing endorsement credentials, the Master of Education degree, or both. Candidates are required to complete the Iowa Department of Education–approved endorsement coursework offered through Upper Iowa University, fulfill the M.Ed. core requirements, and, if needed, take additional coursework in the Teacher Leadership emphasis to meet the credit hour requirements for the 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
- Instructional Strategist I and II: All K-12
- Reading (K-8 and/or 5-12)

- Reading Specialist
- Talented and Gifted

## Areas of Emphasis

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

Students not pursuing Iowa endorsements may choose to earn a Master of Education degree in a non-licensure emphasis area. The available non-licensure emphasis areas include the following:

- Early Childhood Non-Licensure
- English as a Second Language Non-Licensure
- Instructional Strategist Non-Licensure
- Reading Non-Licensure
- Talented and Gifted Non-Licensure

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, candidates 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

Learners successfully completing the Master of Education program with an emphasis in Teacher Leadership, Special Education, Reading, Early Childhood, English as a Second Language, or Talented and Gifted, will address the following Program Learning Outcomes:

- Students will be able to read and evaluate educational research and apply through written projects.
- Using knowledge of different backgrounds, ethnicities, and cultures, students will explain how they would collaborate effectively with a variety of constituents.
- Students will apply their knowledge to solve problems related to educational assessment, curriculum, and instruction.

- Students will develop effective leadership decision making and analytical skills.

## 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:

### 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 Requirements

- 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 Requirements

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.

## Early Childhood Non-Licensure Emphasis

To be awarded the Master of Education Early Childhood Non-Licensure 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 590-01 - Capstone Seminar Early Childhood **3 Credit(s)**

### Early Childhood Emphasis Requirements

- 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)**

## **Graduate Electives: 12 Credit(s)**

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**

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:

#### **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 Requirements**

- 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**

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:

#### **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 Requirements

- 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: K-8 Emphasis

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:

### 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 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 Requirements**

- 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 Requirements**

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 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 Requirements

- 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 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 Requirements

- 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 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 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 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 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 Requirements

- 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.

## Reading Non-Licensure Emphasis

To be awarded the Master of Education Reading Non-Licensure 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 590-05 - Capstone Seminar Reading **3 Credit(s)**

### Reading Non-Licensure Requirements

- EDU 507 - Diagnostic Assessment Practices in Reading and Language Arts **3 Credit(s)**
- EDU 525 - Content Area Literacy **3 Credit(s)**
- EDU 545 - Language Acquisition **3 Credit(s)**
- EDU 580 - Best Practices in Literacy Intervention **3 Credit(s)**
- EDU 585 - Advanced Instructional Issues and Methods in Reading and Language Arts **3 Credit(s)**

### Graduate Electives: 12 Credit(s)

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)

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

- 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 Requirements

- 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 Requirements**

- 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.

## **Teaching Channel with 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. Only 12 credits may transfer into the MEd program as graduate electives. If individuals want to pursue a MEd at UIU, they must follow the MEd admission requirements.

## **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.

## Program Student Learning Outcomes

- Students will be able to demonstrate an understanding of industry trends and their impact on the health care delivery system.
- Students will be able to examine the impact of ethics, policy processes, and regulation on the delivery of healthcare.
- Students will be able to understand the role and value of healthcare informatics in the delivery of healthcare.
- Students will be able to understand the role of organizational leadership, financial management, and human resources in health services organizations.

## 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**

This emphasis area is designed to help prepare students for director-level and leadership positions in a wide range of health care settings. Through the coursework, students will focus on best practices for directing and organizing healthcare resources and services within various environments. Focus is placed on building leadership skills that can help students effectively address organizational and community needs.

**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**

Big data is transforming the health care industry relative to improving quality of care and reducing costs. Healthcare providers are looking for professionals who can extract, analyze, and interpret data from patient health records, insurance claims, financial records, and more, to tell a compelling and actionable story using health care data analytics.

### **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**

This emphasis area is designed to help prepare students to build core competencies to lead and manage complex, population-based healthcare initiatives and programs. Through the coursework, students will examine health determinants and outcomes using a population health framework. Focus is placed on preparing those in healthcare leadership roles to understand and analyze healthcare data that drives the creation of policies and interventions aimed at improving health outcomes, reducing disparities, and improving the healthcare system.

### **Requirements**

- PA 503 - Research Methods for Public Administration **3 Credit(s)**
- 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**

The senior population is growing at a rapid rate, which is increasing the need for various senior living services. This emphasis area will prepare students to work and make an impact in the rapidly growing senior living industry. Strong leaders will be needed in various sectors including but not limited to nursing homes, assisted living, retirement communities, home health services, rehabilitation services, and hospice care.

### **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, cybersecurity, 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:

- Students will be able to analyze, synthesize, and think critically about solving problems and making decisions.
- Students will be able to articulate and apply a public service perspective.
- Students will be able to contribute to the public policy process.
- Students will be able to lead and manage in public governance.
- Students will be able 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, cybersecurity, 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. Graduate Rize courses will not satisfy a Graduate Elective in an emphasis in any graduate program.

## 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

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**

## Cybersecurity Emphasis

This emphasis area prepares students to step into lucrative and high-impact roles that both enhance overall public sector acumen and bring desperately needed security value to almost every industry. This emphasis includes online courses as part of the curriculum through our partnership with Rize. These offer students cutting-edge curriculum, greater scheduling flexibility, access to nationwide experts in the field, and access to even more resume-ready skills. Rize courses may not be taken for electives.

### Program Learning Outcomes

- The student will be able to evaluate and create comprehensive governance, risk management, and compliance plans that align with corporate performance goals, follow key regulations, and enhance organizational resilience.
- The student will be able to demonstrate strategic leadership in cybersecurity by proactively planning, implementing, and managing comprehensive security measures.

### Requirements

- CYBR 510 - Information Governance, Risk Management, and Compliance **3 Credit(s)**
- CYBR 520 - Network Architecture for Cyber Managers **3 Credit(s)**
- CYBR 530 - Cyber Risk Management and Strategy **3 Credit(s)**
- CYBR 540 - Executive Cyber Defense **3 Credit(s)**
- PA 559 - Seminar in Cybercrime **3 Credit(s)**

**Total Credits: 15**

## Emergency Management and Homeland Security

This emphasis area is designed to prepare students for leadership positions in agencies and organizations with missions to protect life, liberty, and property.

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

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

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

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**

**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)

### 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 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.

\*\*\*Upper Iowa University undergraduate students majoring in Psychology are able to take up to 12 graduate credits through the Link Program if they meet a 3.0 GPA with Advisor approval. The following courses are eligible:

- 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 543 - Career Counseling **3 Credit(s)**

## Master 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.

### Program Student Learning Outcomes

The outcomes for Upper Iowa University's Master's in Psychology program are adapted from foundational principles set forth from the American Psychological Association (APA) to ensure our students are prepared to apply psychological principles either directly to the workforce or to a doctorate program. The outcomes are for students to:

1. **Psychology Knowledge Base:** Students will enhance their knowledge of psychology and be prepared to apply that knowledge in further education or master's-level careers.
2. **Application of Scientific Principles:** Students will be able to apply principles of psychological science to identify and solve problems.
3. **Effective Interpersonal Leadership:** Students will be equipped as workers with skills necessary to be an effective leader in the workplace.
4. **Effective Program-Solving in Organizational Roles:** Students will increase efficacy in identifying problems and communicating solutions across levels of an organization.
5. **Ethical and Socio-Cultural Awareness:** Students will integrate understanding of ethical standards while recognizing the varied needs of a diverse workforce.

### 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

### Artificial Intelligence (AI) Micro-Credential

The Artificial Intelligence (AI) Micro-Credential is designed to provide students with a foundational understanding of artificial intelligence concepts, tools, and applications. This Micro-Credential integrates coursework in AI fundamentals and prompt engineering, equipping students with essential skills in machine learning, neural networks, and AI model interaction. Through this Micro-Credential, students will gain a comprehensive understanding of AI-driven problem-solving, ethical considerations in AI, and effective prompt design strategies. These skills prepare students for future-focused careers in data analysis, content generation, and other AI-enhanced fields.

#### Requirements

The **Artificial Intelligence (AI) Micro-Credential** is designed to provide students with a solid foundation in AI principles, techniques, and real-world applications. This Micro-Credential integrates coursework in fundamental artificial intelligence and prompt engineering, equipping students with essential skills in problem-solving, machine learning, neural networks, and ethical considerations. Students will also learn to design and refine prompts for AI models, enabling effective interaction with AI systems across various contexts.

- BA 103 - Introduction to Artificial Intelligence (AI) **3 Credit(s)**
- BA 104 - Introduction to AI Prompt Engineering **3 Credit(s)**

**Total Credits: 6**

### 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

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.

## 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

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.

## 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

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.

## 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

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.

## 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.

## 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)**

## **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**

- HIST 281 - Western Economic History: 1600-Present **3 Credit(s)**
- FIN 310 - Money and Capital Markets **3 Credit(s)**

### **OR**

- 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**

- 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**

# **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-Counseling, Minor**

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

### **Requirements**

- PSY 190 - General Psychology **3 Credit(s)**
- PSY 332 - Personality **3 Credit(s)**
- PSY 355 - Skills and Strategies in the Helping Professions **3 Credit(s)**
- PSY 360 - Abnormal Psychology **3 Credit(s)**
- HSV 361 - Marriage and the Family **3 Credit(s) \***
- HSV 454 - Issues and Ethics in the Helping Professions **3 Credit(s)**
- PSY 403 - Internship **3 Credit(s) \*\***

\*\*Internship should be related to counseling and will be semester long.

**Total Credits: 21**

\*HSV 361 has a prerequisite of SOC 110.

## **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)**
- 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: 24

# Psychology, Minor

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

## 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 Data Analysis in the Social Sciences **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**

- HIST 281 - Western Economic History: 1600-Present **3 Credit(s)**
- FIN 310 - Money and Capital Markets **3 Credit(s)**

**OR**

- 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 **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 Physical Education Endorsement #147**

### **Requirements**

- BIO 268 - Introduction to Human Anatomy and Physiology **4 Credit(s)**
- EDU 142 - Human Growth, Development and Guidance **3 Credit(s)**

- EDU 332 - Teaching Adapted Physical Education 3 Credit(s)
- EDU 336 - Teaching Physical Education K-12 3 Credit(s)
- EXSS 102 - First Aid/CPR/AED Programs 1 Credit(s)
- EXSS 225 - Group Exercise Instruction 2 Credit(s)
- EXSS 226 - Foundations of Physical Fitness 2 Credit(s)
- EXSS 280 - Personal and Community Health 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: 32**

## **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.

## **Excellence in Experiential Learning Honors Program (ExcEL)**

The Excellence in Experiential Learning and Honors Program (ExcEL) at Upper Iowa University empowers students to apply practical and transferable skills, preparing them for meaningful careers and lifelong success. Through hands-on learning, professional development, and service, ExcEL Scholars cultivate adaptability, collaboration, and a growth mindset. They engage in work and community contributions, build strong professional networks, and explore diverse career paths. By integrating knowledge with experience, ExcEL Scholars emerge as confident, engaged, and capable leaders in their fields and communities.

For more information go to [uiu.edu/academics/excellence-in-experiential-learning-program/](http://uiu.edu/academics/excellence-in-experiential-learning-program/).

### **Required Courses (9 credits)**

- FYS 120 - First Year Seminar **3 Credit(s)**

NOTE: FYS 120 - ExcEL Foundations: Designing Your College and Career Journey

- EXEL 200 - Experiential Learning & Leadership Seminar **1 Credit(s)**

NOTE: ExcEL Scholars must repeat the seminar for a total of six credits, but may repeat up to 12 credits.

## **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 Credit(s)**
- Current certification to include infant/child CPR/First Aid **0-1 Credit(s)**

**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 Credit(s)**

### 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 Physical Education Endorsement #146**

### **Requirements**

- BIO 268 - Introduction to Human Anatomy and Physiology 4 Credit(s)
- EDU 142 - Human Growth, Development and Guidance 3 Credit(s)
- EDU 332 - Teaching Adapted Physical Education 3 Credit(s)
- EDU 336 - Teaching Physical Education K-12 3 Credit(s)
- EXSS 102 - First Aid/CPR/AED Programs 1 Credit(s)
- EXSS 225 - Group Exercise Instruction 2 Credit(s)
- EXSS 226 - Foundations of Physical Fitness 2 Credit(s)
- EXSS 280 - Personal and Community Health 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: 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.

# 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.

## Fostering Career Readiness

The National Association of Colleges and Employers (NACE) has identified eight core competencies that represent employer-desired skills and prepare to students to be career-ready. The Peacock Professional Experience has been designed to directly address four of the competencies, with special emphasis on critical thinking as applied to diverse ways of knowing. [Click here to learn more about the NACE competencies.](#)

## Program Requirements

Students need to complete a minimum of 30 semester hours of general education credits as outlined below to meet the HLC requirement. If UIU waives any of the PPE requirements (e.g., FYS), the student needs to have a general education course to replace the credits (from any category, either in transfer or at UIU).

## 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.

## Human Values and Cultural Perspectives

Students will be able to engage as members of a cross-cultural 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: 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

NACE Competency: Communication.

*Outcome 1:* Students will be able to communicate effectively in formal written prose.

**Required: 3 credit(s)**

- ENG 101 - English Composition I **3 Credit(s)**

*Outcome 2:* Students will be able to communicate effectively and demonstrate critical thinking through thesis-driven, argumentative writing.

**Required: 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 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 216 - Mythology **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 Science

**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)**
- 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)**

# 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:*

**Tanesha Morgan, Lecturer of Accounting/External Partner Operations (2024)**

B.S., M.B.A. Southeastern Louisiana University; M.Ed. American College of Education; M.S. University of Saint Francis; Ph.D. Southern University

**Mariea 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. M.B.A. 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

**Amanda Reiling-Pasket, Assistant Professor of Marketing (2025)**

B.A., M.B.A. Upper Iowa University

**Richard Patrick, Professor of Business (2009)**

B.A. Simpson College; M.S. Purdue University; Ph.D. University of Nebraska-Lincoln

**Emil Suder, Assistant Professor of Business (2025)**

B.A. Davis and Elkins College; M.B.A. University of Phoenix; Ed.D. American International Theism University; Ph.D. Esoteric Interfaith Theological Seminary

### Andres Department of Education

*CHAIR:*

**Alex Hansen, Assistant Professor of Education (2022)**

B.A. Upper Iowa University; M.A. Viterbo University

*FACULTY:*

**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:*

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B.A. Wartburg College; M.A.T. 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 Excellence in Experiential Learning (ExcEL Honors Program)**

*CHAIR:*

**Miriam Skrade, Director of Honors and Experiential Learning (2024)**

B.A. Luther College; M.S. Iowa State University

## **Department of Psychology and Human Services**

*CHAIR:*

**Shelby Kaura, Associate Professor of Human Services (2007)**

B.A., M.S., Ph.D. Iowa State 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:*

#### **Jeffrey Butikofer, Professor of Chemistry (2005)**

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#### **Joshua Case, Assistant Professor of Mathematics (2024)**

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#### **Daniel (DJ) Hennager, Assistant Professor of Biology (2024)**

B.S., Ph.D. University of Iowa

#### **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

#### **Erik Olson, Professor of Chemistry (1994)**

B.A. Juniata College; Ph.D. Dartmouth College

#### **Paul Skrade, Associate Professor of Biology (2015) and Delano Professor of Science**

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, Master of Business Administration Program Director and Assistant Professor of Business (2014)**

B.A. Luther College; M.S. Western Illinois University; Ed.D. Grand Canyon 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:*

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B.S. St. Ambrose University; M.S. Colorado State University; Ph.D. Colorado State University

*FACULTY:*

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*DIRECTOR:*

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## **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:*

**Scotti Hagensick, Lecturer of Counseling (2025)**

B.A., M.A. University of Northern Iowa

**Kathleen Jones-Trebatoski, Assistant Professor of Counseling (2022)**

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**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)

**Scott Figdore**, Professor of Science (1992-2024)

# University Administration and Staff

## University Administration

**Kathy Franken**, President and Chief Financial Officer

**Dr. Billie Cowley**, Vice President for Academic Affairs (VPAA)/Chief Academic Officer (CAO)

**Seth Miner**, Vice President, Residential Campus Admissions and Student Life

**Ashley Gredys**, Vice President for External Affairs

**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

**Holly Wolff**, Executive Assistant to the President and Assistant Secretary of the Board of Trustees

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Dennis Murdock

Mike Prochaska

Brian Sims

David Vaudt

Neil Wilkinson

La'Mont Williams

## Locations

### Upper Iowa University - Alexandria Center

1410 Neel Kearby Blvd., Suite 115  
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605 Washington St; PO Box 1857  
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Phone: 563-425-5200  
Fax: 563-425-5287  
Email: distance@uii.edu  
Website: uii.edu/online

### Upper Iowa University - DeRidder Center

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Website: uii.edu/desmoines

### Upper Iowa University - Fayette Campus

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Phone: 563-425-5200  
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Website: uii.edu/fortpolk

### Upper Iowa University - Fort Riley Center

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Website: uii.edu/fortriley

### Upper Iowa University - Fort Sill Center

Fort Sill Welcome Center  
4700 Mow-Way Road, Suite 502  
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Website: uii.edu/fortsill

### Upper Iowa University - New Orleans Center

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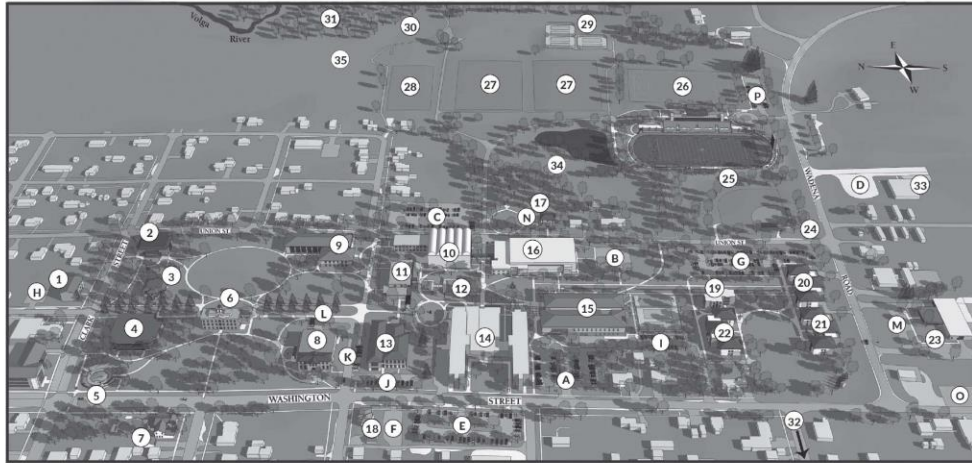
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Website: uii.edu/waterloo

# 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* |                                      |
| 11. Baker-Hebron Science<br>500 1/2 Union Street*                         | 24. Eischeid Softball Complex                            |                                      |
| 12. Grace Meyer Square  | 25. Harms-Eischeid Football Stadium                      |                                      |
| 13. Andres Center for Business<br>and Education<br>501 Washington Street* | 26. Pattison Soccer Field                                |                                      |
|   | 27. Soccer Practice Field                                |                                      |

\*911 Address

#### Parking

- A. Student Center
- B. Recreation Center
- C. Dorman Memorial Gymnasium
- D. Peacock Arts and Athletic Center
- E. Garbee Hall
- F. Commuter
- G. South Villages and Lee Tower
- H. Hofmaster
- I. Student Center Staff
- J. Andres Center Faculty
- K. Andres Center
- L. Henderson-Wilder Library
- M. Facilities Management & Services
- N. Alumni House
- O. South Campus
- P. Harms-Eischeid Football Stadium





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